



# SCHOLAR

## STUDENT HANDBOOK 2026-2027



**LA ROCHE**  
UNIVERSITY

# LA ROCHE UNIVERSITY SCHOLAR PROGRAM

## STUDENT HANDBOOK 2026-2027

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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 provides eligible high school sophomores, juniors, and seniors the opportunity to experience the academic rigor of college classes. Scholar partner schools offer La Roche University dual enrollment courses, enabling students to fulfill high school graduation requirements while earning college credits at a fraction of the cost of standard tuition. 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 gain broader academic options upon entering college as freshmen with advanced standing, as well as increased confidence in achieving their higher education goals.

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 earn up to 27 to 30 credits total. Total credits depend on the number of offerings available at each partner high school, individual credits per course, and enrollment duration. By accelerating degree completion, this program can shorten college enrollment and save thousands of dollars in tuition.

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.

## **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 3.0 grade point average (GPA) 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 prerequisite requirements that must be met prior to students enrolling. Those prerequisites are indicated in the course descriptions found in the course catalog section of this handbook, which lists all current Scholar Program offerings and their La Roche University course catalog descriptions.

If a course has a prerequisite, 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 high school approval step of the registration process, the Scholar liaison must verify that students meet all required prerequisites.

## APPLICATION/REGISTRATION

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### 2026-2027 ENROLLMENT DEADLINES

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

Application/Registration.....September 1 - November 1, 2026  
Scholarship Application Deadline.....November 15, 2026  
Final Payment Deadline.....December 10, 2026

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

Application/Registration.....January 5 - March 1, 2027  
Final Payment Deadline.....April 1, 2027

#### STUDENT ENROLLMENT ACCOUNT:

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

New students must first create an account, follow the prompts to confirm it, and then log in to complete the application and course registration. Returning students should log in with their existing accounts, which are already linked to their LRU student ID records and past coursework.

The screenshot shows a web browser window with the address bar displaying [https://laroche.dualenroll.com/users/sign\\_in](https://laroche.dualenroll.com/users/sign_in). The page features the La Roche University logo and the text "DualEnroll" in the top right corner. A red "Help Desk" button is also visible. The main content area is titled "Login" and contains two sections: "Log into your existing DualEnroll account" and "New students". The "Log into your existing DualEnroll account" section includes fields for "USERNAME:" and "PASSWORD:", a "LOGIN" button, and links for "Forgot your username or password?" and "Need to enter your text confirmation code?". The "New students" section includes 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 because this information establishes the student's La Roche University ID 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 separate section is provided within the application for parent/guardian contact information and email addresses. These parental contacts will receive automated notifications with status updates at each step of the registration process, and will later be prompted to complete the final step by providing parental consent for participation and payment using the link sent.

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[Help Desk](#)

DualEnroll

**New Student Account Creation**

Create your account — Required fields are marked with a \*

HIGH SCHOOL: \*

CREATE LOGIN: \*

CREATE PASSWORD: \*

RETYPE PASSWORD: \*

Please use STUDENT'S correct legal name:

FIRST NAME: \*

MIDDLE NAME:

LAST NAME: \*

DATE OF BIRTH: \*

Provide at least one contact method for student. DO NOT use parent contact information.

EMAIL:

VERIFY EMAIL: \*

We also send text messages if cell phone provided:

CELL PHONE (text messages): \*

VERIFY CELL PHONE:

☐ I prefer not to provide a cell phone

☐ I'm not a robot 

[Privacy - Terms](#)

**CREATE ACCOUNT**

Please be aware that DualEnroll.com does not permit the email address used to create a student account to be used as the parent/guardian contact information. Once an email is used for a student account, it cannot be used for any other student or parental contact. An “email already in use” error will appear. However, parental contact emails can be shared across multiple student accounts for siblings.

Returning Scholar students must use their existing DualEnroll.com account for all future enrollments throughout their participation in the program. Please do not create additional accounts. A student's La Roche University ID number is assigned to their specific DualEnroll.com account, which populates their academic record based on the enrollment activity completed on that account.

Students can recover usernames and reset passwords from the login screen using the "forgot your username or password" link. The high school liaison and university can both access accounts to help. Students can also update parent and student contact details and email addresses in their profile settings as needed.

### APPLICATION COMPLETION:

After logging into their account, students complete the application screens, providing their student profile, demographic information, terms and conditions, FERPA waiver, parent/guardian contact information, student status, high school enrollment approver, and expected graduation date (to indicate sophomore/junior/senior standing).

Students must complete all fields accurately to prevent errors in their La Roche University academic record. Social Security numbers are required to establish identity and for federal reporting by the Student Accounts office for 1098T tax purposes.

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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

After completing the application screens, students reach the course selection screen that displays a list of available courses offered at their high school. Selecting a course and clicking “register” initiates the process for a new course registration.

Once a new registration is initiated, an automated prompt is sent to the selected high school liaison. The liaison reviews the enrollment for approval, verifies eligibility, and enters the student’s current grade point average (GPA).

Following high school approval, a prompt is sent to the student’s parent or guardian requesting their consent for participation and payment of tuition by e-check or credit card. This is the final step of the registration process. Enter payment information carefully, as incorrect account or routing numbers result in failed payments.

In select cases, a partner high school may arrange to pay La Roche University directly for their students’ tuition. For these schools, the website’s enrollment workflow is modified. The system only prompts parents to provide consent for participation, bypassing the required payment entry step to complete the process. At the close of the application period, La Roche invoices the high school for all registered students. The school then issues a single payment, which is applied to the students’ individual accounts by the Office of Student Accounts.

Both students and parents receive automated notifications at each step of the registration process, from the initiation of a new course registration through the final confirmation of official enrollment.

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

Students are officially enrolled at La Roche University only after completing the entire process, including all approvals and successful payment by the final deadline. Students must be enrolled in the aligned 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 at <https://laroche.dualenroll.com>.
- Student confirms account via email or text sent from [noreply@dualenroll.com](mailto:noreply@dualenroll.com).
- Student logs in to the account, completes the application screens, chooses course(s), and selects “register” for each.
- If student already has an account, they should log in to their existing account to confirm application data remains correct, then select and register for courses. Students **should not** create a new or duplicate account.
- La Roche University receives the student application data.
- Students without existing records are assigned a La Roche student ID number.
- The LRU student ID number is sent back to the DualEnroll.com account, linking the account and registration(s) to the student’s LRU record.
- The Scholar partner high school teacher or program liaison is prompted to approve 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).
- The parent/guardian is prompted via email to provide consent for the student’s enrollment in the Scholar Program and payment of tuition by e-check or credit card.
- Completed registration data is received for processing.
- The student’s La Roche University academic record is updated to reflect enrollment in the 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 the student and parent.

## HIGH SCHOOL APPROVAL OF STUDENT ENROLLMENT

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Scholar Program high school liaisons approve each student registration through the enrollment website. Students select their approver from a drop-down list of high school liaisons, which may include teachers, counselors, or administrators. If students are unsure who to select, they should ask their teacher or select “I don’t know.” Students can update this selection in the “High School” tab of their account profile if their designated liaison changes. For assistance with changing liaisons, contact [scholar@laroche.edu](mailto:scholar@laroche.edu).

High school liaisons use administrative accounts to view all course registrations for students who selected them. Liaisons receive notifications when new registrations are initiated and must approve student enrollment by completing the following steps:

- Verifying student eligibility
- Confirming current enrollment in the matching high school course
- Providing the student’s current grade point average (GPA)
- Confirming all course prerequisites have been met

If a student does not meet the minimum requirements or attempts to register for the wrong course, the high school liaison will decline the request. A declined approval results in a “failed” registration status, which cannot be reinstated. If a registration is otherwise canceled by the student, high school, or university, the status will display as “abandoned.”

## TUITION & PAYMENT

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Scholar Program tuition for the 2026-2027 academic year is **\$257** per course. Upon completion of the online application and registration form, DualEnroll.com automates the approval and payment processes. The designated high school liaison and parent/guardian complete these steps electronically during the registration process.

Payments must be made by e-check or credit card on the enrollment website. A prompt containing the link to the completion screen is sent to parents via email from [noreply@dualenroll.com](mailto:noreply@dualenroll.com). Students, high school liaisons, or university staff can resend this link at any time throughout the enrollment period.

DualEnroll.com sends reminders to both parents and students with increased frequency as final payment deadlines approach. Scholar high school partners are also asked to remind students in class, and to send reminders to students and parents through their own communication channels to increase awareness of upcoming deadlines.

Parents should not make a payment to complete the registration process until students are absolutely certain of their final course selections. If a payment is made by credit card, a small convenience fee is charged by the payment processor; however, tuition paid to La Roche University remains \$247 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 in the course will be dropped from the student's record.

The Student Accounts Office is responsible for issuing 1098T 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 1098T forms.

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

In select cases, a partnered high school may have requested an alternative enrollment process workflow configuration so that the high school can pay for its students. This may be used for special circumstances, such as when a grant is received to support specific high school programs or initiatives. The grant may cover student tuition or partially, with the high school collecting the remaining portion from parents prior to making payment to La Roche.

This alternative configuration of the enrollment process changes the final step for all courses and students registered at the school. Consequently, prompts sent to parents ask only for parental consent for participation via electronic signature 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 stop their course registrations by selecting "Abandon" from the ellipsis menu to the right of to each registration on the enrollment website. Students who no longer wish to enroll should abandon their registrations. This stops automated parental prompts and reminders, which prevents unintentional completions by parents unaware of the student's choices.

Otherwise, incomplete registrations not approved or paid for within DualEnroll.com by the final payment deadline will be automatically abandoned when the enrollment period closes. In these cases, students will not be officially enrolled at La Roche University and will forfeit the ability to earn course credit.

If a student decides to halt the process during the parental approval and payment stage, they only need to notify their parent and high school teacher or liaison. However, if the registration process was already completed, the student must email a formal written request to [scholar@laroche.edu](mailto:scholar@laroche.edu) documenting the need to withdraw from the course.

Once officially registered, students who do not fulfill all requirements for college credit will receive a grade of "NC" (no credit) on their academic record. If La Roche is notified that an enrolled student has withdrawn from their partnered high school while a course is in progress, a grade of "W" (withdrew) will be recorded. There are no refunds for incomplete or withdrawn courses.

## SCHOLAR SCHOLARSHIP

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Scholarships are available for students experiencing financial hardship to assist with their Scholar Program tuition. These awards are **primarily need-based**, with secondary consideration given to academic standing and extracurricular activities. Functioning as an emergency fund, they support students who might otherwise be unable to participate due to current financial limitations. Because funds are limited, **a strong rationale demonstrating financial need is required**, and awards are prioritized for students with the greatest level of need.

Applications are **only collected during the main fall enrollment period** and must be received by **November 15**. All available funds for the academic year are awarded at this time. **Students taking spring semester courses must apply during this fall window to be considered.**

The scholarship nomination process is outlined below:

- **Step 1:** The high school liaison initiates the nomination on the [laroche.dualenroll.com](http://laroche.dualenroll.com) website during the approval process.
- **Step 2:** Selecting this option prompts the student to download, print, and complete the student section of the application (also available at [www.laroche.edu/scholar](http://www.laroche.edu/scholar)).
- **Step 3:** The high school teacher or liaison completes the second section of the form and returns it to the provided address or scans it to [scholar@laroche.edu](mailto:scholar@laroche.edu) by the **November 15 deadline**.

**Incomplete applications, including those missing required signatures, will not be considered, and 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.

The scholarship is limited to a **maximum of one (1) course per year**, up to a **total of three (3) courses** over the entire duration of the student's participation in the Scholar Program. Funding for all requested courses is **not guaranteed**.

Scholarship award decisions are communicated via DualEnroll.com. If a scholarship is approved, the parent/guardian will receive a prompt to **provide consent** for the course to complete the registration process. If the application is declined, the prompt will request **both parental consent and the accompanying tuition payment** to be enrolled.

## 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 (May–June). Scholar teachers submit their students' final grades to La Roche University's Registrar's Office using a letter grade system and the 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, with each institution using its own course catalog numbers, titles, and credits earned for the completed course.

Because La Roche operates on a semester system, all Scholar courses are enrolled in the spring semester on La Roche University transcripts. Please note that La Roche University does not award A+ grades; consequently, any A+ grade submitted by a high school instructor will be recorded as an A on the student's official transcript. If an enrolled student fails to complete a course, a grade of "NC" (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 grade of "W" (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 be 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, visit [www.getmytranscript.com](http://www.getmytranscript.com), 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 receiving institution's registrar, academic advisor, or admissions counselor. They can be delivered either via secure, encrypted electronic delivery or by 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 a student is currently enrolled in, or has recently completed, a Scholar course, they should 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 the "Academics" tab of a student's DualEnroll.com account, or requested by emailing [scholar@laroche.edu](mailto:scholar@laroche.edu). Completed LRU course numbers and titles are located in the "Course History" section.

Orders can be tracked through the National Student Clearinghouse website. For 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 Scholar students, faculty and liaisons should be completed during the last three (3) weeks of classes.

These surveys provide important feedback to assess whether the program meets the needs of students and partners, identify strengths, and prompt us to make improvements when necessary to ensure a quality experience.

Additionally, student surveys help track trends in student interest, program utility, and the specific plans, programs, colleges, or universities where Scholar students utilize 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)

## 2026-2027 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 2026-2027 school year. Activity may change annually depending on the needs and course rotations of our overall partner list.

Baldwin High School  
Belle Vernon Area High School  
Butler Area Senior High School  
Carlynton High School  
Clairton High School  
Cornell High School  
Elizabeth Forward High School  
Franklin Regional High School  
Gateway High School  
Hempfield Area High School  
Highlands High School  
Knoch High School  
Mars Area High School

Moon Area High School  
North Allegheny High School  
North Catholic High School  
North Hills High School  
Penn Hills High School  
Penn-Trafford High School  
Pittsburgh Science & Technology Academy  
Saint Joseph High School  
Seneca Valley High School  
South Fayette High School  
West Middlesex Area High School  
West Mifflin Area High School

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

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### **Baldwin High School**

John Saras - Co-Principal  
Brandon Whitfield - Co-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 Senior 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  
Marsha Burleson - Principal  
Robin Ewing - French  
Steven Vayanos - Liaison/Spanish

### **Clairton High School**

Maria Suss - Principal  
Maureen Shaw - Liaison/Counseling  
Kristen Sirbaugh - Liaison/Speech

### **Cornell High School**

Abby Longwell - Principal  
Kristen Bardelli - Accounting  
Fiona Clements - Liaison/French  
Sarah O'Brien - Spanish

### **Elizabeth Forward High School**

Kelli Garlow - Principal  
Brandon Gerba - History  
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  
Jack Maloney - Liaison/Counseling  
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

**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

**Knoch High School**

Kurt Reiser - Principal  
Christine Davies - Spanish  
Edward Kasper - 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

**North Allegheny Int/Sr High School (continued)**

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. Jah-Chant Robinson - Principal  
Dr. Jacqueline Dorsett - Associate Principal/CHS Coordinator  
Cristin Kolakowski - Biology  
Charles Morris - Liaison/Counseling  
Crystal Patton - Chemistry

**Penn-Trafford High School**

Tony Aquilio - Principal  
Dr. Luke Healey - Liaison/Assistant Principal  
Desiree Alba - Spanish  
Matthew Bilinsky - Accounting  
Jennifer Haberberger - Graphic Design  
Tammy King - German  
Gigi Manuppelli - English  
Sharon Phillips-Spada - English  
Kimberly Stefkovich - Administration & Management  
Laura Willby - French  
Christina Wukich - Information Systems Technology  
Jason Zimmer - Information Systems Technology

**Pittsburgh Science & Technology Academy**

Dr. Shavonne Johnson - Principal

Wendy Moore - Liaison/History/Sociology

**Saint Joseph High School**

Kimberly Minick - Principal

David Anater - Counseling

Yvette Beck - Math

Jared Matis - Math

David Widenhofer - Liaison/History & Political Science

**Seneca Valley Int/Sr High School**

Robert Ceh - Principal, Senior High School

Dr. Chet Henderson - Principal, Intermediate High School

Dr. Denise Manganello - Principal, SV Academy of Choice

Dr. Cassandra Doggrell - Director of Student Services

Christina Karmecy - Liaison/Coordinator of Collegiate & Career Affairs

Sarah Bertsch - Chemistry

Rebecca Bosco - Chemistry/Biology/Health Sciences

Maria Brooks - Administration & Management

Brian Carson - Chemistry

Lorie Chesnut - Math

Crystal Cypher - Chemistry

Michael Henry - History & Political Science

Shelly Keffalas - Math

Diane Koegler - Math

David Lowe - Biology

Laura Lugarich - English

Dina McCaskey - Math

Jessica Pyle - Education

Jeffry Richards - English

Dr. Jeff Roberts - Chemistry

Rebecca Ruggeri - Math

Erin Schollaert - Administration & Management/Marketing

Deborah Skinger - Math

Kelly Weston - Chemistry

**South Fayette High School**

T.J. Salopek - Principal

Melanie Clonan - Liaison/Spanish

Adrienne Endy - Liaison/French

Tara Surloff - Liaison/Spanish

**West Middlesex Area High School**

Todd Anthony - Principal  
Dawn Beltz - Liaison/Computer Science  
Miriah Oliva - Counseling

**West Mifflin Area High School**

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

**LA ROCHE UNIVERSITY FACULTY REPRESENTATIVES**

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Rebecca Bozym, Ph.D., Natural & Behavioral Sciences Division  
Jeffrey Darville, Ph.D., Administration & Management  
Mark Dawson, MBA/CPA, Management Division/Accounting  
Lee Markowitz, Ph.D., Psychology  
Benjamin Mogesa, Ph.D., Chemistry  
Janine Molinaro, Ph.D., Humanities Division/English & Speech/Modern Languages  
Ryan O'Grady, Ph.D., Math & Physics  
Anjali Rastogi, MS, Information Systems Technology  
Sohel Sarwar, Ph.D., Computer Science  
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

## 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*

**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 IDS1023*

**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 \* (3 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 \* (3 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 \* (3 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.

## **SCHOLAR/LA ROCHE UNIVERSITY CONTACTS**

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

DUAL ENROLLMENT & SECONDARY SCHOOL PROGRAMS  
[www.laroche.edu/scholar](http://www.laroche.edu/scholar)

Leah Conway, Coordinator of Dual Enrollment & Secondary School Program  
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Amanda Czake, Coordinator of Scholar Student Services, Registrar's Office  
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