

THE CENTER FOR ACADEMIC ADVISING
ADVISING GUIDE FOR PRECEPTORS



2018-2019

THE CENTER FOR ACADEMIC ADVISING
CAMPUS CENTER 242

WWW.STOCKTON.EDU/ADVISING

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At Stockton, we believe that advising is far more than just registration for classes. We believe that good advising is critical to success of students in their educational journey. The Center for Academic Advising (CAA) stands ready to assist all preceptors in understanding policies and procedures at Stockton. It takes time to become confident as a preceptor. It is important to get mentoring from a more seasoned preceptor in your discipline. The CAA welcomes questions at 609.652.4504. Please do not hesitate to call us with questions or concerns. We will walk you through any online processes or questions about policies.

In this introductory guide to advising you will find information about best practices, understanding Stockton's curriculum, freshman and transfer advising, policies and procedures and more. You will also want to refer to the Stockton advising website: www.stockton.edu/advising to access pertinent forms and comprehensive information about our curriculum.

"Good advising may be the single most underestimated characteristic of a successful college experience."—**Dr. Richard J. Light, Harvard University, *Making the Most of College***

"Advising is viewed as a way to connect students to the campus and help them feel that someone is looking out for them."

George Kuh
Student Success in College (2005)

"An excellent advisor does the same for the student's entire curriculum that the excellent teacher does for one course."

Marc Lowenstein, 2005

PRECEPTORIAL ADVISING AT RICHARD STOCKTON COLLEGE

The preceptor relationship is the most important piece of good advising. Both student and faculty or staff member must collaborate to navigate the curriculum and the road to graduation and beyond. The advising relationship is a way for you to share your knowledge and experience of your discipline in a more personal way and assist students as they develop their own life and career goals.

In 2014 the Stockton Advising Council endorsed a “**best practices**” document that outlines this relationship.

ADVISING AT STOCKTON.EDU: DOCUMENT REVIEWED AND ENDORSED AT STOCKTON ADVISING COUNCIL 1/31/14

Vision

The Richard Stockton College of New Jersey (now Stockton University) aspires to have an advising program that is recognized for its excellence in fostering the values and learning outcomes of a liberal education.

Mission

Academic advising is an intentional and collaborative partnership between preceptors and students, the focus of which is to help students create and realize their long-term educational, professional, and personal goals, and develop critical skills that will assist in a lifetime of learning.

Preceptorial Partnership

Because good advising relationships are based on participants understanding their roles in the advising process, we believe that best practices in preceptorial advising are built around the following:

Preceptors:

1. Be available to students through office hours, phone contact, and email communication
2. Build a relationship based on mutual respect and trust
3. Provide accurate information with respect to degree progress, courses, and majors
4. Assist with academic requirements and selection of appropriate courses
5. Help students understand the goals and purposes of a liberal arts education
6. Help students identify career options as appropriate
7. Assist in the development of long-range educational plans for Stockton and beyond
8. Collaborate with other campus offices and refer students as appropriate
9. Identify experiences that will enhance students’ life, education, and cultural goals, including service learning, study abroad, and internship opportunities as appropriate.

Students:

1. Meet regularly with preceptors and prepare for advising meetings
2. Develop a relationship with their preceptors based on mutual respect and trust
3. Understand and interpret the degree evaluation (CAPP)
4. Learn the curricular requirements of their degree and select appropriate courses
5. Understand the goals and purposes of a liberal arts education
6. Clarify personal career goals
7. Create a long-range educational plan for Stockton and beyond
8. Learn about Stockton resources and experiences that can enhance life and educational goals, including possibilities of service learning, study abroad, and internships
9. Understand that successfully completing the degree is the student’s responsibility.

The student is ultimately responsible for ensuring that all graduation requirements are met (2014-2015 Stockton College Bulletin, p. 143).

Advising Vision and Faculty Contractual Obligations

These are aspirational goals for preceptorial advising, so this document is not to be interpreted as an expansion of the contractual responsibilities of faculty; nor are these goals to be used in the evaluation of faculty for purposes of reappointment, tenure or promotion.

PRECEPTORIAL ADVISING DAYS AND EVALUATION OF PRECEPTORS

Preceptors and students work together regularly, planning and reviewing throughout the academic year. However, because the registration/preregistration periods are most demanding classes are cancelled two days per semester for advising. These dates are always found on the academic calendar on the Stockton home page. Fall precepting dates are October 24 for juniors and seniors, and November 1 for freshmen and sophomores.

The administrators of Blackboard will set up an advising “class” in each preceptor’s class sections. Preceptors can then allow students to sign up for advising appointments electronically.

In the spring term each year, students who meet with their preceptors are given the opportunity to evaluate their preceptors through an online survey. Assistant Deans in each school are responsible for distributing them to preceptors on request.

THE ADVISING SYLLABUS

Since advising is viewed as teaching, advising has many similarities to classroom teaching. An advising syllabus can help set expectations for both preceptor and preceptee. An advising syllabus includes preceptor information, responsibilities of both preceptor and student, preparation for the advising meeting and learning outcomes for advising. The National Academic Advising Association features resources on creating advising syllabi. Examples of Stockton advising syllabi are found on the academic advising website under [preceptor resources](#).

ADVISING BROWN BAG COLLOQUIA

The Center for Academic Advising schedules noontime brown bag colloquia to discuss important advising issues. All faculty and staff are invited to attend. Check the TV kiosks and the academic advising website each semester for details.

STOCKTON ADVISING COUNCIL

The Stockton Advising Council is an advisory board for the Center for Academic Advising. Two faculty members from each school are appointed to the Council for 2-year terms. The purpose of the Council is to promote excellence in the employment of best practices in academic advising, and to raise the level of discourse about advising on our campus, including the notion of advising as teaching. Each semester there are activities which support the growth and development of preceptors. We encourage any interested faculty or staff to contact Paula Dollarhide, Associate Director of Academic Advising for further information. The Stockton Advising Council website is located [here](#).

ADVISING YOUTUBE CHANNEL

Academic Advising houses many of its brown bag colloquia on the Stockton YouTube channel. Here you can listen to many past events such as “Advising as Teaching,” “Jobs and Careers in the 21st Century,” and “Building Resilience in Our Students.” To listen, access the YouTube Channel from our advising website/preceptor resources: <https://stockton.edu/academic-advising/resources-for-preceptors.html>

NATIONAL ACADEMIC ADVISING ASSOCIATION

The National Academic Advising Association (NACADA) is the professional organization for faculty and professional advisors. Joining the organization entitles members to their peer-reviewed journal. Their website is located at www.nacada.ksu.edu. You can access many articles on at risk students, working with parents, applying theory to advising practice, student retention, and core values of academic advising.



At Stockton, we endorse the idea that “advising is teaching.” As supported in the NACADA “Concept of Advising” document, advising is similar to teaching in that it has its own curriculum,

pedagogy and set of learning outcomes. The article is viewable here:

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Concept-of-Academic-Advising.aspx>

There are hundreds of important articles on advising. To get started on looking at the literature, here are a couple of highly recommended articles.

Marc Lowenstein (2005) If Advising is Teaching, What Do Advisors Teach?. NACADA Journal: Fall, Vol. 25, No. 2, pp. 65-73.

Lowenstein explains a philosophy of advising referred to as the learning-centered paradigm. Under the learning-centered approach, the excellent advisor plays a role with respect to a student's entire curriculum that is analogous to the role that the excellent teacher plays with respect to the content of a single course. He or she also helps the student to understand, and in a certain sense, to create the logic of the student's curriculum. Thus, the advisor's instruction in the logic of the curriculum elevates the advisor's work to a central role in enhancing a student's education.

Peter Hagen (2007) Narrative Theory and Academic Advising. Retrieved from:

<http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Narrative-Theory-and-Academic-Advising.aspx>

Hagen explains that how we make meaning of our advising relationships by sharing our stories and hearing the stories of students, and sharing stories advisor to advisor as well.

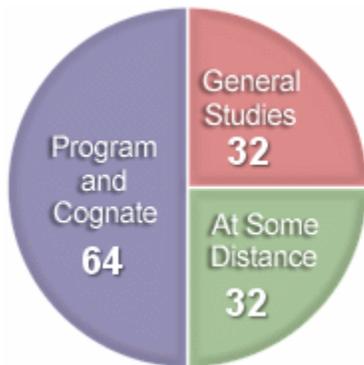
STOCKTON'S CURRICULUM

A complete explanation of the Bachelor of Arts and the Bachelor of Science Degrees are available in the College Bulletin and under "Curriculum" on the academic advising web pages: www.stockton.edu/advising. It will be necessary to thoroughly explore those web pages to acquaint yourself with Stockton's unique curriculum.

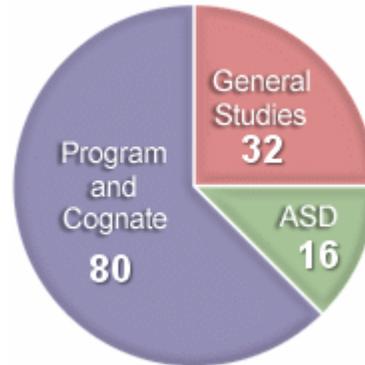
The next set of pie charts graphically represent the make-up of a Stockton degree.

It takes 128 credits to complete a Stockton degree.

Bachelor of Arts Degree



Bachelor of Science Degree



- At Stockton we call our majors “programs.” Program courses are best described as courses in the major. For example, psychology courses are program courses for the major of Psychology.
- Cognate courses are courses closely related to the major. For example, cognate courses for a psychology major would be other social sciences courses such as Sociology, Criminal Justice, Economics, Political Science, and Social Work.
- General Studies courses are created by faculty at Stockton in various categories. A more detailed description follows in a later section.
- At Some Distance courses, are courses unrelated to the program/major.

GENERAL STUDIES REQUIREMENTS

Twenty-five percent of all the courses a student takes at Stockton must be in General Studies courses. This is called the “25% Rule.” This rule applies to transfer students as well as first-year students. This rule is calculated for each student through the CAPP online degree evaluation. As a preceptor, you will never have to calculate the 25% rule, but it is helpful to know that all students who start as a freshman or transfer student, will have complete a certain number of General Studies courses.

A **freshman** must take 32 credits in General Studies in the following array:

GEN - 4 credits. GEN courses develop particular skills, such as writing, public speaking, technology, or language.

GIS – 4 credits. GIS courses can only be taken when junior status (64 credits) have been earned. These courses bring together views and methods of several disciplines to examine a theme or problem

GAH –8 credits. GAH courses focus on the visual, performing arts, history, philosophy, and religion

GNM- 8 credits. GNM courses focus on life sciences, physical sciences, and lower level mathematics.

GSS—8 credits. GSS courses focus on social issues and problems.

For students who transfer, we grant some General Studies credits in transfer.

- 1-15 transfer credits: no General Studies equivalencies awarded
- 16-31 transfer credits : up to 1 General Studies equivalency awarded
- 32-47 transfer credits: up to 2 General Studies equivalencies awarded
- 48-59 transfer credits: up to 3 General Studies equivalencies awarded.
- 60 or more transfer credits: no General Studies equivalencies granted. For all freshmen and transfer students:

Note: The CAPP online degree evaluation will calculate which general studies will have to be completed at Stockton. Preceptors will not have to do this calculation.

For students with 60 transfer credits: Bachelor of Arts / Bachelor of Science.



The General Studies requirement is shrunk to 16 credits. One GIS course must be completed as a part of those 16 credits; the other credits can be completed in any General Studies category. The At Some Distance requirements expand to capture more At-Some-Distance transfer courses. **Students who transfer a baccalaureate degree do not have to complete any General Studies courses at Stockton.**

WRITING, QUANTITATIVE AND OUTCOME REQUIREMENTS

Writing Requirement: There are two types of writing courses. All must be completed with a C or better to gain credit for the writing course. W1 courses are writing intensive with the focus of improving the students' writing as the primary goal. W2 courses are writing across the curriculum courses which focus on a topic using writing as an important means of learning and evaluation. Freshman students must complete a W1 their first year. A transfer student may transfer a maximum of two W1 courses only.

All students must complete four writing courses with a C or better:

- 1 Writing Intensive course (W1)
- 2 Writing courses, W1 or W2 at any level
- 1 Writing course, W1 or W2

Quantitative Requirement: There are two types of quantitative courses. Q1 courses focus entirely on mathematical thinking and skills as the primary goal. Q2 courses are quantitative reasoning across the curriculum and focus on a topic or subject area outside of mathematics. Quantitative or mathematical thinking is used as an important means of learning the subject matter. A freshman must take one Q1 course the freshman year; a transfer student may transfer a maximum of two Q1 courses only. Q2 courses must be taken at Stockton.

All students must pass three quantitative courses:

- 1 Q1 course
- 1 Q2 course
- 1 Q1 or Q2 course

The General Education Outcome Requirements

All students must complete at least one course in each of four of the following areas.

- A – “Arts” course
- H – “Historical Consciousness” course
- V – “Values/Ethics” course
- I - “International/Multicultural” course

Courses that carry these attributes are readily identifiable in the course selection catalog. These courses are attributes attached to needed courses in the curriculum as part of the 128 credits needed for graduation. The attributes are attached to various program, cognate or general studies courses (and can double-dip!).

GETTING STARTED WITH ADVISING- NEW PRECEPTORS

As you begin preceptorial advising at Stockton, it is important to work with a seasoned advisor who understands the curriculum of the major you teach. Experienced preceptors will know some of the details, such as grade requirements, prerequisites, and other graduation requirements that take time to absorb and advise. Sitting in on a few advising sessions and working with the Assistant Deans of your school are great ways to gain knowledge about the registration process. The Center for Academic Advising will hold sessions for new faculty to explain the go.stockton portal and how to search for classes. Several learning opportunities will be available in the fall of 2018.

Learning opportunities for you:

- **Advising Clinics**—drop in for a personal consultation with advisors in the Center for Academic Advising, Campus Center 242. October 15, 3:30-5 p.m.; October 18, 2:30-4:20 p.m.
- **“Getting Ready for Precepting,”** October 16, 12:30 p.m. in C006 and October 18 at 12:45 p.m. in F111.

FINDING AND ASSISTING YOUR ADVISEES

Sign on to the go.stockton portal. On the faculty tab of the portal, you can access the advising tools on the right hand side of the page. The hyperlinks will help you view the list of your advisees, look-up classes, do degree evaluations, submit grades and issue permits for classes. You can see students Z numbers, email addresses, major information, test scores, transcripts, and run the CAPP or Degree Works evaluation right on your advisee list.

You can email all of your preceptees with a link at the bottom of your advisee list.

Email your advisees



Note: You can also quickly email your preceptees by name-advise@stockton.edu



using your user

For John Doe: doej-advise@stockton.edu

Students may change majors and preceptors at any time. You may be asked to sign off on a [Change of Major/Change of Preceptor Form](#). You may take on new preceptees at your discretion. At orientation the CAA assigns new students to preceptors and tries to equalize the number of preceptees for faculty in the various schools.

CAPP DEGREE EVALUATION

Students who matriculated before Fall of 2016 have been using the **CAPP** (Curriculum Advising Program Planning) degree evaluation. However, it is due to be phased out. Students should begin to use Degree Works as a way to view their progress to the degree.

DEGREE WORKS

All new students use Degree Works exclusively to monitor progress to the degree. The Degree Works link is under Faculty Tools. Students will be able to plan their course of study there, and faculty can write notes for the student.

A video tutorial and written instructions are available on the advising website. When an exception to Degree Works is necessary, the audit [adjustment form](#) must be completed and signed by the program coordinator and dean.

Training videos are available at www.stockton.edu/degreeworks.

TIPS FOR ADVISING FRESHMEN

Freshmen are required to take certain courses their first year. During orientation before the semester starts, students are encouraged to register for their **first W1, Q1, and a freshman seminar**. A fourth course can be in the major of choice, or an exploratory course. If the W, Q or freshman seminar are not completed during the first semester of enrollment, a hold will be placed on their registration until the student registers for the rest of their freshman requirements.

FRST courses are reserved for freshmen students only (students with less than 32 earned credits). For more information on the First-Year Studies program, click [here](#).

AP Credits: Students who have AP credits will have them listed as transfer credits on their transcript. The CAA takes care of ensuring they are properly placed on their transcript. A list of required scores is available on the admissions website.

<https://stockton.edu/admissions/advanced-placement-credit.html>

Many freshman students are undecided as to major. Since all students will have General Studies and At-Some-Distance coursework to fulfill, there are many opportunities to explore different topics and still graduate within four years. There are also opportunities for students to explore minors of interest.

Freshmen students (and all students!) benefit from beginning to use the [Career Center](#) early in their educational journey to be prepared for internships and jobs and careers after Stockton. The Career Center has a plan for helping students decide on a major. They also have an online

tool called “FOCUS” which helps students match interests, values, and skills with certain majors. The Career Center is located in **Campus Center 104, X4650**.

TIPS FOR ADVISING TRANSFER STUDENTS

The CAA is involved in articulating credits from the previous institutions. At times, courses may need to be evaluated by faculty and given a new course equivalency. The student should produce a course syllabus and discuss with the preceptor. If a course number should be accepted into the major, the preceptor can indicate on an audit [adjustment form](#), available on the “forms” link in the advising website.

Transfer students are eligible, but not required to take a Transfer Seminar in their first semester at Stockton. A Transfer Seminar is open only to new transfer students and is taught by an instructor who is interested in helping them negotiate their first semester at Stockton.

Once a student has matriculated at Stockton, no transfer work is allowed without filing a [“Permission to Take Classes at Another Institution” form](#), available on our website. Many students wish to take classes at their county community colleges. A quick guide to how courses transfer to Stockton from New Jersey community colleges is available at www.njtransfer.org. Note that a maximum of 64 credits that may be transferred from community colleges. More information on transfer is located in our policies pages and on the link to the permission form.

ADVISING TEACHER EDUCATION STUDENTS

Students who are interested in Teacher Education should seek advising from the School of Education as soon as they enter Stockton to assure that student understand the path to teacher certification. The School of Education is located in J-201, and phone 652-4688. Kate Juliani is a specialist in Teacher Education advising and she is located in the Center for Academic Advising in Campus Center 242, email: kate.juliani@stockton.edu. More information is located on the School of Education website <https://stockton.edu/education/index.html>.

POLICIES AND PROCEDURES

Most of the college policies and procedures are outlined in the College Bulletin, accessible online through the Stockton College website.

Please click [here](#) to consult the “Academic Policies and Procedures” portion of the Academic Affairs website for information on grades, grade appeals, probation, graduation, and the other official policies.

The Center for Academic Advising helps to clarify many of these procedures on our own website at www.stockton.edu/advising. Another way to quickly access our website is to go to

the Stockton homepage and type the word “advising” on the google search bar. Each of the following numbered hyperlinks will assist you with quick information that you will need as a preceptor.

1. [Academic Information](#) – highlights include information on First Year Studies, AP credits, GPA, academic overload, withdrawal from courses, and leave of absence.
2. [Forms](#) – Change of Major, Change of Preceptor, Declaration of Minor, Declaration of Second Degree or Double Major, CAPP Adjustment Form
3. [Preceptor Resources](#): highlights include:- Preceptor Resource Manual, Advising Syllabus, Graduation Check-Out Procedures, How to Run a CAPP audit
4. [Programs of Study](#): Links to majors/curriculum for each school and worksheets are located on the advising website. For detailed information check each individual program’s website.
5. [Declaring a second degree](#): a minimum of 160 total credits must be earned to award two degrees. The declaration form requires signatures from the preceptors in both degrees, as well as academic advising.
6. [Double Major](#): A double BA or a double BS may be earned at Stockton. The double major must be a BA/BA or a BS/BS. A special CAPP degree audit must be fashioned for the double major candidate. Preceptors from both programs and an advisor from Academic Advising must sign the form allowing the student to declare.
7. [Academic Difficulty \(explanation of probation and reinstatement\)](#): When a student’s term and cumulative grade average fall below 2.0, the student is placed on academic probation. A hold is placed on the student’s account and will be removed once the student meets with an advisor in the Center for Academic Advising and develops an academic plan for success.
8. [Transferring courses after matriculation](#): Preceptors must be aware that any current student who wishes to take courses elsewhere must fill out a “Permission to take Courses at Another Institution” form. Only students who have a 2.0 GPA may take courses elsewhere. Permission will not be granted to those students wishing to retake a course for which a “D” or “F” has been earned. A maximum of 64 credits may transfer from community colleges. Thirty-two of the last 48 credits must be earned at Stockton.
9. [Exceptions to Policy](#): Some students may request an exception to General Studies requirements, including substitutions or waivers, or uses of transfer courses to fulfill quantitative reasoning, writing or general outcomes requirements. In such cases, students must submit an email explain the request to Dr. Peter Hagen, Associate Dean of General Studies at peter.hagen@stockton.edu

10. Graduation Check-Out Procedures: Students may graduate in fall, spring, or summer terms. The degree evaluation tool is used to check-out students for graduation. All areas must be “met” for approval to graduate. Your advisee list will show those students who have applied for graduation. If a student has courses that show as “not met” the preceptor will get an email with a graduation resolution form to resolve the issue favorably or to deny the student. The resolution form must be signed by the program coordinator and dean of the school.

11. Appealing to walk in graduation: The commencement ceremony is held once a year in Atlantic City. In the spring of 2018 permission to walk in the ceremony was granted by the Office of the Provost through a graduation eligibility form. Information will be available about “walking in the ceremony” through campus email in spring 2019. Look for details in the spring 2019 semester.



APPENDIX

IMPORTANT DATES, FALL 2018- CALENDAR VIEWABLE AT WWW.STOCKTON.EDU

- September 5– Classes begin
- September 5-12 – Drop/Add period. No “W” appears on transcript
- September 12 – Deadline to drop full-term course with 100% refund
- October 1 – Deadline to file for Fall 2018 graduation with no late fee
- October 19 – Spring 2019 Schedule of Courses posted online
- October 23 – Preceptorial Advising Day (no classes) for Juniors and Seniors
- October 31 – Preceptorial Advising Day for Freshmen and Sophomores; no classes until 3:35 module
- November 13 – Deadline to withdraw from a full-term course with a “W” grade
- November 22 – Thanksgiving Holiday, university closed
- December 11– Fall Term classes end
- December 20 – Grades due for graduating seniors by 12 noon
- December 21 – Grades due for non-graduating students by 5 p.m.

IMPORTANT DATES, SPRING 2019

- January 14 – Classes begin
- January 14-22 – Drop/Add period. No “W” appears on transcript
- January 21 – Dr. Martin Luther King Day of Service, University closed
- January 22 – Deadline to drop a full-term course with 100% refund
- March 9-17 – Spring Break – no classes for 2 Saturdays
- March 22 – Fall 2019 classes posted (view only)
- March 26 – Preceptorial Advising Day for Juniors and Seniors – no classes
- April 3- Preceptorial Advising Day for Freshmen and Sophomores – no classes
- May 4 – Spring term classes end
- April 29-May 4 – Finals Week
- May 6- Grades due for graduating students by 8 a.m.
- May 10 – Commencement Ceremony
- May 15 – Grades due for non-graduating seniors

CAMPUS RESOURCES

Unit:	Location	Extension
The Center for Academic Advising	Campus Center CC 242	X4504
Career Center	Campus Center CC 104	X4650
School of Education	J 201	X4688
Math Lab (tutoring)	J 105K	X4441
Writing Lab (tutoring)	J 105J	X4441
Veteran's Affairs	F 109	X4315
Wellness Center (Counseling)	J204	X4722

MATH SEQUENCE

Faculty and student must pay strict attention to the pre-requisites and eligibility requirements for math courses. Failure to do so could result in a course NOT counting towards graduation. The following list describes some of the common math courses that students take. Students may not complete a lower level math course after taking a course that is a higher-level course. For example: a student may not

FRST 1100 1113 Developmental Mathematics (4 cr., not applicable to degree) Does not count as a Q1 course! **Open only to freshmen. Credit for this course may not be applied toward the degree. Grade of C or better is required to satisfy the College's competency requirement.**

FRST 1103 (4 cr.) **Quantitative Reasoning (Q1) and FRST 1703 (0 cr.)Math Workshop (These courses must be taken concurrently) Grade C or better is required to satisfy the College's competency requirement.**

FRST 1703 (4 cr.)**Math Workshop** (co-requisite for those enrolled in FRST 1103). **This tutorial is designed to assist students enrolled in FRST 1103.**

FRST 2310 (4 cr.)**Algebraic Problem Solving** Prerequisite: Open only to freshmen. **Not open to students with credit for GNM 1126(College Algebra), GNM 2310(Algebraic Problem Solving), or any MATH-acronym course.** No more than 4 credits for FRST 2310, GNM 2310(Algebraic Problem Solving) and GNM 1126(Intermediate Algebra) may be applied toward graduation.

GNM 1124 (4 cr.) **Survey of Mathematics. Not open to students with credit for FRST 1103 (Quantitative Reasoning), FRST 2310/GNM 2310 (Algebraic Problem Solving), GNM 1126 (Intermediate Algebra), or any other math course.** This course features mathematical thinking, placed in the context of real world mathematical modeling. The course thoroughly integrates computer technology into the discussion of mathematical ideas. A good choice for returning adult students who have no college-level math.

GNM 2310 Algebraic Problem-Solving (4 cr.) **Not open to students with credit for FRST 2310, GEN 1135, GNM 1126, or any MATH-acronym course.** Open only to students who have fulfilled the basic

skills competency requirement of C or better in FRST 1103, or mastery of high school algebra. No more than 4 credits for FRST 2310, GNM 1125 or GNM 1126 and GNM 2310 may be applied to graduation. This course is intended for students who are interested in learning how to become better mathematical problem solvers. See online course description for more details.

GNM 1126 Intermediate Algebra (4 cr.) **Not open to students with credit for GEN 1135 (College Algebra), or any other MATH acronym course.** This course is intended to prepare students for Precalculus who seek to improve their algebra skills. Topics include linear, rational, radical, polynomial, exponential and quadratic expressions, inequities, linear systems, functions and their graphs.

GEN 1135 College Algebra (4 cr.) Prerequisite: High school algebra (2 years) and geometry. **Not open to students with credit for any Math acronym course.** Note: A student may not earn more than 4 credits toward graduation by taking both GNM 1126 (Intermediate Algebra) and MATH 1100. **Not recommended for students who intend to study calculus; such students should enroll in MATH 1100 Precalculus Mathematics.**

MATH 1100 (4 cr.) Precalculus Mathematics Prerequisite: GNM 1125(Algebraic Problem Solving), GEN 1126(Intermediate Algebra) or high school algebra (two years) and geometry. **Cannot receive credit for both MATH 1100 and GEN 1135 (College Algebra).**

MATH 2215 (5 cr.) Calculus I Prerequisite: MATH 1100 with grade of C or better or mastery of high school algebra and trigonometry.

MATH 2225 (4 cr.) Discrete Mathematics Prerequisite: MATH 1100 or a working knowledge of high school algebra (two years), geometry, and trigonometry. Not open to students with credit for MATH 3325. Required by CSIS (Computer Science)

CSIS 1206 (4 cr.) Statistics Prerequisite: Mastery of 2 years of high school algebra. Required by CSIS (Computer Science), and all BSNS majors)

BSNS 2120 (4 cr.) Quantitative Business Methods Prerequisite: CSIS 1206, or equivalent. (Required by all BSNS Majors)

MATH 2210 (4 cr.) Calculus for Life Science Prerequisite: Mastery of High School Algebra and Trigonometry. Calculus course intended for students majoring in the life sciences or marine science.