



Dual Enrollment Program

Facilitator Model Course Catalog

2024-2025

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LSU Dual Enrollment Program Facilitator Model Course Catalog

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1.0 Introduction and LSU Contact Information

Introduction

The LSU Dual Enrollment (DE) Program began in 2006 with one course and thirty students and has grown to offer thirty-five courses throughout the 2024-2025 academic year with over 8000 course enrollments. The DE program is housed under the **College Readiness** umbrella of programs administered by the Gordon A. Cain Center for STEM Literacy. The goal of the program from the beginning was to prepare high school students to be **ready** for success in **college**, and that idea is still the goal today.

This DE model offered by LSU is called the Facilitator Model. Students remain in their high school classroom and are guided through the LSU course by their high school teacher serving as the facilitator for the LSU faculty member who is the LSU Instructor of Record (IOR). The DE courses are taught with the same content and level of rigor as the corresponding courses on campus. All materials and assessments are provided by the LSU IOR. The high school facilitator goes through a demanding training program before beginning as a facilitator and participates in a refresher workshop each summer.

Each department offering LSU courses for dual enrollment has an LSU full-time faculty member serving as the DE Coordinator for that department and one or more LSU faculty members serving as IORs. The university has an overall DE Program Director and a Cain Center DE Coordinator. See the table below for contact information for LSU DE administrative personnel. For questions about specific courses, contact the Department Coordinator. For program policy information, contact the Program Director or the Cain Center DE Coordinator.

LSU DE Personnel Contact Information

Position/Department	Name	Email	Phone
Cain Center Executive Director	Frank Neubrandner	neubr1@lsu.edu	225 772 7252
Cain Center DE Program Director	Phoebe Rouse	prouse@lsu.edu	225 405 9985
Cain Center DE Coordinator	Ali Wolfe	demou@lsu.edu	225 578 0778
Art	Joe Nivens	jniven2@lsu.edu	225 578 5400
Chemistry	John Hopkins	chhopk@lsu.edu	225 578 3478
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Education	Hillary Eisworth	hbraud@lsu.edu	225 578 1282
Engineering, IE	Vanessa Begat	vbegat@lsu.edu	504 330 3886
English	Ann Martin	ahmartin@lsu.edu	225 235 4309
French	Greg Stone	stone@lsu.edu	225 578 6627
History	Jason Wolfe	jwolfe1@lsu.edu	225 578 4453
Information Studies	Edward Benoit	ebenoit@lsu.edu	225 578 1469
Mathematics	Phoebe Rouse	prouse@lsu.edu	225 578 2659
Renewable Natural Resources, Ag Science	Kristin DeMarco	kdemar5@lsu.edu	225 578 2552
Spanish	Jeremy King	jking@lsu.edu	225 578 6648

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2.0 LSU Student Eligibility Requirements and Course Prerequisites

LSU General Student Eligibility Requirements

- Student must be currently enrolled in an accredited Louisiana high school.
- Student must be in good standing as defined by the high school.
- Student must have permission from the high school and his/her parent/guardian to enroll.
- Student must be enrolled in the high school course which corresponds to the appropriate LSU course with a grade recorded on both the student's high school and LSU record.
- Student must meet the Louisiana Board of Regents Student Eligibility Requirements to enroll in academic courses.
- Student must meet the prerequisite requirements of a specific course described in this DE Course Catalog to be enrolled in that specific course.

LSU Course Prerequisites

Some LSU DE courses have prerequisite requirements in addition to the General LSU Student Eligibility Requirements listed above and in addition to the Board of Regents 2024-2025 Student Eligibility Requirements in Section 3.0. These LSU prerequisites are listed by specific course in Section 5.0 Course Information.

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3.0 BOR Student Eligibility Requirements for Academic Courses for 24-25

For each course, student must meet one of the three options for BOR student eligibility listed below.

Option 1: (same as 23-24 requirements)

Student must have a 2.5 minimum HS GPA	AND	student must demonstrate subject-specific readiness in mathematics (for mathematics and science courses) or subject-specific readiness in English (for English, foreign language, history, social science, humanities, and arts survey courses) through either a minimum score on any assessment listed on the BOR Assessment Table below OR a counselor recommendation based on overall student performance and grade trends in the subject.
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2024-2025 Board of Regents Assessment Table		
Assessment		Mathematics Minimum Score
ACT	18	19
SAT	500 ERW	510
PreACT	18	19
PSAT	25 WL	500
EOC	English II 740	Algebra I 760 or Geometry 750
LEAP 2025	English II Mastery	Geometry Mastery and Algebra II grade of C
ACCUPLACER	86 Sentence Structure	70 (College Algebra)
ACCUPLACER NG	250 Writing	263 (QRAS)
ASPIRE	433	431
MAP	245	265
ALEKS PPL	n/a	41 (College Algebra)
Advanced Placement Exam	3 in a Humanities or Social Science subject area	3 in a Math or Science subject area

Option 2: (for students who do not have a 2.5 HS GPA but can demonstrate success in a specific subject area)

Student must have a minimum 3.0 HS GPA in the specific subject area	AND	student must have a counselor recommendation based on overall student performance and grade trends in the subject area.
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For example, a student with a HS GPA of 2.45 and a high school math GPA of 3.1 will be allowed to enroll in a math DE course as long as the student meets any additional prerequisites for that specific course.

Option 3: (for students who do not have a 2.5 HS GPA but can demonstrate success in previous DE courses)

Student must have a 2.5 minimum college dual enrollment GPA.

For example, a student with an overall HS GPA of 2.45 and a dual enrollment GPA of 2.6 will be allowed to enroll in any DE course as long as the student meets any additional prerequisites for that specific course. No counselor recommendation is required.

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4.0 Course List and Semesters Offered

The semester blacked out indicates the course is not offered in that semester.

Dept	#	Course Title	Cr Hrs	Fall	Spring
AGRI	1005	Science and Society	3		
ART	2050	Digital Art I	3		
ART	2220	Moving Image	3		
CHEM	1001	Chemistry I	3		
CHEM	1002	Chemistry II	3		
CHEM	1201	General Chemistry I	3		
CHEM	1202	General Chemistry II	3		
CSC	2700	Programming Digital Media	3		
EDCI	1001	Introduction to College Study	3		
EDCI	2030	Teaching, Schooling, and Society	3		
EDCI	2400	Education and Diverse Populations	3		
ENGL	1001	Composition I	3		
ENGL	2000	Composition II	3		
ENGL	2025	Introduction to Fiction	3		
ENGL	2027	Introduction to Poetry	3		
ENGR	1050	Introduction to Engineering	2		
FREN	2155	Readings in French Literature	3		
IE	3201	Principals of Engineering Economy	3		
HIST	1001	Western Civilization to 1500	3		
HIST	1003	Western Civilization since 1500	3		
HIST	1005	World History to 1500	3		
HIST	1007	World History since 1500	3		
HIST	2055	The United States to 1865	3		
HIST	2057	The United States from 1865 to the Present	3		
HIST	2061	African American History	3		
LIS	1000	Information Literacy and Critical Analysis	3		
LIS	2000	Introduction to Information & Society	3		
MATH	1021	College Algebra	3		
MATH	1022	Plane Trigonometry	3		
MATH	1029	Contemporary Mathematics	3		
MATH	1431	Business Calculus	3		
MATH	1530	Differential Calculus	3		
MATH	1540	Integral Calculus	3		
MUS	2745	Introduction to Computer Music	3		
RNR	1001	Natural Resource Conservation	3		
SPAN	1101	Elementary Spanish	4		
SPAN	1102	Elementary Spanish	4		
SPAN	2101	Intermediate Spanish	3		
SPAN	2102	Intermediate Spanish	3		

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5.0 Course Information

AGRI 1005 Science and Society (3) (S)

This is an Integrative Learning Core (ILC) course that awards general education credit.

Principles of biology applied in a sociological context; relationships among scientific inquiry, ethics, social values and public policies for the beginning science and non-science student.

[High school course code: 010430 Environmental Studies in Agricultural Science]

Student must meet one of the three options for BOR student eligibility listed on page 5.

AGRI 1005's goals are 1) to provide students with an appreciation of the importance of science in everyday life and an understanding of science concepts and 2) to explain how these concepts interact with and shape public policy and societies. Students will learn how everyday issues generally considered to be controversial and have multiple viewpoints (i.e. genetic modifications, explorations on gender and biology, climate change, etc.) can be investigated and understood through scientific inquiry. A large part of this course involves exploring controversial science topics in the news and evaluating how those topics have become political and societal issues. Students will be given pop quizzes in class on topics discussed in class and will submit written assignments evaluating the science behind news, controversial science topics, and films in pop culture that involve scientific issues. This course is focused on comprehension and critical thinking about science through research and discussion and will educate students on using reasoning to understand scientific phenomena and how science applies to underlying political controversies.

ART 2050 Digital Art I (3) (F, S)

Introduction to digital applications in art.

[High school course code: 080021 Digital Image and Motion Graphics (LSU Partnership)]

Student must meet one of the three options for BOR student eligibility listed on page 5.

ART 2050 is the foundation course in Digital Art and Design. It is the platform for understanding and applying basic design principles and design terminology within the digital environment. This course covers details about technology and production processes used to successfully create and complete digital art projects, from brainstorming concepts to scanning, importing, creating, printing, manufacturing, and presenting works. Creative projects use a variety of digital media and accompanying software applications with the intention of encouraging the student to develop a creative thought process and pursue conceptual ideas for digital output. Students interested in pursuing fields related to graphic design, marketing, communications, visual art, video games, filmmaking might consider taking this course. Enrollment is not limited to students in the Pathways program.

ART 2220 Moving Image (3) (F, S)

Introduction to digital video production and editing systems; concepts will include basic compositing and motion graphics.

[High school course code: 080816 Motion Graphics]

Student must meet one of the three options for BOR student eligibility listed on page 5.

LSU Prerequisite: Min grade of "C-" in ART 2050

ART 2220 is a project-based survey course focused on building a strong foundation in animation and visual effects. Emphasis will be placed on learning animation principles such as squash and stretch, staging, anticipation, straight-ahead & pose to pose, follow through and overlapping, slow in and slow out, arcs, secondary action, timing, exaggeration, solid drawings, and appeal. These will be combined with issues in visual effects including compositing, rotoscoping, mattes, image acquisition, keying, and match moving. The varied scope of subjects covered in the course will allow students to gain an integrated understanding of current approaches for the creation of time-based media. Students interested in pursuing fields related to graphic design, marketing, communications, visual art, video games, filmmaking might consider taking this course. Enrollment is not limited to students in the Pathways program.

CHEM 1001 Chemistry I (3) (F)

[LCCN: CCEM 1103 Chemistry I (non-Science Majors)] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

Topics include chemical bonding, stoichiometry, aqueous solutions, and the science responsible for the origins of the chemical and physical properties of atoms, molecules, and materials. Biochemical processes of importance to human health are emphasized throughout the course. Emphasis is also on learning how to understand complex inter-connected concepts and strengthening thinking skills needed to be successful in college.

[High school course code: 150419 Chemistry II: DE – CCEM 1103 Chemistry I]

Student must meet one of the three options for BOR student eligibility listed on page 5.

CHEM 1001 is designed to be taught paired with the fall semester of high school chemistry. It can also be used by science, engineering, and pre-health majors to develop skills needed to be successful in the more challenging CHEM 1201 course.

CHEM 1002 Chemistry II (3) (S)

[LCCN: CCEM 1113 Chemistry II (non-Science Majors)] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

Continuation of CHEM 1001. An introduction to organic chemistry, biochemistry, thermodynamics, kinetics, equilibrium, acids and bases, and redox the chemistry of batteries. Emphasis is on learning how to understand complex inter-connected concepts and strengthening thinking skills needed to be successful in college.

[High school course code: 150421 Chemistry II: DE – CCEM 1113 Chemistry II]

Student must meet one of the three options for BOR student eligibility listed on page 5.

LSU Prerequisite: Min grade of "C-" in CHEM 1001

CHEM 1002 is designed to be taught paired with the spring semester of high school Chemistry. It can also be used by science, engineering, and pre-health majors to develop skills needed to be successful in the more challenging CHEM 1202 course.

CHEM 1201 General Chemistry I (3) (F)

[LCCN: CCEM 1123 Chemistry I (Science Majors)] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

Topics include chemical bonding, stoichiometry, aqueous solutions, and the fundamental quantum mechanics responsible for the origins of the chemical and physical properties of atoms, molecules, and materials. Emphasis is on developing learning skills to deeply understand complex inter-connected concepts and strengthening thinking skills needed to be successful in college. This course builds conceptual understanding and problem-solving skills.

[High school course code: 150420 Chemistry II: DE – CCEM 1123 Chemistry I (Science Majors)]

Student must meet one of the three options for BOR student eligibility listed on page 5.

LSU Prerequisites: Min grade of “C-” in MATH 1021 plus credit or concurrent enrollment in MATH 1022 OR minimum Math ACT score of 25 (590 SAT, 61 ALEKS) which satisfies the Math score from the Board of Regents Table

CHEM 1201 is taught at a high level which exceeds high school AP Chemistry. It is a required course for science, engineering, kinesiology, and some agriculture majors.

CHEM 1202 General Chemistry II (3) (S)

[LCCN: CCEM 1133 Chemistry II (Science Majors)] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

Continuation of CHEM 1201. A deep exploration of thermodynamics, kinetics, equilibrium, acids and bases, and the redox chemistry of batteries. This course prepares students for success by strengthening their ability to apply, analyze, and evaluate concepts. The development of problem-solving skills is emphasized.

[High school course code: 150422 Chemistry II: DE – CCEM 1133 Chemistry II (Science Majors)]

Student must meet one of the three options for BOR student eligibility listed on page 5.

LSU Prerequisite: Min grade of “C-” in CHEM 1201

CHEM 1202 is a rigorous course and is required for science, engineering, kinesiology, and some agriculture majors.

CSC 2700 Special Topics in Computer Science (3) (S) Programming Digital Media

Programming concepts motivated by digital media applications: real-time graphics, audio processing, simple hardware devices, integration of technologies into interactive systems.

[High school course code: 040243 Programming for Digital Media (LSU Partnership)]

Student must meet one of the three options for BOR student eligibility listed on page 5.

CSC 2700 introduces topics related to digital media through project-oriented programming of graphics, audio, and hardware applications. It provides a basic introduction to computer programming using subjects that are relevant or appealing to students who are new to technological fields of study and have little to no prior programming experience. The course covers the basic concepts of coding, graphics, sounds with tone, and physical computing with Arduino, followed by a final integration project combining elements of these four areas. There is a strong emphasis on computer programming tasks throughout, and the hands-on exercise of digital media tools in class is required. While this course can be taken as a standalone course, it is ideal for students who have already participated in previous LSU Digital Design and Emergent Media Pathway coursework.

EDCI 1001 Introduction to College Study (3) (S)

College-level readings and techniques for organizing text and lecture information for effective study; critical thinking and reading; time management; preparation for tests.

[High school course code: 890200]

Student must meet one of the three categories of BOR student eligibility requirements listed on page 5 of the LSU DE 2023-24 Course Catalog.

The purpose of this course is to assist students in maximizing their opportunities for success both in and outside the classroom. The course focuses on developing independent college learners who are aware of their strengths and weaknesses, who take responsibility for their own learning, and who use effective learning and studying strategies. Students are also introduced to campus life and campus resources available at LSU. EDCI 1001 is designed to help students for the short term in succeeding in the courses they are taking in the current semester and in the long term for courses they will take in future semesters.

EDCI 2030 Teaching, Schooling, and Society (3) (F)

Experiences that join theory to practice; teaching as it operates in elementary school culture, a reflective approach to pedagogy, and discussions of teaching in the historical and philosophical dimensions of discourse/practice. 2 hrs. lecture; 2 hrs. lab/field experience in elementary schools.

[High school course code: 100678 Foundations of Education]

Student must meet one of the three options for BOR student eligibility listed on page 5.

EDCI 2030 introduces students to education, the teaching profession, and topics related to the history and philosophy of education with a focus on teaching in early childhood and elementary schools. The course covers topics including the classroom community, curriculum and standards, individual student needs, ethical and legal issues, and technology. In addition, students will explore social, economic, and cultural aspects of schooling, teaching, and learning. The course gives students an opportunity to engage in reflective exercises about what it means to be both a teacher and a student in our multicultural society. Students will have weekly experiences in local early childhood and elementary classrooms where they will observe and gain experience working with children.

EDCI 2400 Education and Diverse Populations (3) (S)

[LCCN: CEDU 1013 Foundations in Multicultural Education]

Differences among elementary students (grades 1-5) associated with their developmental levels, cultural and ethnic backgrounds, and gender. Lab/Field experiences required.

[High school course code: 100677 Multicultural Learning Communities]

Student must meet one of the three options for BOR student eligibility listed on page 5.

EDCI 2400 is designed to help educators examine how race, ethnicity, and culture influence students' experiences in school and to help implement a multicultural approach to teaching. This course provides educators with the knowledge and concepts they need to develop appropriate, informed, and sensitive responses to the rich diversity of student learners in the classroom. The course will explore cultural assumptions, attitudes, and values that shape our perceptions and predicate our actions. This exploration will prepare practitioners for enlightened citizenship and effective teaching in a multicultural society.

ENGL 1001 English Composition (3) (F, S)

[LCCN: CENL 1013 English Composition I] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

Introduction to analytical writing and academic research.

[High school course code: 120601 English III: DE CENL 1013 English Composition I OR

120606 English IV: DE – CENL 1013 English Composition I]

Student must meet one of the three options for BOR student eligibility listed on page 5.

LSU Prerequisite: Junior or senior only

ENGL 1001 is the introductory university course in composition. Students analyze nonfiction texts, develop analytic thinking and writing skills, and conduct secondary research. Throughout the semester, they submit at least 4000 words that are evaluated as individual final products. Students considering enrollment in English 1001 should be able to write multi-paragraph essays that demonstrate overall coherence and develop key points with strong logical thinking and examples that are appropriate, original, and effective. Students should also demonstrate strong command of English grammar, mechanics, and formatting.

ENGL 2000 English Composition (3) (F, S)

[LCCN: CENL 1023 English Composition II] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

Practice in argument writing and research-based inquiry.

[High school course code: 120602 English III: DE – CENL 1023 English Composition II OR 120607 English IV: DE – CENL 1023 English Composition II]

Student must meet one of the three options for BOR student eligibility listed on page 5.

LSU Prerequisites: Junior or senior only along with min ACT English score of 26 and min English + composite score of 53 (satisfies English score from BOR Table) OR min grade of “C-” in ENGL 1001

ENGL 2000 is the second university course in composition. On LSU’s campus, it is only offered to upperclassmen who have at least 39 credit hours. It focuses on nonfiction texts, concentrates on persuasive thinking and writing skills, and relies heavily upon research skills developed in English 1001. Most of the writing assignments in English 2000 require students to incorporate secondary sources. Since this course emphasizes persuasion, more attention is paid to the needs, beliefs, and values of the audience. However, the ultimate skill of the course is arguing with integrity: i.e., writers seek to balance the goal of persuasion with a responsibility to represent the issue accurately and truthfully. Throughout the semester, they submit at least 5000 words that are evaluated as individual final products. Students should also demonstrate strong command of English grammar, mechanics, and formatting.

ENGL 2025 Fiction (3) (F, S)

[LCCN: CENL 2303 Introduction to Fiction] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

Skills for reading and writing about fiction; attention to generic conventions and critical perspectives.

[High school course code: 120614 English IV: DE – CENL 2303 Introduction to Fiction]

Student must meet one of the three options for BOR student eligibility listed on page 5.

LSU Prerequisites: Junior or senior only along with min ACT English score of 26 and min English + composite score of 53 (satisfies English score from BOR Table) OR min grade of “C-” in ENGL 1001

ENGL 2025 examines narrative fiction through a variety of critical lenses. Students will read at least ten short stories, 2-3 novels, and 5+ pieces of literary theory. They will write 2-3 major essays incorporating scholarly sources along with smaller writing assignments such as summary exercises, speculative instruments like dialogue among characters from two different novels, and collaborative exercises. They will also complete a midterm and final exam. Students considering English 2027 should have strong reading and critical thinking skills, as well as a willingness to contribute productively to group discussion. They should be able to write extended essays that demonstrate overall coherence, incorporate secondary sources, and develop key points with strong logical thinking and examples that are appropriate, original, and effective. Students should also demonstrate strong command of English grammar, mechanics, and formatting.

ENGL 2027 Poetry (3) (F, S)

[LCCN: CENL 2313 Introduction to Poetry and/or Drama] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

Skills for reading and writing about poetry; attention to generic conventions and critical perspectives.

[High school course code: 120616 English IV: DE – CENL 2313 Introduction to Poetry and/or Drama]

Student must meet one of the three options for BOR student eligibility listed on page 5.

LSU Prerequisites: Junior or senior only along with min ACT English score of 26 and min English + composite score of 53 (satisfies English score from BOR Table) OR min grade of “C-” in ENGL 1001

ENGL 2027 examines poetry through a variety of critical lenses. Students will read 60-100 poems from different historical periods, cultures, and forms, along with 5+ pieces of literary criticism. They will write 2-3 major essays that cite scholarly sources, make an oral presentation, and produce smaller writing assignments such as journal entries, collaborative reports, and original poems. They will also complete a midterm and final exam. Students considering English 2027 should have strong reading and critical

thinking skills, as well as a willingness to contribute productively to group discussion. They should be able to write extended essays that demonstrate overall coherence, incorporate secondary sources, and develop key points with strong logical thinking and examples that are appropriate, original, and effective. Students should also demonstrate strong command of English grammar, mechanics, and formatting.

ENGR 1050 Introduction to Engineering (2) (F, S)

Project-based course that introduces students to the profession, ethics, and diversity of the field of engineering. Students apply the engineering design process to solve a real-world problem in each of the 10 primary engineering disciplines.

[High school course code: 110801 Introduction to Engineering Design]

Student must meet one of the three options for BOR student eligibility listed on page 5.

ENGR 1050 is designed as a survey course to allow students to explore the various engineering disciplines through hands-on projects focusing on the engineering design process as well as to provide real-world exposure through guest speakers. The course may not be taken by first semester high school freshmen. For schools not following a 4x4 schedule, this course may only be taken in the spring semester (except with LSU instructor approval). A free fall semester course is available to prepare students for the dual enrollment content in the spring semester, and the same course code should be used for both semesters.

FREN 2155 Readings in French Literature (3) (F, S)

[LCCN: CFRN 2013/2014]

Introduction to interpretive reading of French texts; development of competency in written French.

[High school course code: 121013 French: DE – CFRN 2013/2014 Intermediate French I]

Student must meet one of the three options for BOR student eligibility listed on page 5.

LSU Prerequisite: Credit in FREN 2102 with “C-” or better OR by permission of department

This course provides an introduction to strategies for reading, understanding, and analyzing literature written in French for students who have demonstrated sufficient grammatical proficiency (either through completion of FREN 2102 or equivalent, or through an evaluative placement test, a sufficient score on the DELF French proficiency test, or proficiency demonstrated through performance as a student enrolled in the 10th grade or above at a French Immersion high school).

HIST 1001 Western Civilization to 1500 (3) (F)

[LCCN: CHIS 1013 Western Civilization] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

Provides a survey of Western Civilization from its origins to approximately 1500 CE. Students will learn about the social, cultural, religious, and political history of the period. The primary goal of the course is to introduce the student to the study of History as a discipline while investigating the history of Near Eastern, Greek, Roman and Medieval civilizations.

[High school course code: 220446 Western Civilization: DE – CHIS 1013 Western Civilization I]

Student must meet one of the three options for BOR student eligibility listed on page 5.

HIST 1001 should be considered reading and writing intensive compared to traditional high school social studies courses. There is an associated free textbook and selected readings shared through our learning management system.

HIST 1003 Western Civilization since 1500 (3) (F, S)

[LCCN: CHIS 1023 Western Civilization II] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

A survey on the trajectory of Western Civilization from 1500 CE to the present with an emphasis on the impact of ideas and actions on Europeans and others in the world. Students will learn about religion,

intellectual developments, social changes, high and popular culture, and a series of political shifts during the period.

[High school course code: 220447 Western Civilization: DE – CHIS 1023 Western Civilization II]
Student must meet one of the three options for BOR student eligibility listed on page 5.

HIST 1003 should be considered reading and writing intensive compared to traditional high school social studies courses. There is an associated free textbook and selected readings shared through our learning management system.

HIST 1005 World History to 1500 (3) (F)

[LCCN: CHIS 1113 World History I] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

Developments and interactions among Asian, African, European, American, and Oceanian cultures in the pre-modern age. Students will learn fundamentals of historical analysis by examining and writing about both primary and secondary sources.

[High school course code: 220450 World History: DE – CHIS 1113 World Civilization I]
Student must meet one of the three options for BOR student eligibility listed on page 5.

HIST 1005 should be considered reading and writing intensive compared to traditional high school social studies courses. There is a recommended trade textbook (an alternative OER textbook is also available) and selected readings shared through our learning management system.

HIST 1007 World History Since 1500 (3) (S)

[LCCN: CHIS 1123 World History II] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

Interactions among Asian, Middle Eastern, African, European, and American cultures in the modern era. Students will learn fundamentals of historical analysis by examining and writing about both primary and secondary sources.

[High school course code: 220451 World History: DE – CHIS 1123 World Civilization II]
Student must meet one of the three options for BOR student eligibility listed on page 5.

HIST 1007 should be considered reading and writing intensive compared to traditional high school social studies courses. There is a recommended trade textbook (an alternative OER textbook is also available) and selected readings shared through our learning management system.

HIST 2055 The United States to 1865 (3) (F)

[LCCN: CHIS 2013 American History I] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

A comprehensive history of early America, from before European contact through the Civil War and Reconstruction. This course examines political, social, economic, and cultural aspects of American history while analyzing significant themes of race, class, gender, religion, and the law. Topics include European colonization, roles of Native nations, American independence, the Constitution, national development, territorial expansion, slavery, sectional crisis, and the Civil War. Students in this course will develop critical thinking by analyzing historical change. Students will explain and evaluate the past by developing arguments based on critical analysis of historical content and primary source documents.

[High school course code: 220407 U.S. History: DE – CHIS 2013 American History I]
Student must meet one of the three options for BOR student eligibility listed on page 5.

HIST 2055 should be considered reading and writing intensive compared to traditional high school social studies courses. There is a low-cost recommended textbook for the course, but there is also an option to use one of two free OER textbooks.

HIST 2057 The United States from 1865 to the Present (3) (S)

[LCCN: CHIS 2023 American History II] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

A comprehensive history of modern America, from the end of the Civil War up to the contemporary period. This course examines political, social, economic, and cultural aspects of American history while analyzing significant themes of race, class, gender, religion, and the law. Topics include Reconstruction, the West, urbanization, industrialization, immigration, American imperialism, Progressive reform, WWI, the Great Depression and New Deal, WWII, the Cold War, Civil Rights, Vietnam and social unrest, and political, economic, and demographic changes of the 1980s and beyond. Students in this course will develop critical thinking by analyzing historical change. Students will explain and evaluate the past by developing arguments based on critical analysis of historical content and primary source documents.

[High school course code: 220408 U.S. History: DE – CHIS 2023 American History II]

Student must meet one of the three options for BOR student eligibility listed on page 5.

HIST 2057 should be considered reading and writing intensive compared to traditional high school social studies courses. There is a low-cost recommended textbook for the course, but there is also an option to use one of two free OER textbooks.

HIST 2061 African American History (3) (S)

[LCCN: CHIS 2103 African American History] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

This course examines the social, political, and economic impact of African American communities in the United States. Beginning with the mass importation of Africans as a labor force in the late fifteenth century, the survey serves as an introduction to the history of achievement and exploitation in one of the most culturally influential populations in world history. The course covers that history into the late twentieth century looking at African American impact on American society and politics into the postmodern era. The class is aimed at familiarizing students with the general problems, needs, and goals of African American populations in hopes of demonstrating the ways in which those material realities and cultural norms are contingent on a dynamic and continuous exchange with the rest of the United States that makes African Americans both consumers and creators of the broader American culture.

[High school course code: 220511 African American History: DE – CHIS 2103 African American History]

Student must meet one of the three options for BOR student eligibility listed on page 5.

HIST 2061 should be considered reading and writing intensive compared to traditional high school social studies courses. It requires students to read several primary and secondary sources, including autobiographies that inform them about African American experiences. These sources are readily available for little to no cost.

IE 3201 Principles of Engineering Economy (3) (F, S)

Students will understand and apply various economic decision-making tools such as present worth analysis, annual equivalence analysis, and rate of return analysis in order to evaluate business and engineering projects.

[High school course code: 144200 Engineering Economy (LSU Partnership)]

Student must meet one of the three options for BOR student eligibility listed on page 5.

IE 3201 is a course that will teach students how to make economic decisions in an engineering management context. For example, during the course students will determine mathematically whether it is better to replace a machine or repair a machine based on various cost estimates and the time value of money. This course is math intensive and requires students to be concurrently enrolled in Algebra II or higher. While

this course can be taken as a standalone course, it is ideal for students who have already participated in previous LSU Pre-Engineering Pathway coursework.

LIS 1000 Information Literacy and Critical Analysis (3) (F)

This is an Integrative Learning Course (ILC) course that awards general education credit.

Introduction to information creation and organization; critical analysis and evaluation of information for research and everyday life.

[High school course code: 140199 Library Science Elective]

Student must meet one of the three options for BOR student eligibility listed on page 5.

LIS 1000 introduces students to skills needed to identify an information need and locate the information to address the need. Students learn how information is created and organized and how to think critically about issues of authenticity, credibility, intellectual content, and bias. The first half of the course introduces the information literacy pillars and how to use them to assess and meet an information need. The second half of the course focuses on applying these skills to traditional and contemporary media sources.

LIS 2000 Introduction to Information & Society (3) (S)

This is an Integrative Learning Course (ILC) course that awards general education credit.

Introduction to information as a concept and its changing roles, uses and meanings in contemporary global society.

[High school course code: 140199 Library Science Elective]

Student must meet one of the three options for BOR student eligibility listed on page 5.

LIS 2000 introduces students to how information's role in society evolved to today's information society and explores how different segments of society create, disseminate, and utilize information. In particular, students are exposed to the concepts of the digital divide, information privacy, intellectual property, censorship, and the information economy. Additionally, students learn the role of information in a democracy and how social networks function in society.

MATH 1021 College Algebra (3) (F, S)

[LCCN: CMAT 1213 College Algebra] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

Solving equations and inequalities; function properties and graphs with transformations; inverse functions; linear, quadratic, polynomial, rational, exponential, and logarithmic functions with applications; systems of equations.

[High school course code: 160500 Algebra III: DE – CMAT 1213 College Algebra]

Student must meet one of the three options for BOR student eligibility listed on page 5.

MATH 1021 is designed primarily to prepare students for success in subsequent courses in trigonometry and calculus. It is usually offered in the fall semester followed by Math 1022 Trigonometry in the spring semester. Math 1021 can also be offered in the spring semester for students who are not deemed prepared for Math 1021 in the fall. For the fall preceding Math 1021 in the spring, an LSU-created one-semester course for high school credit only titled Algebra 3 (160375) is available to be used as preparation for Math 1021. Students will need only one MyMathLab access code for either sequence.

MATH 1022 Plane Trigonometry (3) (S)

[LCCN: CMAT 1223 Trigonometry] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

Trigonometric functions with applications; graphs with transformations; inverse functions; fundamental identities and angle formulas; solving equations; solving triangles with applications; polar coordinate system; vectors.

[High school course code: 160501 Adv Math-Pre Calc: DE – CMAT 1223 Trigonometry]

Student must meet one of the three options for BOR student eligibility listed on page 5.

LSU Prerequisite: Min ACT Math score of 25 or SAT 590 (satisfies Math score from Board of Regents Table) OR min grade of “C-” in MATH 1021

MATH 1022 is taught in the spring semester usually following Math 1021 in the fall. It is designed for students who plan to major in a STEM field or in non-STEM fields which require it, such as kinesiology, construction management, psychology (B.S.), agriculture, and others. It also is used to prepare students for success in calculus. Students will need only one MyMathLab access code for the Math 1021/22 sequence.

MATH 1029 Introduction to Contemporary Mathematics (3) (S)

[LCCN: CMAT 1103 Contemporary Math] This is an LSU Integrative Learning Core (ILC) course that awards general education credit. Primarily for students in liberal arts and social sciences.

Mathematical approaches to practical life problems. Topics include counting techniques and probability, statistics, graph theory, and linear programming.

[High school course code: 160347 Advanced Math – Functions and Statistics]

Student must meet one of the three options for BOR student eligibility listed on page 5.

MATH 1029 is designed for fine arts, liberal arts, political science, communication studies, and most social science majors such as sociology and psychology (B. A.). It covers topics that students on these career paths will need: interpreting statistics, understanding probability, using graph theory to model efficient pathways, and solving sales problems with linear programming. This course is taught in the spring semester. For the fall semester, an LSU-created one-semester course for high school credit only titled Advanced Math Functions and Statistics (160347) is available. The statistics content is covered in the Math 1029 DE spring course, and the same high school course code can be used for both semesters. Students will need two different MyMathLab access codes for this sequence.

MATH 1431 Calculus with Business and Economic Applications (3) (S)

[LCCN: CMAT 2103 Applied Calculus] This is an LSU Integrative Learning Core (ILC) course that awards general education credit. Credit will not be given for this course and MATH 1530.

Differential and integral calculus of algebraic, logarithmic, and exponential functions; applications to business and economics such as maximum-minimum problems, marginal analysis, and exponential growth models.

[High school course code: 160504 Calculus: DE – CMAT 2103 Applied Calculus]

Student must meet one of the three options for BOR student eligibility listed on page 5.

LSU Prerequisite: Min ACT Math score of 25 or SAT 590 (satisfies Math score from Board of Regents Table) OR min grade of “C-” in MATH 1021

MATH 1431 is designed for students who plan to major in business. This course is taught in the spring semester. It can follow Math 1021, or it can follow an LSU-created one-semester course for high school credit only titled Pre-Calculus (160348). Students will need two different MyMathLab access codes if either of these two sequences are followed.

MATH 1530 Differential Calculus (3) (F)

[LCCN: CMAT 2113 Differential Calculus] This is an LSU Integrative Learning Core (ILC) course that awards general education credit. Math 1530 and Math 1540 together cover the material of Math 1550.

Credit will not be given for this course and MATH 1431, MATH 1550, or MATH 1551.

Limits and derivatives of algebraic, exponential, logarithmic, and trigonometric functions, with applications.

[High school course code: 160498 Calculus: DE – CMAT 2113 Differential Calculus I]

Student must meet one of the three options for BOR student eligibility listed on page 5.

LSU Prerequisite: Min score of 76 on LSU ALEKS Calculus Placement Test (ALEKS score satisfies Math score from BOR Table and Rec not needed)

MATH 1530 is designed for students who plan to major in a STEM field that requires calculus. This course fits better in the high school setting than a one-semester five-credit-hour calculus course because it is a three-credit-hour course that has content which can reasonably be covered in one semester. This course is taught in the fall followed by Math 1540 in the spring of the same year. Students will need only one MyMathLab access code for this sequence.

MATH 1540 Integral Calculus (3) (S)

[LCCN: CMAT 2116 Integral Calculus] This is an LSU Integrative Learning Core (ILC) course that awards general education credit. Math 1530 and Math 1540 together cover the material of Math 1550. Credit will not be given for this course and MATH 1431, MATH 1550, or MATH 1551.

Integrals of algebraic, exponential, logarithmic, and trigonometric functions, with applications.

[High school course code: 160499 Calculus: DE – CMAT 2116 Integral Calculus I]

Student must meet one of the three options for BOR student eligibility listed on page 5.

LSU Prerequisite: Min grade of “C-” in MATH 1530 (satisfies ALEKS Math score from BOR Table due to min ALEKS score of 76 required for MATH 1530 so Rec not required)

MATH 1540 is designed for students who already have credit in Math 1530. Students will need only one MyMathLab access code for this sequence.

MUS 2745 Introduction to Computer Music (3) (S)

Introduction to techniques and technologies in computer music; principles of digital audio, sound design, music synthesis, digital audio workstations, and sound art composition with an emphasis on musique concrète.

[High school course code: 080020 Sound Design (LSU Partnership)]

Student must meet one of the three options for BOR student eligibility listed on page 5.

MUS 2745 requires a software purchase and installation in the high school setting with IT support. Assignments and activities include listening, analysis, discussion, and hands-on recording and composition exercises. While this course can be taken as a standalone course, it is ideal for students who have already participated in previous LSU Digital Design and Emergent Media Pathway coursework.

RNR 1001 Natural Resource Conservation (3) (F)

This is an Integrative Learning Core (ILC) course that awards general education credit.

Relationship of humans to the natural environment, ecology and conservation of soil, water, forest, range, wildlife and fisheries resources.

[High school course code: 150914 Environmental Awareness]

Student must meet one of the three options for BOR student eligibility listed on page 5.

RNR 1001 is a life sciences course that focuses more on reading, critical thinking, and comprehension than traditional science-based courses. Students will develop an understanding of the core processes in ecology and environmental science (evolution, climate change, agricultural pollution, etc.) and learn to apply them to any current event related to natural resources, biodiversity, and conservation. Students will examine the human drivers of conservation issues and investigate how culture, ethics, and morals influence our use of natural resources and attitudes towards sustainability and conservation of these natural resources across global ecosystems. Students will complete a minimum of 3 writing assignments based on current events in conservation (examples include environmental justice and climate change, poaching/illegal wildlife trade and endangered species, impacts of habitat destruction on human health, etc.) that will include reading assignments for each topic. The final assignment in this course is a paper where the students choose a

current conservation issue and through research and self-inquiry describe the ecology/biology/science, the cultural/ethical components, and the global and local challenges and context of the issue.

SPAN 1101 Elementary Spanish (4) (F)

[LCCN: CSPN 1014 Elementary Spanish I] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

The primary goal of this course is to offer students an introduction to basic communicative skills in Spanish while developing an awareness and appreciation of Hispanic/Latino cultures. Spanish 1101 is based on the goals from the Standards for Foreign Language Learning in the 21st Century, also known as the 5 Cs, which focus on five general areas: communication in Spanish, gaining knowledge and understanding of cultures of the Hispanic worlds, connecting with other disciplines and acquiring new information, developing awareness of similarities and differences (comparisons) among language and culture systems around the world, and using Spanish to participate in communities at home and around the world.

[High school course code: 122511 Spanish: DE – CSPN 1013/1014 Elementary Spanish 1]

Student must meet one of the three options for BOR student eligibility listed on page 5.

SPAN 1101 is an introductory course for ‘true beginners’, ideally taken by students with no prior experience with the Spanish language. Students who have taken one year of high school Spanish are permitted to take this course; however, students classified as native or heritage speakers (i.e., those who have attended school in a Spanish-speaking country or who were raised speaking Spanish at home) are ineligible to take this course. The course covers basic vocabulary of the Spanish language related to food, university life, family, and pastimes, as well as verbs in the present tense. After taking the course, students should be able to introduce themselves and others, speak of basic personal information, make descriptions, and express preferences. Daily preparation work and homework are carried out on an online platform which accompanies the course textbook.

SPAN 1102 Elementary Spanish (4) (S)

[LCCN: CSPN 1024 Elementary Spanish II] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

The primary goal of this course is to offer students an introduction to basic communicative skills in Spanish while developing an awareness and appreciation of Hispanic/Latino cultures. It is based on goals from the Standards for Foreign Language Learning in the 21st Century, also known as the 5 Cs, which focus on five general areas: communication in Spanish, gaining knowledge and understanding of cultures of the Hispanic worlds, connecting with other disciplines and acquiring new information, developing awareness of similarities and differences (comparisons) among language and culture systems around the world, and using Spanish to participate in communities at home and around the world.

[High school course code: 122512 Spanish: DE – CSPN 1023/1024 Elementary Spanish II]

Student must meet one of the three options for BOR student eligibility listed on page 5.

LSU Prerequisite: Min grade of “C-” in SPAN 1101

SPAN 1102 is a second-semester Spanish language course. Students classified as native or heritage speakers (i.e., those who have attended school in a Spanish-speaking country or who were raised speaking Spanish at home) are ineligible to take this course. The course continues a review of basic vocabulary of the Spanish language related to shopping, daily life and routines, parties and celebrations, health, and technology. A major focus of this course is verbs in the past tense. After taking the course, students should be able to describe preferences in clothing, explain the activities in which they engage on a daily basis, narrate events and occurrences which took place in the past, compare and contrast qualities and amounts, discuss health and medical issues, and compare and contrast holidays and celebrations in the U.S. and other parts of the Spanish-speaking world. Daily preparation work and homework are carried out on an online platform which accompanies the course textbook.

SPAN 2101 Intermediate Spanish (3) (F)

[LCCN: CSPN 2013 Intermediate Spanish I] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

The primary goal of SPAN 2101 is to provide students with a review of previously learned Spanish and to help them acquire new communicative skills in Spanish while developing an awareness and appreciation of Hispanic/Latino cultures. Course goals come from the *Standards for Foreign Language Learning in the 21st Century*, also known as the 5 Cs, which focus on 5 general areas: communicating in Spanish, gaining knowledge and understanding of cultures of the Hispanic world, connecting with other disciplines and acquiring new information, developing awareness of similarities and differences (comparisons) among language and culture systems around the world, and using Spanish to participate in communities at home and around the world.

[High school course code: 122513 Spanish: DE – CSPN 2013/2014 Intermediate Spanish I]

Student must meet one of the three options for BOR student eligibility listed on page 5.

LSU Prerequisite: Min grade of “C-” in SPAN 1102

SPAN 2101 is a third-semester Spanish language course. Students classified as native or heritage speakers (i.e., those who have attended school in a Spanish-speaking country or who were raised speaking Spanish at home) are ineligible to take this course. The course reviews vocabulary of the Spanish language related to personal relationships, emotions, entertainment, sports, and travel. A major focus of this course is verbs in the future tense, as well as reviews of the present and past tenses. After taking the course, students should be able to describe routines and converse about common daily activities, relate future events, and express probability, opinions, advice, and uncertainty. Daily preparation work and homework are carried out on an online platform which accompanies the course textbook.

SPAN 2102 Intermediate Spanish (3) (S)

[LCCN: CSPN 2023 Intermediate Spanish II] This is an LSU Integrative Learning Core (ILC) course that awards general education credit.

The primary goal of SPAN 2102 is to provide students with a review of previously learned Spanish and to help them acquire new communicative skills in Spanish while developing an awareness and appreciation of Hispanic/Latino cultures. Course goals come from the *Standards for Foreign Language Learning in the 21st Century*, also known as the 5 Cs, which focus on five general areas: communicating in Spanish, gaining knowledge and understanding of cultures of the Hispanic world, connecting with other disciplines and acquiring new information, developing awareness of similarities and differences (comparisons) among language and culture systems around the world, and using Spanish to participate in communities at home and around the world.

[High school course code: 122514 Spanish: DE – CSPN 2023 Intermediate Spanish II]

Student must meet one of the three options for BOR student eligibility listed on page 5.

LSU Prerequisite: Min grade of “C-” in SPAN 2101

SPAN 2102 is a fourth-semester Spanish language course and the final course in LSU’s beginning language sequence required for majors in many fields. Students classified as native or heritage speakers (i.e., those who have attended school in a Spanish-speaking country or who were raised speaking Spanish at home) are ineligible to take this course. The course reviews vocabulary of the Spanish language related to modern technology, the professional and business world, popular culture and media, the arts, politics, religion, historic events, and indigenous civilizations, all of which students should be able to discuss after taking the course. A major focus of this course is verbs in the conditional and subjunctive moods to express doubt, denial, emotion, uncertainty, indefiniteness, and intent. Daily preparation work and homework are carried out on an online platform which accompanies the course textbook.

LSU Dual Enrollment Program Facilitator Model Course Catalog

6.0 DE FAQs

General

Q: How do students who have completed a DE class at LSU obtain a copy of their transcript?

A: Students can obtain their LSU transcript by going to <https://lsu.edu/registrar/student-services/transcript.php> and following the instructions there to order a transcript. A College Record is also available, but frequently that record does not contain the results of the last semester in which the student was enrolled.

Q: How are accommodations handled for students with IEP's or 504 Plans?

A: Accommodations are handled by the DE Facilitator in accordance with the IEP. The IEP paperwork should be kept at the school and does not need to be submitted to LSU. The most frequent type of accommodations that are made for students with disabilities are extended time allowances for tests. Anything besides a time extension should be discussed with the LSU Instructor or Record.

Q: How do students reset their Moodle password?

A: When logging in to Moodle for the first time, the student should navigate to the myLSU login page by typing <https://mysu.apps.lsu.edu> in an internet browser. At the log-in screen, he or she should select the "Forgot Password" link. Next, he or she should then enter their myLSU username (PAWS ID), last name, DOB, and the last 4 digits of the LSU ID Number. Lastly, the student should confirm the new password. It may take up to several hours for the password to be active and available for use.

For students who have been locked out of Moodle, there are two options: 1- The student can call the LSU IT help desk at 225-578-3375 and then choose option 2 from the main menu. 2 - The second option is to utilize the online chat at <ithelp.lsu.edu> if a representative is available. In both cases, when connected, the student should explain that he or she cannot access Moodle and needs help to change the password. The help desk may need to be reminded that the student is a high school dual enrollment student and thus does not come to campus. The student should have his or her LSU-ID and 89 number handy.

Q: How do students check their grades on Moodle?

A: To check grades on Moodle, the student will navigate to <moodle.lsu.edu>, type in the username and password, and then select the appropriate course. Once on the course Moodle page, the student can select "Course Tools" from the menu and then "Gradebook."

Chemistry

Q: What value does the sequence CHEM 1001/1002 have for a Science or Engineering major?

A: Students majoring in Science or Engineering at LSU are required to take CHEM 1201 and CHEM 1202. Regardless, there are several benefits to high school students who choose to take DE CHEM 1001 and CHEM 1002. These courses would count towards the student's college elective requirements. DE CHEM 1001 and 1002 are good prep courses for students who will ultimately take CHEM 1201 and 1202. The contents of both CHEM 1001 and 1002 are designed to spark student enthusiasm in science, and taking these courses would be a valuable experience for a student who is trying to decide if a science major is a good fit.

Engineering

Q: Can a high school freshman take DE Engineering 1050?

A: High school freshmen may take the DE Engineering 1050 course provided it is taken in the spring semester. Students must meet the eligibility requirements (2.5 high school GPA and a counselor recommendation form).

Q: Can a high school offer Engineering 1050 in the fall semester?

A: Only schools following a 4x4 schedule may offer the course in the fall semester (except by LSU instructor approval). Students enrolled in the fall semester must be at least sophomores since first semester freshmen are not allowed to enroll.

Q: If a high school offers DE Engineering 1050 in the spring, what do the students take in the fall semester?

A: For schools who are not on a 4x4 schedule (i.e. students remain in the same class all year), LSU offers free fall semester content designed to prepare students for the dual enrollment content in the spring semester. The same high school course code (110801) can be used for fall and spring.

English

Q: Can students take LSU's DE English 2000 (English Composition II) if they have DE credit for English Composition I from a school other than LSU?

A: It is preferred that a student have DE credit for English Composition I from LSU, but exceptions can possibly be made by the DE English Coordinator for courses from other institutions with comparable content and rigor.

History

Q: Can a high school freshman take a DE History course?

A: It is not recommended that high school freshmen take DE History courses due to the level of reading and writing involved for successful completion of the course. In rare cases where a student demonstrates exceptional reading comprehension and writing skills accompanied by a strong letter of support from a counselor, they may enroll and participate in the course with upperclassmen.

Q: Do the later-half DE History sequences require a student to take the first-half history course in the sequence?

A: No. All history course offerings can operate as stand-alone, three-credit hour courses. There are no history-specific prerequisites for LSU DE History classes. Only the Board of Regents minimum requirements apply.

Q: Are DE History courses difficult?

A: The LSU DE course offerings mirror the content and rigor of the on-campus versions of these classes. The courses are not designed to be difficult by any means, but some students without strong study skills struggle with notetaking and time management. The weekly reading requirements are approximately 30 pages per week, which may seem excessive to students unaccustomed to engaging with material in that manner.

Math

Q: If students are not ready for Math 1021 College Algebra, are there other DE Math choices for students?

A: Yes. One option is that they can take a Math 1021 prep course in the fall for high school credit only followed by DE Math 1021 College Algebra in the spring. Another option is that they can take Advanced Math – Functions and Statistics in the fall for high school credit only followed by DE Math 1029 Contemporary Mathematics in the spring. Math 1029 contains statistics and systems of linear equations and inequalities along with other interesting topics that are not covered in traditional algebra-based math courses. The only algebra background content students need in order to be successful in this course is an understanding of real numbers and linear equations. Essentially, it is not a course to prepare students for college algebra, trigonometry, or calculus in the future.

Q: Can students take LSU's DE Math 1022 or 1431 if they have DE credit for College Algebra from a school other than LSU?

A: It is preferred that a student have DE credit for College Algebra from LSU, but exceptions can possibly be made by the DE Math Coordinator for courses from other institutions with comparable content and rigor.

Q: If a school can only offer one calculus course, should it be Math 1431 or the Math 1530/40 sequence?

A: It depends on the desire and preparedness of the students. Math 1431 is a one-semester course for prospective business majors. For students that need review prior to beginning DE content, the school can offer a prep course in the fall semester followed by Math 1431 in the spring. The Math 1530/40 sequence is two-semester and is primarily for STEM majors.

Q: Is there a DE Math course that corresponds to AP Calculus?

A: Yes, Math 1530 and 1540 together cover the same topics as AP Calculus AB.

Q: Can a student qualify for DE Math 1530 based on an ACT score or credit in Math 1022?

A: No, an ALEKS score of 76 (taken within the last 180 days) is the only way that a student can qualify to enroll in DE Math 1530.

Q: Is a counselor recommendation form required for Math 1540?

A: No. One of the Math 1540 prerequisites is a minimum grade of "C-" in Math 1530. In order for a student to have enrolled in Math 1530, that student must have had a minimum ALEKS score of 76. That score satisfies (exceeds) the math-readiness score from the BOR Assessment Table, and therefore no counselor recommendation form is required.