

Dual Enrollment Handbook:  
Students and Parents



**TRINE**  
UNIVERSITY



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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 to succeed, lead, and serve their communities later in life. To achieve this mission, our dual enrollment students receive high quality learning opportunities provided by certified high school instructors at their local high school or through Trine's own university faculty.

### **Vision:**

Trine Dual Enrollment will be recognized as a premier provider for high quality dual enrollment education 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, and develop additional program delivery methods that fulfill the university's mission and academic goals, and prepare students for a career or for additional education. For **Trine Dual Enrollment**, our goal is the same as university, to work collaboratively with all of 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 supports 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 individual 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 4 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 student 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
- **Guided Experience** ~ Courses are co-taught by Trine Online faculty who are responsible for providing the content and assessing students and the high school provided facilitating teachers who facilitate the day to day student engagement
- **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 with the various departments and schools at Trine, provides the final say in concurrent enrollment instructor's approval, 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** ~ 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 term.

**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, program evaluations, and handle all student and



instructor issues. The Dual Enrollment Staff meets with interested partners, visits high schools on a regular basis, maintains files of all registered students, organize all training and professional development sessions, and stays in constant contact with guidance counselors, instructors, and other high school administrators to assure 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 department specific professional development sessions, work with concurrent enrollment instructors to assure quality and comparability of courses, and visit each instructor classroom at least one time each term. The Faculty Liaisons ensure that university courses taught through the concurrent enrollment program offer the same content, assessment, and pedagogy as used on campus.

**Facilitating Teachers** ~ Facilitating teachers are high school teachers that facilitate the day to day engagement and support for dual enrollment students. Facilitating teachers are responsible for conducting labs when appropriate, leading classroom discussions, providing 1 on 1 support, and leading small group to whole class remediation. Facilitating teachers are also expected to communicate and collaborate with the faculty liaison who is responsible for the primary instruction and assessment of students.

**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 DEP 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 prior to the add/drop dates for college courses. Dual Enrollment staff members provide support in all of these areas.

**Trine Online Faculty & Guided Experience Faculty** ~ Trine Online faculty and Guided Experience Faculty are expected to provide high quality collegiate level learning opportunities and appropriate assessments to high school students through their online Moodle classroom. Trine Online faculty are expected to create the course content, assess learning proficiency, and to communicate and collaborate with their class's facilitating teacher to maximize student learning and engagement.



## 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 sport 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 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 in regards to 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 on-site library card, passwords given for online access to all library services (databases, catalogues, 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.
- 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 hyper link indicated at the top of this paragraph or by going to the Dual Enrollment website at [Trine.edu](http://Trine.edu) under the Admission & Aid tab.

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

In order 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 that are 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 counselors office, and students must also complete and submit the Student Agreement Form, mentioned prior, in order to enroll in classes. There may be some courses that have established pre-requisites, prior course work, by their department or school; only students that meet these pre-requisites will be allowed to enroll in those courses. Once a student has been accepted or rejected they will be notified of the next steps.

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. Seeing “Dual Credit” on the high school schedule does not mean the student is registered for college credit.

### 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 and 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 support in math and science courses. Finally, Dual Enrollment students that 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 offers students assistance with writing, as well as help 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 to [Janelle Pulczinski](#).

**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. In order 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 making, 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 improperly store information for an exam;
- 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 own 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
  - \$33-50/credit hour for Online / Guided Experience
  - \$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 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 as long as 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 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 with respect to 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 a request for access.** 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 arrangements for access 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 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 does, 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 —
  - o 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 own employees and who is under the direct control of the University with respect to 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 in order 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, in order 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 final results of the disciplinary proceeding with respect to 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 committed a violation of the University's rules or policies with respect to 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 likeness, 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. In order 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 of 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 amount of credits through Trine University. The third number of the three-digit code indicates the number of university credit hours in a course (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 in order 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 particular 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 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 as long as 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 attended, 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 prior to 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 the 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**

# *Pre-College Pathways:*

Dual Enrollment and Dual Credit Opportunities



19-0774-01

# TRINE UNIVERSITY DUAL ENROLLMENT Pre-Ketner School of Business Pathway

**What.** The Pre-Ketner School of Business Pathway provides 15+ credit hours of Trine University dual credit to high school students interested in education through online courses and on-campus experiences.

**Why.** The Pre-Ketner School of Business Pathway includes the following benefits:

- High school students can earn at least **15 dual credit hours** aligned with **all** our Bachelor of Science in Business Administration programs, including:
  - College Composition (3 credit hours)
  - Plants & People 1 (3 credit hours)
  - Effective Speaking (3 credit hours)
  - Principles of Psychology (3 credit hours)
  - College Algebra (3 credit hours)
- Alternate Course
  - Introduction to Literature (3 credit hours)

**How.** The table below includes an overview of dual credit courses offered:

Overview Dual Credit Courses Offered					Alternate Course	
Course & Credit Hours	ENG 143* 3 credit hours	BIO 1003 3 credit hours	SP 203* 3 credit hours	PSY 113* 3 credit hours	MA 113* 3 credit hours	ENG 153* 3 credit hours
Course Name	College Composition	Plants & People	Effective Speaking	Principles of Psychology	College Algebra	Introduction to Literature

\*Indiana Core Transfer Library course.

The Dual Enrollment department will work with partnering high schools to offer classes as appropriate.

- [Bachelor of Science in Business Administration in Accounting](#)
- [Bachelor of Science in Business Administration in Finance](#)
- [Bachelor of Science in Business Administration in Management](#)
- [Bachelor of Science in Business Administration in Sport Management](#)
- [Bachelor of Science in Business Administration in Business Administration](#)
- [Bachelor of Science in Business Administration in Golf Management](#)
- [Bachelor of Science in Business Administration in Marketing](#)





02-4772-21

TRINE UNIVERSITY

# DUAL ENROLLMENT

## Pre-Rinker-Ross School of Health Sciences Pathway

**What.** The Pre-Rinker-Ross School of Health Sciences Pathway provides 15+ credit hours of Trine University dual credit to high school students interested in education through online courses and on-campus experiences.

**Why.** The Pre-Rinker-Ross School of Health Sciences Pathway includes the following benefits:

- High school students can earn at least **16 dual credit hours** aligned with our health sciences programs, including:
    - **College Composition** (3 credit hours)
    - **Principles of Biology I** (4 credit hours)
    - **Effective Speaking** (3 credit hours)
    - **Principles of Psychology** (3 credit hours)
    - **College Algebra** (3 credit hours)
- Alternate Course
- **Introduction to Literature** (3 credit hours)

**How.** The table below includes an overview of dual credit courses offered:

Overview Dual Credit Courses Offered					Alternate Course	
<b>Course &amp; Credit Hours</b>	<b>ENG 143*</b> 3 credit hours	<b>BIO 114*</b> 4 credit hours	<b>SP 203*</b> 3 credit hours	<b>PSY 113*</b> 3 credit hours	<b>MA 113*</b> 3 credit hours	<b>ENG 153*</b> 3 credit hours
<b>Course Name</b>	College Composition	Principles of Biology I	Effective Speaking	Principles of Psychology	College Algebra	Introduction to Literature

\*Indiana Core Transfer Library course.

The Dual Enrollment department will work with partnering high schools to offer classes as appropriate.

**Bachelor of Science in Biochemistry**

**Bachelor of Science in Biology**

**Bachelor of Science in Chemistry**

**Bachelor of Science in Exercise Science**

**Bachelor of Science in Forensic Science**



02-4774-21

TRINE UNIVERSITY

# DUAL ENROLLMENT

## Pre-Allen School of Engineering & Computing Pathway

**What.** The Pre-Allen School of Engineering & Computing Pathway provides 15+ credit hours of Trine University dual credit to high school students interested in education through online courses and on-campus experiences.

**Why.** The Pre-Allen School of Engineering & Computing Pathway includes the following benefits:

- High school students can earn at least **17 dual credit hours** aligned with **all** our engineering or computing programs, including:

- **Technical Communication** (3 credit hours)
- **General Chemistry I** (4 credit hours)
- **Effective Speaking** (3 credit hours)
- **Principles of Psychology** (3 credit hours)
- **Calculus I** (4 credit hours)

Alternate Course

- **Introduction to Literature** (3 credit hours)

**How.** The table below includes an overview of dual credit courses offered:

Overview Dual Credit Courses Offered					Alternate Course	
<b>Course &amp; Credit Hours</b>	<b>ENG 133*</b> 3 credit hours	<b>CH 104*</b> 4 credit hours	<b>SP 203*</b> 3 credit hours	<b>PSY 113*</b> 3 credit hours	<b>MA 134*</b> 4 credit hours	<b>ENG 153*</b> 3 credit hours
<b>Course Name</b>	Technical Communication	General Chemistry I	Effective Speaking	Principles of Psychology	Calculus I	Introduction to Literature

\*Indiana Core Transfer Library course.

The Dual Enrollment department will work with partnering high schools to offer classes as appropriate.

**Bachelor of Science in Biomedical Engineering**

**Bachelor of Science in Civil Engineering**

**Bachelor of Science in Computer Science & Information Technology**

**Bachelor of Science in Electrical Engineering**

**Bachelor of Science Mechatronics & Robotics Engineering**

**Bachelor of Science in Chemical Engineering**

**Bachelor of Science in Computer Engineering**

**Bachelor of Science Design Engineering Technology**

**Bachelor of Science in Mechanical Engineering**

**Bachelor of Science in Software Engineering**



02-4776-21

TRINE UNIVERSITY

DUAL ENROLLMENT

# Pre-Criminal Justice Pathway

**What.** The Pre-Criminal Justice Pathway provides 15+ credit hours of Trine University dual credit to high school students interested in education through online courses and on-campus experiences.

**Why.** The Pre-Criminal Justice Pathway includes the following benefits:

- High school students can earn at least **15 dual credit hours** aligned with our criminal justice program, including:
  - **College Composition** (3 credit hours)
  - **Plants & People** (3 credit hours)
  - **Effective Speaking** (3 credit hours)
  - **American History** (3 credit hours)
  - **College Algebra** (3 credit hours)

Alternate Course

- **Introduction to Literature** (3 credit hours)

**How.** The table below includes an overview of dual credit courses offered:

Overview Dual Credit Courses Offered					Alternate Course	
<b>Course &amp; Credit Hours</b>	ENG 143* 3 credit hours	BIO 1003 3 credit hours	SP 203* 3 credit hours	HIS 103 or HIS 113* 3 credit hours	MA 113* 3 credit hours	ENG 153* 3 credit hours
<b>Course Name</b>	College Composition	Plants & People	Effective Speaking	American History I or II	College Algebra	Introduction to Literature

\*Indiana Core Transfer Library course.

The Dual Enrollment department will work with partnering high schools to offer classes as appropriate.

[Bachelor of Science in Criminal Justice](#)





02-4770-21

TRINE UNIVERSITY

# DUAL ENROLLMENT

## Pre-Math and Actuarial Science Pathway

**What.** The Pre-Math & Actuarial Science Pathway provides 15+ credit hours of Trine University dual credit to high school students interested in education through online courses and on-campus experiences.

**Why.** The Pre-Math & Actuarial Science Pathway includes the following benefits:

- High school students can earn at least **15 dual credit hours** aligned with both our Mathematics and Actuarial Science programs, including:
  - **College Composition** (3 credit hours)
  - **Biology I, Chemistry I or University Physics I** (4 credit hours)\*\*
  - **Effective Speaking** (3 credit hours)
  - **Introduction to Literature** (3 credit hours)
  - **Calculus I** (4 credit hours)

Alternate Course

- **Micro- or Macro-Economics** (3 credit hours)

**How.** The table below includes an overview of dual credit courses offered:

Overview Dual Credit Courses Offered					Alternate Course	
<b>Course &amp; Credit Hours</b>	ENG 143* 3 credit hours	BIO 114* or CH 104* or PHY 224* 4 credit hours	SP 203* 3 credit hours	ENG 153* 3 credit hours	MA 134* 3 credit hours	ECO 213* or ECO 223* 3 credit hours
<b>Course Name</b>	College Composition	Principles of Biology I or Principles of Chemistry I or University Physics I	Effective Speaking	Introduction to Literature	Calculus	Microeconomics or Macroeconomics

\*Indiana Core Transfer Library course.

\*\*Part of a two-course sequence; BIO 114 and BIO 124, CH 104 and CH 114, or PH 224 and PH 234

The Dual Enrollment department will work with partnering high schools to offer classes as appropriate.

[Bachelor of Science in Actuarial Science](#)

[Bachelor of Science in Mathematics](#)



02-4766-21

TRINE UNIVERSITY

# DUAL ENROLLMENT

# Pre-Surgical Technology Pathway

**What.** The Pre-Surgical Technology Pathway provides 15+ credit hours of Trine University dual credit to high school students interested in education through online courses and on-campus experiences.

**Why.** The Pre-Surgical Technology Pathway includes the following benefits:

- High school students can earn at least **15 dual credit hours** aligned with our surgical technology and our healthcare administration program, including:
  - **College Composition** (3 credit hours)
  - **Medical Terminology** (3 credit hours)
  - **Effective Speaking** (3 credit hours)
  - **Principles of Psychology** (3 credit hours)
  - **College Algebra** (3 credit hours)

**How.** The table below includes an overview of dual credit courses offered:

Overview Dual Credit Courses Offered			
Course & Credit Hours	ENG 143* 3 credit hours	BIO 163* 3 credit hours	SP 203* 3 credit hours
Course Name	College Composition	Medical Terminology	Effective Speaking
			PSY 113* 3 credit hours
			MA 113* 3 credit hours
			Principles of Psychology
			College Algebra

\*Indiana Core Transfer Library course.

The Dual Enrollment department will work with partnering high schools to offer classes as appropriate.

[Associate of Applied Science in Surgical Technology](#)      [Bachelor of Science in Healthcare Administration](#)





02-4775-21

TRINE UNIVERSITY

# DUAL ENROLLMENT

## Pre-Franks School of Education Pathway

**What.** The Pre-Franks School of Education Pathway provides 15+ credit hours of Trine University dual credit to high school students interested in education through online courses and on-campus experiences.

**Why.** The Pre-Franks School of Education Pathway includes the following benefits:

- High school students can earn at least **15 dual credit hours** aligned with all our education programs, including:
  - **College Composition** (3 credit hours)
  - **Plants & People, Biology I or Chemistry I** (3-4 credit hours)\*\*
  - **Effective Speaking** (3 credit hours)
  - **Principles of Psychology** (3 credit hours)
  - **American History** (3 credit hours)
  - **College Algebra** (3 credit hours)

Alternate Course

- **Introduction to Literature or Introduction to Government** (3 credit hours)

\*Indiana Core Transfer Library course.

\*\*Biology I is required for Life Sciences Education and Chemistry I is required for Chemistry Education

**How.** The table below includes an overview of dual credit courses offered:

Pre-Elementary Education Pathway				Overview Dual Credit Courses Offered				Alternate Course	
<b>Course &amp; Credit Hours</b>	ENG 143* 3 credit hours	BIO 1003 3 credit hours	SP 203* 3 credit hours	PSY 113* 3 credit hours	HIS 103* or HIS 113* 3 credit hours	ENG 153* or POLS 113* 3 credit hours			
<b>Course Name</b>	College Composition	Plants & People	Effective Speaking	Principles of Psychology	American History I or II	Intro to Literature or Intro to Government			
Pre-Secondary Education Pathway				Alternate Course					
<b>Course &amp; Credit Hours</b>	ENG 143* 3 credit hours	BIO 1003 or BIO 114** or CH 104** 3-4 credit hours	SP 203* 3 credit hours	PSY 113* 3 credit hours	MA 113* 3 credit hours	ENG 153* 3 credit hours			
<b>Course Name</b>	College Composition	Plants & People or Biology I or Chemistry I	Effective Speaking	Principles of Psychology	College Algebra	Introduction to Literature			

The Dual Enrollment department will work with partnering high schools to offer classes as appropriate.

**Bachelor of Science in Elementary Education**

**Bachelor of Science in Mathematics Education**

**Bachelor of Science English/Language Arts Education**

**Bachelor of Science in Science Education**

**Bachelor of Science in Health & Physical Education**

**Bachelor of Science in Social Studies Education**



02-4773-21

TRINE UNIVERSITY

# DUAL ENROLLMENT

# Pre-English and Communication Pathway

**What.** The Pre-English & Communication Pathway provides 15+ credit hours of Trine University dual credit to high school students interested in education through online courses and on-campus experiences.

**Why.** The Pre-English & Communication Pathway includes the following benefits:

- High school students can earn at least **15 dual credit hours** aligned with both our English and Communication programs, including:
    - **College Composition** (3 credit hours)
    - **Plants & People** (3 credit hours)
    - **Effective Speaking** (3 credit hours)
    - **Introduction to Literature or Principles of Psychology** (3 credit hours)
    - **College Algebra** (3 credit hours)
- Alternate Course
- **Principles of Psychology or U.S. History** (3 credit hours)

**How.** The table below includes an overview of dual credit courses offered:

\*Indiana Core Transfer Library course.

Pre-English Pathway		Overview Dual Credit Courses Offered				Alternate Course	
<b>Course &amp; Credit Hours</b>	ENG 143* 3 credit hours	BIO 1003 3 credit hours	SP 203* 3 credit hours	ENG 103* 3 credit hours	MA 113* 3 credit hours	PSY 113* 3 credit hours	
<b>Course Name</b>	College Composition	Plants & People	Effective Speaking	Introduction to Literature	College Algebra	Principles of Psychology	
Pre-Communication Pathway		Alternate Course					
<b>Course &amp; Credit Hours</b>	ENG 143* 3 credit hours	BIO 1003 4 credit hours	SP 203* 3 credit hours	PSY 113* 3 credit hours	MA 113* 3 credit hours	HIS 103* or HIS 113* 3 credit hours	
<b>Course Name</b>	College Composition	Plants & People	Effective Speaking	Principles of Psychology	College Algebra	U.S. History I or II	

The Dual Enrollment department will work with partnering high schools to offer classes as appropriate.

**Bachelor of Arts in English**

**Bachelor of Arts in Communication**





02-4769-21

TRINE UNIVERSITY

# DUAL ENROLLMENT

# Pre-Psychology Pathway

**What.** The Pre-Psychology Pathway provides 15+ credit hours of Trine University dual credit to high school students interested in education through online courses and on-campus experiences.

**Why.** The Pre-Psychology Pathway includes the following benefits:

- High school students can earn at least **15 dual credit hours** aligned with our psychology program, including:
  - **College Composition** (3 credit hours)
  - **Plants & People** (3 credit hours)
  - **Effective Speaking** (3 credit hours)
  - **Principles of Psychology** (3 credit hours)
  - **College Algebra** (3 credit hours)

Alternate Course

- **Introduction to Literature** (3 credit hours)

**How.** The table below includes an overview of dual credit courses offered:

Overview Dual Credit Courses Offered					Alternate Course	
Course & Credit Hours	ENG 143* 3 credit hours	BIO 1003* 3 credit hours	SP 203* 3 credit hours	PSY 113* 3 credit hours	MA 113* 3 credit hours	ENG 153* 3 credit hours
Course Name	College Composition	Plants & People	Effective Speaking	Principles of Psychology	College Algebra	Introduction to Literature

\*Indiana Core Transfer Library course.

The Dual Enrollment department will work with partnering high schools to offer classes as appropriate.

## Bachelor of Science in Psychology



## Appendix C

### Dual Enrollment Course Listing

#### Business

##### **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 business person (ethics, globalization, motivation, etc.) Suitable for students considering a career in business 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)**

- 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 124 Principles of Biology II (w/ Lab) (4)**

- A continuation of Biology 114, including evolutionary principles, examination of 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**

- 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**

- 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

## **Chemistry**

### **CH 104 General Chemistry I (w/ lab) (4)**

- 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)**

- 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 163 Interpersonal Communication (3)**

- 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.

## **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.

## Economics

### 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 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.

## Engineering and Technical Design

### ETD 103 - Basic Technical Drawing (3)

- 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.



## 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)

- 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.

## 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)

- 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**

## Physics

**PH 154 College Physics I (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 (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**

## 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.

### **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 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.