



# SCHOLAR

## STUDENT HANDBOOK 2024-2025



**LA ROCHE**  
UNIVERSITY



# LA ROCHE UNIVERSITY SCHOLAR PROGRAM STUDENT HANDBOOK 2024-2025

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## **LA ROCHE UNIVERSITY MISSION STATEMENT**

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La Roche University, a Catholic institution of higher learning, founded and sponsored by the Congregation of the Sisters of Divine Providence, fosters global citizenship and creates a community of scholars from the region, the nation and around the world. The University integrates liberal arts and professional education in creative ways, empowering all members of our community to become lifelong learners, achieve success in their chosen careers and promote justice and peace in a constantly changing global society.

## **SCHOLAR PROGRAM MISSION STATEMENT**

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The Scholar Program is a concurrent enrollment partnership between La Roche University and a number of western Pennsylvania high schools. Since 1995, Scholar has enabled qualified sophomore, junior, and senior high school students to earn credits toward a college degree. With this program, La Roche University wants to provide a direct connection between a secondary and post-secondary institution and an opportunity for collegial collaboration. Scholar's goal is not only to allow high school students to earn college credits, but to earn college credits through La Roche's admirable mission.

## **HOW SCHOLAR WORKS & HOW STUDENTS BENEFIT**

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The Scholar Program allows students to experience the academic rigor of college classes while they are in high school. Scholar partner schools offer La Roche University dual enrollment courses to their eligible sophomore, junior, and senior students, enabling them to fulfill their high school graduation requirements while also earning college credits through La Roche University, at a fraction of the cost of standard tuition.

The Scholar Program acts as a partner in the continuum of education, helping to prepare high school students for the transition into college. As a result, students have broader options for their studies upon entering college as freshmen with advanced standing, and may also have increased confidence in their ability to pursue higher education.

If students choose to pursue their undergraduate studies at La Roche University, they not only guarantee the validation of credits earned through the program, but are also eligible for additional scholarship awards specific for Scholar students, and the opportunity to participate in the innovative Study Abroad+Study USA Program up to a semester early, if they have earned 15-18 credits through the Scholar Program. Study Abroad+Study USA allows La Roche students to participate in a short-term, faculty led domestic or international study experience while pursuing full-time undergraduate study at the university at no additional cost to the student.

Through Scholar, students remain in the high school setting while earning credit in aligned La Roche University courses with paired course objectives and student learning outcomes.

Students may take up to three (3) courses per academic year, and have the ability to accrue up to a maximum of 27-30 credits through the program, depending on the number of offerings available at their partnered high school, credits per course, and years enrolled in the program, not only shortening the length of their college enrollment, but also saving thousands of dollars.

Depending on the Scholar course, students may have opportunities for campus visits, tours, or sessions with La Roche faculty, either at their high school or on campus, assisting them in becoming familiar with college life and studies. Other requirements such as tests, portfolios, or assignments vary according to the particular course.

## **STUDENT REQUIREMENTS FOR PARTICIPATION**

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- Sophomore, junior, or senior status at a Scholar partnered high school, enrolled in an eligible high school course (offerings vary by high school)
- A minimum of 3.0 grade point average at time of enrollment
- Recommendation and approval by a Scholar high school liaison
- Completion of registration process by deadline

## **COMPLETION OF PRE-REQUISITE REQUIREMENTS**

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A number of La Roche University courses offered through the Scholar Program have course pre-requisites that must be met prior to students enrolling in the course. Those pre-requisites are listed in the course descriptions found in the La Roche University course catalog descriptions section of this handbook, which provides a list of all current Scholar Program course offerings.

In the event that a course does have a pre-requisite, the high school must ensure that each student has the necessary preparation prior to enrolling in the course. For example, a student must successfully complete Elementary Spanish I prior to enrolling in Elementary Spanish II, Elementary Spanish II prior to enrolling in Intermediate Spanish I, and Intermediate Spanish I prior to enrolling in Intermediate Spanish II. As part of the enrollment approval process at the high school level, the Scholar liaison must verify that students meet all required pre-requisite coursework.

# APPLICATION/REGISTRATION

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## 2024-2025 ENROLLMENT DEADLINES

### FALL (MAIN) ENROLLMENT (fall semester & full-year courses):

Application/Registration.....September 1 - November 1, 2024  
Scholarship Application Deadline..... November 15, 2024  
Final Payment Deadline.....December 10, 2024

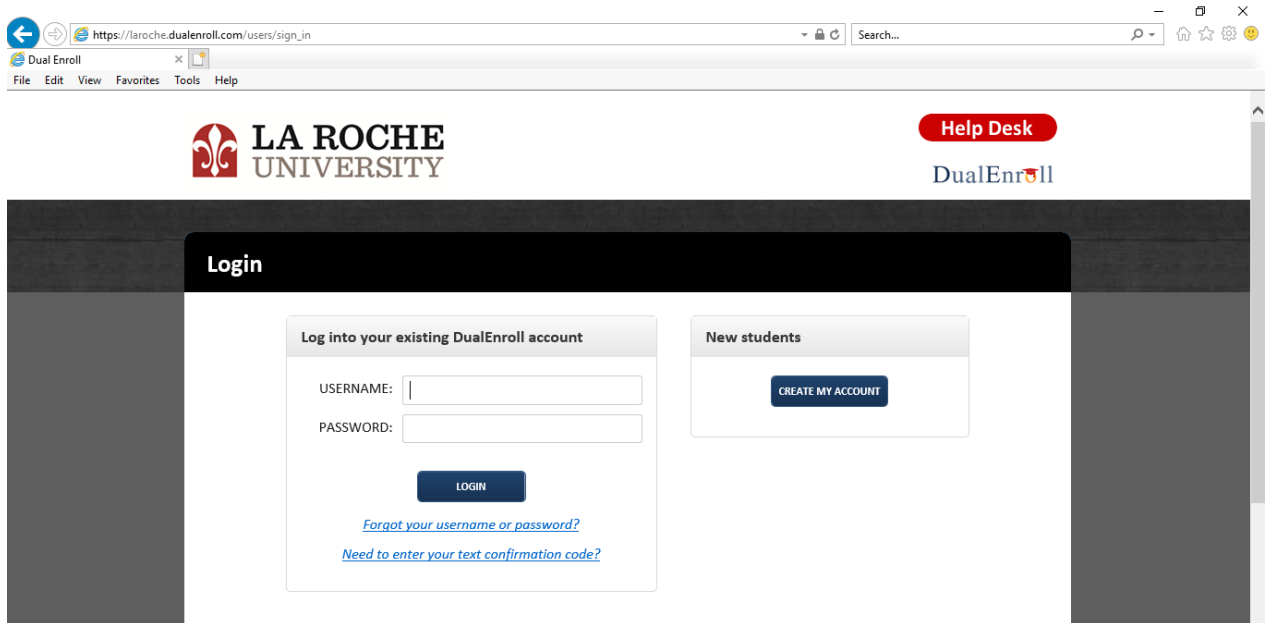
### SPRING ENROLLMENT (spring semester courses only):

Application/Registration.....January 5 - March 1, 2025  
Final Payment Deadline.....April 1, 2025

### STUDENT ENROLLMENT ACCOUNT:

Students apply and register for enrollment in the Scholar Program online via La Roche University's DualEnroll.com enrollment website at <https://laroche.dualenroll.com>.

New students must first create an account and confirm it, then log in to complete the application and register for their course(s). Returning students use their existing account.



*This is the home screen from which both new and returning students will start.  
Usernames are able to be retrieved and passwords reset at any time using the link provided.*

The student's legal name and contact information must be provided when creating account. This is critical, as the information entered is what is used to establish the student's La Roche University academic record. Entering a parent's information will cause errors resulting in the student's academic record being created in the parent's name.

A parent/guardian contact with email address is provided within the application screens. That parental contact will receive notifications upon completion of each step alerting them to the student's registration status, and will later be prompted to complete the final step of the process by providing parental consent for participation and payment of tuition using the link provided.



Help Desk

DualEnroll

A screenshot of the "New Student Account Creation" form. The form is titled "Create your account — Required fields are marked with a \*". It contains several input fields: "HIGH SCHOOL:" (a dropdown menu), "CREATE LOGIN:" (a text box), "CREATE PASSWORD:" (a text box with a note "Password at least six characters"), "RETYPE PASSWORD:" (a text box), "FIRST NAME:" (a text box with a note "Please use STUDENT'S correct legal name:"), "MIDDLE NAME:" (a text box), "LAST NAME:" (a text box), "DATE OF BIRTH:" (a date picker), "EMAIL:" (a text box), "VERIFY EMAIL:" (a text box), "CELL PHONE (text messages):" (a text box with an example "ex: 703-555-1212"), and "VERIFY CELL PHONE:" (a text box). There is also a checkbox "I prefer not to provide a cell phone". At the bottom, there is a reCAPTCHA widget with the text "I'm not a robot" and a "CREATE ACCOUNT" button.

Please be aware, DualEnroll.com does not permit the same email address used to create a student account to be entered as the parent/guardian contact information within the application. Once an email address has been entered as a student's to create an account, it may not be used again in any other student account, or as the parental contact of any student accounts. An error stating "email already in use" will appear.

Parental contacts are able to be used for multiple student accounts to allow for the parental completion steps of siblings.

Returning Scholar students must use their existing DualEnroll.com account for all future enrollment, throughout their participation in the program. Additional accounts should not be created, as a Scholar student's La Roche University student ID number is assigned to their DualEnroll.com account, and academic record populated by the course enrollment completed from the account linked to their unique ID.

Usernames can be retrieved and passwords are able to be reset from the home screen using the "forgot your username or password" link provided. The high school liaison providing enrollment approval and the university are both able to access student accounts to provide help if needed. Student and parental contacts and email addresses are also able to be updated and verified within the student's account as needed.

## APPLICATION COMPLETION:

Upon logging into their account, students will make their way through the application screens providing their student profile, demographic information, terms and conditions, FERPA disclosure and waiver, designated parent/guardian contact information, high school status, enrollment approver, and expected graduation.

The screenshot shows the user interface for completing an application. At the top left is the La Roche University logo. At the top right are links for "Help Desk" and "DualEnroll". Below the navigation bar, the user is identified as "Stu Test" with links for "Profile", "Courses", and "Status". The main content area is titled "Stu Test - CENTRAL CATHOLIC HIGH SCHOOL" and contains a message: "Please complete the Application Steps for La Roche University". The form fields include: First Name, Middle Name, Last Name, Gender, Birth Date, Address, City, State, Zip, County, Phone Number, Email, SSN, and Term. An "UPDATE" button is at the bottom left. On the right, a sidebar titled "APPLICATION STEPS" lists: Account, Profile, Student Demographics, Terms and Conditions, FERPA Disclosure, Parent Information, High School, Academics, Documents, and Notes. The "Profile" step is currently selected.

All fields on the electronic form must be completed accurately in order to prevent errors in the student's academic record at La Roche University. Social security numbers are required to establish identity, and also for federal reporting by the Student Accounts office for 1098T tax purposes.

Following completion of the application screens, students will then find a list of currently available partnered courses at their high school, from which they will select and register to initiate their registration(s) to move through the process.

When a course registration is initiated through DualEnroll.com, a request is sent to the appropriate high school liaison or teacher for approval, verification of student eligibility, and confirmation of current grade point average.

Upon completion of the high school enrollment approval step, a prompt will be sent to the student's parent/guardian to provide their consent for participation and payment of tuition by e-check or credit card. This is the final step of the registration process. Incorrect account or routing numbers will result in failed payments, so please enter payment information carefully.

In select cases, a partnered high school may have made arrangements with La Roche University for payment for their students to be made by the high school, in which case, the configuration of the enrollment process steps of the website would have been altered for all courses and students registered at their school to only prompt the parent to provide parental consent for participation in order to complete the process. In these circumstances, the high school is invoiced for all student enrollment at the close of the application period, with one payment made directly to La Roche University that is applied to their students' individual accounts.

Students and parents will both receive automated notifications throughout the steps of the registration process, from initiation of a new course registration through confirmation of official enrollment.

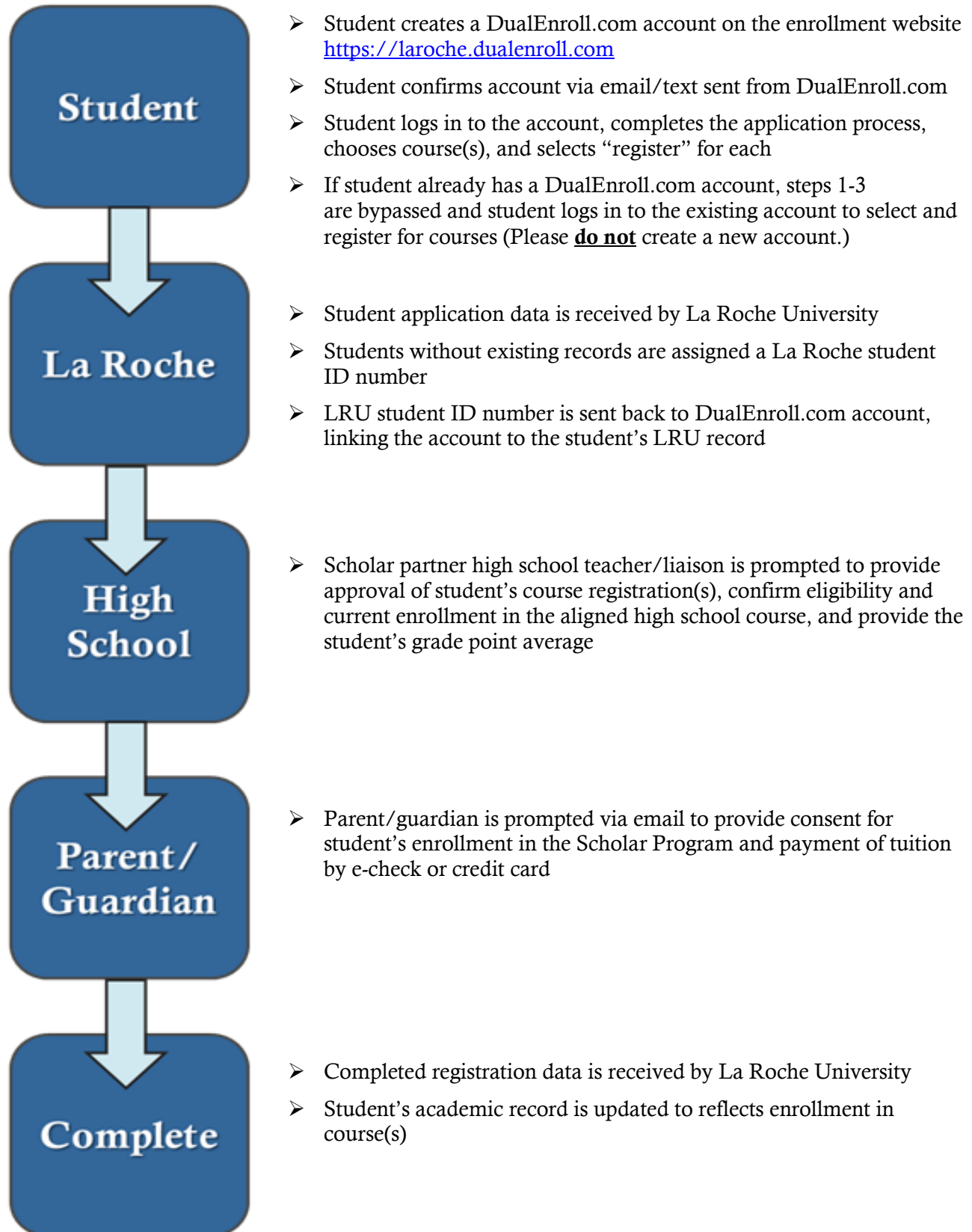
The registration application and course selections will only be available during the active registration periods of each enrollment period. All full-year and fall semester courses enroll during the main fall enrollment period. The smaller spring enrollment period is for spring semester courses only.

Only students that complete the registration process in its entirety, with approvals provided and payment successfully received by the final payment deadline, will be officially registered at La Roche University.

Students must be enrolled in the Scholar partnered high school and La Roche University courses simultaneously to be eligible to earn credit. Retroactive registration is not permitted.



## SCHOLAR REGISTRATION PROCESS



## HIGH SCHOOL APPROVAL OF STUDENT ENROLLMENT

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Scholar Program high school liaisons provide approval of each student registration via the DualEnroll.com enrollment website.

Within the application step, students select their enrollment approver from a list of liaisons at their respective high school, whether teacher, counselor, or administrator. If unaware, students should inquire with their teacher, or select “I don’t know” from the options.

If a student’s liaison providing high school enrollment approval changes, he/she can access this selection from within their account from the “High School” tab of their menu. Please contact scholar@laroche.edu if assistance is needed changing liaisons.

Scholar high school liaisons have their own administrative accounts which allow them to view all course registrations initiated by students that have selected them as their approver. Upon initiation of a new registration, the high school liaison is notified their action is needed.

Liaisons approve student enrollment by verifying the student’s eligibility and enrollment in the appropriately aligned high school course, providing the student’s current grade point average at the time of enrollment, and confirming any applicable course pre-requisites have been met. If a student does not meet minimum requirements to participate or is attempting to register in an incomplete course, the high school enrollment approval will be declined and registration abandoned. If approval is declined, the registration step status will display as “failed,” and cannot be reinstated. If a registration has been discontinued for any reason by student, high school, or university, the registration’s step status will display as “abandoned.”

## TUITION & PAYMENT

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Scholar Program tuition for the 2024-2025 academic year is **\$240** per course.

Upon completion of the online application and registration form, DualEnroll.com automates the approval and payment processes to be completed electronically by the high school liaison and parent/guardian designated in the application process.

Payments are to be made by e-check or credit card on the enrollment website. A prompt containing the link to the completion screen is sent to students and parents via email from DualEnroll.com and can be resent by student, high school liaison, or university staff at any time throughout the enrollment period. Reminders are sent to both parents and students at increased frequency as final payment deadlines approach.

If payment is made by credit card, a small convenience fee is charged by the payment processor; however, the tuition paid to La Roche University remains \$240 per course. There is no additional charge or fee to pay by e-check.

Disputed payments, typos or incorrect checking account or routing numbers will cause payments to fail and resulting enrollment issues, so please enter payment information carefully.

In the case of a failed payment, DualEnroll.com may later send a prompt for new payment entry upon notification from their payment processor, if it is within the timeframe in which they are able to collect and remit payment La Roche University. If a new payment is not received, communications will be sent to the contact information on file. If missing payment remains unresolved, enrollment will be dropped from the student's record.

The Student Accounts Office issues annual 1098T tuition statement tax forms upon request, sent to the student address on file each applicable tax year higher education tuition is received. Please contact 412.536.1030 or [studentaccounts@laroche.edu](mailto:studentaccounts@laroche.edu) for requests, questions or assistance with 1098T forms.

### **HIGH SCHOOL PAID - ALTERED PARENTAL COMPLETION STEP:**

In select cases, a partnered high school may have requested for an alternative enrollment process workflow configuration in order for payment for their students to be made by the high school. This may be used for special circumstances in which a grant was received to support specific programs or initiatives of the high school, whether covering student tuition in full, or partially, collecting remaining portion from parents prior to making payment to La Roche.

This alternate configuration of the enrollment process changes the final step for all courses and students registered at their school to only prompt the parent to provide parental consent for participation via electronic signature in order to complete the process. In this case, the high school is invoiced for all student enrollment at the close of the application period, with one payment made directly to La Roche University that is reconciled and applied to the students' individual accounts.

### **WITHDRAWING/CANCELLATION OF REGISTRATION**

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Scholar applicants are able to stop their registration(s) from reaching completion by selecting the "abandon" option provided within the ellipsis menu to the right of each course registration on the enrollment website. Otherwise, if approval and payment processes within the student's DualEnroll.com account are not completed by the deadline, each incomplete course registration will be abandoned at the close of the enrollment period and the student will not be officially enrolled at La Roche University, forfeiting the ability to earn credit for the course(s).

If the student decides to stop the process while it is in the parental approval and payment stage, he/she will only have to notify the high school teacher or liaison. If the registration

process was completed and enrollment processed, a formal request in writing should be sent by the student to scholar@laroche.edu documenting the need to withdraw from the course.

Once officially registered, if all of the requirements for earning college credit are not fulfilled, a grade “NC” (No Credit) is recorded on the academic record. There are no refunds associated with non-completed courses.

## **SCHOLAR SCHOLARSHIP**

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Students experiencing financial hardship can be recommended by their Scholar high school liaison or teacher for a scholarship to assist with their Scholar tuition. This scholarship is primarily need-based, with secondary considerations given to academic standing and extra-curricular activities.

This scholarship should be treated as an emergency fund for students most in need of financial assistance, who may otherwise be unable to participate due to the limitations of current financial hardship.

A strong rationale demonstrating financial need must be provided in order to give appropriate consideration to each applicant, as funds are limited and available awards will be prioritized for students most in need.

Applications are only collected during the main fall enrollment period, and must be received by November 15, as all available funds for the year are awarded at once upon review of all applicants. Students of spring semester courses are able to make application in fall in order to be included for consideration of assistance.

Nomination for this scholarship is provided by the high school liaison within the approval process on the laroche.dualenroll.com enrollment website. Making this selection will send a prompt to the student to download, print, and complete their section of the application, also found on the Scholar website: [www.laroche.edu/scholar](http://www.laroche.edu/scholar). The second section of the application is to be completed by the high school teacher or liaison before returning it to the address provided, or scanned to scholar@laroche.edu.

All scholarship applications must be received by November 15 in order to allow for appropriate consideration of all applicants and available funds. Incomplete applications, including required signatures, will not be considered. Late submissions will not be accepted.

Awarding of any scholarship money will be based on availability of funds. Students must reapply each academic year for consideration for this scholarship. There is a limit of three (3) courses maximum (one per year) per student over the overall duration of Scholar Program participation which may be covered by this scholarship. Funding of all courses is not guaranteed.



Notification of a scholarship being awarded is communicated via the DualEnroll.com system. When a student scholarship is approved, a prompt will still be sent to the parent/guardian with a link to provide their consent for the course being taken to complete the registration process; when declined, the prompt will be sent asking for both consent for participation and the accompanying tuition payment.

## **GRADES**

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Final grades for Scholar courses are awarded by the partner high school teachers. All grades are collected at the end of each academic year. Scholar teachers submit their students' final grades to La Roche University's Registrar's Office according to a letter grade system, using the partnered district's approved grading scale. One-credit laboratory courses that accompany a three-credit lecture are graded pass/fail.

Student academic records at the partner high school and La Roche University will reflect the final grade awarded by the Scholar partner teacher, each with their own respective course catalog numbers, titles, and credits earned for the course completed. All Scholar courses are enrolled as spring semester students on La Roche University transcripts.

Please be aware that La Roche does not issue an A+ grade. If a student receives an A+ from the high school teacher, this grade will become an A on the student's academic record.

If an enrolled student fails to complete a course, an "NC" for "no credit" will be recorded. If a student withdrew from the partner high school prior to completion of the course, a "W" for "withdrew" will be recorded.

## **SCHOLAR CREDIT TRANSFER ELIGIBILITY**

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Scholar students may transfer their credits from La Roche University according to the practices of the receiving colleges and universities. La Roche does not guarantee that all colleges/universities will accept all credits in transfer. Students should inquire with schools at which they intend to apply about their transfer policies.

We cannot provide a specific list of universities that will accept La Roche University or dual enrollment credits in transfer, but have found most Scholar courses to transfer as academic core courses or general electives, depending on the program of studies associated with each major. Like any other situation dealing with transferring from institution to institution, the transfer of credits depends on the receiving institution's policies, the student's intended major, and their grades.

Please be aware that some Scholar graphic design credits may or may not apply as major requirement credits at La Roche University if an incoming student majors in a design profession. A grade of "B" or higher is required for consideration.

It is the policy of some institutions that major requirements within a program are to be taken at the home institution. Consult the receiving school for their policies.

## **ORDERING ACADEMIC TRANSCRIPTS TO TRANSFER CREDITS**

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La Roche University's Registrar uses the National Student Clearinghouse for all academic transcript requests. To order transcripts, go to [www.getmytranscript.com](http://www.getmytranscript.com), and select "La Roche University" from the menu of participating schools. A small fee applies.

Transcripts should be sent directly to the registrar, academic advisor, or admissions counselor of the receiving institution, received either by secure encrypted electronic delivery, or via standard postal mail in a sealed envelope with the LRU registrar's signature stamp over the seal as confirmation it was not tampered with. Personal copies may be ordered as well.

If the student is currently enrolled in (or recently completed) a Scholar course, the option to hold the order until final grades are posted should be selected. Final grades for all Scholar courses are collected from partner teachers and posted to student records at the end of each academic year.

La Roche University student ID numbers can be accessed within students' DualEnroll.com accounts used for registration in the "Academics" tab, or requested by the student at [scholar@laroche.edu](mailto:scholar@laroche.edu). LRU course numbers and titles of courses completed are found in the "Course History" section.

Orders can be tracked through the National Student Clearinghouse website. Please contact the Registrar's Office with any questions regarding transcript orders at [registrar@laroche.edu](mailto:registrar@laroche.edu) or 412.536.1080.

If a syllabus is requested in the transfer process, please contact [scholar@laroche.edu](mailto:scholar@laroche.edu).

## **PURSUIING A FULL-TIME UNIVERSITY EDUCATION AT LA ROCHE - SCHOLAR FINANCIAL AWARD**

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Pursuing a full-time university education at La Roche University will be the best way for Scholar students to guarantee the validation of all credits earned through the program. If a Scholar student decides to enroll at La Roche University immediately following graduation, his/her application fee will be waived.

In addition, students who successfully complete one or more Scholar courses and are recommended by their Scholar high school teacher or guidance counselor are eligible for a \$2,000 scholarship. This scholarship is applied to the freshman year tuition at La Roche University and is added to any need or merit-based aid that the student may receive.

Additional awards may also be available for Scholar students. Inquire with Freshman Admissions at the time of application.

For more information, please contact the La Roche University Freshman Admissions Office at [admissions@laroche.edu](mailto:admissions@laroche.edu) or 412.536.1272. Applicants should indicate on their application form that they have participated in the Scholar Program.

## **ANNUAL SCHOLAR EVALUATION SURVEYS**

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Assessment is an important part of the culture of higher education. In an effort to measure and maintain satisfaction, annual evaluation surveys for both Scholar students and Scholar faculty and liaisons should be completed within the last three (3) weeks of their classes.

Evaluation surveys provide important feedback needed to continuously assess whether the program is meeting the needs of its students and partners, identify strengths, and prompt us to make improvements when necessary to ensure a quality experience.

Student surveys also help track trends in student interest, and in which programs and colleges or universities our Scholar students are utilizing their credits.

The electronic surveys are found on the Scholar Program webpage ([www.laroche.edu/scholar](http://www.laroche.edu/scholar)) or at the below links:

**Scholar Student Evaluation Survey:**

[www.laroche.edu/ScholarEval](http://www.laroche.edu/ScholarEval)

**Scholar Faculty and Liaison Evaluation Survey:**

[www.laroche.edu/ScholarFacultyEval](http://www.laroche.edu/ScholarFacultyEval)

## **2024-2025 SCHOLAR PARTNER HIGH SCHOOLS**

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The following schools in western Pennsylvania are current partners with La Roche University through Scholar that are active for the 2024-2025 school year. Activity may change annually depending on the needs and course rotations of our overall partner list.

|                               |   |
|-------------------------------|---|
| Baldwin High School           | North Allegheny High School             |
| Belle Vernon Area High School | North Catholic High School              |
| Canon-McMillan High School    | North Hills High School                 |
| Carlynton High School         | Penn Hills High School                  |
| Clairton High School          | Penn-Trafford High School               |
| Cornell High School           | Peters Twp High School                  |
| Elizabeth Forward High School | Pittsburgh Science & Technology Academy |
| Franklin Regional High School | Plum High School                        |
| Gateway High School           | Saint Joseph High School                |
| Hempfield Area High School    | Seneca Valley High School               |
| Highlands High School         | South Fayette High School               |
| Knoch High School             | West Middlesex Area High School         |
| Mars Area High School         | West Mifflin Area High School           |
| Moon Area High School         |   |

## **PARTNER HIGH SCHOOL ADMINISTRATION & FACULTY**

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### **Baldwin High School**

Shaun Tomaszewski - Principal  
James Wodarek - Liaison/Graphic Design

### **Belle Vernon Area High School**

Zachary Just - Principal  
Susanna Babko - French  
Audra Barbao - Spanish  
Jenna St. Mars - Liaison/Counseling

### **Canon-McMillan High School**

Ken Crowley - Liaison/Assistant to the Superintendent  
Rebecca Bosco - Chemistry (SV Academy of Choice)

### **Carlynton High School**

Michael Loughren - Principal  
Robin Ewing - French  
Steven Vayanos - Liaison/Spanish



**Clairton High School**

Dr. John Wilkinson - Principal  
Maureen Shaw - Liaison/Counseling  
Kristen Sirbaugh - Speech

**Cornell High School**

Dr. Doug Szokoly - Principal  
Kristen Bardelli - Accounting  
Fiona Clements - Liaison/French  
Sarah O'Brien - Spanish

**Elizabeth Forward High School**

Kelli Garlow - Principal  
Brandon Gerba - History  
Joseph McManus - Liaison/Counseling  
Robert Raffaele - History  
Amy Thurston - Spanish

**Franklin Regional High School**

Ron Suvak - Principal  
Heath Curran - Liaison/Assistant Principal  
Sharon Bigenho - Spanish  
Jesse Carnevali - Spanish  
Kane Daignault - Accounting  
Arthur Earl - Liaison/Counseling  
Marissa Fenwick - Liaison/Counseling  
Ian Fielder - Art History  
Carrie Jones - Liaison/Counseling  
Alicia Leopold - Speech  
Dana Metzgar - Speech  
Melissa Musial - Math  
Juan Pedro Reyna - Spanish  
Katherine Rutherford - Sociology  
Jeff Stanczak - Spanish  
Kerrie Tonet-Berlin - French  
Christine Trimnal - Math  
Samantha Westerlund - Psychology  
Ami Zachetti - Liaison/Counseling

**Gateway High School**

Justin Stephans - Liaison/Principal  
Joseph Rosi - Liaison/Assistant Principal  
Phil Randolph - Speech  
Mark Spinola - History  
Colleen Tortorella - Counselor

**Hempfield Area High School**

Dr. David Palmer - Principal  
Anita Mash - Liaison/Assistant Principal  
Kim Parisi - Liaison's Assistant  
Natalie Fetterman - Spanish  
Heidi Harden - French  
Brian Holt - Math  
Lori Jones - Spanish  
Shannon Nesser - Math  
Swan Mueller - French  
Stephanie Onufer - Spanish  
Terri Reiss - Counseling  
Erica Shafran - German  
Paula Shaffer-Roche - Math  
Robert Stauffer - Math  
Heather Welty - Spanish

**Highlands High School**

Michael Toole - Principal  
Laura Fleischer Proaño - Liaison/Spanish

**Knoch High School**

Todd Trofimuk - Liaison/Principal  
Christine Davies - Spanish  
David Hall - Biology  
Julia Karns - German  
Bradley Pflugh - Liaison/History  
Marian Sheptak - Accounting  
Michael Zebrine - History

**Mars Area High School**

Lindsay Rosswog - Liaison/Principal  
Erin Donahue - German  
Stephanie Glessner - French  
Scott McCarthy - Spanish  
Jamie Weiland - Computer Science

**Moon Area High School**

Ryan Matsook - Principal  
Jill Wilson - Liaison/Information Systems Technology

**North Allegheny Sr High School**

Matthew Buchak - Principal  
Bruce Allen - Biology  
Michael Bockoven - Art History  
Josie Brudnok - German  
Kylene Butler - French  
Jonathan Clemmer - Graphic Design  
Matt Davis - Chemistry  
Domenico DiBacco - Spanish  
Paul DiBucci - Physics  
Lisa Failla - Psychology  
John Fellers - Math  
Patricia Finch - Spanish  
Emily Frasca - History & Political Science/Sociology  
Marcie Good - Liaison/Spanish  
Robert Greenleaf - Sociology  
Nicholas Hannan - Math  
Joelle Keats - History & Political Science/Psychology/Sociology  
Jordan Langué - Graphic Design  
Luke Lester - Math  
Mike Lyons - History & Political Science  
Joy Manesiotis - Math  
Adam Marshall - Math  
Scott McMullen - Accounting  
Dana Miller - Math  
Colleen Morris - English  
Dave Morris - English  
John Neff - Physics  
Brandy Newell - History & Political Science  
Laura Prosser - Computer Science  
Darrah Rhinehart - English  
Dan Schall - History/Psychology  
Chris Sestili - English  
Dan Solenday - Math  
Jill Spak - Biology  
Lauren Swan - Graphic Design  
Bob Tozier - Music  
Joe Truesdell - English/Speech  
Sharon Volpe - Math

**North Catholic High School**

Dr. Zeb Jansante - Principal  
Maria Myron - Liaison/History

**North Hills High School**

Kevin McKiernan - Principal

Dr. Meghan Watelet - Assistant Principal

Nancy DiNicola - Liaison/Information Systems Technology

**Penn Hills High School**

Dr. Bernard Taylor, Jr. - Principal

Cristin Kolakowski - Biology

Crystal Patton - Chemistry

Scott Zemba - Liaison/Counseling

**Penn-Trafford High School**

Tony Aquilio - Principal

Dr. Greg Capoccioni - Liaison/Assistant Principal

Desiree Alba - Spanish

Matthew Bilinsky - Accounting

Jason Davis - Administration & Management

Jennifer Haberberger - Graphic Design

Tammy King - German

Gigi Manuppelli - English

Carol Palmer - Graphic Design/Information Systems Technology

Samantha Ramaswamy - Chemistry

Kimberly Stefkovich - Administration & Management

Laura Willby - French

**Peters Township High School**

Dr. Lori Pavlik - Principal

Leyna Steffen - Liaison/Dean of Counseling Services

Michelle Chenevert - French

Caitlin Ulf - Spanish

Doug Wilkinson - German

**Pittsburgh Science & Technology Academy**

Dr. Shavonne Johnson - Principal

Wendy Moore - Liaison/History

**Plum High School**

Patrick Baughman - Principal

Kristy Smethwick - Liaison/Speech

**Saint Joseph High School**

Kimberly Minick - Principal

David Anater - Counseling

Anthony Vincent - Math

David Widenhofer - Liaison/History & Political Science



**Seneca Valley Int/Sr High School**

Robert Ceh - Principal, Senior High School  
Chet Henderson - Principal, Intermediate High School  
Denise Manganello - Principal, SV Academy of Choice  
Darla Ramirez-Lightner - Liaison/Coordinator of Collegiate & Career Affairs  
Rebecca Bosco - Chemistry  
James Bull - History & Political Science  
Brian Carson - Chemistry  
Lorie Chesnut - Math  
Crystal Cypher - Chemistry  
Michael Henry - History & Political Science  
Shelly Keffalas - Math  
James Lucot - History & Political Science  
Laura Lugarich - English  
Dina McCaskey - Math  
Heather Perella - Sociology  
Jeffry Richards - English  
Dr. Jeff Roberts - Chemistry  
Rebecca Ruggeri - Math  
Deborah Skinger - Math  
Jamie Zeigler - Chemistry

**South Fayette High School**

Dr. Natasha Dirda - Principal  
Melanie Clonan - Liaison/Spanish  
Tara Surloff - Liaison/Spanish

**West Middlesex Area High School**

Tessa Simmons - Principal  
Dawn Beltz - Liaison/Computer Science

**West Mifflin Area High School**

Chad Licht - Principal  
Jason Filo - Math  
Cindy Horvath - History/Psychology  
Brad Mitchell - Math  
Jennifer Shields - Liaison/Counseling  
Mychele Westerlund - Math

## LA ROCHE UNIVERSITY COURSE CATALOG DESCRIPTIONS - CURRENT SCHOLAR OFFERINGS

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### **ACCT2003 - Accounting I (3 credits)**

The first of a two-course introductory financial accounting sequence that examines financial accounting from the viewpoint of preparers and users of financial statements. This course focuses on a basic introduction to Generally Accepted Accounting Principles, along with the principles and concepts of recording, processing, and reporting accounting information. Topics include the accounting cycle, including financial statement preparation; merchandising operations, including inventory systems and cost flow assumptions; special journals; internal control systems; cash and bank reconciliations; and receivables and uncollectible accounts.

### **ACCT2004 - Accounting II \* (3 credits)**

The second of a two-course introductory financial accounting sequence that examines financial accounting from the viewpoint of preparers and users of financial statements. This course focuses on a continuation of basic Generally Accepted Accounting Principles along with the principles and concepts of recording, processing, reporting, using, and analyzing accounting information. Topics include long-lived assets, current and long-term liabilities, partnership and corporate equity transactions, the statement of cash flows, and ratio analysis. \* *Pre-Requisites: ACCT2003 - Accounting I*

### **ADMG1001 - Introduction to Administration & Management (3 credits)**

An introduction to the field of administration and management, focusing specifically on the area of business administration. The functional areas of business such as marketing, finance, personnel and production will be reviewed together with subjects such as economics, accounting and computers. This course is for non-business majors only.

### **ADMG1005 - Macroeconomics (3 credits)**

An introductory economics course focusing on the field of macroeconomics, including government spending, money, inflation, unemployment and taxes. Also included are brief sections on microeconomic and economic systems.

### **ARTH1017 - History of Art I: Prehistoric to Gothic (3 credits)**

A survey of world art from prehistoric to late Gothic eras as well as an examination of the interaction of the social, political and economic forces that effected the production and appearance of such arts as painting, sculpture, architecture and the minor arts. Lectures, slides, discussion and field trips are utilized.

### **ARTH1018 - History of Art II: Renaissance to Modern (3 credits)**

This course will provide a survey of world art from early Renaissance to the present day. Emphasis is on cause and effect in the various historical and technological developments of art. Lecture, discussion, slides, film strips and field trips are part of the course.

**BIOL1003 - General Biology I (3 credits)**

A presentation of a comprehensive survey of the major area within modern biology with emphasis placed on unsolved problems and the nature of scientific evidence. The course explores the properties of living matter on the molecular, cellular and organismic level. Open to all science majors and non-science majors with a strong interest in biology or a professional need.

**BIOL1005 - General Biology I Lab \* (1 credit)**

Selected experiments chosen to emphasize principles presented in the General Biology lecture courses. *\* Must also be enrolled in BIOL1003 - General Biology I lecture course to receive lab credit*

**CHEM1001 - General Chemistry I (3 credits)**

A study of the basic principles governing matter, energy, and matter-energy interaction. Topics include atomic structure, bonding theory, aggregated states of matter, stoichiometry, thermodynamics, chemical kinetics, chemical equilibrium and electrochemistry.

**CHEM1003 - General Chemistry I Lab \* (1 credit)**

A series of experiments related to the content of CHEM1001 emphasizing laboratory techniques and familiarization with basic laboratory equipment. Open to all science majors and non-science majors with a strong interest in chemistry or a professional need.

*\* Must also be enrolled in CHEM1001 - General Chemistry I lecture course to receive lab credit*

**CHEM2015 - Organic Chemistry I \* (3 credits)**

A study of the classification and characterization of organic compounds, their preparation, properties and reactions. The application of modern organic theories to these subjects is stressed. Topics include nomenclature, bond theory, stereochemistry, synthesis, mechanisms, and structure determination by instrumental methods. Lecture and laboratory course. *\* Pre-Requisites: CHEM1002 - General Chemistry II*

**CHEM2015L - Organic Chemistry I Lab \* (1 credit)**

Laboratory for CHEM2015 - Organic Chemistry I *\* Must also be enrolled in CHEM2015 - Organic Chemistry I lecture course to receive lab credit*

**CSCI1002 - Intro to Computer Science (3 credits)**

This course is an introduction to the field of Computer Science (CS). A scientific foundation of many aspects of CS will be developed upon which more advanced CS courses will build. Technical topics may include: computer design, information processing, algorithm concepts, operating systems, cyber security and networking and the internet. The evaluation of issues such as Artificial Intelligence & Ethics, Internet of Things (IoT), Big Data and Impact of Technology on Social Development Skills may also be included.

**CSCI1010 - Programming I \* (3 credits)**

This course introduces the art of algorithm design and problem solving in the context of computer programming. The basic structure and logic of the Java language is presented. Topics covered include data types and operators, control flow, repetition and loop statements, arrays and pointers. Good programming practices will be taught and encouraged. \* *Pre-Requisites: CSCI1002 - Intro to Computer Science*

**CSCI1010L - Programming I Lab \* (1 credit)**

Lab work for CSCI1010 Programming I. \* *Must also be enrolled in CSCI1010 - Programming I lecture course to receive lab credit*

**DSGN2005 - Introduction to Design & Image Making (3 credits)**

This course provides an exploration into digital image creation and manipulation. This is an introductory course with no prior design experience necessary. Students will learn and explore the elements and principles of design and the design process. Computer design software (raster and vector) will be introduced and explored. Students will experience the studio process of creating digital art and design (meeting them at their own level), explore relevant software, use cameras to generate their own imagery, manipulate images, and learn about composition, printing and presenting their work. *(Formerly Digital Fine Arts - revised fall 2022)*

**ENGL2021 - World Literature I (3 credits)**

This course emphasizes the careful reading of works of world literature from the Ancient period to the Early Modern era (c. 1600). Issues to be covered include the oral-performative origins of ancient literature; the cultural values and social roles embodied in the literature; and the nature of literary language, genres, and traditions. The course serves as an introduction to the study of literature for all majors, as well as an opportunity for English majors to expand their knowledge of important works of world literature.

**ENGL2029 - Business Communications (3 credits)**

This course is designed to teach students best practices in both written and oral business communication. Types of communications include: business letters, emails, reports, executive summaries, cover letters, resumes, PowerPoint presentations, and the job interview.

**ENGL2043 - Film Analysis: Forms, History, Ideology (3 credits)**

This course will introduce students to the terminology, methodologies, and practice of cinematic analysis. We will approach films as complex, multi-layered texts that can be viewed through diverse, intersecting lenses; beginning with an examination of the form principles of film, we will progress to a consideration of film as historical, cultural, and ideological product, one that both shapes and is shaped by the beliefs and practices of the cultures in which it is generated. Class time will be divided between film viewing and film analysis, the ultimate purpose of the course being to prepare students to become active, critical viewers of film.

**ENGL3031 - Journalism I (3 credits)**

This is an introductory course in journalistic style and a variety of media formats. Students learn editing, interviewing and reporting skills.

**GCDN1023 - Drawing I (3 credits)**

A study-workshop in the language of drawing, including practice in expression and communication in various media utilizing principles of line, tone, gesture, exaggeration and lighting. *Cross-listed with IDSN1023*

**GCDN1025 - Fundamentals of Electronic Publishing (3 credits)**

This course will prepare students not majoring in graphic design to work in a creative team environment toward the production of digital communication materials and graphics, and will introduce students to the web as a design vehicle for publishing and advertising.

**GCDN2008 - Digital Publication and Pre-Press (3 credits)**

This course will focus on the integration of type and image in page layout while also introducing design industry standards for print production. Various page layout and print production solutions will be explored utilizing professional industry software.

*(Formerly Digital Publishing - revised fall 2022)*

**GCDN2016 - Digital Photography (3 credits)**

This course will explore digital capture and handling of photographs, enabling the student to master the technical aspects of digital image capture. Students will learn techniques for editing and enhancing photographs, become familiar with photography's various roles: art form, journalism, advertising and will produce a portfolio of quality color and black and white prints from digital files.

**GCDN2029 - User Experience Design I (3 credits)**

Introduction to user experience design. This course will introduce students to foundational theories for visual design and accessibility, information architecture, user interface design, prototyping techniques, and various publishing requirements. Students will be introduced to a range of digital media formats and applications in order to establish familiarity with UX design problems. Students will learn and apply the theory and application of UX design including research, problem identification, concept building and prototyping. *(Formerly Interactive I - revised fall 2022)*

**HIST1010 - U.S. History: Foundations of a Republic (3 credits)**

A study of the history of the United States from 1607 to 1865. This course traces the development of the United States from the earliest European settlers to the formation of a republic, noting the events, people and ideas involved in the struggle to achieve that end. Particular emphasis is given to colonial America, the American Revolution, the constitutional process of 1789, Native Americans and slavery.

**HIST1011 - U.S. History: Emergence of Mass Democracy (3 credits)**

A study of the history of the United States from 1865 to 1945. This course traces the development of the United States from the aftermath of the Civil War to its emergence as a world superpower, noting the events, people and ideas involved in that development. Particular emphasis is given to Reconstruction, industrial development and World War II.

**HIST1014 - Western Civilization II (3 credits)**

This course focuses on Western civilization from the Reformation to contemporary times. Special emphasis is given to the characteristics which define Western civilization as it emerged from the Middle Ages into modern times including science, faith, reason, capitalism, communism, the growth of institutions and the arts.

**HIST1016 - Social Dynamics of U.S. History (3 credits)**

This course is designed to study key social issues and political crises, and especially concentrating on changes generated in the larger political, social, and economic contexts by popular protests by more-focused movements. This course will also trace deeper roots of such events by placing them in the broader context of U.S. History as a whole, and also by using major reference-points, such as: the history of the working-class majority and workers' efforts to overcome economic injustice; and African American efforts to overcome racial injustice. The interplay of civil rights (and human rights in general), economic justice, and foreign policy will be given serious attention. A focus of attention will be the role of ideas and social movements in generating historical change. *(Formerly SLHS1001: Major Issues in Modern U.S. History - course revised fall 2021)*

**HIST3020 - Russia & the Soviet World (3 credits)**

A study of the emergence of imperial Russia as a European power, its expansion and industrialization, the forces which blended to bring about the Revolution of 1917, the growth and development of the Soviet Union under Lenin and Stalin, and the fall of Communism. Special emphasis is given to Marxism as it has impacted on Russian history, and also as it was applied, developed, and distorted in the Soviet Union.

**HIST3027 - History of Modern Europe (3 credits)**

A survey of the past two centuries of European history that is intended to provide global awareness and an appreciation of the accomplishments of European civilization.  
*Cross-listed with INST3027*

**HIST3028 - East Asian History (3 credits)**

An overview of the history of Korea, Japan, China, Singapore, Taiwan, Hong Kong, and Malaysia. The domestic, political, social, and economic bases of the historical development of these nations will be considered. Political influences of other world powers will be considered. *Cross-listed with INST3028*



**ISTC1005 - Practical Computer Applications (3 credits)**

This course provides the student with hands-on use of personal computers and Microsoft Office. Email etiquette and management, as well as effective and efficient access and evaluation of information from the Internet are also introduced. Emphasis is on learning the concepts and skills necessary to complete the task at hand using the computer, related software, and the Internet. While learning the keystrokes is important, equally important is using the right tool for the right job. Word processing, electronic spreadsheets, graphic presentations, and the Windows Operating environments including file and folder management are presented in this course.

**ISTC1010 - Digital Literacy (3 credits)**

This course addresses information and technological literacy in the digital age. Students will develop cognitive and technological competencies in both the discovery and evaluation of information, as well as the creation and dissemination of content, all within a digital context. Students will be introduced to a set of basic digital tools, but the focus will be placed on developing the ability to adapt to new and changing technologies in the future.

**MATH1004 - Statistics for Health Care (3 credits)**

This course focuses on the applications of statistics to the health sciences and nursing fields. The major topics are exploratory data analysis (graphical and numerical descriptions of data); data production and its design; basic concepts and properties of probability and probability distributions, including the normal distribution and sampling distributions; statistical inference (inference about a population mean or proportion and about comparing two population means or proportions, chi-square test for goodness of fit, and ANOVA to compare population means). This course is reserved for students in the health-sciences and nursing programs.

**MATH1010 - College Algebra (3 credits)**

A traditional study of pre-calculus mathematics with emphasis on functions and relations. Includes a review of linear and quadratic equations, rational expressions, exponents, radicals and logarithms. Polynomial, exponential, and logarithmic functions are presented together with the conic sections, systems of equations, determinants, the binomial theorem and mathematical induction.

**MATH1029 - Pre-Calculus (3 credits)**

This is a transition course from algebra and trigonometry to, and may serve, therefore, as a preparation for calculus. The topics covered include functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions and analytic trigonometry, polar coordinates and vectors, and the conic sections.

**MATH1030 - Calculus for Business, Economics, & Management Sciences (3 credits)**

A one-semester course in the differential and integral calculus of functions of a single variable. Emphasis on concepts and the skills of differentiation and integration with applications from Administration, Economics and Managerial Sciences.

**MATH1032 - Analytic Geometry & Calculus I (4 credits)**

The first semester of a three-semester integrated course in the elements of analytic geometry and differential and integral calculus. Included are the concept and applications of the derivative of a function of a single variable, differentiation of polynomials and the trigonometric functions, the chain, product and quotient rules, implicit differentiation, and differentials. Concludes with anti-differentiation, integration, area under graphs of functions and applications.

**MATH1033 - Analytic Geometry & Calculus II \* (4 credits)**

A continuation of MATH1032 including applications of the definite integral, area, arc length, volumes and surface area, centroids, average value and theorem of the mean for definite integrals. Derivatives and integrals of transcendental functions are followed by techniques of integration, L'Hopital's Rule and indeterminate forms and improper integrals. Also included are conic sections and polar coordinates. \* *Pre-Requisites: MATH1032 - Analytic Geometry & Calculus I*

**MATH1040 - Probability & Statistics (3 credits)**

The study of the fundamentals of probability theory with applications to natural and social sciences as well as to mathematics. Discrete and continuous distributions, sampling theory, linear correlation, regression, statistical inference, estimation and analysis of variance are included.

**MATH3015 - Linear Algebra (3 credits)**

A development of the theory of vector spaces from linear equations, matrices and determinants. Topics include linear independence, bases, dimensions, linear mappings, orthogonal reduction, diagonalization of matrices using eigenvectors and eigenvalues.

**MLFR1002 - Elementary French II \* (4 credits)**

As a continuation of Elementary French I, this course is part of a proficiency-based language program designed to provide maximum opportunities for students to develop functional listening, speaking, reading, and writing skills in beginning French. The goal of the course is the acquisitions of a useful, communicative command of the language at a novice-mid to intermediate-low level on the national scale, as established by the American Council on the Teaching of Foreign Languages and the Educational Testing Service. This goal will be realized through maximum exposure to authentic target-language input (oral and visual), active oral and written practice of real-life language tasks or functions (e.g., conversing with an exchange student, making grocery lists, completing forms, etc.), and exploration of cultural subtleties conveyed by language, thought, and customs.

\* *Pre-Requisites: MLFR1001 - Elementary French I*

**MLFR2001 - Intermediate French I \* (3 credits)**

These courses are designed to build on the student's previous skills, thereby improving oral proficiency. Vocabulary acquisition and the reading of authentic aural and written materials broaden the student's knowledge and linguistic abilities. Classroom activities focus on development of skill in self-expression. The student has many opportunities to expand cultural knowledge through films, videotapes, and informal rendezvous. Course is not open to students with an advanced or superior oral proficiency level in French.

\* *Pre-Requisites: MLFR1002 - Elementary French II*

**MLFR2002 - Intermediate French II \* (3 credits)**

This course is designed to teach the beginning French student the four basic skills of listening, speaking, reading, and writing. The focus of this course is the development of aural/oral proficiency by means of vocabulary development, listening and speaking practice, and guided conversation. Class work emphasizes the acquisition of strategies for understanding, authentic listening and reading materials. Through such activities as classroom discussions, videotapes, and films, the student becomes acquainted with various facets of francophone culture. Course is not open to students with an advanced or superior oral proficiency level in French. \* *Pre-Requisites: MLFR2001 - Intermediate French I*

**MLGR1002 - Elementary German II \* (4 credits)**

As a continuation of Elementary German I, this course is part of a proficiency-based language program designed to provide maximum opportunities for students to develop functional listening, speaking, reading, and writing skills in beginning German. The goal of the course is the acquisition of a useful, communicative command of the language at a novice-mid to intermediate-low level on the national scale, as established by the American Council on the Teaching of Foreign Languages and the Educational Testing Service. This goal will be realized through maximum exposure to authentic target-language input (oral and visual), active oral and written practice of real-life language tasks or functions (e.g., conversing with an exchange student, making grocery lists, completing forms, etc.), and exploration of cultural subtleties conveyed by language, thought, and customs.

\* *Pre-Requisites: MLGR1001 - Elementary German I*

**MLGR2001 - Intermediate German I \* (3 credits)**

As a continuation of Elementary German II, this course is part of a proficiency-based language program designed to provide maximum opportunities for students to develop functional listening, speaking, reading, and writing skills in intermediate German. The goal of the course is the acquisition of a useful communicative command of the language at a novice-high to intermediate-low level on the national scale, as established by the American Council on the Teaching of Foreign Languages and the Educational Testing Service. This goal will be realized through maximum exposure to authentic target language input (oral and visual), active oral and written practice of real-life language tasks of "functions" (e.g., ordering a meal, making travel arrangements, visiting a doctor's office, etc.) and the exploration of cultural subtleties conveyed by language, thought and customs.

\* *Pre-Requisites: MLGR1002: Elementary German II*

**MLGR2002 - Intermediate German II \* (3 credits)**

As a continuation of Intermediate German I, this course is designed as a second semester of an intermediate language course for students who have completed three semesters of college German or the equivalent. Course objectives are to increase the student's proficiency in the four skills of speaking, listening, reading, and writing, and to offer the student expansion and reinforcement of grammatical structures in context. The goal of the course is the acquisition of these capabilities at an intermediate-low to intermediate-mid level on the national scale, as established by the American Council on the Teaching of Foreign Languages and the Educational Testing Service. This goal will be realized through exposure to authentic target language input, oral and written practice of real-life language tasks, and the exploration of cultural information. \* *Pre-Requisites: MLGR2001: Intermediate German I*

**MLSP1002 - Elementary Spanish II \* (4 credits)**

As a continuation of Elementary Spanish I, this course is part of a proficiency-based language program designed to provide maximum opportunities for students to develop functional listening, speaking, reading, and writing skills in beginning Spanish. The goal of the course is the acquisitions of a useful, communicative command of the language at a novice-mid to intermediate-low level on the national scale, as established by the American Council on the Teaching of Foreign Languages and the Educational Testing Service. This goal will be realized through maximum exposure to authentic target-language input (oral and visual), active oral and written practice of real-life language tasks or functions (e.g., conversing with an exchange student, making grocery lists, completing forms, etc.), and exploration of cultural subtleties conveyed by language, thought, and customs.

\* *Pre-Requisites: MLSP1001 - Elementary Spanish I*

**MLSP2001 - Intermediate Spanish I \* (3 credits)**

As a continuation of Elementary Spanish II, this course is part of a proficiency-based language program designed to provide maximum opportunities for students to develop functional listening, speaking, reading and writing skills in intermediate Spanish. The goal of the course is the acquisition of a useful, communicative command of the language at the novice-high to intermediate-low level on the national scale as established by the American Council on the Teaching of Foreign Languages and the Educational Testing Service. This goal will be realized through maximum exposure to authentic target-language tasks of functions (e.g., ordering a meal, making travel arrangements, visiting a doctor's office, etc.) and exploration of cultural subtleties conveyed by language, thought and customs.

\* *Pre-Requisites: MLSP1002 - Elementary Spanish II*

**MLSP2002 - Intermediate Spanish II \* (3 credits)**

As a continuation of Intermediate Spanish I, this course is part of a proficiency-based language program designed to provide maximum opportunities for students to develop functional listening, speaking, reading, and writing skills in intermediate Spanish. The goal of the course is the acquisition of a useful, communicative command of the language at an intermediate-low to intermediate-mid level on the national scale, as established by the American Council on the Teaching of Foreign Languages and the Education Testing Service. This goal will be realized through maximum exposure to authentic target-language input (oral and visual), active oral and written practice of real-life language tasks or functions (e.g., conversing with an exchange student, going to the bank, using the telephone, going to the doctor's office, etc.), and exploration of cultural subtleties conveyed by language, thought, and customs. \* *Pre-Requisites: MLSP2001 - Intermediate Spanish I*

**PART1022 - Fundamentals of Music (3 credits)**

A hands-on introduction to the language of music (notation, scales, harmony, etc.) using recorders, percussion and listening examples from various musical genres. This class is built for the non-musician.

**PHIL1021 - Introduction to Philosophy (3 credits)**

This is a survey course that presents the principal philosophical problems, questions, and systems. Consideration is given to representative schools of philosophy, especially the foundational teachings in Plato and Aristotle. The relationship of philosophy to other disciplines, arts and sciences is examined.

**PHYS1032 - General Physics I (3 credits)**

This is the first of a three-semester introduction to calculus-based physics stressing experimental and problem-solving techniques. Concepts covered are mechanics, kinematics, Newton's laws of motion, conservation laws, rotational motion, gravitation, oscillation, and wave/acoustics.

**PHYS1032L - General Physics I Lab \* (1 credit)**

Laboratory for PHYS1032 General Physics I

\* *Must also be enrolled in PHYS1032 - Physics I lecture course to receive lab credit*

**POLI1022 - American Government (3 credits)**

This course introduces students to the major American political institutions, the way in which the houses of Congress function, and the Presidency while also analyzing civil liberties, constitutional rights, policy-making, social policy issues, the role of political parties, the electoral process, the political role of the media, and foreign policy debates.

**POLI3033 - American Foreign Policy (3 credits)**

The reasons behind the foreign policy decisions of the U.S. government in recent decades are examined; different theories are explored for explaining shifts and continuities in foreign policy decision-making. Contemporary challenges to American foreign policy, from Iraq and Iran to Afghanistan, Syria and the Middle East are analyzed. *Cross-listed with INST3033*

**PSYC1021 - Intro to Psychology (3 credits)**

This survey course introduces students to several critical areas of psychology. Throughout the course, there is an emphasis on the scientific method, its application to psychology, and the insights gained from scientific research. The interactions among biological processes, cognitive and emotional responses, sociocultural forces, and behavior are examined. Included are such diverse topics as: health, stress, and coping; consciousness, sleep and dreams; effects of psychoactive drugs on behavior and health; psychological disorders; social psychology; types of learning and behavior management, information processing approaches including memory, encoding and retrieval; and the relationship of the nervous system to thought, feelings, and behaviors.

**PSYC2022 - Child Development (3 credits)**

This course provides students with a comprehensive introduction to the field of developmental science with emphasis on the period from conception through middle childhood. The course approaches development by making use of both historical and contemporary scientific theory and investigates the major domains of development -- biological, cognitive, social and emotional--from a chronological perspective.

**SOCL1021 - Race, Class & Gender: Intro to Sociology (3 credits)**

This course is an introduction to the study of society through the critical analysis of social relations, behavior, and organization. It is designed to facilitate students to develop a broad knowledge of how social structures and human behavior influence each other, as well as to identify the issues that arise from such interactions. In order for students to critically analyze contemporary social issues and problems, such discussions will focus along the dimensions of race, class, and gender. No prior knowledge of sociology is expected.

**SOCL1034 - Race & Ethnicity (3 credits)**

A study of the social relationships of racial, ethnic, religious, and other minority groups, with emphasis on personal, cultural and social development.

**SPCH1001 - Modern Public Speaking (3 credits)**

Intended to develop an understanding of and facility in the preparation, organization, delivery and criticism of speeches.

**SPCH1010 - Oral Communications (3 credits)**

In this course, students will study and practice the fundamentals of speech communication including listening, speaking, collaborating, and presenting information effectively. Through classroom communication, face-to-face discussion, group dynamics, and classroom leadership activities, students will gain confidence in oral self-expression by employing verbal and nonverbal communication messages in a variety of settings (i.e., intrapersonal, interpersonal, group, and public contexts). Students will also learn how to communicate effectively using appropriate current technologies.



## LA ROCHE UNIVERSITY FACULTY REPRESENTATIVES

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Lynn Archer, Ed.D., Management Division/Information Systems Technology  
Edward Bobinchock, Ph.D., Humanities Division/Religious Studies & Philosophy  
Rebecca Bozym, Ph.D., Natural & Behavioral Sciences Division  
Michaela Noakes, Ed.D., Information Systems Technology  
Mark Dawson, M.B.A./C.P.A., Accounting  
Mary Lou Ellena-Wygonik, M.A., A.B.D., English  
Lisa Kamphaus, MSIA, ASID, LEED-AP ID+C, Design Division  
Lee Markowitz, Ph.D., Psychology  
Joel Martinez, M.A., Modern Languages  
Benjamin Mogesa, Ph.D., Chemistry  
Janine Molinaro, Ph.D., English & Speech  
Sheila Mueller, M.B.A./C.P.A., Management Division/Accounting  
Ryan O'Grady, Ph.D., Math & Physics  
Andy Schwanbeck, MFA, Graphic Design  
Mary Shuttlesworth, Ph.D., Psychology  
Frederick Sproull, Ph.D., J.D., Biology  
Azlan Tajuddin, Ph.D., Sociology

## SCHOLAR PROGRAM CONTACTS

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**Please direct questions concerning the Scholar Program and enrollment to:**

DUAL ENROLLMENT & SECONDARY SCHOOL PROGRAMS  
La Roche University • 9000 Babcock Boulevard • Pittsburgh, PA 15237  
412-536-1286 • scholar@laroche.edu

**Please direct questions concerning academic records and transcript orders to:**

OFFICE OF THE REGISTRAR  
La Roche University • 9000 Babcock Boulevard • Pittsburgh, PA 15237  
412-536-1080 • registrar@laroche.edu

**Please direct questions and requests for 1098-T tuition statements to:**

STUDENT ACCOUNTS  
La Roche University • 9000 Babcock Boulevard • Pittsburgh, PA 15237  
412.536.1030 • studentaccounts@laroche.edu





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