



SCHOLAR

2019-2020 HANDBOOK



LA ROCHE
UNIVERSITY

TABLE OF CONTENTS

TABLE OF CONTENTS	1
LA ROCHE UNIVERSITY MISSION STATEMENT	1
SCHOLAR PROGRAM MISSION STATEMENT	1
HOW SCHOLAR WORKS & HOW STUDENTS BENEFIT	1
REQUIREMENTS FOR PARTICIPATION	2
COMPLETION OF PRE-REQUISITE REQUIREMENTS.....	2
APPLICATION/PRE-REGISTRATION	3
2019-2020 ENROLLMENT DEADLINES.....	3
ENROLLMENT/REGISTRATION PROCESS:	3
TUITION & PAYMENT.....	5
SCHOLAR SCHOLARSHIP	5
WITHDRAWING/CANCELLATION OF PRE-REGISTRATION.....	6
GRADES.....	6
ANNUAL SCHOLAR COURSE EVALUATIONS	6
SCHOLAR CREDIT TRANSFER ELIGIBILITY	7
ORDERING ACADEMIC TRANSCRIPTS TO TRANSFER CREDITS.....	7
PURSuing A FULL-TIME UNIVERSITY EDUCATION POST-GRADUATION AT LA ROCHE - SCHOLAR FINANCIAL AWARD.....	7
CURRENT PARTNER HIGH SCHOOLS	8
PARTNER HIGH SCHOOL ADMINISTRATION & FACULTY	8
LA ROCHE UNIVERSITY COURSE CATALOG DESCRIPTIONS	6
LA ROCHE UNIVERSITY FACULTY REPRESENTATIVES	17
SCHOLAR CONTACTS	17
INFORMATION FOR FACULTY AND ADMINISTRATORS	18
APPLICATION/PRE-REGISTRATION	18
2019-2020 ENROLLMENT DEADLINES.....	18
TUITION & PAYMENT.....	18
SCHOLAR SCHOLARSHIP	18
SCHOLAR FACULTY BASED AT PARTNER HIGH SCHOOLS	19
REQUIREMENTS FOR ADDING SCHOLAR COURSES	20
REQUIREMENTS OF SCHOLAR HIGH SCHOOL TEACHERS.....	20
ENRICHMENT OPPORTUNITIES OFFERED TO SCHOLAR TEACHERS.....	21
SCHOLAR FINANCIAL AWARD.....	21
REQUIREMENTS OF THE SCHOLAR HIGH SCHOOL LIAISON OR PRINCIPAL	21
SCHOLAR CONTACTS	22

LA ROCHE UNIVERSITY MISSION STATEMENT

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

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

The Scholar Program allows students to experience the academic challenge of college classes while they are in high school. Scholar partner schools offer La Roche University dual enrollment courses to their eligible sophomore, junior, and senior students; thus enabling them to fulfill their high school graduation requirements while also earning college credits through La Roche University, at a fraction of the cost of standard tuition. The Scholar Program acts as a partner in the continuum of education, helping to prepare high school students for the transition into college, and into the community of learners. As a result, students have broader options for their studies upon entering college as freshmen with advanced standing, and may also have increased confidence in their ability to pursue higher education.

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

Through Scholar, students remain in the high school setting, using college-level textbooks and achieving the course objectives and student learning outcomes of La Roche University courses. Students may take up to three (3) courses per academic year, and have the ability to accrue up to a maximum of 27-30 credits through the program, depending on the amount of offerings available at their partnered high school, credits per course, and years enrolled in the program, not only shortening the length of their college enrollment, but also saving thousands of dollars.

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

REQUIREMENTS FOR PARTICIPATION

- Sophomore, junior, or senior status
- A minimum of 3.0 grade point average at time of enrollment
- Recommendation and approval by a Scholar partner faculty/liaison

COMPLETION OF PRE-REQUISITE REQUIREMENTS

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 La Roche's online course catalog, accessible at [https://www.laroche.edu/Academics/Academic Offices and Resources/Registrar/Course Catalog/](https://www.laroche.edu/Academics/Academic%20Offices%20and%20Resources/Registrar/Course%20Catalog/).

In the event that a course does have 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 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 pre-registration approval process at the high school level, the Scholar liaison must verify that students meet all required pre-requisite coursework. Any questions concerning pre-requisites should be directed to Joan Cutone, Registrar, at 412.536.1079 or joan.cutone@laroche.edu.

APPLICATION/PRE-REGISTRATION

2019-2020 ENROLLMENT DEADLINES

FALL (MAIN) ENROLLMENT (fall term & full year courses):

Pre-Registration/Application.....	September 1 - November 1, 2019
Scholarship Application Deadline.....	November 15, 2019
All Approval Processes & Final Payment Deadline.....	December 10, 2019
All Incomplete Registrations Abandoned (purged).....	December 15, 2019

SPRING ENROLLMENT (spring term courses): *

Pre-Registration/Application.....	January 5 - March 1, 2020
All Approval Processes & Final Payment Deadline.....	April 1, 2020
All Incomplete Registrations Abandoned (purged).....	April 5, 2020

** Spring enrollment dates are only for select pre-approved courses at specific partner schools **

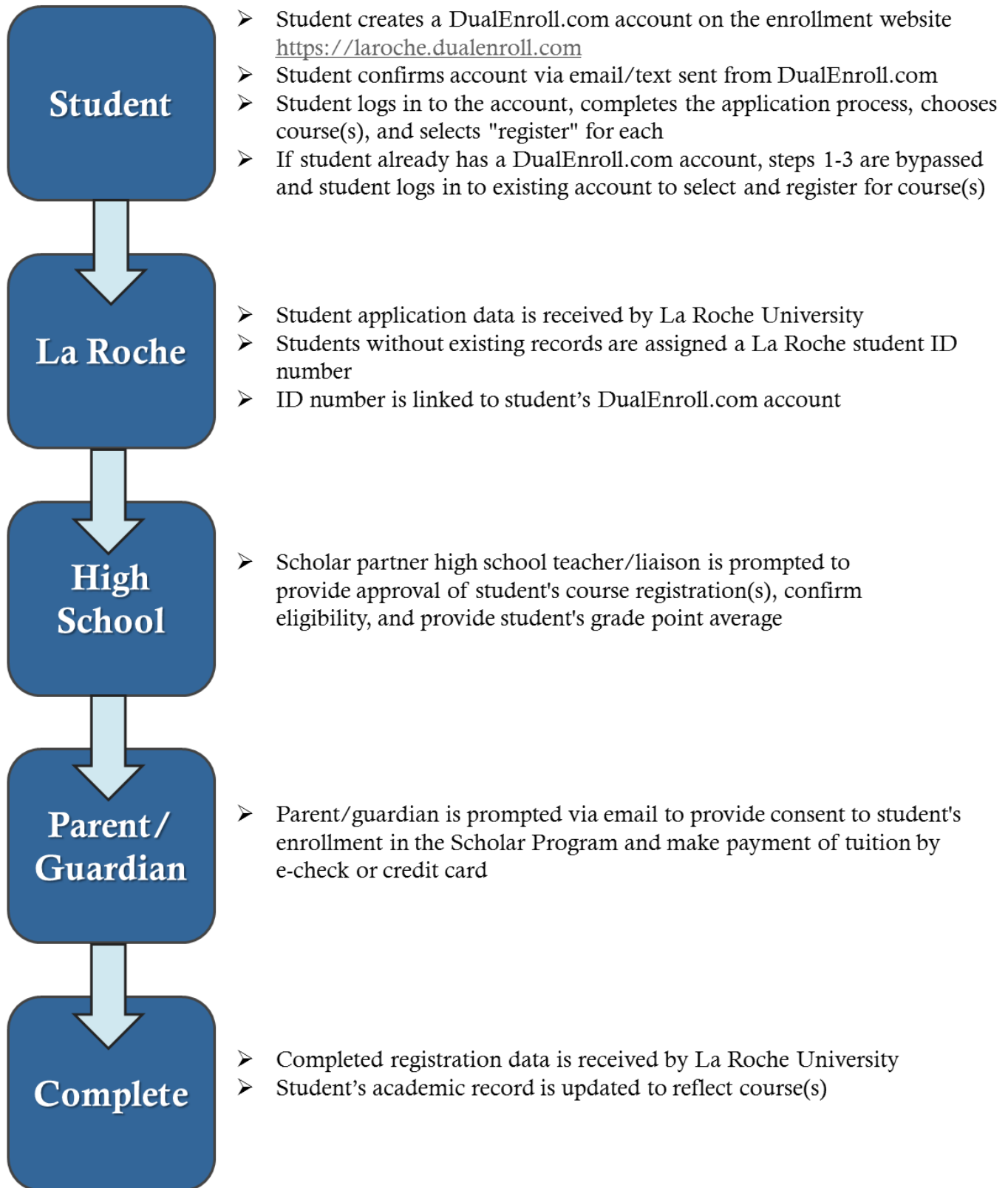
ENROLLMENT/REGISTRATION PROCESS:

Students pre-register for enrollment in the Scholar Program online via La Roche University's DualEnroll.com enrollment website at <https://laroche.dualenroll.com>. The pre-registration application will be available only during the active pre-registration periods of each enrollment period. The main enrollment period takes place from September to November to pre-register for all full-year and fall semester courses, with a smaller period held in January through March, only for spring semester courses with previous pre-approval to be added for spring term. All fields on the electronic form must be completed accurately in order to create an academic record at La Roche University. User manuals for DualEnroll.com are available on the Scholar website at www.laroche.edu/scholar.

When a pre-registration application is submitted through DualEnroll.com, a request is sent to the appropriate high school liaison or teacher for approval, verification of student eligibility, and confirmation of their grade point average. Upon completion of the high school approval, a request will be sent to the student's parent/guardian, if the student is under the age of 18, to provide their consent for participation and payment. **Only students that complete the pre-registration process in its entirety, with payment successfully received by e-check or credit card submitted by the deadline, will be officially registered at the close of the enrollment period.** Disputed payments and incorrect checking account or routing numbers result in registration failure, so please enter payment information carefully. Retroactive registration is not permitted.

The spring enrollment period will only be available to partner schools with prior approval based upon specific need. Please contact the Coordinator of Dual Enrollment & Secondary School Programs to request January/February enrollment access at scholar@laroche.edu or 412.536.1286.

SCHOLAR REGISTRATION PROCESS



TUITION & PAYMENT

Scholar Program tuition for the 2019-2020 academic year is **\$220** per course.

Upon completion of the online application/pre-registration form, DualEnroll.com automates the approval and payment processes to be completed electronically by the high school liaison and parent/guardian designated in the application process. Payments are to be made by e-check or credit card via the enrollment website. 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 \$220 per course. There is no additional charge to pay by e-check.

Disputed payments and incorrect checking account or routing numbers result in registration failure, so please enter payment information carefully.

SCHOLAR SCHOLARSHIP

Students demonstrating financial need can be recommended by their Scholar high school liaison or teacher for a scholarship to assist in their Scholar tuition. This scholarship is primarily need-based with secondary considerations given to academic standing and extra-curricular activities. Scholarships are only available for fall (main) enrollment period applicants.

Recommendation for this scholarship is provided by the high school liaison within the approval process on the laroche.dualenroll.com enrollment website. Making this selection will send a prompt to the student to download, print, and complete their section of the application, also found on the Scholar website: www.laroche.edu/scholar. The second section of the application is to be completed by the high school teacher or liaison, before returning it to the address provided, or a scanned copy to scholar@laroche.edu for consideration. All scholarship applications must be received by November 15 to allow for appropriate consideration of all applicants and available funds.

Incomplete applications, including required signatures, which are not received by the Office of Dual Enrollment & Secondary School Programs by the November 15 deadline, will not be considered.

Awarding of any scholarship money will be based on availability of funds. Students must reapply each academic year for consideration for this scholarship. There is a limit of three (3) courses per student, per academic year, maximum of 15 credits per student over the life of Scholar enrollment, which may be covered by this scholarship. Funding of all courses is not guaranteed.

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

WITHDRAWING/CANCELLATION OF PRE-REGISTRATION

Scholar applicants are able to stop their pre-registration from reaching La Roche University for processing by selecting the “abandon” option provided for the respective course registration on the enrollment website. Otherwise, if approval and payment processes within the student’s DualEnroll.com account are not completed by the deadline, each incomplete course registration will be abandoned at the close of the enrollment period and the student will not be officially registered at La Roche University.

If the student decides to stop the process while it is in the parental approval and payment stage, he/she will only have to notify the high school teacher or liaison. If the registration process was completed and processed, a formal request in writing should be sent by the student to scholar@laroche.edu documenting the need to withdraw from the course.

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

GRADES

Final grades for Scholar courses are awarded by the high school teachers. Upon successful completion of a Scholar course, teachers submit student grades to La Roche University’s Registrar according to a letter grade system. Be aware that La Roche doesn’t 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.

ANNUAL SCHOLAR COURSE EVALUATIONS

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 are to be completed within the last three (3) weeks of their classes. Evaluations 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. The electronic surveys are found on the Scholar Program webpage (www.laroche.edu/scholar) or at the following links:

Scholar Student Evaluation Survey:

www.laroche.edu/ScholarEval

Scholar Faculty and Liaison Evaluation Survey:

www.laroche.edu/ScholarFacultyEval

SCHOLAR CREDIT TRANSFER ELIGIBILITY

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

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

Please be aware that some Scholar graphic design credits may or may not apply as major requirement credits at La Roche University if an incoming student majors in a design profession. A grade of "B" or higher is required for consideration. It is the policy of some institutions that major requirements within a program are to be taken at the home institution.

ORDERING ACADEMIC TRANSCRIPTS TO TRANSFER CREDITS

La Roche University uses the National Student Clearinghouse for all academic transcript requests. To order transcripts, go to www.getmytranscript.com. A small fee applies. If the student is currently enrolled in (or recently completed) a Scholar course, the option to hold the order until final grades are posted should be selected. Order updates are sent by email, and the order can be tracked through the website. Please contact the Registrar's Office with any questions regarding this process or academic records at registrar@laroche.edu or 412.536.1080.

PURSUING A FULL-TIME UNIVERSITY EDUCATION POST-GRADUATION AT LA ROCHE - SCHOLAR FINANCIAL AWARD

Pursuing a full-time university education at La Roche University will be the best way for Scholar students to guarantee the validation of credits earned through the program. If a Scholar student decides to enroll at La Roche University immediately following graduation, his/her application fee will be waived. In addition, students who successfully complete one or more Scholar courses and are recommended by their Scholar high school teacher or guidance counselor are eligible for a \$2,000 scholarship.

This scholarship is applied to the freshman year tuition at La Roche University and is added to any need or merit-based aid that the student may receive. For more information, please contact the La Roche University Admissions Office at admissions@laroche.edu or 412.536.1272. Applicants should indicate on their application form that they have participated in the Scholar Program.

CURRENT PARTNER HIGH SCHOOLS

The following schools in western Pennsylvania are current partners with La Roche University through Scholar for the 2019-2020 school year. Activity changes annually depending on the needs and course rotations of our overall partner list.

Avonworth High School	North Allegheny High School
Baldwin High School	North Catholic High School
Belle Vernon Area High School	North Hills High School
Bishop Canevin High School	Our Lady of the Sacred Heart High School
Carlynton High School	Penn-Trafford High School
Central Catholic High School	Plum High School
Clairton High School	Quaker Valley High School
Cornell High School	Saint Joseph High School
Elizabeth Forward High School	Shaler Area High School
Franklin Regional High School	West Middlesex Area High School
Hampton High School	West Mifflin Area High School
Highlands High School	Westmoreland County Intermediate Unit
Moon Area High School	

PARTNER HIGH SCHOOL ADMINISTRATION & FACULTY

Avonworth High School

Keera Dwulit - Principal
Dave Como - Counseling
Jeff Shirey - Liaison/Accounting/Business
Gabrielle Swaney - Graphic Design

Baldwin High School

Shaun Tomaszewski - Principal
James Wodarek - Liaison/Graphic Design

Belle Vernon Area High School

Dr. Michael Sable - Principal
Susanna Babko - French
Audra Barbao - Spanish
Stephanie McHugh - Liaison/Counseling

Bishop Canevin High School

Michael Joyce - Principal
Tim Wanamaker - Liaison/Accounting/Technology

Carlynton High School

Michael Loughren - Principal
Steven Vayanos - Liaison/Spanish

Central Catholic High School

Brother Anthony Baginski, FSC - Principal
Kelly Maxwell – Accounting/Business

Clairton High School

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

Cornell High School

Doug Szokoly - Principal
Fiona Clements - Liaison/French
Brenda Kopf - Accounting
Rachel McVeagh - Spanish
Sarah Sleasman - Spanish

Elizabeth Forward High School

Michael Routh - Principal
Brandon Gerba - History
Joseph McManus - Liaison/Counseling
Robert Raffaele - History
Amy Thurston - Spanish

Franklin Regional High School

Ron Suvak - Principal
Dr. Ted Benning - Liaison/Assistant Principal
Sharon Bigenho - Spanish
Monica Bruno - Physics
Roberta Chunko - Psychology/Sociology
Kane Daignault - Accounting
Ian Fielder - Art History
Alicia Leopold - Speech
Dana Metzgar - Speech
Melissa Miller - Sociology
Melissa Musial - Math
Richard Sunny - Physics
Kerrie Tonet-Berlin - French
Christine Trimnal - Math

Hampton High School

Dr. Marguerite Imbarlina - Principal

Jessica Heranic - Liaison/French

Hempfield Area High School

Kathy Charlton - Building Principal

Anita Mash - Liaison/Assistant Principal

Jenn Krivus - Liaison's Assistant

Natalie Fetterman - Spanish

Heidi Harden - French

Brian Holt - Math

Lori Jones - Spanish

Shannon Nesser - Math

Susan Mains - Math

Swan Mueller - French

Stephanie Onufer - Spanish

Terri Reiss - Guidance Counselor

Erica Shafran - German

Paula Shaffer-Roche - Math *

Robert Stauffer - Math

Heather Welty - Spanish

Highlands High School

Charles Mort - Principal

Laura Fleischer Proaño - Liaison/Spanish

Knoch High School

Todd Trofimuk - Principal

Garett Butler - Math

Christine Davies - Spanish

Bradley Pflugh - History

Moon Area High School

Barry Balaski - Principal

Jill Wilson - Liaison/Business/Technology

North Allegheny High School

John Kreider - Principal
Bruce Allen - Biology
William Bishop - History/Political Science/Sociology
Michael Bockoven - Art History
Josie Brudnok - German
Mike Buchert - Math
Jonathan Clemmer - Graphic Design/Photography
Matt Davis - Chemistry
Domenico DiBacco - Spanish
Paul DiBucci - Physics
Lisa Failla - Psychology
John Fellers - Math
Patricia Finch - Spanish
Marcie Good - Liaison/Spanish
Robert Greenleaf - Sociology
Frances Hawbaker - Drawing
Joelle Keats - History/Political Science/Psychology/Sociology
Jordan Langué - Graphic Design
Luke Lester - Math
Mike Lyons - History/Political Science
Joy Manesiotis - Math
Jason Mohr - History
Colleen Morris - English
Dave Morris - English
John Neff - Physics
Laura Prosser - Computer Science
Darrah Rhinehart - English
Dan Schall - History/Psychology
Chris Sestili - English
Dan Solenday - Math
Jill Spak - Biology
Kylene Stroud - French
Bob Tozier - Music
Joe Truesdell - English/Speech
Sharon Volpe - Math

North Catholic High School

Luke Crawford - Principal
TBD - History *

North Hills High School

Kevin McKiernan - Principal
Kellee Kanith - Liaison/Accounting/Technology

Our Lady of Sacred Heart High School

Tim Plocinik - Principal
Kristi Vent - Liaison/English

Penn-Trafford High School

Tony Aquilio - Principal
Greg Capoccioni - Liaison/Assistant Principal
Desiree Alba - Spanish
Martha Corna - Accounting/Technology
Jason Davis - Macroeconomics
Jennifer Haberberger - Graphic Design
Tammy King - German
Gigi Manuppelli - World Literature
Carol Palmer - Graphic Design/Technology
Cristy Rizzardi - French
Kimberly Stefkovich - Administration & Management
Steve Vinton - Video Production

Plum High School

Joseph Fishell - Principal
Kristy Smethwick - Liaison/Speech

Quaker Valley High School

Deborah Riccobelli - Principal
TBD - Spanish *
TBD - French *
TBD - Math *

Shaler Area High School

Dr. Timothy Royall - Principal
Lisa Klugh - Liaison/Technology

St. Joseph High School

Beverly Kaniecki - Principal
Kimberly Minick - Assistant Principal
Kathleen Morrone - Art History
David Widenhofer - History & Political Science
Anthony Vincent - Math

West Middlesex Area High School

Emily Clare - Principal
Dawn Beltz - Liaison/Computer Science

West Mifflin Area High School

Chad Licht - Principal

Cindy Horvath - Liaison/History

John Inglis - Psychology

Mychele Westerlund - Math

Westmoreland Intermediate Unit

Carol Palmer - Practical Computer Applications

** indicates pending final Scholar approval***LA ROCHE UNIVERSITY COURSE CATALOG DESCRIPTIONS**

ACCT2003 - Accounting I (3 credits)

An introduction to accounting principles and bookkeeping methods, including the theory of debit and credit, financial statements and adjusting and closing entries. Topics also covered include: accounting for merchandising operations including inventory systems and cost flow assumption, internal control systems, bank reconciliations, and receivables.

ADMG1001 - Introduction to Administration & Management (3 credits)

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

ADMG1005 - Macroeconomics (3 credits)

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

ADMG2009 - Business Law I (3 credits)

Introduction to law and legal procedure. Contracts, their nature and requisites formation, operations, interpretation, discharge and remedies are discussed.

ADMG2021 - 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 MRKT2021*

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)

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. A scientific foundation of many aspects of CS will be developed upon which more advanced CS courses will build.

Topics include: computer design, computer programming, information processing, algorithm design, operating systems, software engineering, and artificial intelligence.

Cross-listed with SLSC1012

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 (SLSC1012)*

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*

ENGL1011 - College Writing I (3 credits)

This course engages students in the reading and writing practices essential to academic life by requiring students to read both with and against the grain of complex texts and to write in response to them.

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.

Cross-listed with SLLT1002

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.

ENGL3023 - Shakespeare * (3 credits)

The reading and analysis of Shakespearean drama. Plays studied may include *A Midsummer Night's Dream*, *Richard II*, *Measure for Measure*, *Henry IV*, *Much Ado About Nothing*, *As You Like It*, *Twelfth Night*, *Othello*, *King Lear*, *Macbeth*, and *The Winter's Tale*.

** Pre-Requisites: ENGL1011 - College Writing I and ENGL1012 - College Writing II*

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.

FVMA1006 - Super-8 & 16mm Film Production * (3 credits)

This course is designed to develop proficiency in the standard procedures of filmmaking and the use of equipment. Students participate in shooting two 16mm films, editing and building soundtracks. Basic aspects of cinematography, lighting, sound and editing are covered, including the use of 16mm camera, sound equipment and digital editing software (Final Cut Pro). Student projects are viewed and critiqued in class. Outside work is necessary for planning shooting, and editing. All equipment is provided, but students pay for their own film and lab expenses. Grading is based on each student's films, exams on technical basics and class participation. * *Pre-Requisites: FVMA1001 - Motion Picture Fundamentals*

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.

GCDN1071 - Computer Graphics II * (3 credits)

This course will explore the theories and techniques presented in Foundation Design II, build upon that knowledge, and apply it to traditional graphic design projects. The course will be an introduction to vector image creation, manipulation and production using professional, industry-standard software. Students will use the computer as a tool to render and create original imagery. The projects will introduce students to the process and professional practice of graphic design. * *Pre-Requisites: GCDN1070: Computer Graphics I*

GCDN2005 - Digital Fine Arts (3 credits)

This course is intended to provide an opportunity to explore Mac computer art. The students will experience the computer studio process of creating art in relevant software, using a digital camera to manipulate images and final image animation. The effect of styles, techniques and art movements on computer images will be explored. Attention will be given to archival inks and paper. Lecture and video will provide an introduction to the new and brief history of electronic images. *Cross-listed with SLAE1003*

GCDN2008 - Digital Publishing * (3 credits)

The study of image and type layout utilizing professional industry software. This course will focus on the integration of type and image through various page layout solutions and will build upon previous studies in image generation.

* *Pre-Requisites: GCDN1060 - Foundation Design I (IDSN1060)*

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 - Interactive I * (3 credits)

Students will be introduced to design fundamentals and practices as they relate to digital mediums. This course will focus on HTML/CSS standards-based design. Students will learn to separate content (using Hypertext markup language) from appearance (using Cascading Style Sheets) in order to design effective communication that enhances the user experience. Importance will be placed on evolving technologies and languages, site compatibility on a variety of devices and browsers and effective design fundamentals for digital mediums. * *Pre-Requisites: GCDN1070 - Computer Graphics I*

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. *Cross-listed with SLHS1006*

HIST1012 - U.S. History: Contemporary Times (3 credits)

A study of the United States since World War II as it struggles with its role in being a superpower in the world and its role in fulfilling the American dream at home. Special emphasis is placed on the Cold War, the Great Society and Vietnam, the Civil Rights Movement, and the Reagan, Bush, Clinton & Obama presidencies, and post 9/11 American Society.

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.

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 European civilization.

Cross-listed with INST3027

HIST3028 - East Asian History (3 credits)

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

ISTC1005 - Practical Computer Applications (3 credits)

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

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.

* *Pre-Requisites: MATH1010 - College Algebra*

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.

* *Pre-Requisites: MATH1010 - College Algebra*

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. * *Pre-Requisites: MATH1010 - College Algebra*

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. * *Pre-Requisites: MATH1010 - College Algebra*

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 novice-high 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)

As a continuation of Elementary French 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 French. 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: MLFR1002 - Elementary French II*

MLFR2002 - Intermediate French II * (3 credits)

As a continuation of Intermediate 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 intermediate French. 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: 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 novice-high 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 novice-high level on the national scale, as established by the American Council on the Teaching of Foreign Languages and the Educational Testing Service. This goal will be realized through maximum exposure to authentic target-language input (oral and visual), active oral and written practice of real-life language tasks or functions (e.g., conversing with an exchange student, making grocery lists, completing forms, etc.), and exploration of cultural subtleties conveyed by language, thought, and customs.

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

MLSP2001 - Intermediate Spanish I * (3 credits)

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

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

MLSP2002 - Intermediate Spanish II * (3 credits)

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

PART1022 - Fundamentals of Music (3 credits)

A hands-on introduction to the language of music (notation, scales, harmony, etc.) using recorders, percussion and listening examples from various musical genres. This class is built for the non-musician. *Cross-listed with SLAE1012*

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. *Cross-listed with SLSO1006*

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. *Cross-listed with SLSO1004*

SPCH1001 - Modern Public Speaking (3 credits)

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

LA ROCHE UNIVERSITY FACULTY REPRESENTATIVES

Lynn Archer, Ed.D., Business Division/Information System Technology
Janine Bayer, Ph.D., English & Speech
Edward Brett, Ph.D., History (Professor Emeritus)
Shinil Cho, Ph.D., Physics
Mark Dawson, M.B.A./C.P.A., Accounting
Marie Deem, M.A., Sociology
Mary Lou Ellena-Wygonik, M.A., A.B.D., English
Nicole Gable, Modern Languages staff guest lecturer (Spanish)
Richard Grimes, Ph.D., History & Political Science
Lisa Kamphaus, MSIA, ASID, LEED-AP ID+C, Design Division
Romeo Kihumbu, M.S., Modern Languages guest lecturer (French)
Ryan O'Grady, Ph.D., Math & Physics
Stan Maliszewski, M.A., Math
Carol Moltz, Ph.D., Modern Languages
Sheila Mueller, M.B.A./C.P.A., Business Division/Accounting
James Neutrelle, M.S.Ed., Speech
Joe Puglisi, M.B.A., Marketing
Jeff Ritter, Ph.D., Humanities Division/Communication, Media, & Technology/History
Kitty Spangler, M.F.A., Graphic Design
Azlan Tajuddin, Ph.D., Sociology
Barbara Herrington, Ph.D., Psychology
Sister Rita Yeasted, Ph.D., English

SCHOLAR CONTACTS

Please direct questions concerning the Scholar Program to:

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

Please direct questions concerning academic records and transcripts to:

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

INFORMATION FOR FACULTY AND ADMINISTRATORS

APPLICATION/PRE-REGISTRATION

2019-2020 ENROLLMENT DEADLINES

FALL (MAIN) ENROLLMENT (fall term & full year courses):

Pre-Registration/ Application.....	September 1 - November 1, 2019
Scholarship Application Deadline.....	November 15, 2019
All Approval Processes & Final Payment Deadline.....	December 10, 2019
All Incomplete Registrations Abandoned (purged).....	December 15, 2019

SPRING ENROLLMENT (spring term courses): *

Pre-Registration/ Application.....	January 5 - March 1, 2020
All Approval Processes & Final Payment Deadline.....	April 1, 2020
All Incomplete Registrations Abandoned (purged).....	April 5, 2020

** Spring enrollment dates are only for select pre-approved courses at specific partner schools **

TUITION & PAYMENT

Scholar tuition for the 2019-2020 academic year is **\$220** per course.

Upon completion of the online application/pre-registration form, DualEnroll.com automates the approval and payment processes to be completed electronically. Payments are to be made by e-check or credit card. 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 \$220 per course. There is no additional charge to pay by e-check.

SCHOLAR SCHOLARSHIP

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

Recommendation for this scholarship is provided by the high school liaison within the approval process on the laroche.dualenroll.com enrollment website. Making this selection will send a prompt to the student to download, print, and complete their section of the

application, also found on the Scholar website: www.laroche.edu/scholar. The second section of the application is to be completed by the high school teacher or liaison, before returning it to the address provided, or a scanned copy to scholar@laroche.edu for consideration. All scholarship applications must be received by November 15 to allow for appropriate consideration of all applicants and available funds.

Incomplete applications, including signatures, which are not received by the Office of Dual Enrollment & Secondary School Programs by the November 15 deadline, will not be considered.

Awarding of any scholarship money will be based on availability of funds. Students must reapply each academic year for consideration for this scholarship. There is a limit of three (3) courses per student, per academic year, maximum of 15 credits per student over the life of Scholar enrollment, which may be covered by this scholarship. Funding of all courses is not guaranteed.

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

SCHOLAR FACULTY BASED AT PARTNER HIGH SCHOOLS

In order to be approved to teach for the Scholar Program, teachers must have at least three (3) years of teaching experience, be recommended by their high school principal, and have the same qualifications to be approved as a La Roche University adjunct instructor. For consideration, the following academic credentials are required:

- Current resume or curriculum vitae
- College transcripts (a graduate degree is required)
- State certification
- Evidence of advanced education/training/experience in the subject area within the last five (5) years
- Letter of recommendation from partner school principal

Materials for consideration are to be sent to the Coordinator of Dual Enrollment & Secondary School Programs, who will prepare the necessary cover form and send them to the appropriate academic department. The chair of that department will review the credentials of the teacher, and may request additional information if needed. They will then send their recommendation to the Vice President for Academic Affairs for consideration. Final approval will come from the Vice President for Academic Affairs, and notification of that decision will be provided to the requestor at the high school by the Coordinator of Dual Enrollment & Secondary School Programs.

REQUIREMENTS FOR ADDING SCHOLAR COURSES

Teachers implementing a new Scholar course may use the La Roche University course outline and textbook. If it is not feasible to use the exact outline, the teacher can submit a copy of the high school course outline to the Dual Enrollment & Secondary School Programs Office, along with a list of textbooks and any other instructional materials used for the course.

The chair of the appropriate La Roche University academic department will then evaluate its equivalence to the corresponding college course, focusing on course content, course objectives, student learning outcomes, and methods of assessment. Additional information may be requested if needed. The department chair will send their recommendation to the Vice President for Academic Affairs for consideration. Final approval will come from the Vice President for Academic Affairs, and notification of that decision will be provided to the requestor at the high school by the Coordinator of Dual Enrollment & Secondary School Programs.

REQUIREMENTS OF SCHOLAR HIGH SCHOOL TEACHERS

- Scholar teachers grade course examinations and assignments.
- Scholar teachers verify the class rosters sent to them by the La Roche University Registrar, and promptly return them with grades at the close of classes.
- Scholar teachers communicate with La Roche's faculty about course content, course outlines, assignments, textbooks and resources.
- Scholar teachers verify their students complete an online evaluation survey within the last three (3) weeks of every Scholar course. The electronic survey is found at www.laroche.edu/ScholarEval, and also on the Scholar website.
- Scholar teachers complete their own evaluation survey within the last three (3) weeks of every Scholar course they teach. This electronic survey is found at www.laroche.edu/ScholarFacultyEval, and also on the Scholar website.
- Scholar teachers complete the appropriate course assessment template, demonstrating how their curriculum satisfies overall course objectives, identifying student learning activities, assessment methods, achievement targets and findings, and documenting any action plans created to influence the following year's findings. These should be submitted annually at the close of each Scholar course, accompanied by any useful course artifacts.
- Scholar teachers review the appropriate course outlines yearly, and make their course outlines available to La Roche's faculty.

ENRICHMENT OPPORTUNITIES OFFERED TO SCHOLAR TEACHERS

To support Scholar teachers in their continuing education, La Roche University will waive the tuition for one graduate or undergraduate course annually for current Scholar teachers with a year of service to the program. The waiver applies to tuition only; it does not include other academic fees, course textbooks, or supplies. Interested Scholar teachers should inquire with the Office of Dual Enrollment & Secondary School Programs, which will initiate the process with the Registrar's Office regarding courses available and registration procedures.

SCHOLAR FINANCIAL AWARD

Students in the Scholar Program who enroll at La Roche University immediately after high school will have the application fee waived and are eligible for a financial award. The one-time \$2,000 award is available to academically motivated students who have successfully completed three or more college credits through the Scholar Program. The high school Scholar liaison must nominate students with a letter of recommendation to accompany their admissions application. Please contact the Office of Freshman Admissions at admissions@laroche.edu or 412.536.1272 for more details.

REQUIREMENTS OF THE SCHOLAR HIGH SCHOOL LIAISON OR PRINCIPAL

- The designated Scholar liaison recommends and approves students for the Scholar Program, verifying eligibility, grade point average, and prior completion of any course pre-requisite requirements via DualEnroll.com within the active enrollment period.
- Scholar liaisons recommend students demonstrating financial need for available scholarship funds when necessary through the DualEnroll.com system, completing the high school liaison portion of the scholarship application form, and submitting it for consideration no later than the November 15 deadline (see Scholar Scholarship section).
- Partner school principals identify and recommend teachers of high school honors courses for the Scholar Program.
- Partner school teachers and/or principals send the teacher's credentials and course materials to the Coordinator of Dual Enrollment & Secondary School Programs to initiate the approval process.
- Liaisons and teachers work with the Coordinator of Dual Enrollment & Secondary School Programs to plan students' attendance at Scholar sessions when applicable.
- Principals, teachers, and/or liaisons verify that the Registrar's Office has received the student grades, and the annual course assessment materials have been sent to the Coordinator of Dual Enrollment & Secondary School Programs prior to June 30th.

- Principals, teachers, and/or liaisons communicate staff changes and/or retirements of Scholar teachers or liaisons, and any class changes resulting, submitting replacement faculty materials as needed and/or updating approved faculty and course lists.
- Principals and/or liaisons verify that all Scholar faculty and students complete the annual online evaluation survey at the close of each Scholar course. Administrative liaisons also complete the faculty/liaison survey. Both surveys are found on the Scholar website at www.laroche.edu/scholar, or the following links:
 - Students: www.laroche.edu/ScholarEval
 - Faculty/Liaisons: www.laroche.edu/ScholarFacultyEval

SCHOLAR CONTACTS

Please direct questions concerning the Scholar Program to:

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

Please direct questions concerning academic records and transcripts to:

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



**LA ROCHE
UNIVERSITY**

Engaging Minds. Embracing the World.

La Roche University • 9000 Babcock Boulevard • Pittsburgh, PA 15237
412.536.1286 • scholar@laroche.edu
www.laroche.edu/scholar