



# SCHOLAR

## STUDENT HANDBOOK 2025-2026



**LA ROCHE**  
UNIVERSITY

# LA ROCHE UNIVERSITY SCHOLAR PROGRAM

## STUDENT HANDBOOK 2025-2026

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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 offers eligible high school sophomores, juniors, and seniors the opportunity to experience the academic rigor of college classes. Scholar partner schools provide La Roche University dual enrollment courses, enabling students to fulfill high school graduation requirements while earning college credits through La Roche University at a fraction of the standard tuition cost. This program serves 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 that are applicable to their chosen program of study but are also eligible for additional scholarship awards specific to Scholar students. Furthermore, they gain 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 the Scholar Program, 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. This depends on the number of offerings available at their partnered high school, credits per course, and years enrolled in the program, which not only shortens the length of their college enrollment but also saves thousands of dollars.

## **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 (or equivalent) 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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### 2025-2026 ENROLLMENT DEADLINES

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

Application/Registration.....September 1 - November 1, 2025  
Scholarship Application Deadline..... November 15, 2025  
Final Payment Deadline.....December 10, 2025

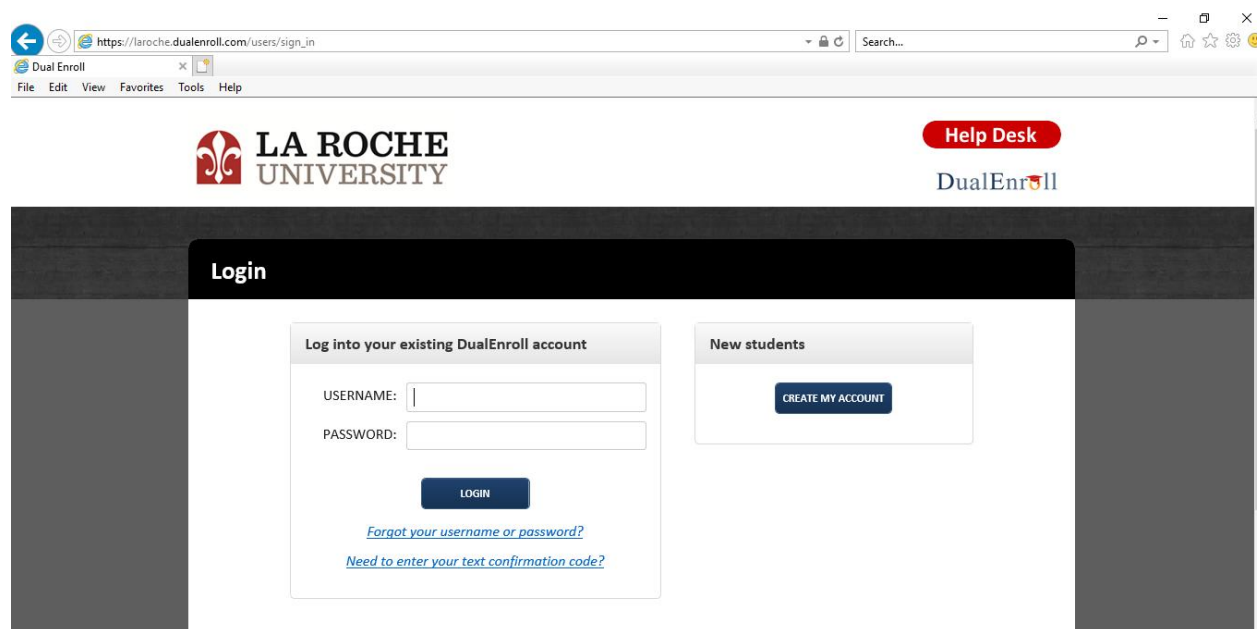
#### SPRING ENROLLMENT (spring semester courses only):

Application/Registration.....January 5 - March 1, 2026  
Final Payment Deadline.....April 1, 2026

#### 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 must use their existing account already linked to their LRU student ID record.

The image is a screenshot of a web browser displaying the login page for DualEnroll.com. The browser's address bar shows the URL "https://laroche.dualenroll.com/users/sign\_in". The page header includes the La Roche University logo on the left and a "Help Desk" button on the right. Below the header, there is a dark grey banner with the word "Login" in white. The main content area is divided into two sections. The left section, titled "Log into your existing DualEnroll account", contains fields for "USERNAME:" and "PASSWORD:", a "LOGIN" button, and two links: "Forgot your username or password?" and "Need to enter your text confirmation code?". The right section, titled "New students", contains a "CREATE MY ACCOUNT" button.

*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 the 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 contact 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 status of the student's registration, and will later be prompted to complete the final step by providing parental consent for participation and payment 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 field), "CREATE PASSWORD:" (a text field with a note "Password at least six characters"), "RETYPE PASSWORD:" (a text field), "FIRST NAME:" (a text field with a note "Please use STUDENT'S correct legal name:"), "MIDDLE NAME:" (a text field), "LAST NAME:" (a text field), "DATE OF BIRTH:" (a date picker), "EMAIL:" (a text field), "VERIFY EMAIL:" (a text field), "CELL PHONE (text messages):" (a text field with a note "We also send text messages if cell phone provided:" and an example "ex: 703-555-1212"), and "VERIFY CELL PHONE:" (a text field). There is 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 waiver, designated parent/guardian contact information, high school status, enrollment approver, and expected graduation date (to indicate sophomore/junior/senior class).

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Help Desk

DualEnroll

Stu Test | Help | Logout

Profile Courses Status

**Stu Test - CENTRAL CATHOLIC HIGH SCHOOL**

Please complete the Application Steps for La Roche University

First Name \*

Middle Name

Last Name \*

Gender \*

Birth Date \*

Address \*

City \*

State \*

Zip \*

County \*

Phone Number \*

Email \*

SSN \*

Term \*

UPDATE

APPLICATION STEPS

Account

Profile

Student Demographics

Terms and Conditions

FERPA Disclosure

Parent Information

High School

Academics

Documents

Notes

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 payment information should be entered 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



- Student creates an account on the Scholar enrollment website <https://laroche.dualenroll.com>.
- Student confirms account via email or text sent from DualEnroll.com.
- Student logs in to the account, completes the application process, chooses course(s), and selects “register” for each.
- If student already has a DualEnroll.com account, steps 1-3 are bypassed, and student will log in to their existing account to confirm application data remains correct, then select and register for course(s). (Please **do not** create a new/duplicate account.)
- Student application data is received by La Roche University.
- Students without existing records are assigned a La Roche student ID number.
- LRU student ID number is sent back to DualEnroll.com account, linking the account and registration(s) to the student’s LRU record.
- Scholar partner high school teacher or program liaison is prompted to provide approval of student’s course registration(s), confirm eligibility and current enrollment in the aligned high school course(s), and provide the student’s current grade point average (GPA).
- Parent/guardian is prompted via email to provide consent for student’s enrollment in the Scholar Program and payment of tuition by e-check or credit card.
- Completed registration data is received for processing.
- Student’s La Roche University academic record is updated to reflect enrollment in course(s).
- A status file is returned to DualEnroll.com to update the registration status to “complete,” and final confirmation of official enrollment notifications are sent to student and parent.

## HIGH SCHOOL APPROVAL OF STUDENT ENROLLMENT

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Scholar Program high school liaisons approve each student registration via the DualEnroll.com enrollment website. La Roche University uses DualEnroll.com for student enrollment in Scholar courses, obtaining required approvals, and collecting payment of tuition.

Students select their enrollment approver from a list of high school liaisons, which may include teachers, counselors, or administrators. If a student is unsure, they should ask their teacher or choose “I don’t know.” Students can update their liaison selection in the “High School” tab of their account if their designated liaison changes. Contact [scholar@laroche.edu](mailto:scholar@laroche.edu) for assistance with changing liaisons.

High school liaisons have administrative accounts to view all course registrations from students who selected them. Liaisons are notified when a new registration is initiated and must approve student enrollment by:

- Verifying student eligibility.
- Confirming enrollment in the correct high school course.
- Providing the student’s current grade point average.
- Confirming all course pre-requisites have been met.

If a student does not meet the minimum requirements, or attempts to register for an incomplete course, the high school enrollment approval will be declined, and the registration will be abandoned. A declined approval results in a “failed” registration status, which cannot be reinstated. If a registration is discontinued by the student, high school, or university, the status will display as “abandoned.”

## TUITION & PAYMENT

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Scholar Program tuition for the 2025-2026 academic year is **\$251** per course.

Upon completion of the online application and registration form, DualEnroll.com automates the approval and payment processes. These processes are 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 [noreply@dualenroll.com](mailto:noreply@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 via DualEnroll.com email notifications at increased frequency as final payment deadlines approach. Scholar high school partners are also asked to remind students in class, and send reminders to students and parents through their own communication methods in order to increase awareness of approaching deadlines.

Parents should not make payment, completing the registration process, until students are absolutely certain about enrollment in each course in which they have initiated registration.

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 \$251 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 result in enrollment issues. Therefore, parents are asked to please enter payment information carefully.

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

The Student Accounts Office is responsible for issuing 1098-T tuition statement tax forms for each applicable tax year in which higher education tuition is received. Please contact 412-536-1030 or [studentaccounts@laroche.edu](mailto:studentaccounts@laroche.edu) for all requests, questions, or assistance with 1098-T 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 the school that has chosen this payment policy. In which case, prompts sent to the parent ask only for parental consent for participation to be provided via electronic signature in order to complete the process. The high school will then be 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 students' individual accounts.

## **WITHDRAWING/CANCELLATION OF REGISTRATION**

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Scholar applicants can prevent their course registrations from being completed by selecting the "abandon" option in the ellipsis menu next to each registration on the enrollment website.

If a student decides they no longer wish to enroll in a course, they should abandon the registration to prevent parental prompts and reminders from being sent, which could lead to unintentional completion if the parent is unaware of the student's intentions. 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 automatically 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 a student decides to stop the process while in the parental approval and payment stage, they only need to notify their high school teacher or liaison and their parent. If the registration process was completed and processed, the student must send a formal written request to [scholar@laroche.edu](mailto:scholar@laroche.edu), documenting the need to withdraw from the course.

If, once officially registered, a student does not fulfill all requirements for earning college credit, a grade "NC" (No Credit) will be recorded on their academic record. If La Roche is notified that a student has withdrawn from their partnered school while an enrolled course is still in progress, a "W" (withdrew) will be recorded. There are no refunds associated with non-completed courses.

## **SCHOLAR SCHOLARSHIP**

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Scholarships are currently available for students experiencing financial hardship to assist with their Scholar tuition. These scholarships are primarily need-based, with secondary consideration given to academic standing and extracurricular activities. They are intended as an emergency fund for students most in need of financial assistance, who might otherwise be unable to participate due to current financial limitations.

A strong rationale demonstrating financial need is required for appropriate consideration, as funds are limited and 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. All available funds for the year are awarded at once after reviewing all applicants. Students taking spring semester courses can apply in the fall to be included for consideration.

Scholarship nomination is initiated by the high school liaison as a part of the approval process on the [laroche.dualenroll.com](http://laroche.dualenroll.com) enrollment website. Selecting this option will prompt the student to download, print, and complete their section of the application, which is also available on the Scholar website: [www.laroche.edu/scholar](http://www.laroche.edu/scholar). The high school teacher or liaison completes the second section of the application before returning it to the provided address or scanning it to [scholar@laroche.edu](mailto:scholar@laroche.edu).



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

Scholarship awards are contingent upon the availability of funds, which varies per year. Students must reapply each academic year for consideration. There is a limit of three (3) courses maximum (one per year) per student over the entire duration of Scholar Program participation that may be covered by this scholarship. Funding for all courses is not guaranteed.

Scholarship award notifications are communicated via the DualEnroll.com system. If a student scholarship is approved, the parent/guardian will receive a prompt with a link to provide consent for the course being taken to complete the registration process. If declined, the prompt will request 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.

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 the University is notified that 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 policies of the receiving colleges and universities. La Roche does not guarantee that all institutions will accept all credits in transfer. Students should inquire with schools to which they intend to apply about their transfer policies.

A specific list of universities that accept La Roche University or dual enrollment credits cannot be provided. However, most Scholar courses typically transfer as academic core courses or general electives, depending on the chosen major's program guide (curriculum requirements). As with any transfer between institutions, credit acceptance depends on the receiving institution's policies, the student's intended major, and their grades.

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

Some institutions require that major requirements within a program are taken at the home institution. Check with 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 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, and complete the electronic order form. A small fee applies.

Transcripts should be sent directly to the registrar, academic advisor, or admissions counselor of the receiving institution. They can be 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, confirming it has not been tampered with. Personal copies may also be ordered.

If you are currently enrolled in, or have recently completed, a Scholar course, select the option to hold the order until final grades are posted. 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 your DualEnroll.com account (used for registration) in the "Academics" tab, or requested at [scholar@laroche.edu](mailto:scholar@laroche.edu). LRU course numbers and titles of courses completed can be found in the "Course History" section of your DualEnroll.com account. Orders can be tracked through the National Student Clearinghouse website.

For any questions regarding transcript orders, please contact the Registrar's Office at [registrar@laroche.edu](mailto:registrar@laroche.edu) or 412-536-1080. If a syllabus is requested during the transfer process, please contact [scholar@laroche.edu](mailto:scholar@laroche.edu).

## **SCHOLAR FINANCIAL AWARD FOR STUDENTS CONTINUING THEIR EDUCATION WITH LA ROCHE FOLLOWING GRADUATION**

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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 \$1,000 scholarship when continuing their education at La Roche University upon graduation.

This scholarship will be applied to freshman year tuition at La Roche University and will be added to any need or merit-based aid a student may receive. Additional awards may be available. Students should inquire with Freshman Admissions at the time of application.

For more information, 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 participated in the Scholar Program and request their letter of recommendation from their Scholar partnered teacher or program liaison.

## **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)

## 2025-2026 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 2025-2026 school year. Activity may change annually depending on the needs and course rotations of our overall partner list.

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

## PARTNER HIGH SCHOOL ADMINISTRATION & FACULTY

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### **Baldwin High School**

John Saras - Assistant Principal  
Denise Wells - Assistant Principal  
Brandon Whitfield - Assistant 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

### **Butler Area High School**

Dr. John Wyllie - Assistant to the Superintendents  
Jason Huffman - Principal  
Justin Tanaka - Liaison/Dean of Students  
Steven Avon - Physics  
Eric Christy - History & Political Studies  
Jill Maier - Math  
Kathryn Olbrys - Chemistry  
Jaime Zager - Biology



**Carlynton High School**

Dr. Jeff Taylor - Assistant Superintendent  
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 (away fall 2025)  
Robert Raffaele - History  
Jennifer Hogan Slavic - Liaison/Counseling  
Amy Thurston - Spanish

**Franklin Regional High School**

Ron Suvak - Principal  
Heath Curran - Liaison/Assistant Principal  
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  
Phil Randolph - Speech  
Mark Spinola - History  
Colleen Tortorella - Counseling

**Hempfield Area High School**

Dr. David Palmer - Principal  
Anita Mash - Liaison/Assistant Principal  
Jodie Levine - Liaison's Administrative Assistant  
Natalie Fetterman - Spanish  
Heidi Harden - French  
Brian Holt - Math  
Shannon Nesser - Math  
Stephanie Onufer - Spanish  
Erica Shafran - German  
Paula West - Math  
Robert Stauffer - Math

**Highlands High School**

Patrick Baughman - Principal  
Laura Fleischer Proaño - Liaison/Spanish

**Homer Center Sr High School**

Jody Rainey - Principal  
Matt Rodkey - Liaison/Assistant Principal & Director of HCAC Cyber Program  
Lorie Chesnut - Math (SV Academy of Choice)

**Knoch High School**

Kurt Reiser - Principal  
Christine Davies - Spanish  
Julia Karns - German  
Bradley Pflugh - Liaison/History  
Marian Sheptak - Accounting  
Dence White - Child Development  
Michael Zebrine - History/Psychology

**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**

Thomas Misko - Principal

Jill Wilson - Liaison/Information Systems Technology

**North Allegheny Int/Sr High School**

Matthew Buchak - Principal, NASH

Dr. Heather Hibner - Principal, NAI

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

Nicholas Hannan - Math

Joelle Keats - History & Political Science/Psychology/Sociology

Jordan Langue - 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

Kevin Sheridan - Assistant Principal/CHS Coordinator

Nancy DiNicola - Liaison/Information Systems Technology

Kellee Kanith - Accounting/Information Systems Technology

**Penn Hills High School**

Dr. Bernard Taylor, Jr. - Principal

Jacqueline Dorsett - Associate Principal/CHS Coordinator

Cristin Kolakowski - Biology

Crystal Patton - Chemistry

Scott Zemba - Liaison/Counseling

**Penn-Trafford High School**

Tony Aquilio - Principal

Luke Healey - Liaison/Assistant Principal

Desiree Alba - Spanish

Matthew Bilinsky - Accounting

Jennifer Haberberger - Graphic Design

Tammy King - German

Gigi Manuppelli - English

Carol Palmer - Graphic Design/Information Systems Technology

Sharon Phillips-Spada - English

Kimberly Stefkovich - Administration & Management

Laura Willby - French

**Pittsburgh Science & Technology Academy**

Dr. Shavonne Johnson - Principal

Wendy Moore - Liaison/History/Sociology

**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/Biology  
Maria Brooks - Administration & Management  
James Bull - History & Political Science  
Brian Carson - Chemistry  
Lorie Chesnut - Math  
Crystal Cypher - Chemistry  
Michael Henry - History & Political Science  
Shelly Keffalas - Math  
Diane Koegler - Math  
David Lowe - Biology  
James Lucot - History & Political Science  
Laura Lugarich - English  
Dina McCaskey - Math  
Heather Perella - Sociology  
Jessica Pyle - Education  
Jeffrey Richards - English  
Dr. Jeff Roberts - Chemistry  
Rebecca Ruggeri - Math  
Erin Schollaert - Administration & Management/Marketing  
Deborah Skinger - Math  
Kelly Weston - Chemistry  
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  
Miriah Oliva - Counseling

**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.

### **ADMG1018 - Fundamentals of Management (3 credits)**

An introduction to the three major schools of management thought: the classical, the behavioral and the management science schools. The major emphasis is on the fundamentals of each school of thought and also on the integrative approach to management, drawing on the systems and contingency approaches.

### **ADMG2009 - Business Law I (3 credits)**

This course is an introduction to law and legal procedure. Contracts, their nature and requisites formation, operations, interpretation, discharge and remedies are discussed.

### **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)*

**EDUC1010 - Intro to Education and Field Experience (3 credits)**

This course is designed to deepen understanding of the professional world of education and recognize the responsibilities of an effective and ethical educator. Students will become familiar with the teacher expectations outlined in the PA Code of Professional Practice and Conduct for Educators and the PA Educator Discipline Act. Completing observations in diverse classrooms and school settings will provide students the opportunity to connect course topics to real-world teaching. Throughout the course, students will be encouraged to reflect upon their decision to become a teacher by explaining how their learning will impact their future pedagogy.

**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*

**HSCU1020 - Medical Terminology (3 credits)**

This course will introduce the language of medicine through the analysis of medical terminology structure and the understanding of the definition, spelling and pronunciation of medical terms. (*Formerly BIOL1020 - course catalog number revised fall 2025*)

**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.

**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 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: 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*

**MRKT2021 - Marketing Management (3 credits)**

A basic study of marketing systems in the American economy. This course includes identifying the activities involved in the flow of goods among manufacturers, brokers, wholesalers, retailers and consumers. The nature of demand, buyer behavior, costs and pricing, sales strategies, promotions and techniques are presented. *Cross-listed with ADMG2021*

**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

Rebecca Bozym, Ph.D., Natural & Behavioral Sciences Division

Mark Dawson, M.B.A./C.P.A., Accounting

Lee Markowitz, Ph.D., Psychology

Benjamin Mogesa, Ph.D., Chemistry

Janine Molinaro, Ph.D., Humanities Division/English & Speech

Sheila Mueller, M.B.A./C.P.A., Management Division/Accounting

Ryan O'Grady, Ph.D., Math & Physics

Andy Schwanbeck, MFA, Design Division/Graphic Design

Emily Shimko, Ed.D., Health Sciences

Mary Shuttlesworth, Ph.D., Psychology

Frederick Sproull, Ph.D., J.D., Biology

Azlan Tajuddin, Ph.D., Sociology & International Studies

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