

Dual Enrollment Handbook:  
Students and Parents



**TRINE**  
UNIVERSITY

VICKI L. JAMES HALL



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## Trine University

### Mission:

Trine University promotes intellectual and personal development through professionally focused and formative learning opportunities, preparing students to succeed, lead, and serve. To achieve our mission, undergraduate and graduate students receive personal attention through small classes and excellent teaching. At Trine, we focus on your future by providing career-oriented higher education that emphasizes:

- Active participation in classes, with a focus on teaming and collaboration.
- The useful and practical, to complement rigorous theoretical study.
- Intentional co-curricular experiences to cultivate holistic student development.
- Learning how to do, while learning what to do.

### Vision:

Trine University will be recognized as a premier private university, characterized as engaged, dynamic, growing, and adding value.

## Trine University Dual Enrollment

### Mission:

Trine University Dual Enrollment promotes college-level intellectual and personal development for high school students through dual credit and college preparatory opportunities, preparing students to graduate from high school, transition into higher education, and succeed, lead, and serve their communities later in life. To achieve this mission, our dual enrollment students receive high-quality learning opportunities from certified high school instructors at their local high school or through Trine's university faculty.

### Vision:

Trine Dual Enrollment will be recognized as a premier high-quality dual enrollment education provider for high school students.



## Trine University and Dual Enrollment

### Goals:

**Academics:** *Trine University* will provide high-quality academic programs, actively develop new academic programs and academic experiences, develop additional program delivery methods that fulfill the university's mission and academic goals, and prepare students for a career or additional education. For **Trine Dual Enrollment**, our goal is the same as the university, to work collaboratively with all our stakeholders, including partnering high schools, to provide high-quality academic programs for students and to actively develop new academic programs and experiences to help prepare them for a future career or further education.

**Student Services:** *Trine University* will provide outstanding services and support to all students in a safe environment for student engagement and learning, and provide opportunities that promote leadership, academic growth, and professional development. **Trine Dual Enrollment**, in collaboration with all of our stakeholders including high schools, will strive to provide outstanding services and support for all students to promote a safe environment that fosters student engagement and learning, as well as provide opportunities that promote leadership, academic growth, and ownership of their learning.

**Technology:** *Trine University* will equip its various locations and classrooms with state-of-the-art technology, as well as the resources and support needed to enhance enrollment, retention of students and faculty, and support for all curricula. **Trine Dual Enrollment** will work alongside all of our stakeholders to effectively utilize technology to enhance learning, retain students, faculty, and staff, and support all curricula offered through our program.

### Dual Enrollment Program Staff:

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## II. Dual Enrollment Program Overview

The Dual Enrollment program at Trine is currently composed of 3 delivery models, each being designed to maximize learner outcomes based on the individual or their high school's needs.

- **Academic Experience** (*also known as Concurrent Enrollment*) ~ Courses are taught by concurrent enrollment instructors who are also high school teachers. These courses are offered to the students on the local high school campus during the regular school day and are overseen by university faculty liaisons.
- **Online Experience** ~ Courses are taught online through Trine Online by university faculty.
- **Campus Experience** ~ Courses are taught on the Trine University campus by university faculty.

### Dual Enrollment Stakeholders

**Academic Affairs** ~ The Office of Academic Affairs provides administrative support and guidance for the program. The Office of Academic Affairs, working alongside the various departments and schools at Trine, provides the final say in concurrent enrollment instructor's approval, and assignments, and maintains the integrity and equivalency of the academics offered through the dual enrollment programs.

**Admissions** ~ The Office of Admissions is responsible for housing and supporting the Office of Dual Enrollment. The Office of Admissions coordinates with Dual Enrollment to offer opportunities for student events and visits, financial aid guidance to future students and their families, and assists with mailings as well as other promotions. For students considering becoming full-time Trine students visit the [Admission Page](#) for more information

**Concurrent Enrollment Instructors** ~ University-approved school instructors provide classroom instruction according to Trine University-approved syllabi. They are responsible for attending training and professional development sessions (on the campus of Trine University and online) each semester. They maintain contact with Faculty Liaisons and must schedule at least one visit to their classrooms each rotation.

**Dual Enrollment Office** ~ The Dual Enrollment Program has two full-time staff members and one student assistant. Staff are responsible for all administrative, financial, and policy matters. They organize all recruiting, staffing, marketing, registering, teacher review processes, and program evaluations, and handle all student and instructor issues. The Dual Enrollment Staff meets with interested partners, visits high schools regularly, maintains files of all registered students, organizes all training and professional development sessions, and stays in constant contact with guidance



counselors, instructors, and other high school administrators to ensure quality communication.

**Faculty Liaison** ~ Faculty Liaisons are Trine University faculty members within the academic departments through which concurrent enrollment courses are offered. They attend and facilitate discipline-specific professional development sessions, work with concurrent enrollment instructors to ensure quality and comparability of courses, and visit each instructor's classroom during a rotation schedule. The Faculty Liaisons ensure that university courses taught through the concurrent enrollment program offer the same content, assessment, and pedagogy as used on campus.

**High Schools Administrators** ~ High school principals and district superintendents maintain contact with Dual Enrollment staff, organize instructional space, arrange textbook rentals when needed, provide release time for high school teachers attending required DE professional development sessions, and notify Dual Enrollment staff of any changes in teacher transitions or contracts.

**High School Guidance Counselors** ~ High school guidance counselors work closely with Dual Enrollment staff to advertise Dual Enrollment opportunities to students and parents/guardians. They are responsible for facilitating times on campus for approving all applicants and registering them for courses. Guidance counselors receive final course registration lists and must verify all enrollees before the add/drop dates for college courses. Dual Enrollment staff members provide support in all these areas.



## Trine University Schools/Majors/Degrees

At Trine University, you'll learn from expert faculty and put your knowledge to work in ways that solve real problems. You'll find a community of teachers and learners who represent varying levels of higher education, a vibrant diversity of interests and goals, and a wealth of life experiences from which we all gain. Trine University offers a wide range of [Majors and Minors](#), from Criminal Justice to Surgical Technology, from Biomedical Engineering to Golf Management. Below you will find an overview of the various schools that make up Trine University and if you follow the link, you will be directed to that school's Trine University page.

[Allen School of Engineering and Computing](#) ~ With an average class size of just 19.8 students and faculty who have earned their doctorates from MIT, Yale, Princeton, Notre Dame, Virginia Tech, and Georgia Tech, among others, the Allen School of Engineering & Computing is among the elite. Whether part of our ABET-accredited programs in biomedical, chemical, civil, electrical, computer, mechanical, and software engineering, learning in our revitalized computer science and information technology programs, or gaining essential design engineering skills, students receive hands-on experience, the opportunity to work in state-of-the-art laboratories and personal attention from professors who have practical experience in their fields.

[College of Health Professions](#) ~ The College of Health Professions offers graduate and undergraduate degrees to prepare students for successful careers in health professions. It is the home of our first doctoral program, the Doctor of Physical Therapy. It also houses the Master of Physician Assistant Studies, Master of Science in Speech-Language Pathology and Associate of Applied Science in Surgical Technology. In partnership with the College of Graduate and Professional Studies, it offers graduate and undergraduate online nursing degrees and certificates. The college is located in the growing Trine University Fort Wayne education center on the Parkview Hospital Randallia campus in Fort Wayne, Indiana.

[Franks School of Education](#) ~ Trine has been educating the area's best teachers since 1884. The Franks School of Education blends solid theoretical knowledge with crucial clinical experiences that begin as early as the first year. The school is guided by highly respected former teachers, administrators, and department chairs, and last year's class of education graduates achieved a 100 percent pass rate on the Core Academic Skills Assessment tests (CASA), the Content Area Assessment tests (CORE), and the Developmental Assessment test (Pedagogy).



**Jannen School of Arts & Sciences** ~ From criminal justice to music and mathematics, the Jannen School of Arts & Sciences delivers extensive theoretical knowledge and hands-on training in state-of-the-art classrooms and labs. One-third of the School's faculty have been nominated by their students to Who's Who Among America's Teachers – more than twice the national average.

**Ketner School of Business** ~ With programs ranging from accounting, finance, golf management, management, marketing, and sports management, the Ketner School of Business is widely respected throughout the region. The school's academic programs are accredited by the Accreditation Council for Business Schools and Programs, and internships, simulations, and real-world case studies offer students a wealth of practical knowledge and skills.

**Rinker-Ross School of Health Sciences** ~ The Rinker-Ross School of Health Sciences offers undergraduate degrees with majors including exercise science, biology, biochemistry, chemistry, and forensic science. In addition, we have direct admit tracks for physical therapy and physician assistant programs in conjunction with Trine's College of Health Professions. Over the past five years, we have successfully placed students into pharmacy school, medical school, physical therapy and physician assistant schools, and various graduate programs. Our school features simulation labs, smart model anatomy software, the Anatomage virtual cadaver table, cutting-edge microscopy, and hands-on learning from professors with practical experience in their respective fields.

**College of Graduate & Professional Studies & (Trine Online)** ~ College offers more than 20 online associate, bachelor's, and master's programs through a flexible and accessible online setting. Trine Online students receive unparalleled support as they earn their 100% online degree built on the academic power of Trine University. In 2016, the University combined the College of Graduate and Professional Studies and the Graduate School to provide outstanding programs to working adults/nontraditional students.



## II. Trine University Dual Enrollment Students

### Introduction

Welcome to the Dual Enrollment program at Trine University! The Dual Enrollment Program allows Trine University to partner with public and private high schools, as well as individual families, to offer students the opportunity to earn college credit. These courses are offered at a significantly reduced price and therefore will save students and their families money and time. The success of our program is based on the collaborative efforts between our partners in the various high schools, teachers, counselors, principals, and other school leaders, Trine University's own faculty, and the Office of Dual Enrollment.

### Student Expectations

As a Dual Enrollment participant, each enrolled student is considered a Trine University student, and are therefore held to the same academic standards, pre-requisites for certain courses, and codes of conduct as students on the main campus. The [Trine University Student Handbook](#) covers all agreements between students and Trine University. Please make sure to review the policies and codes of conduct before registering as a student at Trine University. Also be sure to keep up to date on all add/drop dates, due dates, and events, on the [Dual Enrollment Calendars](#) page. If you have any questions about the general university handbook, please feel free to reach out to us at any point.

All Dual Enrollment students are also held to the standards and codes of conduct administered by the high school. Please ask your high school officials if there are questions regarding those policies. Finally, all Dual Enrollment students are also expected to abide by all policies and procedures included in the university course syllabus distributed in each course.

### Trine University Student Privileges

- Student ID Card ~ used for access to university events and can be used for community discounts.
- University Library Access ~ ID card serves as an on-site library card, and passwords are given for online access to all library services (databases, catalogs, subscriptions, etc.).
- Facility Usage ~ academic and recreational facilities are accessible during regularly scheduled days and times.



- **University Email Access** ~ a Trine student email account is assigned to each student. Events, resources, and correspondence from campus are given through this account. (**How to find your email**)
- **Moodle Access** ~ this online learning management system may be used by instructors to enhance classroom instruction by allowing students to have access to course materials from home.
- Academic Advising ~ Each Dual Enrollment student has access to academic advising sessions with Dual Enrollment staff.
- Academic Support Services ~ Dual Enrollment students have access to all the academic support systems available at the university: writing center, learning center, & math help sessions.
- Dual Enrollment Staff ~ The staff is available throughout the year (including summers) for questions, comments, and concerns. Do not hesitate to contact **Dual Enrollment** staff at any time.

### **Trine Student Agreement Form**

The **Student Agreement Form** is the official agreement between Trine University Dual Enrollment, students, and parents/guardians. The form includes information on tuition, course registration, grade information, transcript and transfer information, and student expectations. The form is required for each student and must be collected prior to enrollment in any course. The student agreement form can be found by following the hyperlink indicated at the top of this paragraph or by going to the Dual Enrollment website at Trine.edu under the Admission & Aid tab.

### **Application for Trine Dual Enrollment**

For students to apply and to be accepted to Trine Dual Enrollment they must be in good standing at the high school and have a 3.0 equivalent GPA. There may be some cases however where a student does not meet these requirements but is still admitted based on the recommendation of their local school counselor or administrator. Applications and Registration forms are filled out during high school registration days or on the **Dual Enrollment** page. An updated high school transcript must be sent to Trine University each academic year, which can be obtained through their high school counselor's office, and students must also complete and submit the Student Agreement Form, mentioned prior, to enroll in classes. There may be some courses that have established prerequisites, prior course work, by their department or school; only students that meet these prerequisites will be allowed to enroll in those courses. Once a student has been accepted or rejected, they will be notified of the next steps by email.

No student will be admitted to a Dual Enrollment course in a high school after the assigned final add date. Course drop dates are determined by the university



Registrar and can be found on their [Office of the Registrar](#) page on the [Academic Calendar](#) page. Students are not permitted to drop a course after the final drop date. Students must contact Dual Enrollment if any changes are made to the high school schedule which affects dual credit classes. All registration for dual credit must be completed through Dual Enrollment Staff. Starting the Fall semester in 2023, some additional guardrails will be put into place to protect students and help make sure they have the best opportunity to succeed. First, all students that are wanting to take a 300 and above level course on their own and not with a traditional concurrent enrollment course, must meet with either an advisor or faculty member from the department or a representative from the Office of Dual Enrollment for approval. Additionally, there will be a 12-15 credit limit a student can attempt to earn in a semester. Finally, students who have earned over 30 DE credits through Trine may be asked to meet with someone from the Office of Dual Enrollment or their potential department for additional advising.

### Grades and Grading Standards

Trine University operates under a different grading scale than most high schools. Courses through the Dual Enrollment Academic and Online Experience Program will be evaluated based on the Trine University grading scale: A, B+, B, C+, C, D+, D, F. The university operates on a 4.0 grade point scale; however, the high school may figure the high school GPA according to the policies of the school system. The following individuals will have access to a student's academic information: officials from the participating high school, officials from Trine University, and the student's parents/guardians.

Concurrent Enrollment Instructors and Trine provided instructors will strive to make sure that all Dual Enrollment courses are taught with the same integrity and learning proficiency outcomes. Therefore, grades, assessment practices, and strategies in all Dual Enrollment courses will be equivalent and reflective to those found on campus. If you have questions regarding grades or assessments, feel free to contact your Concurrent Enrollment Instructor or Trine-provided faculty.

### Academic Supports

**Study Sessions/Tutoring** ~ For those students that are close enough to campus, study sessions/tutoring are a free resource available to all Trine students. Sessions are led by student leaders who have previously excelled in the course. The goal of study sessions/tutoring is to strengthen the foundational knowledge of a course and find new approaches to overcome complexities. Students can meet with a study session leader/tutor at any stage of the learning process, whether being challenged by the material, in need of accountability, or someone with whom to talk things through. Visit the Trine Library ([LINK](#)) for details, or email the [Library](#) to find out more. Another resource for tutoring that all Indiana students have access to is Askrose.com, a tutoring service offered by Rose Hulman, focusing on support in math and science courses.



Finally, Dual Enrollment students who are taking their courses online have access to Tutor.com for 8 hours of free tutoring. Ask your online instructor for more information on how to utilize this resource.

**Writing Center** ~ The Amy-Salyer-Nicholls Writing Center assists students with writing, as well as helps in using computers for research or composition of a paper. The Writing Center is located in the library ([LINK](#)) in the Rick and Vicki James University Center. For students off campus, online appointments can also be made through Zoom or other digital meeting platform, go to [My Writing Center](#) for more information. Any questions can be directed to the [Writing Center's](#) general email account or [Janelle Pulczynski](#).

**Math Center** ~ Peer tutors are available to assist with Quantitative Reasoning, College Algebra, Trigonometry, Pre-Calculus, Calculus I, Calculus II, Essential Calculus, and Statistics. If you are close to campus, feel free to visit the Math Center which is located in Shambaugh room 209, or if you have questions about tutoring you can also email the [Math Center](#) for more information.

**Accessibility Services** ~ All students learn differently, and it is our goal at Trine to assist students in achieving success. If a student plans to request academic accommodations, he/she is required to meet with Academic Support for an initial consultation. To formally [request academic accommodations](#), students must complete an application and provide professional supportive documentation before accommodations can be implemented.

**Academic Coaching** ~ Academic coaches are available to assist students with the discovery and implementation of learning strategies, such as time management, goal setting, test prep, note taking, etc., and with accountability. This is a limited resource, please contact a staff member in the library ([LINK](#)) for more information.

**Other Resources** ~ The Office of Academic Support offers advice, workshops, and information related to college success. All students are invited to sign up for an individual appointment or attend an academic success workshop during the school year.

### **Academic Misconduct**

The University prohibits all forms of academic misconduct. In situations of Academic Misconduct, instructors have the authority to award a failing grade on the assignment in question or a failing grade for the course. Upon approval by the appropriate Dean, Academic Misconduct may also result in expulsion from the University. Academic misconduct refers to, but is not limited to, the following activities:



- Copying another person's work and claiming it as your own, or submitting the same paper in two different courses without knowledge and consent of the instructor (plagiarism)
- Using the work of a group of students when the assignment requires individual work.
- Looking at or attempting to look at an examination before it is administered.
- Using materials during an examination that are not permitted.
- Allowing another student to take your examination for you.
- Intentionally impeding the academic work of others
- Using any electronic device to transmit portions of questions or answers on an examination to other students.
- Using any electronic device to store information for an exam improperly.
- Knowingly furnishing false information to the University
- Assisting other students in any of the acts listed above. Moreover, a student is expected to submit his/her work and to identify any portion of work that has been borrowed from others in any form. Failure to adhere to the policy above is considered academic misconduct.

### Financial Information

Below you will find some important information regarding credit hour costs for the various programs, billing information, and other important facts. If you have any further questions please feel free to reach out to either the [Office of Dual Enrollment](#) or [Office of Financial Aid](#).

- The parent/guardian (including parent/guardians of students receiving free and reduced lunch) are responsible for full payment of all tuition by the due date given, incurred during any academic year.
- Bills will be mailed under the student's name to the address submitted on the application.
- Dual Enrollment tuition is per credit hour, Example: ENG153 - 3 credit hours x \$25 = \$75 total cost
  - \$25/credit hour for Academic Experience
  - \$50/credit hour for Online (Cohort offered at a discount)
  - \$95/credit hour for Campus Experience
- The cost of the textbooks varies from course to course. Many of our courses use Open Education Resources (OER), so there is no textbook. Please review the textbook requirements at the [Trine Book Store](#)
- No payment plans are allotted to Dual Enrollment students.
- There are no refunds after the assigned drop date (see our academic calendar). If a student drops a class after this period, tuition fees remain on the student's account.



- Tuition not paid in full by the due date indicated on the student's invoice, will be considered delinquent.
- A student will not be permitted to register for a new semester with a past-due balance.
- The transcript will remain on HOLD if a student has an outstanding financial obligation to the University.
- Nonpayment and/or nonattendance do not constitute withdrawal from classes but will result in the student being dropped from the Dual Enrollment program, and credit will not be granted upon successful completion of the course.
- Trine University is authorized to discuss the student's financial account with parents/guardians.

### Transfers and Transcripts

All Dual Enrollment course grades are submitted to an official Trine University transcript through the Registrar's office. If a student applies, is accepted, and attends Trine University full-time following high school graduation, the Dual Enrollment courses are on the student's official transcript and will be figured into the cumulative GPA. If a student chooses to attend another institution, it is the responsibility of the student to request a Trine University transcript to be sent from the Registrar's office to the institution of interest. In most cases, institutions will accept transferred grades of C or better with no accompanying GPA. Therefore, the student will have credit hours earned, but no GPA figured into that institution's cumulative GPA.

### Dual Enrollment to Full-Time Undergraduate

Being a Trine Dual Enrollment student is a great first step in becoming a full-time Trine student. If you are interested in coming to Trine feel free to visit the main [Admissions](#) page or if you would like to schedule a time to come and visit the campus on a tour go to the [Visit Trine University](#) page. If you have any questions about becoming a full-time student, please feel free to reach out to [the Admissions Office by Email](#) anytime.

### Trine University Notification of Rights under FERPA and ADA Compliance

The [Family Educational Rights and Privacy Act \(FERPA\)](#) affords eligible students certain rights concerning their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older, or who attends a postsecondary institution at any age. At Trine, "attendance" begins on the first day of the term in which a student is enrolled.) These rights include:

1. **The right to inspect and review the student's education records within 45 days after the day the University receives an access request.** A student should submit to the registrar, dean, head of the academic department, or other appropriate



official, a written request that identifies the record(s) the student wishes to inspect. The University official will make access arrangements and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. **The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants to be changed and specify why it should be changed. The University will, within a reasonable time after receiving the request, decide whether to amend the record as requested. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. **The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.** In general, the University will not disclose PII from a student's education records to any third party without written consent. However, the University may, and from time to time do, disclose education records without a student's prior written consent under several FERPA exceptions. FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in section 99.31 of the FERPA regulations. Except for disclosures to University officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, section 99.32 of the FERPA regulations requires the University to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. The University may disclose PII from the education records without obtaining prior written consent of the student —
  - To other University officials, including teachers, within the University whom the University has determined to have legitimate educational interests. A University official typically includes a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A University official also may include a volunteer or contractor outside the University who performs an institutional service or function for which the University would



- otherwise use its employees and who is under the direct control of the University concerning the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another University official in performing his or her tasks. A University official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibilities for the University. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of section 99.34. (§ 99.31(a)(2)) • To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of section 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement, or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
  - In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4)) • To organizations conducting studies for, or on behalf of, the University, to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
  - To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
  - To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
  - To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
  - To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
  - Information the University has designated as "directory information" under § 99.37. (§ 99.31(a)(11))
  - To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure



- may only include the results of the disciplinary proceeding concerning that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the University determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has violated the University's rules or policies concerning the allegation made against him or her. (§ 99.31(a)(14))
  - To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the University, governing the use or possession of alcohol or a controlled substance if the University determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.
- The name and address of the Office that administers FERPA is:  
 Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, DC 20202

**Directory Information** ~ FERPA designates certain information related to a student as "Directory Information." FERPA gives the University the right to disclose such information to anyone inquiring without having to ask a student for permission unless the student specifically requests in writing that all such information not be made public without written consent. Trine University has designated the following as "Directory Information": Name, local address and telephone number, permanent address, e-mail address, date and place of birth, photograph or Revised August 2020 | 6 likenesses, college, curriculum, enrollment status (full/part-time), classification, dates of attendance at Trine University, awards and academic honors, degrees, and dates awarded, most recent previous educational institution attended, participation in officially recognized activities and athletic teams, and height and weight of student-athletes. While attending Trine University, students may request to restrict the release of their Directory Information except to university officials with a legitimate educational interest, as outlined in section three above. To restrict all information, a signed and dated written request must be made in writing to the Office of the Registrar. Students may notify the University at any time that he or she does not want any or all the above types of information designated as Directory Information, but the notice will not be applied retroactively by the University.

**Americans with Disabilities Act (ADA) Compliance** ~ It is the policy of Trine University not to discriminate against qualified individuals with disabilities and to provide reasonable accommodations, as required by law, to students who may be affected by the policies set forth above. If a student believes that he or she is a qualified



individual with a disability who may need a reasonable accommodation, then the student should contact the University's ADA/Section 504 Coordinator, [Nicole Kibiloski](#).



## IV. Appendix A

### Dual Enrollment Student Agreement Form

Trine University Academic/Campus/Online Experience  
Dual Enrollment Program  
Parent/Guardian & Student Agreement Form

The Academic Experience through Trine University Dual Enrollment is a program for high school students to earn dual credit from courses offered in participating high schools. These courses are taught by high school teachers who have become adjunct instructors through Trine University. The Campus Experience through Trine University Dual Enrollment is a program for high school students to earn dual credit from courses offered online or on the campus of Trine University. These courses are taught by Trine University professors. All Dual Enrollment students will be in classes with full and part-time Trine University students. Classes are offered during the day, in the evening, or online. Public, private, and home-schooled high school students are all welcome to apply.

#### **Dual Enrollment Information**

Courses offered through the Dual Enrollment Program fulfill requirements for high school graduation and earn the allotted number of credits through Trine University. The third number of the three-digit code indicates the number of university credit hours in a course (for example – ENG153 is 3 credit hours). The school district is responsible for determining which graduation requirements the course meets for use on the high school transcript.

#### **Course Registration Information**

Applications and Registration forms are filled out during high school registration days. An updated high school transcript must be sent to Trine University each academic year to enroll in classes. No student will be admitted to a Dual Enrollment course in a high school after the assigned final add date. Course drop dates are determined by the University Registrar. Students are not permitted to drop a course after the final drop date. Students must contact Dual Enrollment if any changes are made to the high school schedule which affects dual credit classes. All registration for dual credit must be completed through Dual Enrollment Staff. Seeing “Dual Credit” on the high school schedule does not mean the student is registered for college credit.



### Tuition

All Dual Enrollment students/parents or guardians understand and agree to the following:

- The parent/guardian (**including parent/guardians of students receiving free and reduced lunch**) are responsible for full payment of all tuition by the due date given, incurred during any academic year.
- Bills will be mailed under the student's name to the address submitted on the application.
- Dual Enrollment tuition is calculated based on the credit hours of that course:  
Example: ENG153 - 3 credit hours x \$25 = \$75
  - Academic Experience: \$25 per credit hour
  - Online Experience: \$33-50 credit hour (*depending on school-specific class size*)
  - Campus Experience: \$95 per credit hour
- The cost of the textbooks varies from course to course. Many of our courses use Open Education Resources (OER), so there is no textbook. Please review the textbook requirements at the [Trine Bookstore](#)
- No payment plans are allotted to Dual Enrollment students.
- There are no refunds after the assigned drop date (see our [Academic Calendar](#))
  - If a student drops a class after this period, tuition fees remain on the student's account.
- Tuition not paid in full by the due date indicated on the student's invoice, will be considered delinquent.
- A student will not be permitted to register for a new semester with a past-due balance.
- The transcript will remain on HOLD if a student has an outstanding financial obligation to the University.
- Nonpayment and/or nonattendance do not constitute withdrawal from classes but will result in the student being dropped from the Dual Enrollment program, and credit will not be granted upon successful completion of the course.
- Trine University is authorized to discuss the student's financial account with parents/guardians.

### Grade Information

Trine University operates under a different grading scale than most high schools. Courses through the Dual Enrollment Academic and Online Experience Program will be evaluated based on the Trine University grading scale: A, B+, B, C+, C, D+, D, F. The university operates on a 4.0 grade point scale; however, the high school may figure the high school GPA according to the policies of the school system. The following individuals will have access to a student's academic information: officials from the participating high school, officials from Trine University, and the student's parents/guardians.



### **Collection of Data**

Trine University Dual Enrollment will be collecting data concerning Dual Enrollment students during the tenure of their studies at Trine University and following their high school graduation. The data will reflect the group and no student will be named individually. Data being collected will consist of the following: course grades, cumulative GPA, post-secondary education, high school attendance, and satisfaction surveys. Students may receive follow-up surveys following their enrollment. All surveys are anonymous and optional. Trine University Dual Enrollment will follow [FERPA](#) and [ADA](#) guidelines.

### **Transfer and Transcript Information**

All Dual Enrollment course grades are submitted to an official Trine University transcript through the Registrar's office. If a student applies, is accepted, and attends Trine University full-time following high school graduation, the Dual Enrollment courses are on the student's official transcript and will be figured into the cumulative GPA. If a student chooses to attend another institution, it is the responsibility of the student to request a Trine University transcript to be sent from the Registrar's office to the institution of interest. In most cases, institutions will accept transferred grades of C or better with no accompanying GPA. Therefore, the student will have credit hours earned, but no GPA figured into that institution's cumulative GPA.

### **Dual Enrollment Student Expectations**

All students registered for a course through the Trine University Dual Enrollment are expected to:

- Have completed the sophomore year of high school, passed state-required testing, maintained a cumulative GPA of 3.0/4.0, and be ranked in the top half of the graduating class. Exceptions may be made for students based on recommendations from high school officials.
- Complete a Trine University Dual Enrollment application before the semester in which the student plans to enroll.
- Follow the policies given within the syllabus of each instructor and the Dual Enrollment Student Handbook.
- Utilize the Trine University student email account.
- Complete all enrollments and courses add/drops through the Dual Enrollment staff.
- Apply for full-time status through Trine University if he/she is interested in attending after high school graduation. Acceptance to a Dual Enrollment course does not guarantee acceptance to the university.
- Address academic concerns with the instructor before seeking outside assistance.

**Questions**

All questions about the Trine University Dual Enrollment Program can be directed to the participating high school guidance counselor, course instructor, or the Dual Enrollment Staff.

Dual Enrollment – Phone: (260) 665-4665 or Email: [dual-enrollment@trine.edu](mailto:dual-enrollment@trine.edu).

**This form is the official agreement between Trine University Dual Enrollment and students and parents/guardians. By signing the Student Agreement Form Signature Page, you are stating that you understand and agree to the policies and procedures described in this document.**

By signing below, I am stating that I understand and agree to the policies and procedures described in the Parent/Guardian & Student Agreement Form. A Student and parent/guardian (including parent/guardians of students receiving free and reduced lunches) must submit payment for courses by the due date on the bill received from Trine University's Business Office. All payments are to be made to Trine University (online, in person, or check by mail).



## Appendix B

TRINE UNIVERSITY

**DUAL ENROLLMENT**

# Degree Specific Pathways:

Dual Enrollment and Dual Credit Opportunities

**Appendix B**

*The following pages are pathways for advancing you to a degree of your choice.*

**Appendix C**

*Course descriptions.*

*\*Not all courses are offered online. Some courses are only offered in person. That means students can take the course on-campus or if their high school offers the course student can take the course at their high school.*



# TRINE UNIVERSITY

## Applied Health Science

### Pathway

The Applied Health Sciences Pathway gives high school students the opportunity to earn up to **29 credit hours for sophomore standing**. The Applied Health Science Pathway will advance you in your choice of the following degrees:

- Bachelor of Science in Applied Health Science

Applied Health Science Pathway		
Course	Course Title	Credit Hours
ENG 143	College Composition	3
SP 203	Effective Speaking	3
PSY 113	Principles of Psychology	3
Humanities	Literature, Philosophy, Foreign Language, Art or Music Appreciation	3
MA 113	College Algebra	3
BIO 163	Medical Terminology	3
EXS 102	Lifetime Wellness	2
EXS 273	Nutrition	3
Elective	Guided Elective with Trine University	3
Elective	Guided Elective with Trine University	3

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## Applied Health Science Pathway



## TRINE UNIVERSITY

### Life Sciences (Biology) Education Pathway

The Life Sciences (Biology) Education Pathway gives high school students the opportunity to earn up to **30 credit hours for sophomore standing**. The Life Sciences (Biology) Education Pathway will advance you in your choice of the following Bachelor of Science degrees:

- Life Sciences (Biology) Education
- Life Sciences (Biology) Education/Special Education Mild Intervention

Life Sciences (Biology) Education Pathway		
Course	Course Title	Credit Hours
ENG 143	College Composition	3
SP 203	Effective Speaking	3
ENG 153	Introduction to Literature	3
PSY 113	Principles of Psychology	3
MA 113	College Algebra	3
MA 123 or MA 134	Trigonometry or Calculus I	3
Complete at least 12 credits from the below:		
BIO 114	Principles of Biology I	4
BIO 124	Principles of Biology II	4
CH 104	General Chemistry I	4
CH 114	General Chemistry II	4

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## Life Sciences (Biology) Education Pathway




# TRINE UNIVERSITY

## Business Administration Pathway

The Business Administration Pathway gives high school students the opportunity to earn up to **30 credit hours for sophomore standing**. The Business Administration Pathway will advance you in your choice of the following Bachelor of Science in Business Administration degrees:

- Accounting
- Business Administration
- Finance
- Golf Management
- Management
- Marketing
- Sports Management
- Athletics and Recreation (Bachelor of Arts)

Business Administration Pathway		
Course	Course Title	Credit Hours
ENG 143	English Composition	3
SP 203	Effective Speaking	3
ECO 213 ECO 223 or ECO 203	Microeconomics Macroeconomics or Survey of Economics	6
Social Science	History, Psychology or Sociology	
Humanities	Literature, Philosophy, Foreign Language, Art or Music Appreciation	3
MA 113	College Algebra	3
Science	Astronomy, Biology, Chemistry or Physics*	3
PSY 113	Principles of Psychology	3
Complete at least 6 credits from below:		
AC 203	Accounting I	3
AC 213	Accounting II	3
BA 123	Business Concepts	3
MK 203	Marketing	3

\*Does not include Nutrition or Medical Terminology

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## Business Administration Pathway




# TRINE UNIVERSITY

## Science/Chemistry Education Pathway

The Science/Chemistry Education Pathway gives high school students the opportunity to earn up to **32 credit hours for sophomore standing**. The Science/Chemistry Education Pathway will advance you in your choice of the following Bachelor of Science degrees:

- Science/Chemistry Education
- Science/Chemistry Education/Special Education Mild Intervention

Science/Chemistry Education Pathway		
Course	Course Title	Credit Hours
ENG 143	College Composition	3
SP 203	Effective Speaking	3
ENG 153	Introduction to Literature	3
PSY 113	Principles of Psychology	3
MA 134	Calculus I	4
MA 164	Calculus II	4
BIO 114	Principles of Biology I	4
CH 104	General Chemistry I	4
PH 224	University Physics I	4

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## Science/Chemistry Education Pathway



# TRINE UNIVERSITY

## Communication

### Pathway

The Communication Pathway gives high school students the opportunity to earn up to **30 credit hours for sophomore standing**. The Communication Pathway will advance you in your choice of the following degree:

- Bachelor of Arts in Communication

Communication Pathway		
Course	Course Title	Credit Hours
ENG 143	College Composition	3
SP 203	Effective Speaking	3
COM 163	Interpersonal Communication	3
PSY 113	Principles of Psychology	3
Humanities	Literature, Philosophy, Art or Music Appreciation, or Foreign Language	3
COM 123	History of the Media	3
MA 113	College Algebra	3
Science	Astronomy, Biology, Chemistry or Physics*	3
Math or Science	Math or Science*	3
Elective	Guided Elective with Trine University	3

\*Does not include Nutrition or Medical Terminology

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college,



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## Communication Pathway



# TRINE UNIVERSITY

## Criminal Justice

### Pathway

The Criminal Justice Pathway gives high school students the opportunity to earn up to **31 credit hours for sophomore standing**. The Criminal Justice Pathway will advance you in your choice of the following degrees:

- Bachelor of Science with a major in Criminal Justice

Criminal Justice Pathway		
Course	Course Title	Credit Hours
ENG 143	College Composition	3
SP 203	Effective Speaking	3
Humanities	Literature, Philosophy, Foreign Language, Art or Music Appreciation	3
HIS 103	American History I	3
HIS 113	American History II	3
MA 113	College Algebra	3
BIO 114	Principles of Biology	4
Complete at least 9 credits from below:		
CRJ 103	Introduction to Criminal Justice	3
POLS 113	Introduction to Government	3
PSY 113	Principles of Psychology	3
PSY 323	Abnormal Psychology	3
SOC 103	Principles of Sociology	3

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## Criminal Justice Pathway




# TRINE UNIVERSITY

## Computer Science and Information Technology Pathway

The Computer Science and Information Technology Pathway gives high school students the opportunity to earn up to **30 credit hours for sophomore standing**. The Computer Science and Information Technology Pathway will advance you in your choice of the following Bachelor of Science degrees:

- Computer Science and Information Technology

Computer Science and Information Technology Pathway		
Course	Course Title	Credit Hours
ENG 133	Technical Communication	3
SP 203	Effective Speaking	3
PSY 113	Principles of Psychology	3
PHIL 313	Ethics	3
Social Science or Humanities	Economics, History, Psychology, Sociology, Literature, Philosophy, Foreign Language, Art or Music Appreciation	3
MA 113	College Algebra	3
Science	Astronomy, Biology, Chemistry or Physics*	3
CSIT 103	Introduction to Information Concepts	3
BA 123	Business Concepts	3
CSIT 163 or Elective	Using Programming to Solve Problems or Guided Elective with Trine University	3

\*Does not include Nutrition or Medical Terminology

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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**Computer Science and Information Technology Pathway**



# TRINE UNIVERSITY

## Design Engineering Technology Pathway

The Design Engineering Technology Pathway gives high school students the opportunity to earn up to **35 credit hours for sophomore standing**. The Design Engineering Technology Pathway will advance you in your choice of the following degrees:

- Bachelor of Science in Design Engineering Technology

Design Engineering Technology Pathway		
Course	Course Title	Credit Hours
ENG 133	Technical Communication	3
SP 203	Effective Speaking	3
ECO 213	Microeconomics	3
ECO 223	Macroeconomics	3
Humanities	Literature, Philosophy, Foreign Language, Art or Music Appreciation	3
MA 113	College Algebra	3
MA 123	Trigonometry	3
Complete at least 8 credits from below:		
MA 134	Calculus I	4
CH 104	Principles of Chemistry I	4
PH 154	College of Physics I	4
Complete 6 credits from below as Department Approved Electives:		
HIS 103	American History I	3
HIS 113	American History II	3
POLS 113	Introduction to Government	3
PSY 113	Principles of Psychology	3

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## Design Engineering Technology Pathway



# TRINE UNIVERSITY

## Elementary Education

### Pathway

The Elementary Education Pathway gives high school students the opportunity to earn up to **30 credit hours for sophomore standing**. The Elementary Education Pathway will advance you in your choice of the following Bachelor of Science degrees:

- Elementary Education
- Elementary Education/Special Education Mild Intervention

Elementary Education Pathway		
Course	Course Title	Credit Hours
ENG 143	College Composition	3
SP 203	Effective Speaking	3
ENG 153	Introduction to Literature	3
PSY 113	Principles of Psychology	3
POLS 113	Introduction to Government	3
HIS 103	American History I	3
HIS 113	American History II	3
EDU 353	Children's Literature	3
Elective	Guided Elective with Trine University	3
Elective	Guided Elective with Trine University	3

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college,

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## Elementary Education Pathway



# TRINE UNIVERSITY

## English Pathway

The English Pathway gives high school students the opportunity to earn up to **30 credit hours for sophomore standing**. The English Pathway will advance you in your choice of the following degree:

- Bachelor of Arts in English

English Pathway		
Course	Course Title	Credit Hours
ENG 143	College Composition	3
SP 203	Effective Speaking	3
ENG 153	Introduction to Literature	3
PSY 113	Principles of Psychology	3
Social Science	Economics, History, Psychology or Sociology	3
MA 113	College Algebra	3
Science	Astronomy, Biology, Chemistry or Physics*	3
Math or Science	Math or Science*	3
Complete at least 3 credits from below:		
ENG 2113	American Literature I	3
ENG 2123	American Literature II	3
ENG 253	World Literature	3
Complete only 1 history course from below:		
HIS 103	American History I	3
HIS 113	American History II	3
HIS 203	World Civilization I	3
HIS 213	World Civilization II	3

\*Does not include Nutrition or Medical Terminology

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## English Pathway



# TRINE UNIVERSITY

## English/Language Arts Education Pathway

The English/Language Arts Education Pathway gives high school students the opportunity to earn up to **30 credit hours for sophomore standing**. The English/Language Arts Education Pathway will advance you in your choice of the following Bachelor of Science degrees:

- English/Language Arts Education
- English/Language Arts Education/Special Education Mild Intervention

English/Language Arts Education Pathway		
Course	Course Title	Credit Hours
ENG 143	College Composition	3
SP 203	Effective Speaking	3
COM 163	Interpersonal Communication	3
ENG 153	Introduction to Literature	3
PSY 113	Principles of Psychology	3
MA 113	College Algebra	3
Science	Astronomy, Biology, Chemistry or Physics*	3
Math or Science	Math or Science*	3
Complete at least 6 credits from below:		
ENG 2113	American Literature I	3
ENG 2123	American Literature II	3
ENG 253	World Literature	3

\*Does not include Nutrition or Medical Terminology

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## English/Language Arts Education Pathway



# TRINE UNIVERSITY

## Engineering Pathway

The Engineering ABET Accredited Pathway gives high school students the opportunity to earn up to **31 credit hours for sophomore standing**. The Engineering Pathway will advance you in your choice of the following Bachelor of Science degrees:

- Biomedical Engineering
- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Electrical Engineering
- Mechanical Engineering
- Mechatronics and Robotics Engineering
- Software Engineering

Engineering Pathway		
Course	Course Title	Credit Hours
ENG 133	Technical Communication	3
SP 203	Effective Speaking	3
Humanities*	Literature, Philosophy, Foreign Language, Art or Music Appreciation	3
Social Science	History, Psychology or Sociology	3
MA 134	Calculus I	4
MA 164	Calculus II	4
CH 104	Principles of Chemistry I	4
PH 224	University Physics I	4
Complete one course from below:		
ECO 213	Microeconomics	3
ECO 223	Macroeconomics	3

\*PHIL 313 Ethics is required for Biomedical Engineering

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## Engineering Pathway



# TRINE UNIVERSITY

## Exercise Science

### Pathway

The Exercise Science Pathway gives high school students the opportunity to earn up to **29 credit hours for sophomore standing**. The Exercise Science Pathway will advance you in your choice of the following degree:

- Bachelor of Science in Exercise Science

Exercise Science Pathway		
Course	Course Title	Credit Hours
ENG 143	College Composition	3
SP 203	Effective Speaking	3
PSY 113	Principles of Psychology	3
Humanities	Literature, Philosophy, Foreign Language, Art or Music Appreciation	3
MA 113	College Algebra	3
BIO 163	Medical Terminology	3
EXS 102	Lifetime Wellness	2
EXS 273	Nutrition	3
Elective	Guided Elective with Trine University	3
Elective	Guided Elective with Trine University	3

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## Exercise Science Pathway




# TRINE UNIVERSITY

## Health Sciences/Physical Education Pathway

The Health Sciences/Physical Education Pathway gives high school students the opportunity to earn up to **30 credit hours for sophomore standing**. The Health Sciences/Physical Education Pathway will advance you in your choice of the following Bachelor of Science degrees:

- Health Sciences/Physical Education
- Health Sciences/Physical Education/Special Education Mild Intervention

Health Sciences/Physical Education Pathway		
Course	Course Title	Credit Hours
ENG 143	College Composition	3
SP 203	Effective Speaking	3
ENG 153	Introduction to Literature	3
PSY 113	Principles of Psychology	3
MA 113	College Algebra	3
BIO 114	Principles of Biology I	4
BIO 163	Medical Terminology	3
EXS 102	Lifetime Wellness	2
EXS 273	Nutrition	3
Elective	Guided Elective with Trine University	3

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## Health Sciences/Physical Education Pathway



# TRINE UNIVERSITY

## Health Sciences/Physical Education Pathway

The Health Sciences/Physical Education Pathway gives high school students the opportunity to earn up to **30 credit hours for sophomore standing**. The Health Sciences/Physical Education Pathway will advance you in your choice of the following Bachelor of Science degrees:

- Health Sciences/Physical Education
- Health Sciences/Physical Education/Special Education Mild Intervention

Health Sciences/Physical Education Pathway		
Course	Course Title	Credit Hours
ENG 143	College Composition	3
SP 203	Effective Speaking	3
ENG 153	Introduction to Literature	3
PSY 113	Principles of Psychology	3
MA 113	College Algebra	3
BIO 114	Principles of Biology I	4
BIO 163	Medical Terminology	3
EXS 102	Lifetime Wellness	2
EXS 273	Nutrition	3
Elective	Guided Elective with Trine University	3

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## Health Sciences/Physical Education Pathway




# TRINE UNIVERSITY

## Health Sciences/Physical Education Pathway

The Health Sciences/Physical Education Pathway gives high school students the opportunity to earn up to **30 credit hours for sophomore standing**. The Health Sciences/Physical Education Pathway will advance you in your choice of the following Bachelor of Science degrees:

- Health Sciences/Physical Education
- Health Sciences/Physical Education/Special Education Mild Intervention

Health Sciences/Physical Education Pathway		
Course	Course Title	Credit Hours
ENG 143	College Composition	3
SP 203	Effective Speaking	3
ENG 153	Introduction to Literature	3
PSY 113	Principles of Psychology	3
MA 113	College Algebra	3
BIO 114	Principles of Biology I	4
BIO 163	Medical Terminology	3
EXS 102	Lifetime Wellness	2
EXS 273	Nutrition	3
Elective	Guided Elective with Trine University	3

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## Health Sciences/Physical Education Pathway




# TRINE UNIVERSITY

## Health Sciences/Physical Education Pathway

The Health Sciences/Physical Education Pathway gives high school students the opportunity to earn up to **30 credit hours for sophomore standing**. The Health Sciences/Physical Education Pathway will advance you in your choice of the following Bachelor of Science degrees:

- Health Sciences/Physical Education
- Health Sciences/Physical Education/Special Education Mild Intervention

Health Sciences/Physical Education Pathway		
Course	Course Title	Credit Hours
ENG 143	College Composition	3
SP 203	Effective Speaking	3
ENG 153	Introduction to Literature	3
PSY 113	Principles of Psychology	3
MA 113	College Algebra	3
BIO 114	Principles of Biology I	4
BIO 163	Medical Terminology	3
EXS 102	Lifetime Wellness	2
EXS 173	Nutrition	3
Elective	Guided Elective with Trine University	3

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## Health Sciences/Physical Education Pathway



# TRINE UNIVERSITY

## Mathematics Education

### Pathway

The Mathematics Education Pathway gives high school students the opportunity to earn up to **31 credit hours for sophomore standing**. The Mathematics Education Pathway will advance you in your choice of the following Bachelor of Science degrees:

- Mathematics Education
- Mathematics Education/Special Education Mild Intervention

Mathematics Education Pathway		
Course	Course Title	Credit Hours
ENG 143	College Composition	3
SP 203	Effective Speaking	3
ENG 153	Introduction to Literature	3
PSY 113	Principles of Psychology	3
MA 134	Calculus I	4
MA 164	Calculus II	4
Science	Astronomy, Biology, Chemistry or Physics*	3
Math or Science	Math or Science*	2
Elective	Guided Elective with Trine University	3
Elective	Guided Elective with Trine University	3

\*Does not include Nutrition or Medical Terminology

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## Mathematics Education Pathway



## TRINE UNIVERSITY

# Math and Actuarial Science Pathway

The Math and Actuarial Science Pathway gives high school students the opportunity to earn up to **31 credit hours for sophomore standing**. The Math and Actuarial Science Pathway will advance you in your choice of the following degrees:

- Bachelor of Science in Mathematics
- Bachelor of Science in Actuarial Science

Math and Actuarial Science Pathway		
Course	Course Title	Credit Hours
ENG 143	College Composition	3
SP 203	Effective Speaking	3
Social Science*	Economics, History, Psychology or Sociology	3
Social Science* or Humanities	Economics, History, Psychology, Sociology, Literature, Philosophy, Foreign Language, Art or Music Appreciation	3
ENG 153	Introduction to Literature	3
MA 134	Calculus I	4
MA 164	Calculus II	4
Complete one of the following sets below:		
BIO 114 BIO 124 or CH 104 CH 114 or PH 224 PH 234	Principles of Biology I Principles of Biology II or Principles of Chemistry I Principles of Chemistry II or University Physics I University Physics II	8

\*ECO 213 Microeconomics and ECO 223 Macroeconomics is required for Actuarial Science

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## Math and Actuarial Science Pathway




# TRINE UNIVERSITY

## Pre-Nursing Pathway

The Pre-Nursing Pathway gives high school students the opportunity to earn up to **29 credit hours for sophomore standing**. The Pre-Nursing Pathway will advance you in your choice of the following degree:

- Associate of Science in Nursing

Pre-Nursing Pathway		
Course	Course Title	Credit Hours
ENG 143	College Composition	3
SP 203	Effective Speaking	3
SOC 103	Principles of Sociology	3
PSY 113	Principles of Psychology	3
MA 113	College Algebra	3
BIO 204	Fundamentals of Anatomy & Physiology I	4
BIO 224	Fundamentals of Anatomy & Physiology II	4
BIO 123	Microbiology for Health Science	3
CH 1003	Fundamentals of Chemistry	3

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## Pre-Nursing Pathway



# TRINE UNIVERSITY

## Psychology

### Pathway

The Psychology Pathway gives high school students the opportunity to earn up to **31 credit hours for sophomore standing**. The Psychology Pathway will advance you in your choice of the following degrees:

- Bachelor of Science with a major in Psychology

Psychology Pathway		
Course	Course Title	Credit Hours
ENG 143	College Composition	3
SP 203	Effective Speaking	3
Humanities	Literature, Philosophy, Foreign Language, Art or Music Appreciation	3
HIS 103	American History I	3
HIS 113	American History II	3
MA 113	College Algebra	3
BIO 114	Principles of Biology	4
Complete at least 9 credits from below:		
POLS 113	Introduction to Government	3
PSY 113	Principles of Psychology	3
PSY 323	Abnormal Psychology	3
SOC 103	Principles of Sociology	3

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## Psychology Pathway




# TRINE UNIVERSITY

## Science

### Pathway

The Science Pathway gives high school students the opportunity to earn up to **30 credit hours for sophomore standing**. The Science Pathway will advance you in your choice of the following Bachelor of Science degrees:

- Biochemistry
- Biology
- Biology (Bachelor of Arts)
- Chemistry
- Forensic Science

Science Pathway		
Course	Course Title	Credit Hours
ENG 143	College Composition	3
SP 203	Effective Speaking	3
PSY 113	Principles of Psychology	3
Social Science	Economics, History, Psychology or Sociology	3
Humanities	Literature, Philosophy, Foreign Language, Art or Music Appreciation	3
MA 113 or MA 134*	College Algebra or Calculus I	3
BIO 114	Principles of Biology	4
CH 104	General Chemistry I	4
CH 114	General Chemistry II	4

\*MA 134 is required for Biochemistry, Chemistry and Forensic Science

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college,



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## Science Pathway



# TRINE UNIVERSITY

## Social Science Education Pathway

The Social Science Education Pathway gives high school students the opportunity to earn up to **30 credit hours for sophomore standing**. The Social Science Education Pathway will advance you in your choice of the following Bachelor of Science degrees:

- Social Science Education
- Social Science Education/Special Education Mild Intervention

Social Science Education Pathway		
Course	Course Title	Credit Hours
ENG 143	College Composition	3
SP 203	Effective Speaking	3
ENG 153	Introduction to Literature	3
PSY 113	Principles of Psychology	3
HIS 103	American History I	3
HIS 113	American History II	3
MA 113	College Algebra	3
Science	Astronomy, Biology, Chemistry or Physics*	3
Complete at least 6 credits from below:		
ECO 223	Macroeconomics	3
HIS 203	World Civilization I	3
HIS 213	World Civilization II	3
POLS 113	Introduction to Government	3
SOC 103	Principles of Sociology	3

\*Does not include Nutrition or Medical Terminology

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## Social Science Education Pathway



# TRINE UNIVERSITY

## Surgical Technology

### Pathway

The Surgical Technology Pathway gives high school students the opportunity to earn up to **15 credit hours**. The Surgical Technology Education Pathway will advance you in your choice of the following degree:

- Associate of Applied Science in Surgical Technology

Surgical Technology Pathway		
Course	Course Title	Credit Hours
ENG 143	College Composition	3
SP 203	Effective Speaking	3
MA 113	College Algebra	3
PSY 113	Principles of Psychology	3
BIO 163	Medical Terminology	3

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## Surgical Technology Pathway




# TRINE UNIVERSITY

## Extended Reality

### Pathway

The Extended Reality Pathway gives high school students the opportunity to earn up to **30 credit hours for sophomore standing**. The Extended Reality Pathway will advance you in your choice of the following Bachelor of Science degrees:

- Extended Reality

Extended Reality Pathway		
Course	Course Title	Credit Hours
ENG 133	Technical Communication	3
SP 203	Effective Speaking	3
PSY 113	Principles of Psychology	3
PHIL 313	Ethics	3
Social Science or Humanities	Economics, History, Psychology, Sociology, Literature, Philosophy, Foreign Language, Art or Music Appreciation	3
MA 113	College Algebra	3
Science	Astronomy, Biology, Chemistry or Physics*	3
CS T 103	Introduction to Information Concepts	3
BA 123	Business Concepts	3
CSIT 163 or Elective	Using Programming to Solve Problems or Guided Elective with Trine University	3

\*Does not include Nutrition or Medical Terminology

Courses can be completed through AP, CLEP, the Indiana College Core, and transfer credits from another college.



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## Extended Reality Pathway



## Appendix C

### Dual Enrollment Course Listing

#### Accounting

##### AC 203 Accounting I (3)

- A study of the accounting process and the use of accounting information in business decisions. Topics include the processing of accounting information, income measurement, accrual accounting, and accounting for assets, liabilities, and equity in the corporate environment. The complete accounting cycle for a service and merchandising business and software applications are included. **Prerequisite: MA 113**

##### AC 213 Accounting II (3)

- This course includes the accumulation and use of accounting information by management in planning, control, and decision-making. Topics include product costing, budgeting, cost-volume-profit relationships, variable costing, and statements of cash flows. Software applications are included. **Prerequisite: AC 203**

#### Business

##### BA 113 Business Computer Applications (3)

- This course emphasizes predominant software packages in word processing, spreadsheets, presentation graphics, database management, and e-mail usage.

##### BA 123 Business Concepts (3)

- A survey course designed to introduce the student to business issues and practices in the United States. All major functions of business are included (management, marketing, law, finance, economics, operations, accounting, information technology) as well as issues facing the businessperson (ethics, globalization, motivation, etc.) Suitable for students considering a business career as well as for non-business majors who will interact with the business enterprises (e.g., educators, engineers).



## Biology

### BIO 1003 Plants and People (No Lab) (3)

- An introduction to the basic principles of plant biology and the interrelationship between plants and humans with an emphasis on basic plant anatomy and physiology, economic and historical importance, and the roles of plants in the biosphere. **Open to non-science majors only**

### BIO 114 Principles of Biology I (w/ Lab) (4) (In-Person Only)

- Five basic topics are discussed in some detail: biological chemistry, cell biology, metabolism, genetics, and animal organization and homeostasis. Laboratory exercises designed to introduce the student to scientific investigation and the structure and function of biological systems are an essential part of the course. **Corequisite: Lab Required.**

### BIO 123 Microbiology for Health Science (3) (In-Person Only)

- This course prepares students to apply knowledge of microorganisms as they relate to the infection process and disease transmission in the health care setting. This includes the causes of disease and pathological conditions, the body's response mechanisms to diseases and wound healing, and the importance of protective measures.

### BIO 124 Principles of Biology II (w/ Lab) (4) (In-Person Only)

- A continuation of Biology 114, including evolutionary principles, examination of the diversity of living things, diversity, structure and function of plants, animal behavior, populations, communities, ecosystems, the biosphere, and the conservation of each. **Prerequisite: "C" or better in BIO 114. Corequisite: Lab Required**

### BIO 154 Human Body Systems (w/lab) (4) (In-Person Only)

- Human Body Systems will explore the structure and function of the human body. The class and laboratory will cover the different systems that make up the body and how they work to maintain homeostasis. The laboratory will cover the different systems and include model identification and dissection which will facilitate student learning. **Prerequisite: BIO 114 or BIO 163 or ES 141. Corequisite: Lab Required**

### BIO 163 Medical Terminology (3)

- This course introduces building and utilizing a medical vocabulary through the use of prefixes, suffixes, word roots, and combining forms/vowels. Emphasis is placed on correct spelling, pronunciation, and knowing the correct definitions of many medical terms

**BIO 204 Fundamentals of Anatomy & Physiology I (w/lab) (4)**

- This first course, in a two-course series, develops a comprehensive understanding of the close inter-relationship between anatomy, physiology, and pathology as seen in the human organism. Introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular, and nervous systems as an integrated unit.

**BIO 224 Fundamentals of Anatomy & Physiology II (w/lab) (4)**

- This second part of a two-course series, develops a comprehensive understanding of the close inter-relationship between anatomy, physiology and pathology as seen in the human organism and covers cardiovascular, digestive, urinary and reproductive systems as an integrated unit. **Prerequisite: BIO 204**

## Chemistry

**CH 1003 Fundamentals of Chemistry (3)**

- This is for students who intend to take [CH 104](#), but have not met the math requirement ([MA 113](#) or ACT/SAT scores high enough to place in a higher math course), had difficulties with high school chemistry, or have no high school chemistry background. Solving mathematical problems as well as developing learning and study habits is emphasized. The fundamentals of chemistry will be highlighted, including scientific measurements, atomic structure and properties, identifying and naming compounds (ionic vs covalent), and reaction stoichiometry.

**CH 104 General Chemistry I (w/ lab) (4) (In-Person Only)**

- Fundamentals of chemistry with emphasis on atomic structure, stoichiometry, thermochemistry, properties of solution, properties of matter. The laboratory is quantitative in nature. **Prerequisite: MA 113 Prerequisite: MA 113. Corequisite: Lab Required.**

**CH 114 General Chemistry II (w/ lab) (4) (In-Person Only)**

- A continuation of CH 104. Emphasis is on chemical equilibria, thermodynamics, kinetics, acid-base reactions, electrochemistry, and properties of solutions. Includes laboratory time. **Prerequisite: A 'C' or better in CH 104 Prerequisite: A 'C' or better in CH 104. Corequisite: Lab Required.**



## Communication

### COM 123 History of the Media (3) (In-Person Only)

- An examination of the history of the media stressing the nature, controls under which they operate, economic and political foundations, social implications, and its future roles.

### COM 163 Interpersonal Communication (3) (In-Person Only)

- Students in this course will apply communication concepts and principles to interpersonal communication. Students will use communication exercises, role-playing, and case studies throughout this course. Students will analyze communication dynamics Courses and improve communication skills through language, nonverbal communication, listening, perception of self and others, relationship development, and assertiveness.

### COM 233 Intercultural Communication (3) ()

- Considers interrelationships between communication and culture, the diversity between and within cultures, and both the challenges and rewards of intercultural communication practice. Topics include cultural patterns, worldview and perception, cultural identity, verbal and nonverbal communication, listening, family and relationships, and business.

## Criminal Justice

### CRJ 103 - Introduction to Criminal Justice (3)

- This course is an introduction to the criminal justice system that covers the processes, institutions, and administration of justice in the United States. The course will concentrate on the purposes and history of the three primary parts of the criminal justice system: law enforcement, courts, and corrections.

## Computer Science

### CSIT 103 - Introduction to Information Systems (3)

- An introduction to the concepts of Information Systems including history, terminology, principles, and use of computers in solutions in business, scientific and educational decision-making problems. The emphasis of the course is topics in human computer interaction and human factors, collaborative technologies, ethics, privacy, and ownership of information and information sources, information representation, the information life cycles, and the transformation of data to information. The relationships to the other main areas of computing such as Information Technology, Computer Engineering, Software Engineering, and Computer Science are explored. Hands on assignments in Word Processing, Spreadsheet Analysis, Database, Presentation Graphics, and collaboration software.



### CSIT 123 - Computing Infrastructure Basics (3)

- Students will gain a complete, step-by-step approach for learning the fundamentals of supporting a computing infrastructure. This course maps fully of CompTIA's latest A+ 220-1001 (Core 1) Exam objectives. Specific topic coverage areas include: taking a computer apart and putting back together, learning all about motherboards, supporting processors and upgrading memory, supporting the power system and troubleshooting computers, supporting hard drives and other storage devices, supporting I/O devices, setting up a local network, network infrastructure and troubleshooting, supporting mobile devices and virtualization, cloud computing, and printers. An introductory look at programming with Python and Elecrow's CrowPi hardware and software environment will also be explored.

### CSIT 163 - Using Programming to Solve Problems (3)

- This course is an introduction to the fundamental concepts and techniques of computer programming. Students will learn to translate a real problem into a program description and write and test a program to implement their description. The emphasis will be on developing a professional style using correct syntax; modular design; definition of data types; sequence, selection, and repetition control structures; arrays; classes; and simple file input/output (I/O).

## Education

### EDU 353 - Children's Literature (3) (In-Person Only)

- Major emphasis is placed on selection and reading of quality children's literature associated with early childhood, middle childhood, and early adolescent stages of development. Literary genres are studied in relation to their value to children. Ways to best present literature in the classroom are explored, including children's responses to literature. Open to elementary education majors only.  
**Prerequisite: EDU 111**

## Economics

### ECO 203 - Survey of Economics (3)

- This course aims to provide an overview of the relevant areas of economics. After developing basic economic principles, such as the rationality assumption, the marginal benefit and marginal cost framework, and demand and supply analysis, equal attention is devoted to the principles of microeconomics and macroeconomics. Areas of study include firm decisions under various market structures, the role of money, central bank, and interest rates in the economy, as well as differing views on how an economy grows. **Prerequisite: MA 113**

**ECO 213 - Microeconomics (3)**

- Introduction to the theory of demand and supply and price determination in market economies. The study of individual consumers and producers, different market structures and the distribution of income. **Prerequisite: MA 113**

**ECO 223 - Macroeconomics (3)**

- Introduction to the theory of national income determination for the United States and other global economic systems. The study of fiscal and monetary policy tools and the government's role in promoting stability and growth, and the causes of unemployment, inflation, and trade deficits. **Prerequisite: MA 113**

**English Language Arts****ENG 133 - Technical Communication (3)**

- Professional communication within STEM fields emphasizing readers' needs to interact with technical information using communication designed for that purpose through language, organization, design, and graphics. After gathering appropriate information using a variety of research methods, communicators will collaborate to present that information in a way that meets readers' needs.

**ENG 143 - College Composition (3)**

- Intensive training in methods of exposition and research leading to the ability to write coherent, clear, and persuasive essays. This course focuses on the process of writing, which includes revision and editing of the equivalent of at least 20 pages of prose (approximately 5,000 words).

**ENG 153 - Introduction to Literature (3)**

- Introduces the student to literature of some complexity and sophistication, developing a critical vocabulary and skills in reading on an advanced level. Analysis of at least three genres and taking into consideration the cultural and historical contexts of these works.

**ENG 253 - World Literature (3) (In-Person Only)**

- Introduces the student to Western and non-Western texts in translation which have influenced thought and culture. Through analysis and discussion, students will also develop an essential vocabulary and skills in critical reading. Selections will be drawn from a variety of historical eras, such as the ancient, medieval, and modern and will demonstrate diverse (i.e. gender, culture, and ethnicity), global perspectives.

**ENG 2113 - American Literature I (3) (In-Person Only)**

A survey of American literature from its beginnings to 1890. **Prerequisite:** ENG 143

**ENG 2123 - American Literature II (3) (In-Person Only)**

A survey of American literature from 1890 to the present. **Prerequisite:** ENG 143

## Engineering and Technical Design

**ETD 103 - Basic Technical Drawing (3) (In-Person Only)**

- A course in the fundamentals of drafting. Use of instruments and materials, lettering and techniques of penciling. Primary emphasis is on shape and size description of three-dimensional objects. Preparation of drawings for various reproduction processes. Application of drawing geometry and study of sections and conventional practices.

**ETD 273 - Electrical Fundamentals (3)**

- Electrical circuit principles. Basic circuit laws, motors, generators, controls, distribution systems, and electrical codes are presented. Theory of electricity and magnetism, electrical phenomena, and measurements. Circuits, power, AC phenomena, capacitance, and conduction are studied. **Prerequisite:** PH 154

## Exercise Science

**EXS 102 - Lifetime Wellness (2)**

- Positive wellness based on the value of physical activity and healthy choices is explored. The lab consists of clinical experience with personal wellness status. Personalized exercise prescriptions will be provided.

**EXS 203 - Risk and Sports (3)**

- This course examines terminology, legal aspects and risks associated with sports performance and physical activity.

**EXS 273 - Nutrition (3) (In-Person Only)**

- A review of the nature of nutritional needs. Focus will include the function of nutrients in the body, weight control and the importance of balanced diets.



## History

### HIS 103 - American History I (3)

- Traces the major trends in the history of the United States from colonial times to the end of Reconstruction. Concentrates upon the diplomatic, political, economic, intellectual, and cultural achievements of the American nation, set within the larger framework of the European world.

### HIS 113 - American History II (3)

- Increasing emphasis on the post-Civil War industrial development of the United States and its subsequent role as a great world power to present.

### HIS 203 World History I (3) (In-Person Only)

- A historical review of human civilization from prehistoric times through the Renaissance. The class focuses upon the political, economic, and cultural achievements of various civilizations of the world.

### HIS 213 World History II (3)

- A survey of major civilizations of the world in the post-Renaissance period, including Asian, African, and Western European civilizations in the areas of politics, economics, and scientific, and cultural developments. Emphasis is placed on the increasing interdependence of world civilizations and people.

## Marketing

### MK 203 Marketing (3)

- The marketing activities necessary to provide goods and services to target customers are examined, as well as the role marketing plays in the social and economic system. The marketing variables of product, promotion, placement, and price are considered in the context of strategic planning, implementation, and control. **Prerequisite: BA 123**

## Mathematics

### MA 113 College Algebra (3)

- Topics include: solving equations, complex numbers, interval notation, graphing functions, transformations of functions, combining functions, composite functions, inverse functions, and systems of equations in two variables.

**MA 123 Trigonometry (3)**

- Topics include: Trigonometric functions, identities, inverses, unit circle, solutions of triangles, trigonometric equations, complex numbers, radian measure, angular velocity. **Prerequisite: Adequate SAT/ACT Mathematics score or approval from mathematics Department Chair**

**MA 124 Precalculus (4) (In-Person Only)**

- Topics include: review of algebraic expressions, linear systems, partial fractions, synthetic division, matrices, slope, fractional exponents, exponential and logarithmic relations, Trigonometric functions, identities, inverses, vectors, polar coordinates, conic sections, summation notation, and elementary series. **Prerequisite: Three years of high school mathematics and adequate SAT/ACT Mathematics score or approval from mathematics Department Chair**

**MA 134 Calculus I (4)**

- Topics include: limits, continuity, differentiation, applications, definition of the integral, and fundamental theorem of integral calculus. **Prerequisite: Three years of high school mathematics, including trigonometry, and adequate SAT/ACT Mathematics score or approval from Mathematics Department Chair**

**MA 164 Calculus II (4)**

- Topics include: integration evaluation techniques, improper integrals, applications of integration, infinite sequences and series, parametric equations, polar coordinates. **Prerequisite: "C" or better in MA 134 or equivalent**

**MA 253 Statistics (3)**

- Topics include: laws of probability, frequency distributions, sampling, expectation and variance, normal and sampling distributions, hypothesis testing, least squares, point, and interval estimates of parameters. Not open to engineering/ science majors. **Prerequisites: MA 113 Prerequisite: MA 113**

## Philosophy

**PHL 313 Ethics (3)**

- A study of ethical language, methods of justifying ethical decisions, and types of ethical value systems, with emphasis on practical applications in terms of personal and social morality. Prerequisite: Junior standing or permission of instructor



## Physics

### PH 154 College Physics I (w/lab) (4)

- An algebra-based introduction to the concepts and application of Newton's Law, linear and rotational motion, work, energy, and momentum, solids and fluids, and heat. Experimental investigation of selected topics. Prerequisites: MA 113, MA 123 Prerequisite: **MA 113 and MA 123. Corequisite: Lab Required**

### PH 164 College Physics II (w/lab) (4)

- An algebra-based introduction to the concepts and application of vibrations, waves and sound, Coulomb's Law, capacitance, DC electric circuits, magnetism, electromagnetic induction, optics and optical instruments. Experimental investigation of selected topics. **Prerequisite: PH 154**

### PH 224 University Physics I (4) (w/lab) (In-Person Only)

- A calculus-based introduction to topics including measurement, kinematics and dynamics of translational motion, kinematics and dynamics of rotational motion, momentum, work, mechanical energy, power, statics, properties of solids, and thermodynamics. Experimental investigation of selected topics. **Lab required. Prerequisite: MA 134**

### PH 234 University Physics II (4) (w/lab) (In-Person Only)

- A calculus-based introduction to topics including oscillatory motion, wave motion, electrostatics, DC circuits, magnetostatics, electromagnetism, and optics. Experimental investigation of selected topics. **Prerequisite: MA 164 and PH 224**

## Political Science

### POLS 113 Intro to Government (3)

- An examination of the origins and operations of the national political machinery; the development, functions and philosophy of political parties; the problems and tasks of leading governmental agencies.

## Psychology & Sociology

### PSY 113 Principles of Psychology (3)

- Introduction to the scientific study of human and animal behavior. Course covers all of the major areas within psychology, including development, learning, intelligence, personality, attitudes, altered states of consciousness, abnormal behavior, and psychotherapy.

**PSY 323 Abnormal Psychology (3)**

- Survey of abnormal psychology, including such topics as clinical assessment, anxiety disorders, schizophrenia, personality disorders, age-related problems, depression, sexual dysfunctions, psychotherapy, and related legal and ethical questions arising within clinical psychology. **Prerequisite: PSY 113**

**SOC 103 Principles of Sociology (3)**

- A presentation of the basic concepts and principles of sociology, designed to develop a system of thought about the nature of society and major special issues, such as ethnic patterns, social stratification, youth, educational, and religious institutions.

**Spanish****SPN 103 Spanish Conversation (non-native speakers) (3)**

- An introduction to the Spanish language with an emphasis on functional conversation skills. Vocabulary development and pronunciation within communicative contexts are stressed. No previous study of Spanish is required. NATIVE SPEAKERS OF SPANISH MAY NOT REGISTER FOR SPN 103

**SPN 113 Spanish Reading & Writing I (3)**

- An introduction to the Spanish language that includes vocabulary development and the basics of grammar structure with an emphasis on reading and writing, as well as developing cultural insight into Hispanic countries. No previous study of Spanish is required.

**SPN 123 Spanish II (3)**

- A continuation of the first semester of language (SPN 113), the focus of this second semester of beginning Spanish is to continue the development of listening, speaking, reading, and writing skills. Latin American and Spanish cultures are covered to provide a cultural insight in the target language.  
**Prerequisite: SPN 113 or by placement**

**SPN 203 Spanish III (3)**

- An intermediate Spanish class with an emphasis on reading and writing skills which includes vocabulary and grammar instruction. Students explore Hispanic cultures with readings and videos based on historical, as well as current events to develop an understanding of the Hispanic world. Students analyze authentic literary selections with an expanded working vocabulary and write Spanish compositions with improved creative expression. Communicative skills are also emphasized through personal reflections and discussions with peers.  
**Prerequisite: SPN 123 or by placement**

**SPN 213 Spanish IV (3)**

- A continuation of Spanish III, with an emphasis on reading comprehension of more complex texts, such as prose, fiction, and articles. In addition, students will improve writing fluency and accuracy in essays in Spanish. The difficulty level of the reading selections increases in this course. **Prerequisite: SPN 203**

**Speech****SP 203 Effective Speaking (3)**

- Throughout this course, students will learn communication principles to improve public speaking and listening skills. Through application, students will develop confidence in the delivery of oral presentations. Additionally, students will learn how to organize, outline, research, and conduct audience analysis to prepare for effective speaking.

\*\*\* Material Expense – The student or school is expected to obtain the required textbook, subscriptions, and any other material outlined in the syllabus. Many math, biology, and Spanish courses have yearly subscriptions that is required to complete coursework. Please reach out to the dual enrollment department for more questions.