



# **College In High School Program**

June 2014

## The College in High School Program

Seton Hill University is working together with High Schools to offer eligible students the opportunity to earn college credits while in high school through the College in High School (CHS) program.

Students can register from participating school districts for one or more of the approved courses through their high school and upon successful completion of the course receive college credit from Seton Hill University.

College in High School provides students with the opportunity to get a head start on their college degree while still in high school. And, the program helps students make a smooth and successful transition to college by giving them a preview of college-level academic work.

The cost of CHS is just a fraction of regular college tuition.

This handbook contains information on how High Schools can apply to participate in the CHS Program by:

1. Requesting that existing high school courses be approved as College in High School courses,
2. Submitting travel courses for approval.

Don't miss out on this opportunity to help your students invest now in their college education.

## The Course Approval Process

### **A. Requests for existing High School Courses to be approved as equivalent to existing Seton Hill University Courses.**

1. An initial contact is made between the high school hosting the potential **College in High School (CHS)** program and Dr. Terrance DePasquale, Associate Provost. Contact the office by phone (724) 552-1706, or by email at [busch@setonhill.edu](mailto:busch@setonhill.edu).
2. The High School Administrator appoints a **CHS** liaison to serve as the main contact between the High School and the University. The liaison could be a principal, assistant principal, guidance counselor, teacher or administrator.
3. The **CHS** liaison can consider offering any existing course in the Seton Hill University catalog. These courses are generally on the 100-level, but can be higher. *Check the course description by visiting our website: [www.setonhill.edu](http://www.setonhill.edu) and click on the link to the Catalog.*
4. The high school sends a course syllabus and the curriculum vita of the faculty who will be teaching the **CHS** course electronically to [busch@setonhill.edu](mailto:busch@setonhill.edu).
5. Courses and faculty CVs may be submitted as early as September of the academic year prior to the intended offering at the high school. Submissions may be submitted as late as the end of March. Submissions received after March will not be able to be reviewed until the following academic year.
6. The approval process consists of the review of faculty credentials and of course content, objectives, assessments and materials to ensure that they are equivalent to the corresponding Seton Hill course and are on a first-year college level. Occasionally syllabi are returned with suggested revisions or when additional information is needed to complete the review. Sufficient time needs to be allotted for the process to be completed by April of the academic year prior to the intended offering at the high school.
7. The credentials of course instructors are reviewed for equivalency to the university criteria for hiring adjunct instructors. The preference is that the adjunct instructors have either a Master's or Doctoral degree and teaching experience. However, the University does approve adjuncts that do not have a Master's but have particular certifications and/or expertise and are known to be good teachers.
8. Travel courses may also be submitted for credit approval using the same steps as above.
9. After review and approval, the Associate Provost notifies the high school faculty of course acceptance or denial.

## Ongoing Course Review

For approved **CHS** courses, the high school must submit to Seton Hill University every three (3) years or as requested:

- a. An updated instructor's vita,
- b. An updated syllabus which reflects new/current resource materials (readings, software, websites),
- c. Samples of student product and assessments.

## The Registration Process

1. After the course is confirmed, the high school is sent registration materials. Registration for **CHS** courses is done at the high school, through the **CHS** faculty liaison. Students submit the completed form to the **CHS** liaison who will forward the registration forms along with the students' payment to the Registrar's Office of Seton Hill University. Fall registration must be completed by THE THIRD FRIDAY IN SEPTEMBER; SPRING REGISTRATION BY THE FIRST FRIDAY IN FEBRUARY. Students registering for year-long courses must register by fall dates.
2. The **CHS** faculty liaison should also include a list of all students participating in the **CHS** program and their social security numbers on the spreadsheet provided.
3. **No retroactive course registrations will be permitted.**

**NOTE:** All **CHS** faculty will have access to Seton Hill's learning management system and will be expected to post grades electronically no later than June 15 for spring-only and year-long courses and by January 31 for fall-only courses.

*NOTE: If the school district cannot comply with the dates listed above, please contact the Office of the Associate Provost ([busch@setonhill.edu](mailto:busch@setonhill.edu)) for possible extensions.*

## Academic Policies

### **Grades**

**CHS** students receive both a high school and Seton Hill grade for the course. The Seton Hill University grade is based only on performance on the approved examinations and assignments and is recorded on the official Seton Hill University transcript. **CHS** instructors should establish their grading procedures in keeping with the University's policy. The grading procedure should be clearly explained on the course syllabus. **CHS** instructors must record letter grades (not percentages) electronically to the University's web portal after the last day of classes but no later than June 15 for year-long and fall-only courses and January 31 for fall-only courses. The following quality points will be assigned per credit:

A	4 points	Work of excellence and distinction. An "A" student demonstrates superior aptitude and initiative in the course, and work which is frequently characterized by accuracy, practical application, originality, creativity, insight, and understanding.
A-	3.67	
B+	3.33	
B	3.0	Indicates work of high quality. A "B" student will occasionally demonstrate excellence in the above characteristics.
C+	2.33	
C	2.0	Indicates work which satisfactorily meets Seton Hill University's standards for graduation. A "C" student will be open to new learning and will demonstrate noticeable development in that direction. This student will participate consistently in the course and give a sustained amount of effort and attention to the course and its requirements.
C-	1.67	
D+	1.33	
D	1.0	Indicates work which, while unsatisfactory in some respects, is acceptable enough on an overall basis to receive college credits.
D-	0.67	
F	0	Indicates failure of the course.

### **Academic Status**

When students enroll at Seton Hill University through **CHS** they are part-time, unclassified students. This status entitles them to access to the library, in person and technologically.

## Transferring Credit

**CHS** course credits are recorded on a standard Seton Hill University transcript, which can be sent to any college which the student attends after high school in order to apply to have this credit transferred. *Since Seton Hill does not govern the transfer credit policies of other institutions, the University cannot guarantee that **CHS** credit will transfer successfully.* However, research shows that almost all former **CHS** credits are approved as either elective credit towards graduation or advanced standing as recognition of advanced study.

Transcripts will be available to students who request them from the Registrar's Office as early as one month following course completion. There is a fee for each transcript.

## Withdrawals

Withdrawal is a formal academic procedure. When a student withdraws on or before November 15 for all year-long and fall-only courses, or April 1 for all spring-only courses, his/her course grade becomes a "W", which cannot affect a college grade point average. Any withdrawal after those dates will be an "F".

The following restrictions are placed on the withdrawal process:

- Tuition is not refunded if a student withdraws from a course.
- Only the **CHS** teacher can approve withdrawal from a course. Therefore the **CHS** teacher must notify the Office of the Associate Provost ([busch@setonhill.edu](mailto:busch@setonhill.edu)) at Seton Hill University of any withdrawal **IN WRITING. This may be done electronically.**
- Teachers cannot withdraw a student from a **CHS** course by putting a "W" on the final grade roster.

## Repetition of Courses

A student who receives a grade of C or below may repeat a course, in which case only the higher grade shall be used in computing the grade point average. The student must complete a new registration form and pay the regular **CHS** tuition to register for the course. Seton Hill replaces the new grade with the previously recorded grade in calculating the student's grade point average, but both grades will appear on the transcript. We do not govern how other colleges perceive this action.

## Fees

A check for tuition must be submitted with course registration. Credit cards are also acceptable to use as payment. Tuition is annually set by the University in January for the next academic year. The school district has the option of collecting tuition from the students and issuing one check for the entire group.

## Syllabus Preparation

The review of the course syllabus is one component of the University's review process. A course syllabus outline follows:

### **Descriptive Information**

Course Number\*

Course Title\*

Semester and Year

Location

Meeting Times

Course Description

Credit Awarded for Course

Instructor's Name, Phone Number

**\*(If applying for equivalency to an existing SHU course, list the SHU Course Name and Number as listed in the SHU catalog)**

### **Course Objectives**

Objectives should be written as Behavioral/Performance Objectives

### **Course Philosophy and Pedagogical Design (Usually narrative description)**

### **Course Outline**

Specific topics to be addressed

Estimated time to be devoted to each topic

### **Course Requirements**

Attendance Policy

Academic Requirements

*i.e., tests, papers, quizzes, presentations, assignments. Specific due dates and details of assignments should be included.*

### **Evaluation of Students**

Scoring Criteria

Percentage of Grade Value for Each Assignment Listed

Grading criteria must be in keeping with the University's policy. The grading procedure should be clearly explained on the course syllabus. **CHS** instructors must record letter grades (not percentages) to the University's Registrar's Office.

### **Readings (APA or MLA citation style)**

Required Readings

Supplemental Readings

See Appendix B for model Course syllabus.



When preparing the syllabus for a Travel Course, particular attention should be paid to the following University requirements for all Travel Courses:

1. **Pre-/Post-Travel Activities**

15 hours of activities designed to prepare students for the academic nature of the travel experience. These include, but are not limited to lectures, readings, student presentations and group presentations.

2. **Writing**

At least ten pages of college-level writing. Assignments should match the needs and goals of particular courses, so several shorter papers may make more sense than a single, long paper. But, papers should typically be several pages long, allowing for statement of thesis and for the development of support for the thesis based on appropriate evidence and experience.

3. **Reading**

Appropriate texts for the travel experience should be included, stated in the syllabus, along with reading assignments. Texts may include other media than the written word, but their use should be made explicit in the syllabus.

4. **Integration**

List the types of assignments or activities that will be used to help students attend to, understand, and analyze their environment while traveling. Travel itinerary should serve the course; the course should not be appended to an otherwise interesting tour.

## **MODEL COURSE SYLLABUS**

## HY 106 : Historical and Political Geography

### Instructor

Office Location

Phone numbers

[Email](#)

*Spring 2014*

Office Hours:

**Note:** This syllabus contains the best possible information on this course. Even so, it is subject to change with appropriate notice. The instructor will attempt to maintain an updated syllabus online. Once notice has been given, you are responsible for complying with any change in assignments or due dates.

### Catalog Description

An introduction to geographic thought with emphasis on the important of geographical factors in history and politics. *3 credits.*

### Texts

Wiesener, Merry E. et al. *Discovering the Global Past: A Look at the Evidence*. Vol. I: *To 1650*. Boston: Houghton Mifflin Co., 2012. (Abbreviated below as **DGP**)

Herodotus, *The Histories* (ca. 440 B.C.E.) Trans. George Rawlinson. The Internet Classic Archive.

Book 2, on Egypt, is located at <http://classics.mit.edu/Herodotus/history.2.ii.html>

Book 4, on Scythia, is located at <http://classics.mit.edu/Herodotus/history.4.iv.html>

### Course Goals

Students will be able to:

Students will demonstrate this through:

Use basic tools of geography, including appropriate terminology, maps, graphs, and demographic data.	Vocabulary tests, mapping exercises, discussion of world regions.
Identify and discuss physical characteristics of places and regions.	Climate zone (biome) assignment, semester-long world region assignment, discovery assignment on water.
Identify, discuss, and analyze the human characteristics of place and region.	Semester-long world region assignment, discovery work on empire, urban development, and exploration.
Identify, discuss, and analyze interactions between people and places.	Discovery assignments on water, disease, and urban development.
Identify and discuss the relation between geography and history.	Assignment on Egypt in antiquity and discovery assignments throughout the course.

## Pedagogical Design

In this course we will use a variety of sources, including original texts dealing with history and geography, online materials, reference works, and contemporary works on history and geography. This wide-ranging examination of works dealing with geography will allow each student to develop a framework for analysis of economic, social, and cultural developments using place and physical environment as a major point of reference.

## Assignments and Grading

Weekly current events on the region for group project (3 points each x 8 )	24
Attend a write a report on two on-campus events dealing with global issues (10 each)	20
Writing and mapping assignments	115
Passport	25
Tests (2 tests x 25)	50
Group project and report	25
Final exam	50

A	=	287-309
A-	=	278-286
B+	=	268-277
B	=	256-267
B-	=	245-255
C+	=	234-244
C	=	223-233
C-	=	212-222
D+	=	201-211
D	=	190-200
D-	=	179-189

**Policy on attendance:** Attending every class period will be essential for students who want to do well in this course. If you are unable to attend because of illness or a pressing obligation, I will not count the absence against you. Your assignments, however, are due on the days stated and must be turned in (via e-mail if necessary) whether you are in class or not.

## Code of Academic Conduct

Seton Hill University expects that all its students will practice academic honesty and ethical conduct. The university regards plagiarism, cheating on examinations, falsification of papers, non-sanctioned collaboration, and misuse or illegal use of library material, computer material, or any other material, published or unpublished, as violations of academic honesty.

### Statement on Disabilities

If you have a disability that may require consideration by the instructor, you should contact the Coordinator of Disabled Student Services at 724-838-4295 or [bassi@setonhill.edu](mailto:bassi@setonhill.edu) . **It is recommended that this be accomplished by the second week of class.** If you need accommodations for successful participation in class activities prior to your appointment at the Disabled Student Services Office, you should offer information in writing which includes suggestions for assistance in participating in and completing class assignments. It is not necessary to disclose the nature of your disability.

### Schedule

<b>Date</b>	<b>Topic</b>	<b>Work</b>
1/24 & 1/26	<b>Introduction to the Course</b> <b>Pre-test</b> <b>Current events</b> <b>Group assignments</b>	<b>Reading</b> CIA World Handbook (choose any country) <b>Writing (due 1/26)</b> Bring this to class. What are the major features of each country that the Handbook examines? Why are these important for understanding these countries? (5)
1/31 & 2/2	<b>Geography and History</b>	<b>Current event reports due on Tuesdays.</b> <b>Reading</b> Herodotus, Book 2. <b>Writing (due 1/31)</b> <u>Paragraph</u> : What are the important points that Herodotus makes about Egypt? What does he say about terrain, natural resources, and the interaction of human activity and environment? What are the limits of Herodotus' understanding of the Egyptians (i.e., why might you distrust some of what he says)? (10)
2/7 & 2/9	<b>Tools: Maps and other data</b>	On 2/7 we will meet at a place designated on 2/2. Please attempt to have most or all of the following: pencils, colored pencils, measuring tape, compass. <b>Mapping assignment.</b> ⇒ Online or in the library, search for a map that provides information other than location. Bring the map or a description of it to class. If it is online post a link to it on JWEB. (5) ⇒ I will describe part two in class. (10) <b>Study guide for your region is due.</b>
2/14 & 2/16	<b>Environment, Climate, Natural Resources</b>  ⇒ <b>Lecture on physical geography</b>	<b>Reading</b> DGP, ch. 1 <b>Writing</b> <u>Paragraph/Essay</u> : Answer the question on p. 2: "How did the need for a steady supply of water affect the technological, economic, political, and

		legal development of ancient societies?” For each part of question, include bullet points drawn from “The Evidence.” Due 2/16 (10)
2/21 & 2/23	<b>Political Organization</b>	<p><b>Current Event:</b> For this weeks report, bring some information to class about water issues in the region you are studying.</p> <p><b>Reading</b> Herodotus, Book 4</p> <p><b>Writing</b> Paragraph/Essay: Three paragraphs: ⇒ Using the concepts developed in the course so far, what are the major features of the Scythian country and people? ⇒ How would you categorize the Scythian political organization? Use evidence from the book to support your category choice. ⇒ What evidence seems well established? What evidence seems less certain or even fanciful? Why? Due 2/23 (10)</p>
2/28 & 3/2	<b>Political Organization</b> ⇒ <b>First test, 3/2</b>	<b>Current event:</b> Bring an article related to your region that deals with more than one type of political organization existing in your part of the world.
3/14 & 3/16	<b>Economic Activity</b>	<p>☺ <b>No current event this week.</b></p> <p><b>Reading: DGB, ch. 4</b></p> <p><b>Assignment:</b> Answer the question on p. 79: “How did each of these people redefine political authority to suit a new level of world mastery? What do their views of imperial authority tell us about the ways in which they understood the state and its power?” Fill in the chart provided in handouts, “Asserting Imperial Authority.” Bring the chart to class on 3/16 (10)</p>
3/21 & 3/23	<b>The Movement of People: Exploration, Migration, Settlement</b>	<p><b>Current event:</b> Bring news on economic developments in your region.</p> <p><b>Reading: DGB, ch. 6.</b></p> <p><b>Writing:</b> Using the evidence, answer the questions on page 144 for 3/23. Write one paragraph answering each of the three questions. For the first two questions, list at least three bullet points for each group (Viking, Polynesian) supporting your answer. The final paragraph should use your judgment to answer the question, “What value is there in studying ...? (15)</p>
3/28 & 3/30	<b>People and the Environment</b>	<b>Current event:</b> Bring news about migration or population shifts in your region.

		<p>Reading: DGB, ch. 9</p> <p>Writing: Fill out the chart, "Facing the Black Death." Bring it to class 3/30. Make sure to identify specific evidence for the answers to each question. (10)</p>
4/4 & 4/6	<b>Cities and urbanization</b>	<p><b>Current event:</b> Bring news on environmental or health issues in your region.</p> <p><b>Reading: DGB, ch. 11.</b></p> <p><b>Writing:</b> Due 4/6. First, respond to the questions on p. 304 about the dominant characteristics of Constantinople and Tenochtitlan. "What physical elements stood out in [these cities] and how do these elements provide clues to these cities' identity and nature?" Write one or two paragraphs for each city, with citations from the evidence. Second, try to match each city to a theory of urban development as described in class on 4/4. (15)</p>
4/11	<b>Second Test</b>	
4/18 & 4/20	<b>World systems</b>	<p><b>Reading: DGB, ch. 10</b></p> <p><b>Writing:</b> (Note! This is due on <b>Tuesday 4/18.</b>) What kind of trans-regional system developed out of the trans-Asian trade described in chapter 10. Write a paragraph answering each of the following questions. Include your evidence!</p> <ul style="list-style-type: none"> <li>⇒ What kinds of enterprises drew people together?</li> <li>⇒ Who were the chief participants, and where did they come from?</li> <li>⇒ Where and how did they interact? (15)</li> </ul>
4/25 & 4/27	<b>Region reports</b>	
5/2 & 5/4	<b>Region reports</b>	
	<b>Final Exam</b>	

## **MODEL TRAVEL COURSE SYLLABUS**



HU 200 - European Humanities  
High School Europe Trip  
Summer 2007 Seton Hill University

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Instructor:  
Email address:  
Phone:

**Course Description:**

An introduction to the history and culture of Europe with emphasis on the humanistic achievements of Western Man.

**Required Text:**

Matthews, R.T. & Platt, F.D. (1995) The Western Humanities, Vol. II. (2<sup>nd</sup> Edition). Houghton Mifflin.

**Course Objectives:**

- (1) introduce students to European humanities' origins and development,
  - (2) provide students with tools to identify and analyze basic themes of the humanities
  - (3) establish a foundational awareness of the history, culture, artistic and linguistic development of western Europe focusing on cities and countries to be visited
  - (4) engage students in critical thinking and analysis of western Europe in response to the academic discipline of Humanities.
  - (5) provide students the opportunity for immersion in western European culture and access to great works of art and architecture in cities and countries to be visited.
  - (6) promote cultural sensitivity, global awareness, understanding and responsibility.
- These areas will be “tested” via class discussion/participation, writing assignments, presentations, and/or projects – as indicated on the syllabus.

**Student Learning Outcomes:**

Students of humanities are expected to read at or beyond college level, write in the expository style, and demonstrate critical thinking skills. Evaluations may consist of, but are not limited to

\* Reading,

\* Expository writing, and

\* Critical thinking skills

demonstrated through oral and/or written communication, and assigned research and/or projects.

**Format:**

Class time prior to tour departure will be divided between short lectures, group activities, group discussion, and group presentations. Europe will be the classroom for 14 days in May and June. Time will be spent in “hands on” cultural experiences, journaling, discussion and research.

### **Assessment:**

Grades will be assigned based on the following: 20% for the essays (10 % each); 25% for the PowerPoint, 10% for Journal and 25%Annotated Scrapbook, and 20% Attendance and Participation

93-100%	A
90-92%	A-
87-89%	B+
84-88%	B
81-83%	B-
78-80%	C+
73-77%	C
69-72	C-
65-68%	D+
61-64%	D
57-60%	D-

### **Attendance:**

Attendance at meetings is mandatory to receive credit. 1 excused absence is allowed.

### **Participation:**

The ability to clearly express one's thoughts, beliefs and opinions is an essential skill. A large portion of the student's final grade will be based upon participation in class discussion and group activities. In discussion we will use various approaches to prepare for as well as debrief our travel experiences. Students may be asked to work in groups, complete and share written work, present ideas to the class and offer constructive feedback on one another's work. Keep in mind this is **25%** of your **TOTAL** grade, a very significant amount.

### **Academic Integrity**

- Students are fully responsible for the content and integrity of all academic work submitted as homework, examinations, projects, research papers, etc.
- Dishonest scholastic work is a serious violation of the Salpointe Code of Conduct. Dishonest work is not limited to the act of cheating alone, but also includes unacceptable behavior during an exam as defined by each teacher's predetermined guidelines.
- Plagiarism, to take (ideas, writings, etc.) from another and pass them off as one's own in homework, on tests, or papers, is considered a serious form of cheating. A student will be considered guilty of plagiarism if he copies someone else's paper, project or ideas without properly acknowledging the source.
- Students involved in dishonest scholastic work will receive a zero for their work. Teachers will inform parents / guardians of this incident and a report will be given to the class counselor.

## **PROJECTS:**

### **Reflective Essays**

Two 5 page reflective essays will be required for the completion of this course. The topic is open to anything related to the Humanities that we will actually visit or experience over the duration of the trip. Topic must be arrived at in consultation with the instructor.

Essays will be evaluated based on the following:

1. Quality of argument
  - a. Specification of claim(s) or thesis statement(s)
  - b. Proposal of evidence that is relevant, accurate, and thorough
2. Organization and structure
3. Use of primary documents
4. Proper documentation of sources

### **PowerPoint Presentations**

This project will be completed in pairs. Students will research an assigned destination from the itinerary. Presentations should include 20 to 25 slides providing an in-depth look at the topic. Information must include, but is not limited to the following: language, cultural points, art and architecture, brief historical review, then - ask yourself questions – what do you want to know about the places we are visiting? Each presentation should be accompanied by a 2 sided handout that can be taken with us providing background information on the topic.

### **Journal**

Students will keep a journal of their travels. In addition to specific questions that they will be given during the trip the journal is meant to be travelogue of personal experiences as well as a collection of reflections on the basic themes of the humanities.

What is a journal?

A journal is a series of writings done by a person in response to daily life. It contains descriptions of events and reflections about the events. There is a distinction between a journal and a diary. A diary contains a description of the events of the day. A journal may contain these descriptions, but also contains your reflections of the events, and your feelings about them.

### **Annotated Scrapbook**

This is a multimedia project. Use a combination of the written and the visual to describe and reflect on your travel experience. The goal is to produce an educational travelogue which both catalogs and records your experience visually, but also demonstrates your awareness and integration of the course material. What did you learn from this trip? This final product should be an overview of western European humanities as you identify them in the places we visit. Present the material together any way you like. Each section should be clearly marked.

**Statement of Learning:** Finally, include an explanation of what you learned by completing the project. **Anything submitted requiring technology to view must be Microsoft Windows compatible and able to run from the school computers.**

**HU 200 CLASS CALENDAR:** All meetings are on Sundays from 1:00 3:00 PM in room 505.

December 3	Introduction to Western Humanities & course overview
January 21	Western European Geography and history
February 11	Renaissance art & architecture
March 4	European philosophy
March 18	language & culture lesson
April 1	Powerpoint presentations, journals and scrapbooks
April 29	Powerpoint presentations, European economics
May 6	Powerpoint presentations
May 9	Packing & conduct
May 21	Family Bon Voyage Party & final travel preparation

### **TOUR ITINERARY: 23 May 2007 - 05 June 2007**

#### **DAY 1 DEPARTURE FROM TUCSON**

#### **DAY 2 ARRIVE MUNICH (2 NIGHTS)**

We will be met at the airport by our tour manager/guide and transfer into Munich, Bavaria's magnificent capital city. Upon our arrival we will take a **Walking Tour of the Altstadt**, where we will: view the **Karlstor**, once a gate to the walled city; stroll down **Neuhauser Street**, Munich's largest shopping street, with typical 19<sup>th</sup> century buildings, outdoor cafes and shops; visit the **Frauenkirche**, the largest Gothic assembly building in southern Germany and the seat of the Archbishopric of Munich; and explore the area of Munich around the **Marienplatz**, dedicated to the patron of the city. We will then view the **Neues Rathaus**, where we will observe the **Glockenspiel** on the façade, the fourth largest chiming clock in Europe, which stages an elaborate performance twice a day.

#### **DAY 3 DACHAU & MUNICH**

This morning we will travel outside of Munich to visit **Dachau Concentration Camp**. In 1933, what had once been a quiet little artists' community became a tragic symbol of the Nazi era, the first German concentration camp. Our guided-tour will include: the three memorial chapels built in the early 1960s; Lagerstrasse, the main camp road; two barracks, which have been rebuilt to give visitors insight into the horrible conditions endured by the prisoners; and the **Museum**, housed in the large building that once contained the kitchen, laundry, and shower baths. This afternoon we return to central Munich, where we will stroll down **Maximilianstrasse**, Munich's "Golden Mile," which the equivalent of New York's Fifth Avenue. Here we will find the city's most elegant and expensive boutiques and restaurants.

#### **DAY 4 MUNICH - SALZBURG (1 NIGHT)**

This morning we make an early start and journey across the border into Austria and on to Salzburg. Our sightseeing begins with an **Old Quarter Walking Tour**, a maze of meandering lanes, curious steeples, cobbled streets and spacious squares. Here we will view Mozart's Birthplace, the Old Square, the Cathedral, and the Residenz. Highlights of our walk will include the **Glockenspiel**, an early 18th century carillon with 35 bells; the **Mozartplatz**; and **Mozart's Birthplace**. We continue with a visit to **Salzburg Cathedral**, world renowned for its 4,000-pipe organ. Hailed by some critics as the "most perfect" Renaissance building in the Germanic countries, the cathedral has a marble facade and twin symmetrical towers. Our afternoon includes a visit to the **Residenz**, Salzburg's opulent palace, which was the seat of the Salzburg prince-archbishops. The child prodigy Mozart often played in the Conference Room for guests, and in 1867, Emperor Franz Joseph received Napoléon III in the palace. The richly decorated **State Rooms**, and the **Residenzgalerie Salzburg**, an art gallery that contains European paintings from the 16th to the 19th century displayed in 15 historic rooms, will highlight our visit. We will conclude our afternoon on Salzburg's most famous street, the **Getreidegasse**, which is lined with small shops, interesting houses and wrought-iron signs.

#### **DAY 5 SALZBURG - VENICE AREA (2 NIGHTS)**

This morning we begin with a visit to **Hohensalzburg Fortress**, the former stronghold of the ruling prince-archbishops, which towers 400 feet above the Salzach River on a rocky dolomite ledge. We will take a **Funicular** to the fortress, the largest completely preserved castle left in central Europe. From the **Watchtower** we will get a panoramic sweep of the Alps, and from the **Kuenberg Bastion**, a fine view of the domes and towers of Salzburg. After our visit we begin our scenic bus ride to Venice, Italy.

#### **DAY 6 VENICE (LA SERENISSIMA)**

Our day in Venice begins with a **Vaporetto Ride** along the **Grand Canal**, which has been described as the world's finest street. We will view the **Rialto Bridge**, the most elegant and famous of the bridges that span the Grand Canal, as we make our way to **St. Mark's Square**. We will visit **St. Mark's Basilica**, featuring interior walls encrusted with spectacular gold mosaics. Our visit will also include an ascent to the **Galleries** to see the original bronze horses, which once adorned the facade, and a stunning view of St. Mark's Square. We continue next door with a visit to the **Doges' Palace**, residence of the rulers of the Serenissima Republic. We will explore the ornate and grandiose rooms of the palace, including a walk across the famous **Bridge of Sighs** to the cells, where Casanova was once imprisoned, as well as the Grand Council chamber, featuring Tintoretto's *Paradise*, said to be the world's largest oil painting.

#### **DAY 7 VENICE - VERONA - LAKE COMO AREA (2 NIGHTS)**

This morning we travel to Verona, forever associated with Shakespeare's *Romeo and Juliet*, and one of Italy's most ancient cities. We will take a **Walking Tour**, highlighting the city's most important landmarks and monuments. Our day will include a visit to Verona's **Roman Amphitheater**, the largest in the world; it was completed in AD 30. The arena has been the sight of executions, fairs, bullfights, opera and theater productions, and of course gladiatorial combat. We will continue to our hotel in the Lake Como area.

## **DAY 8 LAKE COMO**

Today we will explore the azure-hued **Lake Como**, ringed by gardens and forests and backed by the snowcapped Alps, is likely to evoke strong emotions. Romance, soulfulness, even gentle melancholy -- these are the stirrings that over the centuries the lake has inspired in poets, novelists, composers and royalty. We will have a day pass for unlimited travel on the ferries of Lake Como and visit several scenic lakeside towns. We will explore the section known as the Centro Lago, and its three towns, Bellagio, Varenna, and Menaggio. We begin in **Bellagio**, at the tip of the peninsula at a point where the lake forks into three distinct basins. Bellagio is a pretty old town nestled amid cypress groves and verdant gardens, with earth-toned old buildings climbing from the lakefront promenade along stepped cobbled lanes. We will visit Bellagio's famed **Gardens at the Villa Melzi**, built by Francesco Melzi, a friend of Napoléon and an official of his Italian Republic. The villa was later the retreat of Franz Liszt and is now the home of a distinguished Lombardian family; they allow the public to stroll through their acres of manicured lawns and fountains and visit a pavilion where a collection of Egyptian sculpture is on display. We continue to **Varenna**, a charming village on the eastern shore of the lake, where we will take a 20-minute **Walk** above the town on a gradually ascending path to the hilltop ruins of the **Castello di Vezio**, which offers visitors stunning views of the lake, its shoreline villages, and the backdrop of mountains at the northern end. Our afternoon concludes in **Menaggio**, a lively resort town that hugs the western shore of the lake. Those that choose can visit the nearby Villa Carlotta, the most famous villa on Lake Como, others may choose to enjoy the abundance of watersports, and others may wish to walk the numerous trails around the town. We return to our hotel for the evening.

## **DAY 9 LAKE COMO AREA - VALLE D'AOSTA - GENEVA (2 NIGHTS)**

This morning we will begin our scenic drive through northwestern Italy. We will enjoy magnificent scenery as we travel through the Valle d'Aosta and through the Alps into western Switzerland. We will have the opportunity to make photo stops along the way. This afternoon we arrive in Geneva, we will view the **Jet d' Eau**, Geneva's trademark, and a beautiful fountain that throws water 460 feet into the air.

## **DAY 10 GENEVA**

This morning we will stroll through the **Jardin Anglais**, where we will view the world famous **Flower Clock**, which is made of carefully landscaped beds of flowers, and its keeps perfect time. Our day continues with a visit to the **Musee Internatioanl de la Croix-Rouge et du Crossiant-Rouge** (The Red Cross Museum). The museum features magnificent and unique exhibits on the sweep and drama of the historic organization. The remainder of the afternoon will be free to explore in Geneva at our leisure.

## **DAY 11 GENEVA - TGV TRAIN TO PARIS (3 NIGHTS)**

This morning we will take a high-speed TGV train to Paris. This afternoon we will arrive in Paris, where we will take a **Seine River Cruise**, which will take us under many of Paris' graceful bridges, and past many important landmarks and monuments along both banks - a perfect introduction to the beauty of Paris. Our afternoon concludes as we ascend to the top of the **Eiffel Tower**, Paris' most recognizable landmark, built for the Universal Exhibition of 1889.

## **DAY 12 PARIS**

Our morning begins with an ascent of the **Arc de Triomphe**, a massive triumphal arch commissioned by Napoleon, which today is a symbol of Paris and home to the tomb of the Unknown Soldier. We continue with a stroll along the **Champs Elysees**, Paris' most spectacular thoroughfare, which offers a beautiful look at Parisian life and architecture. We continue to the Place de la Concorde, before strolling through the **Jardin des Tuileries**, the beautiful Neo-Classical gardens, which lead to the entrance of the **Louvre**. We will enjoy a specialist-guided tour through the museum, which will include: Leonardo da Vinci's *Mona Lisa*, and many of the finest paintings and sculpture from Western Civilization. Our day continues with a visit to the cathedral of **Notre Dame**, begun in 1163 on a spot that had already been a religious shrine since Roman times. Over the centuries, the cathedral has been the scene of some of France's most momentous occasions, including the coronation of Napoleon. This evening we will ascend to **Montmartre**, an area of Paris made famous in the late 19<sup>th</sup> century as an artists haunt. We will spend time in the **Place du Tertre**, a square known for its local artwork, before visiting the **Sacre-Coeur Basilica**, a huge white church, which dominates the Parisian skyline.

### **DAY 13      PARIS**

This morning we will begin with a visit to the **Musee D'Orsay**, dedicated to the rich diversity of visual arts from 1846 to 1914, and featuring masterpieces by: Delacroix, Manet, Degas, Monet, Renoir, Van Gogh, Cezanne, Gauguin and Lautrec. Paris is one of the most important centers of fashion in the world, and this afternoon we will visit the elegant stores of **Au Printemps** and **Galleries Lafayette** for a first-hand look at the latest trends in fashion.

### **DAY 14      DEPARTURE FROM PARIS**