Nondiscrimination Policy
In its active commitment to building a diverse community, Guilford College rejects discrimination on the basis of race, creed, color, religion, national or ethnic origin, gender, sexual orientation, age or disability in admission, employment or access to programs and activities. The college also seeks to avoid discrimination in the administration of educational programs, admission policies, financial aid or any other college program or activity.
Dear Student:

I invite you to join me in exploring a unique higher education institution that has faithfully served thousands of students since 1837. Guilford College is distinguished from hundreds of other small liberal arts colleges by its longstanding commitments to undergraduate teaching, social justice and a mission and set of core values rooted in our Quaker heritage.

As part of its strategic plan through 2010, the college restated its mission:

“To provide a transformative, practical and excellent liberal arts education that produces critical thinkers in an inclusive, diverse environment guided by Quaker testimonies of community, equality, integrity, peace and simplicity and emphasizing the creative problem-solving skills, experience, enthusiasm and international perspectives necessary to promote positive change in the world.”

Our core values of community, diversity, equality, excellence, integrity, justice and stewardship are enduring tenets that guide student recruitment, academic programs and business practices as well as the manner in which we interact with one another day to day. I encourage you to incorporate these values into your college experience.

At Guilford, teaching matters most. Being called a “great teacher” is about the highest accolade that a faculty member on this campus can receive, and many do. I teach a class each spring semester because it’s one way this president can stay connected with the academic program and with students and their concerns. Students and alumni speak of the student-teacher relationship as a major reason they chose Guilford, succeeded in their pursuit of a degree and remain loyal to the college.

Another one of Guilford’s distinctions is that the college prepares students to engage in principled problem solving as a means to achieve an excellent and practical liberal arts education and as a way to contribute creative solutions to existing and emerging problems in the community, state, nation and world.

In many ways, Guilford has been teaching principled problem solving for years, but now it is being incorporated throughout our curriculum. The college has a wide range of academic programs that include novel offerings such as forensic biology, peace and conflict studies and environmental studies.

Guilford has transformed many lives since its founding as the New Garden Boarding School more than 170 years ago. By choosing this college, I am confident the same can happen to you. I invite you to explore the college further by visiting our Web site, www.guilford.edu, or speaking with a representative of our Office of Admission or Center for Continuing Education.

My very best wishes in all your academic pursuits,

Kent John Chabotar
President and professor of political science
Guilford College
Guilford College

**Statement of Purpose**

*adopted by the Guilford College Faculty and Board of Trustees, 1985*

Guilford College is an educational community which strives to integrate personal, intellectual, physical and spiritual growth through participation in several rich traditions. These traditions include liberal arts education which values academic excellence and stresses the need in a free society for mature, broadly educated men and women; career development and community service which provide students, whatever their age or place in life, with knowledge and skills applicable to their chosen vocations; and Quakerism, which places special emphasis on helping individuals to examine and strengthen their values. We believe that the wise and humane use of knowledge requires commitment to society as well as to self.

The Quaker heritage stresses spiritual receptivity, candor, integrity, compassion, tolerance, simplicity, equality and strong concern for social justice and world peace. Growing out of this heritage the college emphasizes educational values which are embodied in a strong and lasting tradition of coeducation, a curriculum with intercultural and international dimensions, close individual relationships between students and faculty in the pursuit of knowledge, governance by consensus and a commitment to lifelong learning.

Guilford College expects each student to develop a broad understanding of our intellectual and social heritage, and at the same time to develop a special competence in one or more disciplines. Flexibility in the curriculum encourages each student to pursue a program of studies suited to personal needs, skills and aspirations.

While accepting many traditional educational goals and methods, the college also promotes innovative approaches to teaching and learning. Both students and faculty are encouraged to pursue high levels of scholarly research and creativity in all academic disciplines. Guilford particularly seeks to explore interdisciplinary and intercultural perspectives and to develop a capacity to reason effectively, to look beneath the surface of issues, to understand the presuppositions and implications of ideas and to draw conclusions incisively, critically and with fairness to other points of view.

The college desires to have a “community of seekers,” individuals dedicated to shared and corporate search as an important part of their lives. Such a community can come about only when there is diversity throughout the institution—a diversity of older and younger perspectives, a diversity of racial and cultural backgrounds, a diversity of beliefs and value orientations. Through experiencing such differing points of view, we seek to free ourselves from bias.

As a community, Guilford strives to address questions of moral responsibility, to explore issues which are deeply felt but difficult to articulate and to support modes of personal fulfillment. The college seeks to cultivate respect for all individuals in an environment where considered convictions, purposes and aspirations can be carried forward.
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The Guilford College Catalog contains information about the educational climate, the academic programs and the campus life at Guilford College. In addition, it explains the degree requirements and academic regulations, describes the course offerings, and lists the faculty and administrative staff. The college reserves the right to change any provision, offering, fee, or requirement at any time to carry out its objectives and purposes. Please refer to the Guilford College Catalog online at www.guilford.edu/catalog for updates.
I. INTRODUCTION TO GUILFORD COLLEGE

MISSION

Guilford’s purpose is to provide a transformative, practical and excellent liberal arts education that produces critical thinkers in an inclusive, diverse environment, guided by Quaker testimonies of community, equality, integrity, peace and simplicity and emphasizing the creative problem-solving skills, experience, enthusiasm and international perspectives necessary to promote positive change in the world.

Toward that end the college provides:

• Student-centered instruction that nurtures each individual amid an intentionally diverse community;
• A challenging academic program that fosters critical and creative thinking through the development of essential skills: analysis, inquiry, communication, consensus-building, problem-solving and leadership;
• A global perspective that values people of other cultures and the natural environment in which we all live;
• A values-rich education that explores the ethical dimension of knowledge and promotes honesty, compassion, integrity, courage and respect for the individual;
• Access to work and service opportunities that forge a connection between thought and action.

Guilford seeks above all to create a special kind of learning community. We are not perfect at this. Our goal of creating independent thinkers and change agents necessarily pulls against the needs of community, and our great diversity of backgrounds sometimes works against our professed acceptance and equal respect for all individuals. We are as a community at best in a perpetual state of becoming.

We intend to continue to work toward being that community: a learning community defined somewhat paradoxically by both challenge and nurture, a community which produces compassionate graduates who are independent thinkers, risk-takers and change agents possessing a strong moral compass.

CORE VALUES

The college’s seven core values are based on, and consistent with, the five Quaker testimonies. Indeed, three testimonies—community, equality and integrity—are also core values. Core values are the essential and enduring tenets of the institution.

• Community. We are committed to the cultivation of positive relationships between, and common experiences among students, faculty and staff.
• Diversity. We are committed to creating an academic institution where a variety of persons and perspectives are welcome. We are committed to providing an environment where students from non-white cultures and backgrounds may succeed.
• Equality. We are committed to creating an institution and a society where everyone is appreciated and judged based on their contributions and performance rather than gender, race, religion, sexual identity or socio-economic condition. Through the work of this institution, we will both create awareness of and work especially to eliminate
individual and institutional racism.

- **Excellence.** We are committed to setting high standards of academic rigor in courses and creating high expectations for achievement by everyone in our community. We seek the personal and intellectual transformation of our students.

- **Integrity.** We are committed to creating a community that acts with honesty and forthrightness, holding ourselves to high academic and ethical standards and dealing with everyone with respect.

- **Justice.** We are committed to peacefully resolving conflict, sharing economic and natural resources and achieving parity in educational opportunity.

- **Stewardship.** We are committed to making decisions that will ensure the long-term survival of this institution. We must maximize the value of our human, financial and physical resources in ways consistent with our Quaker heritage.

**PRINCIPLED PROBLEM SOLVING**

Principled Problem Solving is a central and unifying aspect of Guilford College’s practical liberal arts educational experience. PPS builds on the knowledge, skills, interests and life experience of faculty, students, staff and community members in focusing on a broad range of problems and opportunities. Principled Problem Solving as topic and practice emerges from Quaker testimonies and is grounded in Guilford’s seven articulated core values (whole section on these just above).

The Center for Principled Problem Solving was established in 2007 to deepen the understanding of PPS at Guilford. This interdisciplinary, college-wide center works to enhance and promote student, faculty, staff and community participation in PPS projects that put Guilford’s core values to work in the world. These projects help Guilford students to learn to address problems and engage opportunities critically, creatively, constructively and with courage and conscience.

PPS at Guilford is organized in three distinctive yet overlapping categories or levels. These levels correspond to classroom and engaged learning activities beginning in their first semester and available through the senior capstone experiences. The three levels of PPS are:

- **PPS Foundations:** Critical thinking analysis, skills and values. Guilford students are able to generate valuable questions and approach problems and issues by writing well, making use of quantitative data, understanding historical context, possessing ethical sensitivity, learning from cross-cultural experiences and combining creativity, imagination and discipline.

- **PPS Practices:** Case studies in the classroom. Problem-solving skills are honed and defined through the examination and analysis of real and hypothetical examples. Invited PPS speakers and conferences supplement this aspect of the PPS curriculum.

- **PPS Application:** PPS projects and a wide range of other engaged learning and scholarship opportunities at Guilford provide our students with opportunities to put our core values to work in the world. These learning opportunities help to shape our world by addressing complex problems and identifying opportunities for advancing human fulfillment in a variety of contexts.
CAMPUS
The Guilford campus occupies 340 wooded acres in northwest Greensboro, N.C. Most college buildings show a Georgian influence. The campus includes a forest, exercise and nature trails and a small lake. These contribute to the college’s quiet, serene and friendly atmosphere.

THE STUDENT BODY
Guilford students come from all across the United States and 15 other nations. About 1,400 students are traditional-age undergraduates, 1,140 are 23 years of age or older and are enrolled in the Center for Continuing Education and 95 are enrolled in The Early College at Guilford, which include high school students completing their secondary education and two years of work toward a bachelor’s degree.

Guilford recognizes the special abilities of college students with physical impairments and learning differences. Through the Office of the Academic Dean, the college endeavors to serve the individual learning needs of any such student upon request. The request should be supported by appropriate medical documentation. The plan for these students may adjust the normal instructional process with untimed exams or innovative approaches to assignments. The Learning Commons coordinates and refers resources for these students. Guilford’s normal nondiscriminatory admission policy governs the admission of these students. The standard policies on academic standing and the prescribed graduation requirements also apply.

THE FACULTY
Guilford attracts teachers of outstanding ability, creativity and enthusiasm. The faculty consists of 132 full-time members supplemented by a number of qualified part-time instructors.

The Guilford faculty has excellent professional credentials. Approximately 83 percent have received doctoral or equivalent terminal degrees from leading universities in the United States and several other countries.

With an average student-faculty ratio of 16:1, students can consult with their teachers about their studies and careers. Students and faculty interact on a first-name basis and friendships between them are common. They often share professional and vocational interests inside and outside the classroom and join together in campus and community activities.

The faculty’s primary commitment is to undergraduate teaching. They see learning as a common venture with students into life’s key questions.

QUAKER HERITAGE
In 1837, Guilford opened its doors as New Garden Boarding School founded by the Religious Society of Friends, known as Quakers.

In 1888 the academic program was greatly expanded and the school renamed Guilford College. Today, Quakers make up about six percent of Guilford’s student body and approximately eight percent of the faculty and administrative staff. The college continues to appreciate and honor its Quaker heritage as the foundation for its character, distinctiveness and quality.

Quakerism has traditionally represented a mode of life rooted in simplicity, one that highly regards the individual, peace and social concern. It also has been a mode of inquiry, a search for truth by the individual sustained by the whole community of seekers.

These characteristics have nourished the college from its beginnings. Guilford’s original purpose was to train responsible and enlightened leaders, both women and men. Its method was the liberal arts, viewed not as a static body of knowledge but as a stimulus to intellectual
and spiritual growth.

The Friends tradition harmonizes well with the college’s atmosphere of free inquiry. Liberal education requires an atmosphere of academic and personal freedom, founded on intellectual and moral responsibility and an atmosphere of commitment to ethical values and human beings. The combination of these qualities contributes to Guilford’s character.

Through the years Guilford has remained true to the vision of its Quaker founders. It has continually sought new methods of challenging students, bringing them into contact with vital ideas and experiences and helping them to arrive at their fullest potential as individuals and as members of society.

**Friends Center at Guilford College.** Friends Center at Guilford College was established by the Board of Trustees in 1982 to strengthen the bonds of the college with the Religious Society of Friends. The center provides opportunities for education and information about Quakerism, in addition to serving as a Quaker resource center for the southeastern United States. Friends Center sponsors the Guilford campus ministry program, the annual campus Quaker Festival Week and the Quaker Renewal Program in the wider Friends community.

An advisory committee composed of representatives from the college and two North Carolina Yearly Meetings works with the center’s staff to develop Quaker studies programs on and off campus. The center also brings nationally and internationally known Friends to campus through Distinguished Quaker Visitor programs. Friends Center programs are supported by the generous contributions of members of the two North Carolina Yearly Meetings of Friends, by those of other concerned Quakers and by the college.

**Campus Ministry.** Consistent with the college’s Quaker heritage, the Campus Ministry Office works to facilitate campus religious organizations of all faiths provide assistance for emerging groups, encourage dialogue among different religious groups and aid community members in the process of spiritual discernment. Ongoing programs include small group “seekers sessions,” daily and weekly worship opportunities, fall and spring break work trips, teas, forums and the annual Religious Emphasis Week.

**The Quaker Leadership Scholars Program.** The Quaker Leadership Scholars Program (QLSP) enables members of the Religious Society of Friends to combine their academic pursuits at Guilford with community activities in a way that strengthens their involvement with Friends. Participants commit to a four-year program involving mentoring, small-group discussions, spiritual direction, leadership development, Quaker studies and internships. Financial assistance for college costs and participation in a wide variety of Quaker activities is provided. QLSP is a cooperative program of the Guilford Initiative on Faith and Practice, the Office of Student Financial Assistance and Planning, and the Office of Admission, with assistance from Friends Center.

**THE GUILFORD COLLEGE COMMUNITY**

**HISTORY**

The land, described as “this majestic wilderness,” was settled in the 1750s by Quakers who named it New Garden. John Woolman, the Quaker missionary who visited the settlers shortly thereafter, called them “planters of truth in the province.”

During the American Revolution this peaceful scene was disturbed by the decisive Battle of Guilford Courthouse, four miles to the north. Quakers cared for the wounded of both sides and buried the dead in New Garden Meeting’s cemetery. Today one can see a
marker to the unknown British soldiers interred there as well as visit the battlefield, now a national military park.

By the 1830s large numbers of Quakers in the South had moved to free states in the North, owing to their opposition to slavery and involvement in anti-slavery causes. The Quakers who farmed what is now the Guilford College campus were among the founders of the southern branch of the Underground Railroad, and the Guilford Woods preserves parts of the old forest which harbored fugitives fleeing their enslavement.

To assure a continuing commitment to educate the youth of the Religious Society of Friends, the remnant Quaker community decided to establish a boarding school on a coeducational basis; it was chartered in 1834 and opened in 1837 as New Garden Boarding School. The school did not close during the Civil War, as its young men did not march off to fight, and teachers and administrators of the school refused induction into the Confederate army. Following the war, Northern Friends aided the few Quakers remaining in the South to rebuild their community, strengthening the Boarding School and preparing it to become a college, building a system of Quaker schools and schools for recently emancipated slaves and improving the economy through innovative agricultural practices.

This led to the development of Guilford College, the fourth oldest degree-granting institution in North Carolina. The college remained largely isolated until the 1920s, when the old trail to Greensboro became The Friendly Road. The street name still symbolizes the long-standing friendship between town and gown. Today the campus is an area of greenery, quiet and scholarship within Greensboro’s city limits. It is one of the very few college campuses in the nation listed by the United States Department of the Interior as a National Historic District.

THE CITY AND ITS EDUCATIONAL ENVIRONMENT

Guilford is located in northwest Greensboro, third largest city in North Carolina. The city’s population is approximately 232,000, with approximately 1.3 million people living in the metropolitan area.

Within a 25-mile radius are located seven other colleges and universities at which Guilford students may take courses: Bennett College, Elon University, Greensboro College, Guilford Technical Community College, High Point University, North Carolina Agricultural and Technical State University and the University of North Carolina at Greensboro. Lectures, concerts, symposia and films offered by these institutions are usually open to Guilford students.

The Eastern Music Festival and School, in residence on the Guilford College campus, provides an exceptional summer concert series with presentations on campus by professional as well as student musicians.

Close to Guilford are New Garden Friends Meeting, Friendship Friends Meeting and Friends Homes (a retirement community that provides highly skilled volunteers in several areas of college life as well as internships and employment for Guilford students). North Carolina Yearly Meeting offices are nearby and serve the college community in various capacities.

Also in close proximity to the college is New Garden Friends School, which rounds out the multigenerational community surrounding Guilford and provides additional internship and research possibilities.

THE CLIMATE

The local climate is mild and generally pleasant, making it possible to engage in outdoor sports during every month of the year. Winters are sunny, and although there may be some snowfall, extremely cold weather is rare. Spring comes early, with flowering trees and shrubs...
from early March through June. Autumn is especially congenial.

ACCESSIBILITY

Guilford is easily reached from the Piedmont Triad International Airport, five miles west; from Interstate 40, two miles south; or from Interstate 85, eight miles southeast. A nearby Amtrak station affords daily access to major cities throughout the Southeast.

The college is within a half-day’s drive of both the seacoast and the Great Smoky Mountains.
II. THE ACADEMIC PROGRAM:  
AN OVERVIEW AND INTRODUCTION

Guilford stresses breadth and rigor in its academic program. As a Quaker-founded college, it offers an educational experience that emphasizes the study of human values and the inter-relatedness of the world’s knowledge and cultures.

The curriculum prescribes for all students a basic framework from which they choose courses. This framework consists of a set of general education requirements and 38 major fields in which students can pursue studies in depth.

Guilford also supports students in creating individualized programs and in selecting studies that will best contribute to their own development and interests. Faculty advisors readily assist students in exploring their interests and abilities and in relating their courses of study to future plans.

Students with varied talents and aims may profit from different methods of instruction. Guilford deliberately offers a selection of educational experiences: courses combining lectures with discussion or laboratory; seminars demanding more direct participation by the student; and opportunities for independent study.

The college encourages off-campus learning and study abroad opportunities, and instructors, advisors and the staff in the Office of Career and Community Learning help students design internships in the community as a way of relating study and work experiences.

THE FIVE ACADEMIC PRINCIPLES

The Guilford curriculum and other educational experiences are based on the following academic principles.

1. **Innovative, student-centered learning**
   
   Guilford embraces effective and adventurous pedagogy. Learning formats are chosen to promote dynamic exchange among students and between students and faculty.

   Throughout, Guilford places the individual student at the core of its educational mission. In an environment committed to the value of interdependence, each student is encouraged to develop an individual viewpoint through the sharing of ideas with other members of the college’s intentionally diverse community.

2. **Challenge to engage in creative and critical thinking**

   Guilford emphasizes these activities: identifying and solving problems; delving below the surface of things to understand phenomena in their complexity; considering how frameworks and perspectives affect observations and analyses; appreciating the interplay of believing and doubting; and combining intuition, imagination and the aesthetic sense with reasoning, quantitative analyses and factual knowledge.

   Students learn not only to develop and synthesize ideas but also to articulate them clearly via the spoken and written word and other forms of creative expression. In particular, Guilford emphasizes writing as a mode of both learning and communicating, and thus students write intensively throughout their years here. Guilford especially values courses that connect different ways of knowing: hence the college’s interdisciplinary emphasis.

3. **Cultural and global perspectives**

   Guilford strives to prepare students to be citizens of the world. Thus the curriculum
is designed to encourage students and faculty to respect and learn from people of other cultures and also to foster an understanding of ecological relationships within the natural environment. By interacting with people from different cultures and gaining sensitivity to other ways of life, students deepen their academic investigation of Western and other traditions. In the process, students are challenged to envision better societies and to work collectively with others toward mutual benefit.

4. **Values and the ethical dimension of knowledge**

   The Quaker ethos deeply influences the academic program as it does all other aspects of college life. In particular, the curriculum nurtures the spiritual dimension of wonder, the pursuit of meaning in life and sensitivity to the sacred. It also promotes consciousness of those values necessary to successful inquiry: honesty, simplicity, equality, tolerance.

   The college’s courses explore the ethical dimension of knowledge. This often requires close attention to such issues as gender, race, ethnicity, religion, social justice and socioeconomics in historical and contemporary contexts.

5. **Focus on practical application: vocation and service to the larger community**

   Noting Quaker founder George Fox’s call for schools to teach “things civil and useful,” Guilford’s teachers help their students choose majors and sequences of supporting courses that fit their interests and aptitudes and lead to work and service possibilities that will bring personal fulfillment and challenge. The college also upholds each individual’s obligation to the larger community: thus its commitment to personal responsibility, social justice, world peace, service and ethical behavior. Rooted in the Society of Friends’ social testimonies, the college aims to help its graduates learn to evaluate the effects of their actions and the implications of their decisions.

**THE CURRICULUM**

The curriculum consists of five tiers:

I. **Foundations**
II. **Explorations (Breadth and Critical Perspectives)**
III. **Major**
IV. **Minor**
V. **Capstone.**

Students must complete requirements in each of these five tiers. The general education requirements consist of the Foundations, Explorations and Capstone tiers.

Students need a minimum of 128 credits for graduation, so the remaining courses a student takes may either count as electives or establish a second major and/or minor.

Students who expect to study abroad or who plan to spend a semester off campus in an internship program should plan ahead carefully to fulfill requirements.

I. **FOUNDATIONS**

   Throughout their time at Guilford, students will develop skill competencies in the following specific areas:

   - Writing
   - Oral Communication
   - Research
   - Information Technology
   - Quantitative Reasoning

   The platform for these competencies occurs generally in the Foundations courses;
students then continue to develop these competencies during their course of studies. The IDS 400 course represents the completion of this development at Guilford.

The four required Foundations courses, which provide solid grounding in Guilford’s five academic principles, are:

1. The First Year Experience (FYE 101, FYE 102). The First Year Experience is for Traditional-age students. CCE students and graduates of The Early College at Guilford are exempt from this requirement. FYE aids in the academic and social transition to college life. This requirement includes a four-credit course and a one-credit lab. The four-credit course engages students in significant interactive and values-based inquiry. With a focus on speaking, listening and experiential learning, each FYE course explores an interdisciplinary content area. The FYE 102 First Year Experience Lab helps introduce students to Guilford College and includes such topics as learning strategies, time management, computing, choice of career and major, library use and the honor code and academic honesty. The instructor for the course serves as the student’s academic advisor until the student declares a major. If a Traditional-age student enters with 12 or more credits they are exempt from this requirement. Minimum grade to satisfy this requirement: D- for FYE. Students who fail this requirement may not retake this course but instead must take and pass (D- or better) an additional Historical Perspectives (see below) course or take and pass (D- or better) an additional interdisciplinary course (see below).

• Traditional-age transfer students entering the spring semester with fewer than 12 credits must take the FYE 101, if offered, to satisfy the requirement. If the FYE 101 is not offered, the student must satisfy the requirement in one of the following three ways: (1) take FYE 101 in the following fall semester, (2) take a second IDS 400 or (3) take a non-IDS 400 course with interdisciplinary content that is approved by the FYE coordinator in consultation with the interdisciplinary division chair, and that is not being used to satisfy another requirement.

2. College Reading and Writing: Many Voices (ENGL 102). This course provides a main site for identifying and working on the reading and writing skills that students need as members of the Guilford community. Course emphases include invention, arrangement, style, revision and editing, as well as college-level reading strategies.

Embracing the value of multicultural issues and perspectives in our society, the theme of the course is “Many Voices.” Readings celebrate a range of diverse populations that collectively define the American landscape, groups including Native Americans and Americans of African, Asian, Hispanic, Jewish and Arab descent.

To enroll in ENGL 102 requires a prerequisite of either a C- or better in ENGL 101, SAT/ACT scores of 530/23, or placement by the writing director. The English department reviews student essays at the beginning of each semester to confirm correct placement. Students with scores of three, four or five on an English AP exam are exempt from ENGL 102

• Minimum grade to satisfy this requirement: D-.

3. Historical Perspectives (Offered by departments throughout the college). This course focuses on historical change and how individuals and groups both initiate change and

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respond to social, economic and political forces. Taught by professors from across the college, Historical Perspectives courses link with College Reading and Writing in a two-semester first-year writing sequence. Course focuses include critical and research writing and responsible use of the Internet. Historical Perspectives courses are indicated with the letters “HP” at the beginning of the course title. Courses without this designation will not satisfy this requirement.

- Minimum grade to satisfy this requirement: D-.

4. Foreign Language. This course provides an intensive, interactive experience in learning a foreign language and culture that prepares students to continue to be lifelong learners of languages and cultures. All incoming Traditional-age students without relevant transfer credit take a foreign language placement exam designed by the foreign languages department; those who score below the minimum (see below) must satisfy the foreign language requirement by taking a 101-level course. Such courses are offered in French, German, Japanese and Spanish.

CCE students may also satisfy this requirement either by passing the foreign language placement exam or taking a 101-level course in French, German, Japanese or Spanish. CCE students may also take SPAN 111. Traditional-age students are not eligible to take SPAN 111.

For the foreign language requirement to be waived, a student must qualify for a learning disability as defined by the state of North Carolina. If the foreign language waiver is granted, the student must substitute a course with an international or intercultural emphasis that has been approved by the foreign language department.

Foreign students whose native language is not English will be exempted from the foreign language requirement. No credit will be awarded for their native language unless they wish to enroll in an advanced-level course.

- Minimum grade to satisfy this requirement: D-.

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THERE IS NO PLACEMENT EXAM FOR JAPANESE.

QUANTITATIVE LITERACY

Guilford also has a Quantitative Literacy requirement. Students may satisfy it in several ways:

1. Earning a Math SAT score of 650,
2. Receiving a score of 15 or below on the Guilford Quantitative Literacy test
3. Taking GST 110, a 2 credit course that focuses on quantitative literacy or
4. Passing any mathematics course offered at Guilford or a transfer course equivalent.
II. EXPLORATIONS
A. Breadth

To gain educational experiences in each of the five disciplinary divisions, students are required to take one “Breadth” course in each of these divisions. The following list identifies these disciplinary divisions, as well as the academic departments belonging to each (interdisciplinary programs like African American studies and environmental studies span the areas of study but are not primarily located in any one of them).

Not all courses taught in each of these divisions will satisfy this requirement. Those courses that do satisfy one of the Breadth requirements are so identified in individual course descriptions.

- **Arts**
  Art, Music, Theatre Studies

- **Business and Policy Studies**
  Accounting, Business Management, Justice and Policy Studies, Sport Studies

- **Humanities**
  English, Foreign Languages, History, Philosophy, Religious Studies

- **Natural Sciences and Mathematics**
  Biology, Chemistry, Geology and Earth Sciences, Mathematics, Physics

- **Social Science**
  Economics, Education Studies, Political Science, Psychology, Sociology & Anthropology
  - Minimum grade to satisfy the Breadth requirement: D- in each of the courses taken to satisfy this requirement.

B. Critical Perspectives

Additionally, each student must complete three specially designated critical perspective courses. These three courses can double-count with Breadth courses, a Historical Perspectives course, major and minor courses or a capstone course. Those courses that will satisfy the Critical Perspectives requirement are so identified in individual course descriptions. Only courses so designated may be used to satisfy this requirement. The three categories are:

1. **Intercultural**, which focuses on an approved course on Africa, Asia, Latin America or the Middle East.
2. **Social Justice/Environmental Responsibility**, which focuses on race, class, gender, sexual orientation or the environment.
3. **Diversity in the U.S.**, which explores sub-cultures within the United States.
  - Minimum grade to satisfy the Critical Perspectives requirement: D- in each of the courses taken to satisfy one of the three requirements.

III. THE MAJOR

Each student must choose a major field of specialization. It is expected that students should declare a major by the time they have earned 32 credit hours and submit the appropriate form to the registrar’s office.

Students may pursue options outlined below, including disciplinary majors, double majors, joint majors or interdisciplinary majors.

- Minimum grade to satisfy the major: C- in each of the courses required for the major.

For a student to earn a major at Guilford, the student must complete at least half of the major credit requirements at Guilford. This requirement applies to all majors a student earns.
If a student returns to Guilford following graduation to complete a second major, the designation of the original major will not be changed, but a notation will be made that the requirements for the second major have been met.

**Disciplinary Majors**

All majors require a minimum of 32 credit hours. Certain majors require a larger number of credit hours. See the information about the specific department in Chapter IV for all requirements for completing that major.

Major programs in accounting, African American studies, business management, community and justice studies, computing and information technology, computer information systems, criminal justice, education (K-6), education (9-12), forensic accounting, forensic biology, history, political science and psychology may be completed through either daytime or evening classes.

The major must be earned at Guilford.

**Double Majors**

A double major is two distinct majors of which one must be a disciplinary major. To earn a double major, a student must complete all requirements for each of the two majors. With a double major, no minor is required for graduation. If these two majors offer different degrees (A.B., B.S., B.F.A.), only one degree will be awarded to the student. The student will choose which degree is awarded. Both majors, however, will be listed on the student’s permanent academic transcript.

Students wishing to have more than one major must take a minimum of 32 credit hours in each major. The 32 credit hours for each major must not overlap with the other major.

Both majors must be earned at Guilford.

**Joint Majors**

A student may choose to petition for a joint major in two disciplines, involving a waiver of the 32-credit requirement for a major, subject to the following limitations:

- the total number of credits earned for the combination of the two majors cannot be fewer than 56 and for either one of the majors cannot be fewer than 24.
- both departments involved in the joint major must approve of the joint major, and either department may prescribe any or all courses that must be completed satisfactorily.
- the associate academic dean must approve the joint major (for consideration, the petition must be brought to the associate academic dean at least one semester in advance of the intended graduation date).
- interdisciplinary majors cannot be used as one of the two majors.

There are normally two types of joint majors.

1. Students may joint-major in two closely related fields, such as mathematics and physics, taking some courses that are appropriate for both. Or a student wishing to major in psychology and in sociology and anthropology might petition for a joint major utilizing the course in Class, Race and Gender for both.

2. Students may, with the advice and consent of two departments, wish to focus upon two very different areas, perhaps on one of the traditional arts and sciences and on one of the pre-professional fields. Such a student might petition for a joint major, for example, in art and business management.

Both majors must be earned at Guilford.

**Interdisciplinary Majors**

A student selecting an interdisciplinary major completes a minimum of 32 credit hours (eight courses) in that field as specified by the program. With the exception of integrative studies and peace and conflict studies, all interdisciplinary majors require that students
double-major with a disciplinary major. Both majors must be completed at Guilford.

IV. THE MINOR
In addition to the major course work, each student who is not pursuing a double major, triple major, or joint major must choose a minor. A minor is a focused collection of a minimum of 16 credit hours that either provide a second, mini-depth area or involve study related to the major. Students are free to take any minor so long as it does not have the same name as the major; thus an English major would not be able to use an English minor to satisfy the minor requirement. Other conditions for combining specific majors and minors are described for specific departments in Chapter IV. Minors may be either disciplinary or interdisciplinary.

• Minimum grade to satisfy the minor: D- in each of the courses required for the minor.

Students should declare a minor by the time they have earned 32 credit hours and submit the appropriate form to the registrar’s office.

See Chapter V for additional information on minors.

V. CAPSTONE (IDS 400)
Each student who has senior status (a minimum of 88 credits completed) must take an interdisciplinary studies (IDS) course with a 400-level prefix (e.g., IDS 412: Nature, Culture, Religion). Students may take an IDS 400 class before they have earned 88 credit hours; however, under no circumstances will the course satisfy the IDS requirement if the student has not already completed 88 credit hours prior to when the course began.

The IDS course will allow students to draw upon the knowledge and skills gained from previous college work and explore issues that cross traditional disciplinary lines. Cross-disciplinary writing will be a principal focus.

ELECTIVES
Sufficient electives are needed to fill out the minimum of 128 credits needed for graduation. Electives may be taken in any department or field to supplement the student’s interests.

There are some limitations on the number of credit hours a student may earn in independent studies, internships and physical education classes. For detailed restrictions please refer to the sections on independent studies, internships and physical education classes.

### REQUIRED GENERAL EDUCATION COURSES

<table>
<thead>
<tr>
<th>FOUNDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-Year Experience</strong> -- FYE 101, 102 – 2 courses (CCE students and graduates of The Early College at Guilford are exempted from this requirement)</td>
</tr>
<tr>
<td><strong>College Reading and Writing: Many Voices</strong> -- ENGL 102 – 1 course</td>
</tr>
<tr>
<td><strong>Historical Perspectives</strong> – 1 approved course; may double-count with major or minor</td>
</tr>
<tr>
<td><strong>Foreign Language 101</strong> – 1 approved course or test placement (CCE students may also use SPAN 111 to satisfy this requirement)</td>
</tr>
<tr>
<td><strong>Quantitative Literacy</strong> – test placement or 2-credit quantitative course or any Guilford math course or equivalent</td>
</tr>
</tbody>
</table>
ACCREDITATION AND AFFILIATION

Guilford is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30330-4097; telephone number 404-679-4501; www.sacscoc.org) to award baccalaureate degrees. It is also affiliated with the Council on Post-secondary Education.

Guilford is on the list of colleges and universities approved by the American Medical Association, and the teacher education program is accredited by the North Carolina Department of Public Instruction and the National Council for the Accreditation of Teacher Education.

Credits earned at Guilford are accepted at face value in admission to graduate and professional schools and in certification of teaching.

Guilford holds membership in a number of organizations formed by colleges and universities: the Association of American Colleges and Universities, the American Council on Education, the North Carolina Adult Education Association, the National Association of Independent Colleges and Universities, the North Carolina Association of Independent Colleges and Universities, the North Carolina Honors Association, the National Collegiate Honors Council, the Friends Association for Higher Education, The College Board, the Southern University Conference and the North Carolina Association of Colleges and Universities.

Guilford is listed in the Baccalaureate Colleges-Liberal Arts category by the Carnegie Foundation for the Advancement of Teaching.
III. Graduation Requirements; Degrees and Cooperative or Dual-Degree Programs Offered

Graduation Requirements

Guilford College uses semester hours for units of credit.

For the baccalaureate degree, students must:
• earn a minimum of 128 semester hours of credit;
• earn a minimum cumulative grade-point average of C (2.00);
• complete a minimum of 32 semester hours of credits at Guilford;
• complete half their major(s) while enrolled at Guilford;
• complete half their minor(s) while enrolled at Guilford;
• spend their last semester of study at Guilford;
• file their application for degree candidacy online at least one semester before their anticipated date of graduation.

The "C-credit Accumulation Plan" is an alternative to the four-year degree and is normally adopted after a period of academic separation from the college. The plan requires prior approval of the associate academic dean and the completion of 128 semester credits (64 semester credits at Guilford) with a grade of C (2.00) or higher in each course. While only grades of C (2.00) and better count toward graduation, a grade below C results in permanent dismissal. Transcripts for student on the plan indicate actual grades.

Once all requirements for graduation have been completed, students are only allowed to participate in the ceremony for which they apply to graduate.

Degrees Offered

Guilford offers three baccalaureate degrees. The Bachelor of Arts degree may be awarded in any of 26 major fields; the Bachelor of Science, in 15; the Bachelor of Fine Arts, in one.

A student majoring in biology, chemistry or geology is awarded a Bachelor of Arts degree unless extra work is done to earn a Bachelor of Science degree. An art major may pursue either a Bachelor of Arts or a Bachelor of Fine Arts.

Cooperative or Dual-Degree Programs

Cooperative programs are those in which students take a portion of their undergraduate work (usually three years) at Guilford, completing an additional one to two years at a cooperating institution. At the end of the specified period of time, the student receives a baccalaureate degree from Guilford and a more specialized professional certificate or degree from the second school.

Admission to Guilford does not automatically qualify students for admission to a cooperative program. Students must apply to the schools sponsoring programs that interest them, and their admission is the prerogative of those schools.
Engineering

A student who seeks to complete an engineering degree may take courses at Guilford in mathematics, physics and chemistry, as well as courses that satisfy liberal arts general education requirements. If the student earns a cumulative grade-point average above 3.00 (B) at the end of the sophomore or junior year, she/he may choose to transfer to an engineering college or to continue and earn a degree at Guilford. Since requirements for this program are very specific, interested students should consult with the advisor of the program before their first semester. Advisor: Thomas P. Espinola, physics department.

Environmental Management and Forestry

The college offers a cooperative program with Duke University leading to graduate study in natural resources and the environment. The program accepts students after three years of undergraduate study or upon completion of the baccalaureate degree.

At Duke's Nicholas School of the Environment, students can pursue a professional master's degree in environmental management or forestry or a doctoral degree in coastal systems science and policy, earth and ocean sciences or environmental sciences and policy.

With appropriate guidance, highly qualified students can reach a satisfactory level of preparation for graduate work in the School of the Environment after three years of coordinated undergraduate study. The student must fulfill all the general education requirements by the end of the junior year at Guilford. At the end of two full-time semesters at Duke, the student will have completed the undergraduate degree requirements, and a degree will be awarded by Guilford. After four semesters at Duke, in which a minimum of 48 credits is earned, the student may receive one of two professional degrees, either the Master of Forestry or Master of Environmental Management, from Duke's School of the Environment.

The cooperative college program does not guarantee admission to Duke. Students who wish to enter the Nicholas School of the Environment, whether after the junior year or completion of the baccalaureate, must submit an application for admission by February 15 preceding the academic year in which they desire to begin study at Duke.

An undergraduate major in one of the natural or social sciences, business or environmental science is good preparation for study at Duke, but students with other undergraduate majors are considered for admission. All prospective students should have at least one introductory course in ecology, calculus, statistics and microeconomics and a working knowledge of microcomputers for word processing and data analysis. Advisor: Lynn J. Moseley, biology department.

PRE-PROFESSIONAL OPTIONS

Pre-Medicine, Pre-Dentistry

Students interested in careers in medicine, dentistry, podiatry, osteopathy, chiropractic, pharmacy or optometry must fulfill the prerequisites at Guilford for professional school admission. Health professions advisors provide detailed information on various careers, as well as on professional school admission requirements, application procedures and special programs for minority students. Also available are application materials, financial aid information and study materials for entrance examinations (such as Medical College Admission Test and Dental Admission Test).

A health professions advisor assists the student in planning an individualized program of study that, for most career fields, includes at least one year each of biology, inorganic chemistry, organic chemistry, mathematics and physics. Pre-medicine and other pre-health
students may major in the field of their choice while obtaining specialized courses needed for graduate study. Advisors: Anne G. Glenn, chemistry department, Lynn J. Moseley and Charles G. Smith, biology department.

**Pre-Veterinary Medicine**

Students receive solid preparation at Guilford College for admission to a school of veterinary medicine. To complete prerequisites for application, students usually major in biology. Some veterinary schools also require a course in animal science, which Guilford students can take at North Carolina A&T State University through consortium arrangements. Advisor: Lynn J. Moseley, biology department.

**Pre-Law**

Students planning to attend law school are urged to contact Guilford's pre-law advisor and to participate fully in the activities of the Webserian Pre-Law Society. Students are encouraged to contact the advisor early in their undergraduate studies for both academic and law school admission advice.

There is no prescribed or preferred major for pre-law students, but law schools seek students who have demonstrated mastery of their chosen fields of study and complete a balanced liberal arts education. Pre-law students are urged to include foreign languages, the basics of accounting, political theory, logic (formal or informal), economics, analytical writing and critical thinking among their undergraduate courses. Many law schools require solid performance on the Law School Admission Test (LSAT) and a 3.00 or higher grade-point average.

The Webserian Pre-Law Society provides practice LSATs, regular meetings, guest speakers and visits to nearby law schools. Internships at local agencies and law firms are coordinated by the pre-law advisor. Advisor: Lisa J. McLeod, philosophy department.

**Pre-Ministerial**

The religious studies department offers preparation which may lead to a career in the ministry or religious education. A broad range of courses preparing the student to enter theological school directly upon graduation includes History of Christianity, Old Testament and New Testament, Contemporary Theology, Quakerism and various explorations in modern religious problems. Studies in comparative religions are offered regularly. Advisor: Eric Mortensen, religious studies department.

**NOTE:** As a Quaker-founded college, Guilford supports the peace testimony of Friends and does not offer or support courses in military science. Such courses are available on an audit basis at North Carolina Agricultural & Technical State University, also located in Greensboro, for Guilford students who want to enroll through the consortium cross-registration program.
IV. ACADEMIC DEPARTMENTS AND MAJORS

The course is the basic unit of instruction and measurement of academic progress at Guilford. Almost all courses carry four credits (the equivalent of four semester hours). Exceptions include some sport studies courses, independent study projects, internships and seminars.

Normally, 100-level courses are introductory courses, 200-level courses are sophomore courses and 300- and 400-level courses are junior and senior courses. First-year students may not enroll in 300- or 400-level courses unless they demonstrate exceptional maturity or background in the discipline.

Courses are generally offered by academic departments, which make available coherent patterns of courses for students to take to complete the requirement for a major. Interdisciplinary majors are also available.

<table>
<thead>
<tr>
<th>Major</th>
<th>Department</th>
<th>Course Schedule Abbreviation</th>
<th>Degree Evening</th>
<th>Major Requires 2nd Disciplinary Major</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>Accounting</td>
<td>ACCT</td>
<td>B.S.</td>
<td>E</td>
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<tr>
<td>African American Studies</td>
<td>African Am Studies</td>
<td>AFAS</td>
<td>A.B.</td>
<td>E</td>
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<td>Art</td>
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<td>A.B.; B.F.A.</td>
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<td>Biology</td>
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<td>A.B.; B.S.</td>
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<td>Community &amp; Justice &amp; Policy Studies</td>
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<td>A.B.; B.S.</td>
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<td>Computer Information</td>
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<td>B.S.</td>
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<td>Criminal Justice</td>
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<td>JPS</td>
<td>B.S.</td>
<td>E</td>
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<td>A.B.</td>
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<td>Environmental Studies</td>
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<td>A.B.</td>
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<td>Exercise &amp; Sport Sciences</td>
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<td>SPST</td>
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<td>Forensic Accounting</td>
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<td>ACCT</td>
<td>B.S.</td>
<td>E</td>
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<td>A.B.</td>
<td>E</td>
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<td>Integrative Studies</td>
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<td>Mathematics</td>
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<td>B.S.</td>
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<tr>
<td>Music</td>
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<td>MUS</td>
<td>A.B.</td>
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</table>
ACCOUNTING (ACCT)
William A. Grubbs, Sulon Bibb Stedman Professor of Accounting, Chair
Raymond E. Johnson, Associate Professor
H. Garland Granger III, Associate Professor
Beth Parks, Visiting Assistant Professor

The increasing complexity of business, government and industry demands that able, well-educated persons be available to assume positions of responsibility. The preparation that accounting students receive at Guilford College – the breadth of liberal arts – is designed to qualify them to cope successfully with today’s ever-changing environment. Graduates of the program can seek the challenge of a career in public accounting or respond to the demand for persons in industrial and governmental accounting. Others choose to use their accounting background as a way of joining the ranks of management in various organizations.

Degrees Offered. The Bachelor of Science degree is offered in accounting and forensic accounting.

Students who double-major in accounting and forensic accounting are required to have a minor outside the accounting department.

CPA Examination. Guilford College accounting graduates may sit for the CPA Examination in North Carolina in the semester in which they graduate.

Approach to the 150-Hour Requirement. Most states now require 150 semester hours of coursework to complete the educational requirement for a CPA license. Since Guilford students normally graduate with 128 semester hours of credit, the accounting department offers a series of five two-semester-hour credit modules of business law so that our students may graduate with 138 semester hours of credit. This program permits a full-time traditional student to register for an extra two hours of college credit (for free) in each of the last five semesters at the college. These modules are taught on videotapes and on an independent study basis.
The major advantage of the 138-hour program is that it allows the student to attend summer school for one summer, complete the 150-hour requirement and save the cost of a fifth year of college. Using this program, a Guilford student may graduate with a degree in accounting, sit for the CPA Exam and complete the 150-hour requirement within four years and a summer of study.

**Major Requirements.** The major requires a minimum of 52 credit hours (13 courses): eight accounting courses and five Common Body of Knowledge courses.

The eight required accounting courses are:

1. ACCT 201 Introduction to Accounting
2. ACCT 301 Intermediate Accounting I
3. ACCT 302 Intermediate Accounting II
4. ACCT 303 Intermediate Accounting III
5. ACCT 311 Cost Accounting
6-8. any three 300 or 400 level accounting courses

The five Common Body of Knowledge courses are:

9. BUS 241 Computers and Management with a grade of C- or better
10. BUS 332 Financial Management with a grade of C- or better
11. ECON 221 Macro: US in World Econ with a grade of C- or better
12. One course from:
   - MATH 112 Elementary Statistics with a grade of C- or better
   - MATH 121 Calculus I with a grade of C- or better
13. IDS 402 Business Ethics with a grade of C- or better

Total credits hours required for B.S. degree in accounting 52 credits

**Major Requirements for B.S. degree in forensic accounting.** The term “forensic” means “used in legal proceedings.” The two components of forensic accounting are litigation support and investigative accounting. The forensic accountant is the bloodhound of the accounting profession sniffing out complex fraud shenanigans that other types of accountants often fail to detect. The preparation of students at Guilford College is designed to broaden one’s critical thinking skills through exposure to a solid liberal arts education as well as technical training. Graduates of this program can seek a career in public accounting, internal auditing, corporate accounting, the FBI, the IRS or many other types of businesses that have established forensic accounting departments.

A forensic accounting major will provide students with the skills necessary to determine techniques to prevent and detect fraud, apply analytical techniques and computer digital techniques to detect fraud, provide expert interviewing skills of possible fraud perpetrators and know the legal environment so one will be able to gather evidence legally and be capable of testifying as an expert witness in the prosecution of a fraud case.

A forensic accountant must develop a wide array of skills. One must be capable of analyzing potential fraud indicators, sniffing out evidence to support a fraud hypothesis, understand human behavior that might lead to fraud and developing excellent oral and written communication skills Guilford College provides a liberal arts education that will develop all of these skills for a forensic accountant graduate.

The degree program consists of eight (8) major courses and five (5) Common Body of Knowledge courses. These courses will not only prepare a graduate for entry into the marketplace but will also prepare the graduate to take the Certified Fraud Examiners (CFE) exam as a recognized certification for this field of study.
1. ACCT 201 Introduction to Accounting 4 credits
2. ACCT 301 Intermediate Accounting I 4 credits
3. ACCT 302 Intermediate Accounting II 4 credits
4. ACCT 310 Introduction to Forensic Accounting 4 credits
5. ACCT 320 Criminology and Legal Issues for Forensic Accountants 4 credits
6. ACCT 330 Computer Forensics 4 credits
7. ACCT 411 Auditing 4 credits
8. ACCT 412 Fraud Investigation 4 credits
9-12. The following courses as part of the Common Body of Knowledge: 16 credits
   BUS 215 Business Law
   BUS 241 Computers and Management
   IDS 402 Business Ethics
   JPS/PSY 270 Interpersonal Communications
13. Students must take at least one from the following list of courses: 4 credits
   JPS 200 Criminal Procedure
   PSY 232 Introduction to Personality
   SOAN 101 Principles of Sociology
   SOAN 103 Cultural Anthropology

Total credits required for B.S. degree in forensic accounting 48 credits

201 Introduction to Accounting. 4. Fundamental accounting concepts as applied to business enterprises. Emphasis on analysis and recording of transactions and the use of financial statements for decision-making. Fulfills business and policy studies requirement.

250 Special Topics. 4. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels.

290 Internship, 1-4. May also be offered at the 390 level.

301 Intermediate Accounting I. 4. Theory and application of financial accounting, with an emphasis on the accounting cycle, financial statement presentations — the statement of financial position and the income statement. Present value concepts and current assets are also discussed. Prerequisite: ACCT 201.

302 Intermediate Accounting II. 4. Theory and application of financial accounting, with an emphasis on liabilities, intangible assets, operational assets and corporate equity accounts. Other topics include earnings per share, dilutive securities and long-term investments. Prerequisite: ACCT 301.


310 Introduction to Forensic Accounting. 4.

311 Cost Accounting. 4. Development and use of production costs in planning, controlling and decision-making. Prerequisite: ACCT 201.

320 Criminology and Legal Issues for Forensic Accountants. 4.

321 Taxation of Individuals. 4. Principles of federal income tax laws relating to individuals. Prerequisite: ACCT 201. Fulfills business and policy studies requirement.

322 Taxation of Corporations and Partnerships. 4. Principles of federal tax laws affecting
corporations, shareholders and partnerships. Prerequisite: ACCT 321 recommended.

330 Computer Forensics. 4.

401 Advanced Accounting. 4. Accounting and reporting for consolidated corporations, partnerships, multinational enterprises and nonprofit organizations. Prerequisite: ACCT 303.

411 Auditing. 4. The independent auditor’s examination of the accounting control system and other evidence as a basis for expressing an opinion on a client’s financial statements. Basic audit objectives, standards, ethics, terminology, procedures and reports. Prerequisite: ACCT 303.

412 Fraud Investigation. 4.

421 CPA Problems. 4. General and specialized problems in accounting and related fields which constitute the subject matter of the CPA examination in Accounting and Reporting and Financial Accounting and Reporting.

422 CPA Law. 4. General and specialized topics in business law that constitute the subject matter of the CPA examination in that area. Topics include contracts, negotiable instruments, agency and the accountant’s legal liability.

470 Senior Thesis. 4.

490 Departmental Honors. 4.

AFRICAN AMERICAN STUDIES
Edwins Gwako, Associate Professor

African American studies celebrates the achievements of Africans and peoples of African descent throughout the Diaspora while addressing their pursuit of justice, equality and self-determination. The major focuses on North America while encompassing Africa, the Caribbean and other parts of the world. It seeks to develop greater respect for scholarship as a tool for problem solving and to prepare students to become agents of change who will pursue social justice and promote an appreciation of racial and cultural differences in the United States and the wider world.

Courses are taught from different disciplinary and philosophical perspectives, and students are encouraged to examine their own values and develop their own perspectives. Students are also encouraged to participate in the Study Abroad semester in Ghana and to get involved in the local Greensboro community through internships and service projects. African American studies helps prepare students for a wide range of careers in such fields as human relations, social work, sport management, health care, criminal justice, education, management and law and lays a foundation for graduate studies in the field.

Degree offered. The Bachelor of Arts degree is offered in African American studies.

Major Requirements. African American studies is an interdisciplinary major that requires a second disciplinary major and an adviser in each. The major requires a minimum of 32 credit hours (8 courses). No more than two of these courses may be at the 100 level and no more than three courses from Africa.

1. Historical Dimensions: one course 4 credits
   HIST 225 African American History
2. Creative Voices: one course  
   ENGL 230  African American Literature  
   ENGL 331  Black Women Writers  
   ENGL 332  Black Men Writers  
   ENGL 334  African Women Writers  
   HIST 241  Africa before 1800  
   HIST 242  Africa since 1800  
   HIST 308  The Underground Railroad  
   HIST 315  The Civil Rights Movement  
   HIST 343  Women in Modern Africa  
   JPS 365  Race in Criminal Justice  
   JPS 439  Understanding Oppressive Systems  
   PHIL 261  Philosophy and Race  
   PSY 242  Psychology of African Americans  
   PSY/SOAN 213 Class, Race and Gender  
   PSY 349  Multiculturalism and Psychology  
   REL 103  Voices of Liberation  
   SOAN 215  Anthropology of Slavery  
   SOAN 235  African Families in Transition  
   SOAN 265  Racial and Ethnic Relations  
   SOAN 358  African Cultures in Film  
   SOAN 415/IDS 411 Gender and Development in Africa  
   SPST 111/THEA 104 Jazz Dance  

7. One course from:  
   ENGL 230  African American Literature  
   ENGL 331  Black Women Writers  
   ENGL 332  Black Men Writers  
   ENGL 334  African Women Writers  
   ENGL 338/IDS 422 Harlem Renaissance  
   ENGL 378  Caribbean Literature
HIST 308  The Underground Railroad
HIST 315  The Civil Rights Movement
JPS 365  Race and Criminal Justice
JPS 439  Understanding Oppressive Systems
PHIL 261  Philosophy and Race
PSY/SOAN 213 Class, Race and Gender
PSY 242  Psychology of African Americans
PSY 349  Multiculturalism and Psychology
SOAN 215  Anthropology of Slavery
SOAN 265  Racial and Ethnic Relations
SOAN 415/IDS 411 Gender and the Dev in Africa

8. Practical Applications: A one-semester advanced internship or independent study in the senior year, supervised by a faculty member teaching regularly in the African American studies program. One course from:

AFAS 260, 360, 460, 290, 390 Independent Study/Internship
ENGL 260, 360, 460, 290, 390 Independent Study/Internship
HIST 260, 360, 460, 290, 390 Independent Study/Internship
JPS 260, 360, 460, 290, 390 Independent Study/Internship
PHIL 260, 360, 460, 290, 390 Independent Study/Internship
PSY 260, 360, 460, 290, 390 Independent Study/Internship
SOAN 260, 360, 460, 290, 390 Independent Study/Internship

Total credit hours required for A.B. degree in African American studies 32 credits

250 Special Topics. 4. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels.

290 Internship, 1-4. May also be offered at the 390 level.

470 Senior Thesis. 4.

490 Departmental Honors. 4.

ART (ART)

David Newton, Assistant Professor, Chair
Adele Wayman, H. Curt and Patricia S. Hege Professor of Art
Roy H. Nydorf, Professor
Kathryn Shields, Assistant Professor
Heea Crownfield, Visiting Assistant Professor
Maia Dery, Instructor
Charles Tefft, Instructor

The art department seeks to develop a studio program of high quality for its majors as well as to develop an awareness and appreciation of art in all students. The art major involves students in the visual arts, both as creative artists and as learners of multiple philosophical and art historical perspectives. It provides for an in-depth experience in making images and formulating and crafting ideas through a variety of means. Emphasis is on training in observation, technical application of skills demanded of each medium and the resolution of imagery for presentation to an audience. Focus areas include painting, drawing, sculpture, printmaking, ceramics and photography.

NOTE: A focus in art history can be achieved through the integrative studies major.
Degrees Offered. Two degrees in studio art are offered. The Bachelor of Arts is for students who prefer a major in art in addition to a broad liberal arts background. The Bachelor of Fine Arts is designed for students primarily interested in becoming professional artists or in entering graduate school in studio art.

Major Requirements for the A.B. degree: The major requires a minimum of 44 credit hours (11 courses) without senior thesis and 46 credit hours (12 courses) with senior thesis.

The following courses are required for both the Bachelor of Arts without and with senior thesis:

1. ART 102 Two-dimensional Design 4 credits
2. ART 104 Drawing I 4 credits
3. ART 106 Three-dimensional Design 4 credits

Three studio courses in focus area: 12 credits

Painting: 12 credits
- ART 211
- ART 212
- ART 311

Sculpture: 14 credits
- ART 251
- ART 232
- ART 322

Printmaking: 14 credits
- ART 221
- ART 323
- ART 422

Ceramics: 14 credits
- ART 140
- ART 231
- ART 308

Photo: 14 credits
- ART 130
- ART 221
- ART 322

Drawing: 14 credits
- ART 204
- ART 205
- ART 322

7-8. Two art history courses from: 8 credits
- ART 100 Introduction to Visual Arts
- ART/HIST 235 Renaissance in Florence
- ART 271 Art Survey
- ART 273 Chinese Painting Survey
- ART 274 Renaissance Art
- ART 275 Modern Art
- ART 276 Contemporary Art

For the major without senior thesis, additional required courses are:

9-11. Three art electives different from focus 12 credits

Total credit hours for A.B. degree in art without senior thesis 44 credits

For the major with senior thesis, additional required courses are:

9. ART 479 Professional Practices for Art 2 credits
10. ART 480 Senior Thesis I 4 credits
11-12. Two art elective courses different from focus 8 credits

Total credit hours for A.B. degree in art with senior thesis 46 credits

Major Requirements for the B.F.A. degree: This major, which emphasizes a more intense study of studio art, requires a minimum of 82 credit hours (21 courses). A 3.25 average in art is required to continue to pursue the B.F.A beyond the second semester of the junior year. The B.F.A. degree does not require a concentration.

1. ART 102 Two-dimensional Design 4 credits
2. ART 104 Drawing I 4 credits
3. ART 106 Three-dimensional Design 4 credits
4. ART 205 Drawing II 4 credits

Seven Studio courses 28 credits

Painting: 12 credits
- ART 211
- ART 212
- ART 311

Sculpture: 14 credits
- ART 251
- ART 353
- ART 403

Printmaking: 14 credits
- ART 221
- ART 322
- ART 422

Ceramics: 14 credits
- ART 140
- ART 231
- ART 308

Photo: 14 credits
- ART 130
- ART 221
- ART 322

Drawing: 14 credits
- ART 204
- ART 205
- ART 322

211 or 260

305
9. ART 400  404  405  407  409 323
10. ART 480  480  480  480 480 480
11. ART 481  481  481 481 481  481
12. ART 479 Professional Practices for Art 2 credits
13-15. Three art history courses from: 12 credits
   ART 100  Introduction Visual Arts
   ART/HIST 235 Renaissance in Florence
   ART 271  Art Survey
   ART 273  Chinese Painting Survey
   ART 274  Renaissance Art
   ART 275  Modern Art
   ART 276  Contemporary Art
16-21. Six art elective courses different from focus 24 credits

Total credit hours for the B.F.A. degree in art 82 credits

100 Introduction to Visual Arts. 4. Overview of the principal visual arts, including their aesthetic qualities, structural forms and historical roles. Fulfills arts requirement.

102 Two-dimensional Design. 4. Fundamentals of design in two-dimensional media in black and white and color. Fulfills arts requirement

104 Drawing I. 4. Basic principles of drawing in various media stressing the relationship of observation, materials and methods to form. Fulfills arts requirement

106 Three-dimensional Design. 4. Materials, techniques and concepts of three-dimensional design with a color consideration. Fulfills arts requirement.

120 Introduction to Color Photography. 4. Comprehensive introduction to the theory, history, materials and practice of color photography. All student work is done on color slide film although the course includes brief introductions to color negative film and digital capture as well as new and traditional choices for producing finished color prints. Not a darkroom course. Fulfills arts requirement.

130 Photography I. 4. Materials, equipment and techniques in black and white photography. Image content and composition is stressed as well as mastering the craft of creating photographic images and their presentation. Introduction to digital imaging. Fulfills arts requirement.


204 Life Drawing I. 4. Figure drawing: stress on integration of formal, expressive, structural aspects of anatomy. Prerequisite: ART 104.


211 Painting I. 4. Fundamentals of painting: color theory, relationship of materials, techniques and ideas to visual expression. Oil and/or water-based media explored. Prerequisite: ART 102 or 104.

212 Painting II. 4. Continuation of Painting I, emphasizing integration of basic pictorial concepts and including still life, landscape and the figure. Prerequisite: ART 211.
220 The American Landscape (ENVS 220). 6. The American Landscape is a two-part exploration. First, students undertake traditional academic inquiry, reading and discussion. The second, experiential component consists of an extended field trip and a direct photographic exploration of some of the landscapes and environments that have shaped American culture. Fulfills arts and social justice/environmental responsibility requirements.

221 Woodcut. 4. Printmaking processes of relief printing, including linoleum, wood block, monotype. Prerequisite: ART 104 or consent of the instructor.


235 Renaissance in Florence (HIST 235). 4. Fulfills arts and humanities requirements.

240 Ceramics II. 4. Advanced ceramic techniques: throwing on the wheel, glaze preparation and formulation, kiln operation. Prerequisite: ART 140 or consent of the instructor.

245 Digital Darkroom. 4. Introductory class working with Adobe Photoshop to manipulate and create images. Design principles emphasized. Fulfills arts requirement.

250 Special Topics. 4. May also be offered at 350 and 450 levels.

251 Sculpture I. 4. Introduction of tools and techniques of subtractive sculpture in plaster, wood, mixed media and welding. Prerequisite: ART 106 or consent of the instructor.

254 Sculpture and the Environment. 4. Sculpture with an emphasis on ecology. Construction processes include wood, metal and natural materials in outdoor and indoor projects. Readings on Eco Art. Prerequisite: ART 106 or consent of the instructor. Fulfills arts and social justice/environmental responsibility requirements.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels.

271 Art Survey. 4. European art from the Renaissance through Impressionism.

273 Chinese Painting Survey. 4. Major artists and cultural characteristics of this tradition. Fulfills arts and intercultural requirements.

274 Renaissance Art. 4. Major artists and stylistic trends of 15th- and 16th-century Italian and Northern Renaissance art.

275 Modern Art. 4. Major artists and art movements from late 19th to mid-20th century. Fulfills arts and diversity in the U.S. requirements.

276 Contemporary Art. 4. Major artists and art movements from 1945 to the present. Fulfills arts requirement.

277 East Asian Ceramic Art History. 4. An examination of the ceramic forms, decorations, processes and aesthetics of Korea, China and Japan, and how they were affected by the migration of ideas, technique and the conquest of foreign land and labor. Fulfills arts and intercultural requirements.

290 Internship. 4. Majors with advanced standing may petition the department to receive academic credit for internship experiences. Advisor conferences, mid-semester progress reviews and final art staff conferences are required. May also be offered at the 390 level.

305 Life Drawing II. 4. Continuation of Life Drawing I, emphasizing composition and expression. Prerequisite: ART 204.

Guilford College
306 Advanced Ceramics I. 4.
308 Advanced Photography I. 4. Self determined study of at least two contemporary or historical photographic processes. Students will produce one or two cohesive sets of images and locate their work in the current cultural context.
311 Painting III. 4. Exploration of media in relation to form and personal expression. Content issues in contemporary art will be explored. Prerequisite: ART 212.
322 Color Printmaking. 4. Color monotype, collagraph, embossing. Prerequisite: ART 221.
323 Etching. 4. Intaglio printmaking processes, including etching on hard and soft ground techniques, aquatint and drypoint. Prerequisite: ART 221.
345 Approaches to Firing. 4. This class will explore the rich color and range of textures created by altering kiln atmospheres, firing schedules and clay bodies. There will be freedom to explore individual clay forms, construction methods and recipes. Students will actively participate in firing the two wood kilns, gaining a working knowledge of the firing process of pottery.
353 Sculpture II. 4. Continuation of Sculpture I, with emphasis on developing a more personal sculptural voice, refining fabrication skills and learning about recent sculptural practices and concepts. Includes advanced metal and wood techniques, casting and mixed media installation. Prerequisite: ART 251, or consent of the instructor.
403 Advanced Sculpture I. 4. A continuation of Sculpture 2, with an increased emphasis on the development of a more personal sculptural voice and a continued engagement in new sculptural materials and processes.
404 Advanced Sculpture II. 4.
405 Advanced Printmaking I. 4. Exploration of techniques in selected printmaking media with emphasis on personal expression. Prerequisite: ART 221, ART 323, ART 422.
406 Advanced Ceramics II. 4.
407 Advanced Ceramics III. 4.
408 Advanced Photography II. 4. Students develop technical expertise in either digital or traditional photographic printmaking. Builds directly on skills developed in Art 308.
409 Advanced Photography III. 4. Students will complete an interdisciplinary, camera-based project exploring an issue of personal and cultural relevance. Exhibition, presentation and/or effective visual communication are emphasized.
411 Painting IV. 4. Formal, philosophical and content issues of painting; emphasis on individual direction. Prerequisite: ART 311.
422 Advanced Printmaking. 4. Advanced color intaglio printmaking with emphasis on the creation of a complex color image. Multi-plate printing, relief stencil, viscosity color techniques introduced and explored. Prerequisite: ART 323.
453 Sculpture III. 4. Exploration of media in relation to form and personal expression. Prerequisite: ART 352.
477 **New York Art Seminar.** 1. Four-five day seminar on the visual arts, stressing dialogue with artists in New York City studios, museums and galleries. Course planned to acquaint students with the making and promotion of the visual arts. CR/NC.

479 **Professional Practices for Art.** 2. Introduction to the practical skills needed for managing a career as an artist with primary focus on preparing for thesis exhibition. (Required for graduating BFA and AB art thesis students.)

480-481 **Senior Thesis I, II.** 4, 4. Each student must apply with a portfolio and a first draft of a senior thesis proposal to the art faculty in the semester before their final semester at Guilford. Students who are selected are expected to work independently and complete projects that demonstrate technical proficiency and originality of concept. Prerequisites: advanced standing, a 3.25 average in art courses and consent of department chairperson.

490 **Departmental Honors.** 4. Specific requirements may be obtained from department chair.

**BIOLOGY (BIOL)**

*Melanie Lee-Brown, Assistant Professor, Chair*
*Frank P. Keegan, Raymond Binford Professor of Biology*
*Lynn J. Moseley, Charles A. Dana Professor of Biology*
*Charles G. Smith, Professor*
*Bryan W. Brendley, Assistant Professor*
*Michele Malotky, Assistant Professor*
*Thomas R. Tucker, Assistant Professor*

The Department of Biology seeks to provide students with a strong foundation in the biological sciences. The department offers three majors: A.B. biology and forensic biology and B.S. biology. The curriculum is designed so that all students take certain basic courses and then pursue more advanced courses according to their own interests. This flexibility enables students to prepare for graduate school; for medical, dental and other professional schools; and for careers in many different areas of biology and related fields.

**Degrees Offered.** The Bachelor of Arts degree is offered in biology as well as in forensic biology. The Bachelor of Science degree is offered in biology. Through an arrangement with Duke University's Nicholas School of the Environment, a degree completion program and a master's degree program in forestry or environmental management are also available.

**Major Requirements for A.B. degree in biology.** The major requires a minimum of 40 credit hours (10 courses).

1. BIOL 111 Integrative Biology: Molecules and Cells 4 credits
2. BIOL 112 Integrative Biology: Organisms, Ecology & Evolution 4 credits
3. BIOL 291 Introduction to Scientific Inquiry 4 credits
4-8. Five biology elective courses 20 credits
9. CHEM 111 Chemical Principles I 4 credits
10. CHEM 112 Chemical Principles II 4 credits

Total credit hours required for A.B. degree in biology 40 credits

**Major Requirements for A.B. degree in forensic biology.** The major in forensic biology has two goals: to provide students with a solid foundation in the biological sciences through
a core of three introductory courses and to provide a focused and coherent study of the
techniques used to analyze evidence found at the scene of a crime through the use of five
upper-level courses. The upper-level courses emphasize the meaning and significance of
physical evidence and its role in criminal investigations.

This major will be valuable preparation for those interested in pursuing careers in the
criminal justice system, the FBI or the SBI, as well as for work with humanitarian agencies
investigating human rights abuses. In addition, students interested in law, journalism and
creative writing will be able to double major and thus acquire the knowledge needed to
complement their original field of specialization.

The major requires a minimum of 32 credit hours (eight courses).
1. BIOL 111 Integrative Biology: Molecules and Cells 4 credits
2. BIOL 115 General Botany 4 credits
3. BIOL 245 Introduction to Forensic Science 4 credits
4. BIOL 246 Forensic Chemistry 4 credits
5. BIOL 313 Molecular Cell Biology 4 credits
6. BIOL 341 Human Anatomy and Physiology I 4 credits
7. BIOL 342 Human Anatomy and Physiology II 4 credits
8. BIOL 349 Forensic Anthropology 4 credits

Total credit hours required for A.B. degree in forensic biology 32 credits

Biology B.S. Major Requirements for B.S. degree in biology. The major requires a
minimum of 56 credit hours (14 courses).
1. BIOL 111 Integrative Biology: Molecules and Cells 4 credits
2. BIOL 112 Integrative Biology: Organisms, Ecology and Evolution 4 credits
3. BIOL 291 Introduction to Scientific Inquiry 4 credits
4-8. Five biology elective course chosen in consultation with advisor 20 credits
9. CHEM 111 Chemical Principles I 4 credits
10. CHEM 112 Chemical Principles II 4 credits
11. PHYS 121 Classical and Modern Physics I or
    PHYS 211 College Physics I 4 credits
12. PHYS 122 Classical and Modern Physics II or
    PHYS 212 College Physics II 4 credits
13-14. Two courses from:
    MATH 112 Elementary Statistics
    MATH 115 Elementary Functions
    MATH 121 Calculus I
    MATH 122 Calculus II

Total credit hours required for B.S. degree in biology 56 credits

Many biology courses involve fieldwork and off-campus field trips. Expanded study
and research opportunities are available at the North Carolina coast, in the mountains and
in adjacent states. Several biology courses are included as options for the new environmental
studies major. Summer field courses offer students the opportunity to study in various places
around the world.

Biology (B.S.) majors are encouraged to pursue independent research projects under
the supervision of a biology faculty member. This research can lead to the writing of a thesis
during the senior year, Senior Thesis (BIOL 470), or to honors in biology, Departmental
Honors (BIOL 490). In addition, there are numerous opportunities for student participation

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in independent studies (BIOL 260 or 460) and internships (BIOL 290).

111 Integrative Biology: Molecules and Cells. 4. Focuses on biology’s molecular and cellular aspects, including the molecular building blocks of life, genetics and DNA, cellular structure/function, reproduction and the energy pathways of photosynthesis and respiration. Laboratory study applies the scientific method and classroom concepts through inquiry-based exercises. Fulfills natural science and mathematics requirement.

112 Integrative Biology: Organisms, Ecology and Evolution. 4. Introduces the principles and concepts of the animal and plant kingdoms, including protists and fungi. Emphases include evolution, taxonomy, ecosystems, communities, population and population changes, development, anatomy, physiology, genetics, organs and organ systems. Fulfills natural science and mathematics requirement.

115 General Botany. 4. Introductory study of the plant kingdom including morphology, anatomy, physiology, ecology and evolution. Laboratory study includes observation of the morphology and anatomy of typical plant species and a variety of plant physiology experiments. Fulfills natural science and mathematics requirement.

151 Evolution: An Historical Perspective. 4. An examination of the views of species origins prior to Darwin, Darwin’s theories and those of his contemporaries and the history of evolutionary theory in modern times. One of the weekly class periods will be used to give students practical experience in the methods of evolutionary study, such as techniques for determining protein allotypes, and examining species relationships through DNA analysis. Fulfills historical perspectives requirement.

209 Human Biology. 4. An introductory study of the human body, including the basic structure and function of the major organ systems (nervous, endocrine, circulatory, reproductive, etc.) and the effects of diet, exercise, stress and environmental change on human health. Does not count toward the major. Fulfills natural science and mathematics requirement.

212 Environmental Science. 4. Study of the structure and function of ecosystems with reference to energy flow, nutrient cycling, population growth and regulation and community organization and dynamics. Particular emphasis on the relationship between humans and the environment. Fulfills natural science and mathematics and social justice/environmental responsibility requirements.

224 Field Botany. 4. Taxonomic study of vascular plants involving classification, collection and identification in the field and laboratory. Prerequisite: BIOL 112 or consent of the instructor. Spring, alternate years.

233 North Carolina Freshwater Fishes. 4. A field course for those students desiring an outdoor lab science. Field studies introduce students to the diversity, distribution and ecology of North Carolina freshwater fishes. Fulfills natural science and mathematics and social justice/environmental responsibility requirements.

235 Vertebrate Field Zoology. 4. Advanced study of vertebrates, emphasizing morphology, taxonomy, ecology and behavior of representative tetrapod species. Laboratory work includes field studies of the major groups of North Carolina tetrapod vertebrates. Prerequisite: BIOL 112. Alternate years.

240 Seminar West (GEOL 240). 4. Five-week summer course, including four weeks of camping and hiking, to study the American Southwest. Emphasis on the natural history of the canyon country of the Colorado Plateau: the geologic processes of mountain building and
erosion, and the plant and animal communities found in these environments. Fulfills natural science and mathematics and social justice/environmental responsibility requirements.

242 Natural Science Seminars. (variable credits). Studies of the biology, geology, ecology and natural history of different field areas, including East Africa, Puerto Rico or the North Carolina Outer Banks. Includes a one-to-three week trip to the area being studied, depending on when the course is offered. Students conduct research projects during the field trip portion of the course. When course is offered for a minimum of 2.7 semester credits, the course will fulfill the natural science and mathematics and social justice/environmental responsibility requirements.

245 Introduction to Forensic Science. 4. In-depth study of the application of the biological, chemical and physical sciences to the examination of forensic evidence. Explores the underlying physiological and biochemical basis for forensic methods; laboratory analysis includes microscopy, chromatography, hair, fingerprints, serology and introduction to DNA profiling. Fulfills natural science and mathematics requirement.

246 Forensic Chemistry (CHEM 246). 4. Explores methods used to examine and identify evidence of criminal activity, including chemical techniques for developing fingerprints, blood isozymes, PCR for DNA profiling, drug identification and ELISA. Prerequisite: BIOL 245 or permission of instructor.

250 Special Topics. 4. Possible courses include: Dendrology, Immunology, Vertebrate Social Behavior, Genetic Engineering, Human Disease. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels.

290 Internship. 1-4. May also be offered at the 390 level.

291 Introduction to Scientific Inquiry. 4. This course is designed to 1) build students’ understanding and ability to judge scientific information from sources including, first, the media and common lay outlets, then secondary popular sources and finally peer-reviewed primary journals and research papers, and 2) help students use this knowledge to develop and refine their own writing. Prerequisite: BIOL 111 and 112.

313 Molecular Cell Biology. 4. A study of the structure and function of eukaryotic cells including: microscopic structure, biochemical components, the organization of macromolecules into organelles and the coordinated function of organelles in the living cell. Includes a detailed study of chromosome structure and function; DNA, RNA and protein synthesis. Forensic study of enzymes, polymerase chain reaction (PCR) and mitochondrial DNA is emphasized. Prerequisite: BIOL 111; CHEM 112 or BIOL 246.

315 Microbiology. 4. A study of microbial classification, structure, metabolism and genetics with primary foci on bacterial cells and viruses. This course includes a survey of microbial importance in human disease, immunology, environmental studies and industrial and biotechnological applications. The laboratory experience includes methods of aseptic technique, bacterial isolation, metabolic characterization and microbial identification with an introduction to molecular techniques. Fall. Prerequisite: CHEM 112 and BIOL 111 and 291.

332 Invertebrate Zoology. 4. Advanced study of invertebrate phyla with emphasis on taxonomy, physiology and ecology of the several groups. Prerequisite: BIOL 112. Offered when demand and scheduling permit.

333 Ichthyology. 4. Study of the diversity, distribution and ecology of the world fish fauna
with emphasis on field studies of North Carolina populations. Basic anatomy and physiology will also be covered. Prerequisite: BIOL 114. Offered when demand and scheduling permit.

**334 Animal Behavior. 4.** The zoological approach to the study of animal behavior, ethology, behavioral ecology, types of social organization and communication in animals and the evolution of behavior in selected species. The laboratory section of the course will provide opportunities for students to observe and record the behavior of a variety of animals. Students will conduct individual research projects at the North Carolina Zoo. Prerequisite: BIOL 112 and 291. Alternate years.

**336 Ornithology. 4.** In-depth study of evolution, anatomy, physiology, ecology and behavior of birds as unique vertebrates adapted for flight. Laboratory involves extensive field work in identification of birds in various habitats. Prerequisite: BIOL 112. Spring.

**340 Psychobiology (PSY 340). 4.** Study of behavior from a biological point of view. Focus on the structure and function of the nervous system and on the relationships between behavior and the nervous system. Co-requisite: Laboratory work. Prerequisites: either two courses in biology or one course in biology and one course in psychology. Alternate years.

**341 Human Anatomy and Physiology I. 4.** Detailed study of the structure and function of human nervous, sensory, endocrine, integumentary, skeletal, muscular and respiratory systems. Prerequisite: BIOL 111. Fall.

**342 Human Anatomy and Physiology II. 4.** Detailed study of the structure and function of human cardiovascular, lymphatic, immune, digestive, excretory and reproductive systems. Prerequisite: BIOL 111. Spring.

**343 Sensory Systems. (PSY 343). 4.** Detailed study of each of the major sensory systems, including the anatomy and physiology of each system, an analysis of the stimulus and measurements of sensory abilities. Laboratory work. either two courses in biology or one course in biology and one course in psychology. Alternate years.

**349 Forensic Anthropology. 4.** The study of human osteology and skeletal anatomy. Students learn how to collect and process skeletal remains and to use tales and apply formulæ to identify bones and bone fragments. Skeletal remains are used to illustrate the range of normal variation, for the determination of sex, race and age and to determine the cause and manner of death. Additional topics include forensic odontology, forensic entomology and fiber analysis. Prerequisite: BIOL 245 and BIOL 341 or permission of instructor.

**351 Comparative Vertebrate Anatomy. 4.** Brief survey of the main classes of vertebrates; detailed comparative study of the major vertebrate organ systems. Prerequisite: BIOL 112. Offered when demand and scheduling permit.

**352 Animal Physiology. 4.** The various physiological processes characteristic of living organisms; functioning of the individual organ systems with emphasis on interrelationships between organ systems and functioning of organ systems in the maintenance of homeostasis, selected topics in comparative vertebrate physiology. Prerequisite: BIOL 111. Offered when demand and scheduling permit.

**434 Biochemistry (CHEM 434). 4.** A study of the chemical structure and physiological function of the biochemical building blocks of living organisms including proteins, carbohydrates, lipid metabolism and nucleic acid synthesis. The laboratory experience includes techniques used in the isolation and identification of proteins, lipids and nucleic
acids. Prerequisite: BIOL 111 and CHEM 232. Spring.

438 General Ecology. 4. Basic ecological principles governing the structure and function of populations, communities and ecosystems. Prerequisite: BIOL 111 and 112. Fulfills social justice/environmental responsibility requirement. Alternate years.

443 Genetics. 4. A study of structural and functional prokaryotic and eukaryotic molecular genetics including: replication, mitosis, meiosis, chromosome mapping, gene structure, expression and mutation. Mendelian inheritance and population genetics are also explored. Prerequisite: CHEM 231 and BIOL 313 or 315.

470 Senior Thesis. 1-4. Individual experience in biological research and writing of a professional paper.

490 Departmental Honors. 4-8.

BUSINESS MANAGEMENT (BUS)

Deena Burris, Assistant Professor, Chair
Peter B. Bobko, Associate Professor
Alvin Gibson, Visiting Assistant Professor
Betty T. Kane, Assistant Professor
Richard Hackworth, Assistant Professor, Coordinator of the Computer Information Systems major
Darryl Samsell, Assistant Professor
Vicki Foust, Visiting Instructor
Mini Ranganathan, Visiting Instructor
Ernest Green, Visiting Instructor

The business management department offers majors in business management and computer information systems (CIS). To provide support for students in other majors, the department also offers a business management concentration that provides students with an introduction to business concepts and tools and offers additional course work in a variety of interesting areas. This concentration is not available to business management majors.

Degree Offered. The Bachelor of Science degree is offered in business management and computer information systems.

Bachelor of Science Degree in Business Management:

The business management major provides students with basic concepts and tools to participate in public or private, for-profit or not-for-profit organizations. More specifically, students learn to analyze, plan, organize, lead and control the work of others so that the organization will achieve its goals. The program prepares our students to enter an increasingly global environment and also provides exposure to social, human, cultural, international, political and ethical issues. The major is both conceptually based and career oriented. As such, the department tries to provide curricula to meet the needs of students as revealed in studies and surveys of area and national demand for skills and capabilities. In the words of the Quaker George Fox, our program teaches matters that are “civil and useful.” The major is particularly distinctive because it represents a strong professional program, effectively integrated with the more traditional liberal arts, that provides students with important marketable and life-long learning skills.

Business management students choose from one of two tracks: General Track or Pre-MBA Track. The general track is designed for students desiring a strong business education but
who do not plan to attend an MBA program. The Pre-MBA track is designed to prepare students for graduate school, emphasizing those business courses that are often prerequisites or basic requirements for graduate study in business administration. These courses are also designed to support students participating in the Guilford College-UNC Greensboro Bryan Accelerated MBA program available during a student’s senior year.

In conjunction with an advisor, a student may choose to emphasize a particular area of study within the department while meeting major or concentration course requirements. Areas of emphasis include banking and finance, international management, human resources management, non-profit management, business law and computers and information systems. Students preparing for careers or graduate work in the field of international business are encouraged to pursue a double major in business management and international studies. Students interested in banking or finance should consider a money and finance concentration.

**Major requirements for B.S. degree in business management:** The major requires a minimum of 48 credit hours, eight major and four prerequisite courses are required. The eight major courses are:

1. BUS 215  Business Law 4 credits
2. BUS 241  Computers and Management 4 credits
3. BUS 249  Business Management 4 credits
4. BUS 324  Principles of Marketing 4 credits
5. BUS 332  Financial Management 4 credits
6. BUS 449  Policy Formulation and Strategy 4 credits
7. ACCT 311  Cost Accounting 4 credits
8. One elective business course at the 300 or 400 level (not required for Pre-MBA Track) 4 credits

The four prerequisite courses are:

9. ACCT 201  Introduction to Accounting with a grade of C- or better 4 credits
10. ECON 221  Macro: US in World Econ with a grade of C- or better 4 credits
11. ECON 222  Micro: Public Policy with a grade of C- or better 4 credits
12. MATH 112  Elementary Statistics with a grade of C- or better or MATH 121  Calculus I with a grade of C- or better 4 credits

Total credit hours required for B.S. degree in business management 48 credits

Additional requirements for students selecting the Pre-MBA Track

12. BUS 347  Production and Operations 4 credits
13. BUS 310  Professional Communications 4 credits
14. BUS 320  Organizational Behavior 4 credits

Total credit hours required for B.S. degree in business management pre-MBA track 56 credits

A management internship is strongly recommended.

Many aspects of the business management major must be completed sequentially. Especially:

- ACCT 201 must be completed prior to ACCT 311 (both with grades of C- or higher)
- ACCT 311, ECON 221, ECON 222, MATH 112 or MATH 121 (with grades of C- or higher) must be completed prior to BUS 324
- ACCT 301, ECON 221, MATH 112 or 121 and BUS 241 (with grades of C- or
higher) must be completed prior to BUS 332

- Students must complete all required business management courses (215, 241, 249, 324 and 332) with grades of C- or higher before taking the capstone BUS 449 course.

**Bachelor of Science Degree in Computer Information Systems:**

The computer information systems major is designed to prepare students for careers in information technology companies or as information technology specialists within industries of their interest. The program provides a sound base of computer competencies as well as opportunities to emphasize the specific computer-related interests of the student. Courses in programming, management information systems, Internet and World Wide Web applications and computer graphics and design are part of a growing list of topics available for students to pursue within the major. Students completing this major will hold a Bachelor of Science in computer information systems upon graduation from Guilford.

**Major Requirements for B.S. degree in computer information systems:** The major requires a minimum of 32 credit hours (eight courses).

Prerequisites include BUS 141: Introduction to Computers (or equivalent knowledge and skill) and satisfying the college's quantitative literacy requirement.

Students must take the following major courses:

1. BUS 241  Computers and Management 4 credits
2. BUS 341  Management Information System 4 credits
3. CMIT 140  Introduction to Computer Programming 4 credits
4. CMIT 201  Data Structures and Algorithms 4 credits
5-7. Three approved elective courses in advanced topics in management and computing.

Special topics courses listed as CMIT 250, 350 or 450 may be used as elective courses. At least two of the electives must be 300 level or above. Areas of study include computer hardware and operating systems, networking and telecommunications, World Wide Web and theory and implementation of database management systems. 12 credits

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<tr>
<th>Course</th>
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<tr>
<td>BUS 344  e-Commerce</td>
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<td>CMIT 250  Special Topics</td>
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<td>CMIT/THEA 274 Digital Graphic Design</td>
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<td>CMIT 321  Operating Systems</td>
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<td>CMIT 322  (Inter)Networking Computers</td>
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<td>CMIT 331  Information Design</td>
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<td>CMIT/BUS 342 Database Systems</td>
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<td>CMIT 350  Special Topics</td>
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<td>CMIT 450  Special Topics</td>
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8. BUS 448  CIS Capstone, another approved capstone course, or a one-semester four-credit senior project approved by the coordinator of the major.  4 credits

**Total credits hours required for B.S. degree in computer information systems**  32 credits

**120 Introduction to Business.** 4. Survey course covering all major functions of business. Provides students with tools which can be used to predict and respond to future changes in the business environment. Demonstrates how the free enterprise system and individual entrepreneurs can respond to social needs. Fulfills business and policy studies requirement.

**141 Introduction to Computers.** 4. Assumes no prior knowledge of or experience with computers. Word processing, databases, spreadsheets and on-line services are reviewed. Does not count toward the major. Fulfills business and policy studies requirement.

**210 Applied Business Communication.** 2. Introduction to key elements of verbal,
nonverbal and written communications. Emphasis placed on identification of audience, message content and delivery and the practical application of written and oral communication skills in team, business and/ or organizational environments.

215 Business Law. 4. Survey of the U.S. legal concepts relevant to the operations of the business system including topics of contracts, agency, sales, products liability, secured transactions, bankruptcy, real property, and corporate and administrative law. Fulfills business and policy studies and social justice/environmental responsibility requirements.

241 Computers and Management. 4. Applications of computers in management. Use of spreadsheets, databases and on-line services; introduction to programming in spreadsheets with other programming as time allows. Fulfills business and policy studies requirement.

249 Business Management. 4. Theory, practices and principles involved in the organization and management of organizations. Problem-solving through situation case analysis; global management issues, activities and experiences are integrated into the course. Fulfills business and policy studies requirement.

250 Special Topics. 4. Recent topics include environmental management, entrepreneurship, real estate and international topics. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. Individual student projects approved and supervised by a business management department faculty member. May also be offered at 360 and 460 levels.

272 Financial Planning. 4. Introduction to financial planning and the principles of retirement and estate planning. Emphasis on constructing and analyzing personal financial statements, investments, risk management and the economic environment.

281 Personal Finance. 4. Introduction to the basic principles of personal financial planning; provides an opportunity to learn things, such as the financial opportunities available through investing, that will be useful in day-to-day life. Fulfills business and policy studies requirement.

282 Fundamentals of Investing. 4. Introduction to securities and securities markets. Exposure to financial literature and techniques of analysis, with application in a stock market simulation. Fulfills business and policy studies requirement.

290 Internship. 1-4. A combined on-the-job and academic experience arranged with a local business, supervised by a business management department instructor and coordinated through the Career and Community Learning Center. Consists of experiential learning, managerial analysis and written and oral reports. Recommended for juniors and seniors. May also be offered at the 390 level.

310 Professional Communications. 4. Introduction to key elements of verbal, nonverbal and written communication with potential employers, clients, regulators, supervisors, subordinates and co-workers. Development of active listening, presentation, group process and business writing skills. Prerequisite: ENGL 102 or equivalent. Fulfills business and policy studies requirement.

320 Organizational Behavior. 4. Interdisciplinary approach to coverage of skills needed to understand human behavior in the workplace setting. Awareness of unique learning needed to communicate, negotiate and work with an increasingly diverse work force and cross-cultural issues. Prerequisite: junior or senior status or permission of instructor. Fulfills business and policy studies requirement.
321 Human Resource Law and Management. 4. Techniques, issues and problems in recruitment, selection, development, utilization and accommodation of human resources in organizations. Issues related to increasingly diverse work force and international management included. Prerequisite: junior or senior status or permission of instructor. Fulfills business and policy studies requirement.

324 Principles of Marketing. 4. An extensive course in marketing, focusing on product definition, branding, distribution channels, advertising and promotion. Strategic decision-making analysis, global marketing overviews and social responsibility issues are emphasized throughout the course. Prerequisites: MATH 112 or 121, ECON 221 or 222, ACCT 202 or 301.

331 Sales Management. 4. Comprehensive analysis of the relationship between personal selling and mainstream marketing. Sales management concepts and a thorough view of globalized selling and business ethics are emphasized throughout the course.

332 Financial Management. 4. Introduction to the field of finance and the principles and practices of financial decision-making in an increasingly international business environment. Emphasis on valuation, risk and return, capital budgeting, financial planning and financial analysis. Prerequisites: MATH 112 or 121, ECON 221, ACCT 301, BUS 241.

333 Money and Capital Markets (ECON 333). 4. Introduction to the financial system in an increasingly global economy. Emphasis on financial instruments, markets and institutions; the role of the banking system; overview of monetary theory and policy; current and future trends reshaping the global financial system. Prerequisite: BUS 332 or permission of instructor.

341 Management Information Systems. 4. Introduction to the ingredients and thinking that must go into the construction of systems to produce and maintain information systems; investigation of business use of information systems; introduction and application of systems development methodology. Prerequisite: BUS 141 or 241 or permission of instructor.

342 Database Systems (CMIT 342). 4. Introduction to theory and practice of enterprise-level relational database systems. Using Oracle, the student will learn the principles of entity relationship modeling and normalization. By modifying a database in a project, the student will learn how to create queries using SQL, triggers, stored procedures, cursors, forms and reports. Prerequisites: CMIT 100, CMIT 201 or CMIT 202 and BUS 241.

343 Computer Graphics. 4. Introduction to Adobe Illustrator and Adobe PhotoShop. Emphasis on the creation of original artwork and modification of photographs and other graphic images, as well as on basic Web design and creation of a Web site to display finished work product.

344 e-Commerce. 4. Explores electronic commerce and applications of Internet technology. Special emphasis is placed on planning, implementation, security, privacy, ethics and management issues that apply to building a Web site in a business. Students will use Web development technology such as HTML, VBScript, JavaScript and Active Server Pages in exercises and projects.

346 International Business. 4. Introduction to international business and the global market. Topics will include international organizations, global trade and investment, the global monetary system, the strategy and structure of international business, the impact of political issues, international labor and human resources and social and cultural aspects. Case studies and experiential exercises included. Fulfills business and policy studies requirement.

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347 Production and Operations Management. 4. Survey of operations management concepts and techniques associated with producing goods or providing services. A selection of decision-making tools will be reviewed and discussed in cases and, when possible, implemented in computer programs.

349 International Management. 4. Interdisciplinary approach to the analysis of the international business environment, its opportunities and risks and the basic concepts of the international management of functional operations, with emphasis on cultural and social responsibility issues. Case studies and experiential exercises help students analyze, explore and simulate real-life situations. Prerequisite: junior or senior status or above or permission of instructor. Fulfills business and policy studies requirement.

371 Nonprofit Management. 4. Examines the role of the nonprofit sector in the United States economy. Students learn about specific business applications in the context of nonprofit organizations, with specific emphasis on management, accounting, marketing, law and planning. Students also examine the function of the mission within these organizations, as well as fund-raising options and practices.

424 Marketing Strategy. 4. Advanced marketing course designed to include globalized market analysis, formulation of marketing strategies and review of pricing structures. Prerequisites: BUS 324 and 332.

430 Managerial Analysis. 4. Managerial use of computer systems to model the business environment including concepts from production, finance and accounting. Prerequisites: BUS 332 and 347.

448 CIS Capstone. 4. Utilizes diverse computer information backgrounds – Excel, Access, C++, Java, MIS, etc. – to develop information solutions for business management decision-making. Team approach and solution-oriented.

449 Policy Formulation and Strategy. 4. Integrative capstone course based on case studies and analyzing the total organization and its operational functions. Analysis and development of policies to support total organization goals within varying constraints, with an emphasis on globalization issues, social responsibility and ethics and effective written and oral communication. Prerequisites: BUS 215, 241, 249, 324 and 332.

470 Senior Thesis. 1-4. Independent research and writing of a professional paper on a topic in management under the supervision of a full-time business management department faculty member.

490 Departmental Honors. 4-8. Independent research, writing and presentation of a professional paper on a topic in management under the supervision of a committee of business management department and other appropriate faculty.
CHEMISTRY (CHEM)
Robert M. Whitnell, Professor, Chair
Anne G. Glenn, Professor
david F. MacInnes, Professor
Gail Webster, Assistant Professor
David Millican, Visiting Assistant Professor

As the science of materials and change, chemistry is rapidly emerging as the discipline at the base of many interdisciplinary subjects such as biotechnology, materials science, molecular biology and environmental science. The chemistry major at Guilford explores the fundamental principles of chemistry and examines how those principles are applied to the observable world. Chemistry majors will develop chemical reasoning and experimental skills, as well as an understanding of the interdisciplinary nature of the science.

Students with a major in chemistry will be prepared to work in the chemical industry, pursue graduate research in chemistry (or a related field) or attend medical, dental or pharmacy school. A chemistry major can lead to many different careers outside chemical or biochemical research. These include teaching, medicine, patent law, business or interdisciplinary areas such as environmental science, molecular biology, pharmacology, toxicology, materials science, geochemistry and chemical physics.

Key features of the Guilford chemistry program are the emphasis on research and direct student access to computers and instrumentation. Students in chemistry at all levels are encouraged to participate in research, whether integrated into courses, through collaboration with faculty during the semester or through summer research experiences at Guilford or other institutions. In addition, students are encouraged to pursue the practical applications of chemistry through internships. State-of-the-art facilities are available in the Frank Family Science Center for student/faculty research.

Degrees Offered. The Bachelor of Arts and Bachelor of Science degrees are offered in chemistry.

Requirements for the major include the completion of a sequence of introductory and advanced courses in chemistry that introduce students to the main areas of study in chemistry. Course work in the related fields of mathematics and physics is also required to prepare students for upper level courses in chemistry. For the Bachelor of Arts in chemistry, students must complete at least 36 credit hours in chemistry, among which must be included the courses listed below. For the Bachelor of Science in chemistry, students must complete 45 credit hours in chemistry, among which must be included the courses listed below and PHYS 320: Mathematical Physics.

Major Requirements for both the Bachelor of Arts and Bachelor of Science in chemistry:
1. CHEM 111 Chemical Principles I 4 credits
2. CHEM 112 Chemical Principles II 4 credits
3. CHEM 231 Organic Chemistry I 4 credits
4. CHEM 232 Organic Chemistry II 4 credits
5. CHEM 235 Integrated Laboratory for Organic Chemistry 1 credit
6. CHEM 331 Physical Chemistry I 4 credits
7. CHEM 341 Instrumental Analysis 4 credits
8. CHEM 342 Inorganic and Materials Chemistry 4 credits
9. CHEM 345 Integrated Laboratory for Inorganic Chemistry 1 credit
10. CHEM 400 Chemistry Seminar 2 credits
11. One course from:
   CHEM/GEOL 412 Geochemistry
   CHEM 420 Polymer Chemistry
   CHEM 430 Medicinal Chemistry
   CHEM/BIOl 434 Biochemistry

   An internship (at the 390 level) or independent study approved by the department
   can substitute for an upper-level chemistry course. With the approval of the department,
   students can also take 400-level (and above) courses at consortium colleges to fulfill
   this requirement.  4 credits

   Total credits required for A.B. degree in chemistry 36 credits

For the Bachelor of Science major in chemistry, additional required chemistry and physics
or math courses are:
12. CHEM 332 Physical Chemistry II 4 credits
13. CHEM 336 Integrated Laboratory for Physical Chemistry 1 credit
14. One course from: 4 credits
   PHYS/MATH 320 Mathematical Physics
   MATH 225 Multivariable Calculus
   PHYS 223 Classical and Modern Physics III

   Total credits required for B.S. degree in chemistry 45 credits

For both the Bachelor of Science and Bachelor of Arts majors in chemistry, the prerequisite
courses for required courses for the major are:

MATH 121 and 122: Calculus I and II or MATH 123: Accelerated Calculus. Must be
completed with a grade of C- or better before taking CHEM 331, CHEM 332 or CHEM 341.

PHYS 121 and 122: Classical and Modern Physics I and II or PHYS 211 and 212. Must
be completed with a grade of C- or better before taking CHEM 331 or CHEM 332.

Majors who intend to pursue graduate study are strongly encouraged to obtain experience
in computer programming at the level of Introduction to Computer Programming (CMIT
140).

Majors are strongly encouraged to participate in an industrial or governmental
internship, pursue undergraduate research during the semester or summer and/or study
abroad as part of their experience at Guilford.

Scholarships. To recognize superior work in chemistry, the department annually offers a
prize for outstanding achievement to a first-year student in Chemical Principles and the
Harvey Ljung Scholarship to a rising senior chemistry major. In addition, the department
selects a senior for the Outstanding Student Award. Chemistry majors are also eligible for
the Glaxo-Wellcome Women in Science Scholarship, awarded annually to an outstanding
rising junior woman science major.

105 Chemistry of Recycling. 4. This course uses basic chemistry to explore the science
behind recycling, what can be done and why it works. Other readings will establish the
context for recycling and the political and economic realities of treating and using recycled
materials. Three hours lecture and three hours lab per week. Does not count towards the
chemistry major or minor. Fulfills natural science and mathematics and social justice/
110 Real World Chemistry. 4. Chemistry is connected to everything in our lives: from food to fuel, natural to artificial, medicine to the environment, consumer products to toxic waste. This course is designed to educate students about chemistry and its effects on our world using illustrations from our common experience. Three hours lecture and three hours lab per week. Does not count towards the chemistry major or minor. Fulfills natural science and mathematics and social justice/environmental responsibility requirements.

111 Chemical Principles I. 4. Basic principles of chemistry, periodicity, bonding and energy relations. Three hours lecture and three hours lab per week. Fulfills natural science and mathematics requirement.

112 Chemical Principles II. 4. Molecular and ionic equilibria, chemical kinetics and reaction mechanisms, intermolecular interactions, electrochemistry and introduction to organic and biochemical systems. Three hours lecture, one-hour problem-solving session and three hours lab per week. Prerequisite: CHEM 111. Fulfills natural science and mathematics requirement.

115 Chemistry of Food and Cooking. 4. This course surveys food’s chemical constituents in proteins, carbohydrates, vitamins, minerals, preservatives and flavorings, as well as cooking processes with respect to chemistry. Students will gain a better understanding of the food we eat and how to prepare it safely, nutritionally and tastefully. Fulfills natural science and mathematics requirement.

150 HP: History of Science. 4. A historical perspective on the rise of science over the past centuries. The course examines the development of the scientific method and traces the people, institutions, movements and false starts that led to modern science. Does not count towards the chemistry major. Fulfills historical perspectives requirement.

231 Organic Chemistry I. 4. An introduction to the structure and reactivity of organic molecules; topics covered include chemical nomenclature, bonding and structure of carbon compounds, acid-base relationships, mechanisms of reactions and structure determination. Laboratory component includes techniques for the synthesis and characterization of organic compounds and determination of reaction mechanisms including experimental, chromatographic and spectroscopic methods commonly employed in modern organic chemistry. Three hours lecture and three hours lab per week. Prerequisite: CHEM 112.

232 Organic Chemistry II. 4. A continuation of Organic Chemistry I. Topics covered include mechanisms of more complex reactions, multi-step organic synthesis, applications of molecular orbital theory to reactions and the chemistry of biologically important molecules such as sugars and peptides. Laboratory component focuses on multi-step synthesis of organic compounds using a variety of reactions, employing chromatographic and spectroscopic techniques in the purification and analysis of reaction products. Three hours lecture and, for the first half of the semester, three hours lab and one hour lab lecture per week. Prerequisite: CHEM 231.

235 Integrated Laboratory for Organic Chemistry. 1. Laboratory course integrating organic chemistry with other fields of chemistry. Students from several chemistry classes conduct original research on multidisciplinary projects. Independent study, lab management skills and teamwork are emphasized. Three hours lab and one hour lecture per week for the second half of the semester. Co-requisite: CHEM 232.
246 Forensic Chemistry (BIOL 246). Explores methods used to examine and identify evidence of criminal activity, including chemical techniques for developing fingerprints, blood isozymes, PCR for DNA profiling, drug identification and ELISA. Prerequisite: BIOL 245 or permission of instructor.

250 Special Topics. 4. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. Recent topics include Photoredox Chemistry, Organometallic Synthesis, Experimental Design, Conducting Polymers and Advanced Organic Synthesis. May also be offered at 360 and 460 levels.

290 Internship, 1-4. May also be offered at the 390 level.

331 Physical Chemistry: Thermodynamics and Kinetics. 4. Physical chemistry of macroscopic systems, including classical and statistical thermodynamics, ideal and real gases, liquids and solutions, phases, chemical equilibrium, electrochemistry and kinetics. Laboratory includes computational chemistry and experiments in physical chemistry of gases, thermochemistry, phases, kinetics and electrochemistry. Three hours lecture and three hours lab per week. Prerequisites: CHEM 232, MATH 122 or 123, PHYS 122 or PHYS 212; or permission of instructor.

332 Physical Chemistry: Quantum Mechanics and Spectroscopy. 4. Physical chemistry of microscopic systems including quantum mechanics, electronic structure of atoms and molecules, molecular structure and dynamics and spectroscopy. Laboratory includes computational chemistry and experiments in spectroscopy and structure analysis. Three hours lecture and, for the first half of the semester, three hours lab and one hour lab lecture per week. Prerequisites: CHEM 232, MATH 122 or 123, PHYS 122 or PHYS 212; or permission of instructor. Co-requisite: CHEM 336.

336 Integrated Laboratory for Physical Chemistry. 1. Laboratory course involving original research projects integrating physical chemistry with other fields of chemistry. Independent study, lab management skills, teamwork and leadership skills are emphasized. Three hours lab and one hour lecture per week for the second half of the semester. Prerequisite: CHEM 235. Co-requisite: CHEM 332.

341 Instrumental Analysis. 4. A systematic study of the modern instrumental methods of chemical analysis with emphasis on the theory behind the use of instruments, principles of operation of analytical instruments and their use for the analysis of real samples. Three hours lecture and three hours lab per week. Prerequisite: CHEM 112, MATH 122 or 123.

342 Inorganic and Materials Chemistry. 4. The interaction between structure and electronic properties, the metallic state, solid state chemistry, metal complexes, stereochemistry, elementary crystallography and spectroscopy. The laboratory centers on unusual materials, their synthesis, structure, properties and analysis. Three hours lecture and, for the first half of the semester, three hours lab and one hour lab lecture per week. Prerequisite: CHEM 341.

345 Integrated Laboratory for Inorganic Chemistry. 1. Laboratory course involving original research projects integrating inorganic chemistry with other fields of chemistry. Independent study, lab management skills, teamwork and leadership skills are emphasized. Three hours lab and one hour lecture per week for the second half of the semester. Prerequisite: CHEM 235. Co-requisite: CHEM 342.
400 Chemistry Seminar. 2. The transition from college to graduate school, careers in the chemical industry or careers in other fields. The development of presentation skills and critical analysis of the chemical literature is stressed. Required of all chemistry majors and concentrators. One and a half hours lecture per week.

412 Geochemistry (GEOL 412). 4. Distribution, movement and processes affecting chemical elements within the earth. Nuclear chemistry, formation of earth and planets; crystal chemistry and mineral structures; isotope geology, trace elements, thermodynamics in geology. No laboratory. Prerequisites: CHEM 111, three semesters of laboratory courses in geology or consent of the instructor.

420 Polymer Chemistry. 4. Synthesis, characterization, properties and uses of modern synthetic polymers. Current topics in polymer research and development such as biomedical polymers, space-age polymers and the use of polymers in electronics will be examined. Three hours lecture per week. Prerequisite: CHEM 232.

430 Medicinal Chemistry. 4. The organic chemistry of drug design and drug action. This course covers the interaction of drugs at sites in the body such as neuroreceptors, enzymes and DNA which lead to therapeutic effects. Three hours lecture per week. Prerequisite: CHEM 232 or permission of instructor.


470 Senior Thesis. 4. Original research on a specific topic in chemistry or chemistry-related field. Students are expected to begin work on their topics before they register.

490 Departmental Honors. 4-8.

COMPUTING AND INFORMATION TECHNOLOGY (CMIT)

Christopher Johnson, Assistant Professor, Chair
Robert M. Whitnell, Professor of Chemistry

While computing and information technology is based on a solid foundation of computer science concepts, the field changes so rapidly that hardware and software learned one year may be replaced by a different set of tools very quickly. The major in computing and information technology (CMIT) provides students with the conceptual background and practical skills to negotiate the continually changing structure of information technology.

All students pursuing the computing and information technology major take two foundation courses (CMIT 140 and CMIT 141) to learn the fundamental concepts of computer science and the logic of computer programming. A third foundation course (CMIT 221) provides the overview of how these concepts are implemented in current information systems. Students then take a two-course sequence in either software engineering (CMIT 201 and CMIT 340) or operating systems and computer networking (CMIT 321 and CMIT 322). Further electives allow students to pursue further interests in any of these areas as well as in computer graphics, computer security or the connection between computing and related fields such as mathematics, philosophy or art. Finally, all students complete a
required capstone course or senior project.

Students who complete the requirements for the computing and information technology major will obtain a background in the concepts of computer science and tools of computer programming, an in-depth focus on computer software or hardware and a set of advanced courses that allow them to pursue employment in a large number of fields that require a strong information technology background or further graduate study in information systems.

Degree Offered. The Bachelor of Science degree is offered in computing and information technology.

Prerequisites for the Major: Students pursuing the major in computing and information technology should have completed BUS 141 Introduction to Computers or have equivalent knowledge and skills. Students should also have satisfied the college’s quantitative literacy requirement before taking any of the required courses for the major. It is strongly recommended that students are extremely comfortable with algebra and trigonometric and logarithmic functions before they take the foundation courses.

Major Requirements: The major requires a minimum of 36 credit hours (nine courses).

Foundation Computer Science Courses
1. CMIT 140 Introduction to Computer Programming 4 credits
2. CMIT 141 Advanced Computer Programming 4 credits
3. CMIT 221 Foundations in Information Systems 4 credits
   Focus in Software Engineering or Information Technology 8 credits
4-5. Software Engineering Focus
   CMIT 201 Data Structures and Algorithms
   CMIT 340 Software Engineering
4-5 Information Technology Focus
   CMIT 321 Operating Systems
   CMIT 322 (Inter)Networking Computers
6-8 Three Electives from: 12 credits
Students may choose electives from the following list. At least eight (8) of the credits must be at the 300 level or above. Students should consult with their adviser to choose a set of electives that provide a course of study to meet their interests and needs.

   Any CMIT course numbered 200 or above
   ART 245 Digital Darkroom
   BUS 241 Computers and Management
   BUS 341 Management Information Systems
   BUS/CMIT 342 Database Systems
   BUS 344 e-Commerce
   GEOL 340 Images of the Earth
   MATH 212 Discrete Mathematics I
   MATH/PHYS 320 Mathematical Physics
   MATH 325 Linear Algebra
   MATH 412 Discrete Mathematics II
   PHIL 241 Computer Ethics
   PHIL 292 Formal Logic
   PHIL 375 Topics in the Philosophy of Mind
   THEA 274/CMIT 274 Digital Graphic Design

Internships and independent study courses may be used as elective credits for the computing
and information technology courses with prior approval from the coordinator of the major.

9. Capstone
   Students must complete one of the following.
   CMIT 401/IDS 419 Artificial Intelligence and Artificial Life or
   A senior project (CMIT 460, 4 credits) that demonstrates a synthesis of previous coursework for the major and that has a significant portion devoted to social, ethical, political, and/or philosophical aspects of computing.

Total credit hours required for B.S. degree in computing and information technology
36 credits

Students who wish to pursue more advanced work in computing or computer science are encouraged to develop a strong background in mathematics with a concentration in mathematics for the sciences being especially appropriate. Courses in discrete mathematics and formal logic are particularly encouraged.

110 Information Technology and Society. 4. Introduces students to social, legal and ethical issues arising from the use and ubiquity of current and emerging digital computer technology. Topics include privacy and personal information, encryption and interception of communications, freedom of speech in cyberspace, intellectual property, computer crime and broader issues on the impact and control of computers. Does not count toward the major.

131 HTML. 2. Introduction to HTML and Web page construction. Students will receive hands on training in the development of Web pages using markup languages. The course will also survey Web site design topics and introduce students to the use of mainstream Web development tools.

140 Introduction to Computer Programming. 4. Exploration of computer programming with emphasis on scientific, educational and entertainment applications. Topics include programming fundamentals, user interaction, graphics display, data processing, problem solving and artificial intelligence. Prior programming experience not required. Fulfills business and policy studies requirement. Prerequisite: computer experience at the level of BUS 141: Introduction to Computers and completion of quantitative literacy requirement.

141 Advanced Computer Programming. 4. A continuation of the study of program development begun in CMIT 140. The main areas of study: advanced programming features such as recursion and dynamic memory; a further investigation into object oriented principles such as object-oriented design, inheritance and polymorphism; an introduction to simple data structures – lists, queues, stacks and binary trees; an introduction to algorithm analysis using searching and sorting algorithms. Prerequisite: CMIT140.

144 VB.Net. 2. Programming with VB.NET is an introduction to Windows based programming for business applications. Topics include VB.NET syntax, develop of Windows GUIs, Event Driven and Object Oriented Programming and incorporating the use of external data storage (files and databases) to support real-world business applications. Prerequisite: CMIT140.

201 Data Structures and Algorithms. 4. A more complete and detailed study of data structures. Lists, queues, stacks and trees are reviewed, but with more emphasis on the mathematical analysis of their properties. Advanced data structures such as balanced trees,
graphs and heaps are covered, as are specific algorithms which use these structures efficiently. General algorithm techniques and their analysis are also covered. Prerequisites: CMIT 141.

221 Foundations in Information Systems. 4. Computer hardware and software concepts at an intermediate level, based on a broader perspective of the computer industry, incorporating historical developments, current practices and future technologies. Topics include higher-level computing terms and concepts, exploration of a range of operating systems, hands-on experience in the configuration of hardware and software and analysis of the rapid changes in information technology and how to best adapt to them. Prerequisite: CMIT 141.

223 Computer Hardware Construction. 4. This course provides an introduction to and exploration of the current state of the art as evidenced by the actual component parts used in assembling a high performance desktop computer. We will be turning occasionally vague wishes about how we want a computer to perform into a clear set of instructions that make it happen. We will also be examining the basic building blocks used in the construction of these amazing machines. Prerequisites: none.

241 C++. 2. An introduction to the elements of the C++ programming language. Topics covered include language syntax, data types, the concept of variable scope, arrays, pointers, structures, objects, functions and function call structure, parameter passing and the sequence, selection (if-then-else) and repetition control structures (for, while, repeat-until loops). Also covered are the commonly used ANSI C string manipulation, file I/O and memory allocation functions. Prerequisite: CMIT 141.

250 Special Topics. 4. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels.

274 Digital Graphic Design (THEA 274). 4. Introduction to the uses of computer-assisted drafting, image manipulation and desktop publishing as applied to the creation of artistic work. Explores basic elements of graphic design: form, space, color, contrast, typography, clip art and images and layout. Step-by-step instruction empowers students to create projects that are both functional and visually appealing. Fulfills arts requirement.

290 Internship. 1-4. May also be offered at the 390 level.

321 Operating Systems. 4. This is an introduction to computer operating systems and their basic organization. It will include concurrent programming and synchronization techniques such as locks, barriers, semaphores and monitors. It will also deal with message passing, memory management, interrupts and file systems. The students will examine the coding used to implement the algorithms and learn to modify these structures to satisfy the specific requirements of a project.

322 (Inter)Networking Computers. 4. In-depth exposure to the terms, concepts and configurations that have historically been, are currently being, and may in the future be used to accomplish inter-computer communication. Topics and technologies covered include telecommunications, wide area networking, local area networking, topologies and protocols, routing, switching and bridging, Internet design and services, security, remote access, emerging technologies and the OSI model. Lab exercises focus on the installation of operating systems and configuration of their networking components, design and construction of examples of computer networks and experimentation with performance and configuration of those networks. Prerequisite: CMIT 221.
331 Information Design. 4. Examination of communication using computers and the Internet from the perspectives of both the provider and the consumer. Topics include Web page design, Web site construction, information quality and evaluation and how technology has affected and will affect communication and information transfer. Comparative study of communication technologies viewed as revolutionary, such as the printing press. Prerequisite: CMIT 131 or equivalent knowledge.

340 Software Engineering. 4. A course that introduces students to the fundamental principles and practical issues of software system design, development and analysis. Topics include: system life-cycle models, requirements engineering, human factors, analysis and design, risk management and project management. Working in interdisciplinary teams, students will integrate and apply the skills and concepts learned in this and previous courses to develop an innovative enterprise system. Prerequisites: CMIT 201

342 Database Systems (BUS 342). 4. Introduction to theory and practice of enterprise-level relational database systems. Using Oracle, the student will learn the principles of entity relationship modeling and normalization. By modifying a database in a project, the student will learn how to create queries using SQL, triggers, stored procedures, cursors, forms and reports. Prerequisites: CMIT140, CMIT141 or CMIT144. BUS 241 is recommended.

401 Artificial Intelligence and Artificial Life (IDS 419). 4. Concepts and techniques involved in building artificial systems that claims some level of intelligence or life. Exploration of the technical aspects and the philosophical and social issues involved in attempting to create intelligent and/or living systems. Satisfies the major’s capstone requirement. Prerequisite: CMIT 141.

421 Computer Security and Information Assurance. 4. An introduction to and exploration of the techniques and methods used in the securing computers and computer networks. Prerequisite: CMIT 322

440 Computer Graphics and Animation. 4. Principles and applications of computer graphics and animation in two and three dimensions, including modeling transformations, three-dimensional viewing, lighting models, shading and animation techniques in two and three dimensions. Integration of two- and three-dimensional model mechanics into interactive worlds and game-style settings. Advanced concepts such as photorealistic graphics, ray-tracing, particle animation and others as time permits. Applications chosen from several areas, including entertainment, scientific visualization, virtual environments and others of student interest. Prerequisites: CMIT 141, knowledge of C++ at the level of CMIT 241 and a good understanding of trigonometry.

470 Senior Thesis. 4. A written senior thesis may be undertaken as a separate project or as the culmination of independent study; the senior thesis must represent serious research and independent thought. The senior thesis may satisfy the requirements of the capstone course with the approval of the coordinator of the major.

490 Departmental Honors. 4-8.
Every individual must make economic decisions and economic forces and government economic policies have a continuous impact on our lives. The Guilford economics program is designed to contribute to a liberal arts education in three ways. First, it combines scientific analysis with a historical and global perspective, providing a deeper understanding of the complex forces at work in the world. Second, it provides rigorous training in analytical thinking, problem solving, designing and carrying out fruitful research projects and effectively communicating results both orally and in writing. All of these skills prepare students to perform well in a wide variety of careers. Third, it clarifies issues of human values and perspectives, addressing concerns that lie at the heart of every issue of public policy, thereby preparing students to become more effective and well-rounded citizens.

Degree Offered. The Bachelor of Arts degree is offered in economics.

Major Requirements. The major requires a minimum of 32 credit hours (eight courses).

1. ECON 221  Macro: US in World Economy 4 credits
2. ECON 222  Micro: Public Policy 4 credits
3. ECON 301  Research Methods 4 credits
4-8. Five 300 or 400 level Economic courses 20 credits

Total credit hours required for A.B. degree in economics 32 credits

Each student is encouraged to plan the major in consultation with the advisor. Economics majors planning to go to graduate school in economics are strongly encouraged to achieve competency in MATH 121 and 122 (Calculus I and II), courses regularly taught by the mathematics department. Those interested in careers in private business or non-profit enterprise and those planning to attend graduate school in business management or law are encouraged to take the money and finance minor. At the very least, they are encouraged to take Accounting I and Financial Management, two courses regularly taught outside the department that provide rigorous training in how to read and analyze financial reports.

Majors seeking careers in law are encouraged to take two additional courses: one in formal logic taught by the philosophy department and one upper-level English course. Majors seeking careers in international policy making are encouraged to take the international political economy minor.

221 Macroeconomic Principles: “Global Vision: the U.S. in the World Economy”. 4. The study of aggregate supply and demand; national income and fiscal policy; the banking system and monetary policy; economic fluctuations and growth – all viewed from a global systems perspective. Applied topics include: unemployment, inflation, gross domestic product, interest rates, economic forecasting, the Federal Reserve system, technological change, productivity, business cycles, foreign exchange markets, the balance of international payments and others, depending on current developments in the economy. Fulfills social science requirement.

222 Microeconomic Principles: Public Policy. 4. The study of economics; supply and demand; consumer behavior; firms, production and cost; perfect competition, monopoly and other market types; income distribution; all explained with the goal of understanding
economic problems and evaluating public policy to solve these problems. Applications to agriculture, energy, environment, poverty, economic development, discrimination, natural resources, taxes, regulation, sports and other special topics, depending on the semester. May be taken independently of ECON 221. Fulfills social science and social justice/environmental responsibility requirements.

**250 Special Topics.** 4. Recent offerings include both standard fields of economics, interdisciplinary fields (Methods of Social Research, offered jointly with the sociology and anthropology department; Economic History of the United States, offered jointly with the history department), and other topics of interest to the faculty (Democracy at Work; Women, Children and Economic Policy). Prerequisites: depending on the design of the course. May also be offered at 350 and 450 levels.

**260 Independent Study.** 1-4. Independent research or directed study on a topic of interest to the student. Credit depends on the quality and quantity of work agreed upon in advance; generally, for example, one credit would be earned for an acceptable 20-page paper. Prerequisite: consent of the department. May also be offered at 360 and 460 levels.

**290 Internship.** 1-4. May also be offered at the 390 level.

**301 Research Methods.** 4. The course focuses on the key areas of quantitative research methods including the scientific method, selection of research design, data collection and sampling, questionnaire design, data analysis and interpretation and ethical issues in research design. In this class students learn by doing. Class assignments and projects enable students to develop their proficiency in using descriptive and inferential statistics to analyze and interpret data. Students have the opportunity to undertake original research.

**302 Economic History of the United States (HIST 302)** 4. Examines key issues in our economic history, including the emergence and spread of market institutions, the changing nature and conditions of work through different periods, the rise of big business and impact of industrial capitalism and the methods and outcomes of those who resisted these changes. Short research projects and a semester-long paper provide opportunities to engage in historical research. Alternate years.

**333 Money and Capital Markets (BUS 333).** 4. Explores how the financial and world money systems operate in a global economy, the evolution of financial markets and institutions, the role that theories of money play in current economic events and in the policy efforts of the Federal Reserve and other central banks with respect to the rate of inflation, real economic activity, unemployment rates, current prices and international flows of commodities and capital. Prerequisite: ECON 221.

**335 Comparative Economic Systems: “The Rise and Fall of the Soviet Empire” (IDS 414).** 4. Historical analysis of the rise and decline of socialist-type economies (especially the former USSR, but cases for student research include Eastern Europe, China, Cuba, etc.) and the challenges of transition and integration into the world capitalist system. In this seminar-style course, students select a particular country other than Russia for an in-depth semester-long research project that culminates in a written report and an oral presentation. Prerequisite: ECON 221, 222, or consent of the instructor. Alternate years.

**336 Economic and Social Development: “Beneath the United States” (IDS 433).** 4. U.S. policy-makers frequently view Latin America and the Caribbean as “beneath” the United States. This seminar-style course adopts a radically different perspective: from within Latin America looking outwards. Prerequisite: ECON 221, 222, or consent of the instructor. Fulfills intercultural requirement. Alternate years.
342 Poverty, Power and Policy. 4. Is government merely a necessary evil or can it be an effective force to improve the lives of its citizens? This course examines the role and performance of government programs in our economy, raising significant social and economic issues such as wealth distribution, poverty, taxation and economic fairness. Prerequisite: ECON 222, or consent of professor. Fulfills social justice/environmental responsibility requirement.

344 Environmental and Resource Economics (IDS 458). 4. Is economic growth necessary to provide the prosperity needed to pay for environmental restoration or does such growth create environmental problems we can never undo? The course uses economic theory, ecological concepts and systems approaches to examine current management practices of our renewable and nonrenewable resources. Prerequisite: ECON 222 or consent of the instructor. Fulfills social justice/environmental responsibility requirement.

432 International Economics: “Beside the United States”. 4. Systematic approach to international economic relations; theories of international trade and finance; impact of national governments and multinational institutions on movements of commodities, people, direct investment, portfolio flows and foreign exchange markets; application of international economic theory to current problems of the world economic order. Prerequisite: ECON 221, 222, or consent of the instructor. Alternate years.

441 Labor Economics. 4. Alternative approaches to labor-market theory and policy: perfect competition, segmentation and dual labor-market hypotheses. Income distribution; unions and collective bargaining; discrimination and poverty macroeconomics of the labor market. Prerequisite: ECON 222, or consent of the instructor.

470 Senior Thesis. 8. Research and oral presentation of an in-depth study, usually building from research done in other upper-level economics courses. For students of exceptional motivation and ability. Prerequisite: consent of the department prior to the middle of the second semester of the student’s junior year.

490 Departmental Honors. 4.

EDUCATION STUDIES (EDUC)
Caryl Schunk, Assistant Professor, Chair
David Hildreth, Associate Professor
Julie Burke, Assistant Professor
Anna Oerther, Assistant Professor
Nancy Yoder, Visiting Assistant Professor

The primary goal of the education studies program is to develop educators who are intellectually grounded in the liberal arts, and are self-confident, inquisitive and thoughtful in their practice. We seek to develop prospective teachers committed to and capable of constructive action in contemporary society. In preparing students to assume professional roles in schools, the program emphasizes understanding educational issues from a global and environmental perspective using critical, informed analysis; rich interdisciplinary literacy; and observation, practice, experimentation and action research to discover how people learn and how schools and other educational settings are made effective.

Throughout the program, faculty and students work together interactively in the college classroom and in the field, incorporating practical application and exploration, with theoretical insight and disciplinary knowledge. Tutorial sessions, a unique and integral part of the program, engage students and faculty members in one-on-one reflective and strategic interchanges.

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Other central components of the program include the portfolio review, a written and oral self-assessment presented by each student to the education studies faculty prior to student teaching; a cross-cultural internship, usually in another country; and the capstone experience after student teaching in which students reflect on their student teaching experiences and develop positive dispositions toward leadership roles they may take in the future. Close faculty and student relationships are developed through tutorial sessions, peer group learning, portfolio reviews, field supervision and the advising system.

The three major curricular components of the program are:

- a strong interdisciplinary liberal arts core required of all students.
- a double major (an education studies major and a major in another academic department).
- a cross-cultural education internship that usually includes a semester abroad.

There are two licensure tracks in the education studies major:

- Elementary licensure, grades kindergarten through six.
- Secondary licensure, grades nine through 12, English and social studies.

Degree Offered. The Bachelor of Arts degree is offered in education studies.

Major Requirements. Education studies requires a second disciplinary major, a variety of field experiences and, in most cases, a teaching experience abroad. These requirements must be carefully planned. Students are encouraged to begin the program by the second semester of their first year. Although, with careful planning and advising, students complete the program with its two majors, cross-cultural field experience and requirements for state and reciprocal licensing in four years, students can opt to take four and a half years. Note: The second major must be completed at Guilford.

In accordance with North Carolina state requirements, formal acceptance into the program occurs during the sophomore year. A 2.50 grade-point average (from Guilford College), faculty recommendations, a passing PRAXIS I score or its equivalent and other pertinent criteria. (Refer to the Education Studies Program Handbook, which includes Policies and Procedures for Teacher Education, Student Teaching and Licensure. Note: Some requirements may change in accordance with recommendations from state and national accrediting agencies.) Criminal background checks are required before student teaching. Criminal background checks and/or drug tests may be required by local education agencies as a condition of employment. Formal admission to the teacher licensure program is necessary for enrollment in advanced education studies courses. Enrollment in the college does not guarantee acceptance into the program.

There are other licensure requirements specified by the state Department of Public Instruction prior to the final procurement of a teaching license. These requirements do change. The education studies department intentionally keeps students informed on state and national policies that affect their eligibility for licensure and makes the appropriate accommodations in the program.

The department prefers that students take the following courses in sequential order: EDUC 201, 202, 203.

Required courses for all education studies majors, a minimum of 36 credit hours (7 courses):

1. PSY 224 Developmental Psychology 4 credits
2. EDU 201 Education Inquiry: First Tutorial 4 credits
3. EDU 202 Learning and Teaching: Second Tutorial 4 credits
4. EDU 203 Contemporary/Historical Issues in Education 4 credits
5. EDU 301 Field Study in Cross-Cultural Education or EDUC 302 4 credits

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6. EDU 440 Student Teaching 12 credits
7. EDU 410 or 420 Student Teaching Seminar
   *Note: for secondary majors, 420/440 is only offered in the fall 4 credits

Additional required courses for elementary majors:
8. MATH 103 Math for Elementary School Teachers 4 credits
9. One course from:
   HIST 103 The US to 1877
   HIST 104 The US since 1877
   HIST 221 Changing Face of the South
   HIST 223 Gender & Power in US History
   HIST 225 African American History
10. EDUC 306 Seminar in the Processes of Elementary Teaching I 4 credits
11. EDUC 307 Seminar in the Processes of Elementary Teaching II 4 credits
12. EDUC 308 Seminar in the Processes of Elementary Teaching III 4 credits
13. EDUC 309 Seminar in the Processes of Elementary Teaching IV 4 credits
   NOTE: EDUC 306,7, 8 & 9 are co-requisites and must be taken together

Total credit hours required for A.B. degree in elementary education 60 credits

Additional requirements for Secondary Licensure in English
   *A double major in English is required
8. EDUC 312 Seminar in the Processes of Secondary and K-12 Teaching (offered in Spring semester only) 4 credits
9. EDUC 313 Seminar in the Processes of Sec and K-12 Teaching Theory into Practice (Spring semester only) 4 credits
10. ENGL 380 Rhetoric and Composition 4 credits

Total credit hours required for A.B. degree with Secondary licensure in English 48 credits

Additional requirements for Secondary Licensure in Social Studies
   *A double major in History is required
8. EDUC 312 Seminar in the Processes of Secondary and K-12 Teaching (offered in Spring semester only) 4 credits
9. EDUC 313 Seminar in the Processes of Sec and K-12 Teaching Theory into Practice (Spring semester only) 4 credits
10. PSCI 101 The American Political System 4 credits
11. PSCI 103 International Relations or PSCI 105 Comparative Politics 4 credits
12. ECON 221 Macro: US in World Econ 4 credits

Total credit hours required for A.B. degree with secondary licensure in social studies 56 credits

Please see the online college catalog for a current copy of the Title 2 Teacher Preparation Report.

201 Education Inquiry: First Tutorial. 4. Discovery of questions and issues which concern educators, inquiry into how these questions and issues have been and are being approached by others and search for one’s own reflective understanding. Focuses on the self, the educational community and the library as spheres of inquiry.

202 Learning and Teaching: Second Tutorial. 4. An interdisciplinary introduction to learning and teaching. Theories of knowledge, development and learning provide a context for the study of teaching and learning.
for experiences with individual students in the schools, interviews with Guilford faculty and observation and analysis of learning processes.

203 Contemporary/Historical Issues in Education. 4. Analysis of contemporary social, cultural and political issues in education within an historical context. Action research based on 20 hours of fieldwork is required. Fulfills social science requirement.

217 Literacy Seminar (ENGL 217, JPS 217, PSY 217, SOAN 217, WMST 217). 2. Students are trained as literacy tutors and spend four hours per week tutoring in community literacy programs. Wider issues of literacy and related problems are considered. CR/NC.

250 Special Topics. 4. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels.

290 Internship, 1-4. May also be offered at the 390 level.

301 Field Study in Cross-Cultural Education. 4. Usually taken during the study abroad experience. Examination of educational issues pertinent to the location in which the student is studying through readings, interviews and a 72-hour internship. Students will be required to complete work and attend preparatory meetings the semester before they actually enroll in the course.

Note: The following four courses – 306/7/8/9 – are taken concurrently to provide systematic study of integrating methods of teaching reading, language arts, science, social studies, mathematics and the arts. Lesson design and social curriculum are included in an interdisciplinary elementary classroom environment prepared for adult teacher preparation. Students are required to attend preparatory meetings the semester before they enroll in this sequence of courses.

302 Field Study in Cross-Cultural Education in United States. 4. EDUC 302 is available as an alternative to EDUC 301 Cross Cultural Experience. Only students who have received departmental approval to complete their cross cultural experience in the United States may take this course. There are a great many similarities between this course and EDUC 301. The major difference is that EDUC 201 is completed over three semesters, including a semester in another country while EDUC 302 is completed in the United States in one semester. The broad purpose of this course is to provide education studies majors with the opportunity to immerse themselves, as much as possible, in an unfamiliar culture; to experience what it means to be “other” than the dominant culture; and to develop the knowledge, skills and attitudes necessary to successfully teach children from many cultures.

Note: The following four courses – 306/7/8/9 – are taken concurrently to provide systematic study of integrating methods of teaching reading, language arts, science, social studies, mathematics and the arts. Lesson design and social curriculum are included in an interdisciplinary elementary classroom environment prepared for adult teacher preparation. Students are required to attend preparatory meetings the semester before they enroll in this sequence of courses.

312 Seminar in the Processes of Secondary and K-12 Teaching. 4. Study of school structures and curricula; study and practice of methodologies appropriate to specialty areas and to integrated curricula. A focus on lesson planning, development and presentation is emphasized.

313 Seminar in the Processes of Secondary and K-12 Teaching: Theory into Practice. 4. A co-requisite of EDUC 312, students enrolled in EDUC 313 begin to combine their understanding of lesson planning on the secondary level with lesson planning and teaching while focusing on the integration of pedagogical content knowledge. Students also become immersed in the public schools during a 40-hour internship where they have opportunities to learn about the secondary school culture and begin to interact with and teach students in the secondary schools as they also re-examine themselves as educators.

NOTE: EDUC 312 and 313 are co-requisites of each other and only offered in the spring semester.

410 Elementary Student Teaching Seminar. 4. Integrated with student teaching (EDUC 440). Reflection on student teaching experience and help with individual needs. Emphasis on appropriate materials and methods for elementary level.

420 Secondary Student Teaching Seminar. 4. Integrated with student teaching (EDUC 440). Reflection on student teaching experience and help with individual needs. Emphasis on appropriate materials and methods for secondary and K-12 school levels.

440 Student Teaching. 12. Observation and directed teaching in area of licensure, supervised by the school’s cooperating teacher and college personnel. There is a final two-week capstone experience at the conclusion of student teaching. During the capstone, students reflect on their student teaching experience in relationship to their theoretical and philosophical grounding. They also explore leadership roles that they may take in the future. Prerequisites: senior standing and completion of major courses.

        Application for student teaching must be made by March 1 preceding the year in which the student expects to do student teaching. Acceptance into student teaching is based on a continuous 2.50 overall grade-point average and support from both major departments. Student teachers may not take additional credits, participate in a varsity sport in season or work part-time without written permission from the department. Initial licensure is contingent upon successfully completing both majors, the student teaching program and relevant components of the national Praxis examination. CR/NC.

470 Senior Thesis. 4.

490 Departmental Honors. 4-8.

Licensure Only: Individuals who hold a bachelor’s degree may complete teaching licenses in each of the three licensure tracks. Coursework in addition to the education studies program may be required.

ENGLISH (ENGL)
Heather R. Hayton, Associate Professor, Chair
Jeff Jeske, Charles A. Dana Professor of English
Carolyn Beard Whitlow, Charles A. Dana Professor of English
James Hood, Associate Professor
Cynthia M. Nearman, Assistant Professor and Director of Writing
Diya Abdo, Assistant Professor

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The English major at Guilford focuses on the literatures of the English-speaking world, with an emphasis on British and American writers. An excellent major for any student seeking a broad liberal arts education, the English major involves study of that form of art through which humankind has constantly struggled to express most fully the central concerns of the human condition as understood in each age. With its emphasis on developing students’ abilities to express their perceptions and analyses in dialogue and writing, the English major offers excellent preparation for work in a variety of professions.

Analytical and writing skills developed in the study of literature are precisely those required of lawyers and business executives. Students considering careers in business or law might choose to major in English and pursue a minor in accounting, management, computing, history or political science.

Students desiring careers in journalism, technical writing, television or advertising would do well to major in English and pursue the communications minor. Students planning careers in secondary education are required to double major in education studies and English. In order to acquire teaching licensure, students complete additional coursework in Rhetoric and Composition (ENGL 380) and arrange for tutoring internships. For those not desiring a double major, an A.B. in English followed by an M.A. in teaching for licensure is a good alternative. Advisors from both education studies and English provide a developmental support program for prospective teachers of English, helping students in all aspects of their program and assuring that requirements are satisfied.

Outstanding students are encouraged to work for departmental honors. The Leora Sherrill O’Callaghan Scholarship is given annually to a rising senior who has excelled in English.

Degree Offered. The Bachelor of Arts degree is offered in English.

Major Requirements. The major requires a minimum of 32 credit hours (eight courses).

Students choose one of four tracks: general (32 credit hours), writing (32 credit hours), education studies (32 credit hours) or graduate studies (40 credit hours). Each track consists of a four-course Core, common to all the tracks, plus at least four Emphasis courses. Students develop a “plan of study” for their individually designed major as part of ENGL 200 and then monitor progress toward the major in course-selection meetings with their advisers.

NOTE: all English majors, whatever their track, must take at least one course in literature before 1830 (British) or 1865 (American).

General Track:
1. ENGL 200 Introduction to Literary Studies 4 credits
2. One 200-level literature course from: 4 credits
   ENGL 206, ENGL 207, ENGL 215, ENGL 221, ENGL 222,
   ENGL 223, ENGL 225, ENGL 226, ENGL 228, ENGL 230,
   ENGL 234, ENGL 270, ENGL 288
3. One 300-level literature course from: 4 credits
   ENGL 306, ENGL 309, ENGL 327, ENGL 328, ENGL 331, ENGL 332,
ENGL 338, ENGL 342, ENGL 372, ENGL 376, ENGL 377, ENGL 378

4. ENGL 400 Senior Seminar 4 credits

5. One emphasis course at the 300 level from:
ENGL 306, ENGL 309, ENGL 327, ENGL 342

6-8. Three emphasis courses from:
ENGL 221, ENGL 223, ENGL 225, ENGL 230, ENGL 306,
ENGL 309, ENGL 327, ENGL 342

Total credit hours required for A.B. degree in English general track 32 credits

Writing Track:
1. ENGL 200 Introduction to Literary Studies 4 credits

2. One 200-level literature course from:
ENGL 206, ENGL 207, ENGL 215, ENGL 221, ENGL 222, ENGL 223,
ENGL 225, ENGL 226, ENGL 228, ENGL 230, ENGL 234, ENGL 270,
ENGL 288

3. One 300-level literature course from:
ENGL 306, ENGL 309, ENGL 327, ENGL 328, ENGL 331, ENGL 332,
ENGL 338, ENGL 342, ENGL 372, ENGL 376, ENGL 377, ENGL 378

4. ENGL 400 Senior Seminar 4 credits

5-6. Two courses from the following 8 credits
ENGL 210 Playwriting Workshop
ENGL 211 Poetry Workshop*
ENGL 212 Fiction Workshop**
ENGL 282 Journalism
ENGL 285 Guilfordian Practicum
ENGL 382 Technical and Professional Communication
* requires ENGL 206 or permission of instructor as prerequisite
** requires ENGL 207 or permission of instructor as prerequisite

7. One theory course from the following: 4 credits
ENGL 372 Modern Poetry
ENGL 376 Contemporary Fiction
ENGL 380 Rhetoric and Composition

8. An internship or elective writing course. Internships can be done either off campus
(e.g., Style magazine, News & Record) or on campus (e.g., editorship with The
Guilfordian or The Greenleaf Review). 4 credits

Total credit hours required for A.B. degree in English writing track 32 credits

Elementary Education Studies Track:
1. ENGL 200 Introduction to Literary Studies 4 credits

2. One 200-level literature course from:
ENGL 206, ENGL 207, ENGL 215, ENGL 221, ENGL 222, ENGL 223,
ENGL 225, ENGL 226, ENGL 228, ENGL 230, ENGL 234, ENGL 270,
ENGL 288

3. One 300-level literature course from:
ENGL 306, ENGL 309, ENGL 327, ENGL 328, ENGL 331, ENGL 332,
ENGL 338, ENGL 342, ENGL 372, ENGL 376, ENGL 377, ENGL 378

4. ENGL 400 Senior Seminar 4 credits

5-7. Three courses from the following, or other upper-level ENGL literature, writing, film
or internship courses: 12 credits
ENGL 206 Introduction to Poetry
ENGL 207 Introduction to Fiction

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ENGL 230  African American Literature
ENGL 270  World Literature
ENGL 380  Rhetoric and Composition

8. One emphasis course at the 300 level from:  
   ENGL 306, ENGL 309, ENGL 327, ENGL 342  
   4 credits

Total credits required for A.B. degree in English elementary education studies track  
32 credits

Secondary Education Studies Track:
1. ENGL 200  Introduction to Literary Studies  
   4 credits
2. One 200-level literature course from:  
   ENGL 206, ENGL 207, ENGL 215, ENGL 221, ENGL 222,  
   ENGL 223, ENGL 225, ENGL 226, ENGL 228, ENGL 230,  
   ENGL 234, ENGL 270, ENGL 288  
   4 credits
3. One 300-level literature course from:  
   ENGL 306, ENGL 309, ENGL 327, ENGL 328, ENGL 331, ENGL 332,  
   ENGL 338, ENGL 342, ENGL 372, ENGL 376, ENGL 377, ENGL 378  
   4 credits
4. ENGL 400  Senior Seminar  
   4 credits
5-7. Three courses from the following, or other upper-level ENGL literature, writing, film,  
or internship courses:  
   12 credits
   ENGL 221  British Literature I
   ENGL 222  British Literature II
   ENGL 223  Shakespeare
   ENGL 225  American Literature I
   ENGL 226  American Literature II
   ENGL 230  African American Literature
   ENGL 270  World Literature

8. ENGL 380  Rhetoric and Composition  
   4 credits

Total credits required for A.B. degree in English secondary education studies track  
32 credits

Graduate Studies Track:
1. ENGL 200  Introduction to Literary Studies  
   4 credits
2. One 200-level literature course from:  
   ENGL 206, ENGL 207, ENGL 215, ENGL 221, ENGL 222,  
   ENGL 223, ENGL 225, ENGL 226, ENGL 228, ENGL 230,  
   ENGL 234, ENGL 270, ENGL 288  
   4 credits
3. One 300-level literature course from:  
   ENGL 306, ENGL 309, ENGL 327, ENGL 328, ENGL 331, ENGL 332,  
   ENGL 338, ENGL 342, ENGL 372, ENGL 376, ENGL 377, ENGL 378  
   4 credits
4. ENGL 400  Senior Seminar  
   4 credits
5-9. Five courses from the ENGL upper-level literature, writing, film courses or an approved  
internship  
   20 credits
   ENGL 210  Playwriting Workshop
   ENGL 211  Poetry Workshop*  
   ENGL 212  Fiction Workshop**
   ENGL 282  Journalism
   ENGL 285  Guilfordian Practicum
   ENGL 382  Technical and Professional Communication

*requires ENGL 206 or permission of instructor as prerequisite
** requires ENGL 207 or permission of instructor as prerequisite
10. One emphasis course at the 300 level from:  ENGL 306, ENGL 309, ENGL 327, ENGL 342  
4 credits

Total credits hours required for A.B. degree in English graduate studies track 40 credits

The department recommends the following for the graduate studies track.
• Taking some survey courses for a strong foundation (e.g., 221, 222, 225, 226)
• Taking some depth courses for learning academic discourse and practicing analytical skills
• Doing an internship (teaching or research)
• Doing an honors thesis.

The department also recommends:
• Taking ENGL 400 early in the senior year (it will provide a writing sample for graduate school applications)
• Taking the GRE in early fall semester of the senior year
• Gaining proficiency in a second language.

For further details of all programs, see both individual course descriptions and the department’s advising guidelines, available from any department member.

Students will take the introduction to the major (ENGL 200) when they declare the major (usually in the sophomore year) and the capstone course (ENGL 400) in their senior year.

NOTE: Both ENGL 102 and Historical Perspectives are prerequisites for all upper-level English courses except journalism and playwriting.

101 Writing Seminar 4. Workshop format; writing as process of discovery and exploration of possibility (invention, drafting, revision, peer editing); focus on writerly voice. Students must earn a grade of at least C- to move on to ENGL 102.

102 College Reading and Writing: Many Voices. 4. Discussion of and practice in composition with analysis of related readings that are chosen to celebrate a range of diverse populations that collectively define the American landscape. Texts and specific approach to writing indicated in instructors’ course descriptions available at registration. Normally required fall semester of first year. Fulfills college reading and writing requirement.

141 Intermediate Composition. 4. This course is for students who wish to reinforce the academic reading, writing and thinking skills introduced in ENG 101 and 102. Emphasizing analysis, persuasion and revision, it builds on basic knowledge of academic writing conventions and strengthens students’ ability to compose clear, concise and coherent prose in the writing situations they face in other courses and beyond college. The course also includes significant research.

151 Historical Perspectives (Variable Title). 4. Fulfills historical perspectives requirement.

160 Greek Myth, Art and Literature. 4. Study of the earliest Greek stories and images that have made their way into the art, religion and literature of later periods. Includes The Odyssey and selected plays. Fulfills humanities requirement.

200 Introduction to Literary Studies. 4. Introduction to the study of English; a survey of historical periods and major critical schools. Required of all sophomore majors. Prerequisites: ENGL 102 and Historical Perspectives.

206 Introduction to Poetry. 4. Focus on analysis of poetry with attention to both formal and interpretive issues. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills arts requirement.

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207 Introduction to Fiction. 4. Study of narrative conventions in the short story and novel. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills arts requirement.

210 Playwriting Workshop (THEA 244). 4. Twelve weekly scenes read and critiqued in class and a one-act play as a final project. Exploration of various elements of playwriting such as conflict, manipulation of chronology, life studies, character exposition and development, “found” language, passive participation in and transcription of actual events.

211 Poetry Workshop. 4. In-class critiques of student poems, reviews of contemporary poetry magazines and collections, craft discussions with visiting writers, evolution of literary principles, manuscript preparation. Requires either 206 or permission of instructor. Prerequisites: ENGL 102 and Historical Perspectives.

212 Fiction Workshop. 4. In-class critiques of student writing, reviews of contemporary literary magazines and short story collections, craft discussions with visiting writers, evolution of critical principles, manuscript preparation. Requires either 207 or permission of instructor. Prerequisites: ENGL 102 and Historical Perspectives.

215 Play Analysis (THEA 215). 4. Explores the methodology of script analysis used by actors, designers and directors as they prepare to execute a stage production. Techniques at the heart of the course lay the foundation for thoughtful understanding of literature and perceptive creativity in productions that effectively serve a text. Students also develop the interpretive skills needed by artists working in a theatre that responds to and addresses issues of oppression and social justice. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities and social justice/environmental responsibility requirements.

217 Literacy Seminar (EDUC 217, JPS 217, PSY 217, SOAN 217, WMST 217). 2. Students are trained as literacy tutors and spend four hours per week tutoring in community literacy programs. Wider issues of literacy and related problems are considered. CR/NC.

221 British Literature I. 4. Intensive study of representative works and survey of issues from Anglo-Saxon period through the 18th century. Recommended for all beginning majors and prospective majors. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities requirement.

222 British Literature II. 4. Intensive study of major literary figures and changing forms from the Romantic period to the present. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities requirement.

223 Shakespeare. 4. General introduction to the comedies, histories and/or tragedies.. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities requirement.

225 American Literature Survey I. 4. The American mind in literature from the Puritans to the Civil War. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities requirement.

226 American Literature Survey II. 4. The American literary tradition from the Civil War to the present. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities and diversity in the U.S. requirements.

228 American Nature Writing (REL 120). 4. Examines literary nature writing in America from the 19th century to the present, with a primary focus on the different ways writers have presented the natural world as sacred. Writings consider both our current estrangement from the natural world and possibilities for developing intimacy with the earth through a deep sense of “place.” Fulfills humanities and social justice/environmental responsibility requirements.
230 African American Literature. 4. Literary study focusing on major figures of the 19th and 20th centuries, such as Wheatley, Douglass, Hughes, Wright, Hurston, Walker and Morrison. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities and diversity in the U.S. requirements.

234 Native American Literature. 4. Explores the themes, genres and techniques used in American Indian writing and examines the connections between the works of Indian authors and the history of Indian-white relations, particularly regarding class. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities and diversity in the U.S. requirements.

250 Special Topics. 4. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels. Work at the 460 level may apply toward departmental honors if prior arrangement is made by student. Prerequisites: ENGL 102 and Historical Perspectives.

270 World Literature. 4. Study of selected literature from the seven continents. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities requirement.

272 World Cinema. 4. Explores the craft and cultural significance of contemporary films from East Asia, the Middle East, Africa and Latin America. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills arts and intercultural requirements.

282 Journalism. 4. A hands-on introduction to journalistic writing. All students will be working Guilfordian staffers while learning the fundamentals of news, feature and opinion writing as well as newspaper style. No journalistic experience required.

285 Guilfordian Practicum. 1-4. Workshop involving writing, editing or technical work for The Guilfordian. No journalistic experience required. Repeatable

286 Classic American Cinema. 4. Study of the craft and cultural significance of key films of the 1930's through 1950's, the golden age of Hollywood. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities requirement.

287 Cult Movies. 4. Studies the role of cult movies in American culture from the 1930's through the 1990's. Themes include social Darwinism, the Other, conformity, Freudian thanatos, feminism vs. patriarchy, the nature of consciousness. Fulfills humanities requirement.

288 Shakespeare and Film. 4. Explores Shakespearean plays in relation to films that reconstruct a Shakespearean narrative in an entirely different imaginary realm. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities requirement.

290 Internship. 1-4. May also be offered at the 390 level.

306 Medieval Literature. 4. Studies texts from the earliest period of English literary production (roughly from the fall of Rome to 1485). Genres may include epic, romance, drama, lyric, allegory, hagiography. May also include developing introductory skills in Anglo-Saxon, history of the English language, Middle English or paleography. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities requirement.

309 Early Modern Literature. 4. Examines one of the most prolific literary periods in the English tradition (roughly 1485-1700). Texts may include epic or lyric poetry, fiction, essays and tragic, comedic or closet drama. Special emphasis will be given to non-Shakespearean texts. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities requirement.

327 British Romantic Literature. 4. Selected British poetry, fiction and non-fiction prose
written between 1780 and 1832 with special attention to intellectual and cultural issues such as imagination and perception, nature, aesthetic theory and industrialization and/or the relationship between literature and the political/historical issues of the period such as human rights, abolition and the slave trade, the French Revolution, the Napoleonic Wars and reform. Prerequisites: ENGL 102 and Historical Perspectives.

328 Victorian Literature. 4. Selected British poetry, fiction and non-fiction prose written between 1832 and 1901 with special attention to intellectual and cultural issues such as the divided self, gender, childhood, science and religion and sexuality and/or the relationship between literature and the political/historical issues of the period including imperialism, the monarchy and the rise of the middle class. Prerequisites: ENGL 102 and Historical Perspectives.

331 Black Women Writers. 4. Explores a cross-section of the contemporary and historical writings produced by women of African descent primarily in North America, but also of South America, Europe, the Caribbean or Africa. Includes the novel, short story, poetry, drama, autobiography, narrative, essay, interview, letters, reviews and literary criticism. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities and diversity in the U.S. requirements.

332 Black Men Writers. 4. Explores classic and contemporary novels, short stories, drama, poetry, literary criticism, essays and issues by writers such as Ralph Ellison, Richard Wright, Amiri Baraka, August Wilson, Randall Kenan, James Baldwin, Yusef Komunyakaa and Nathan McCall. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities and diversity in the U.S. requirements.

334 African Women Writers. 4. Explores a range of literary voices from black and white women writers born in countries such as Ghana, Zimbabwe, South Africa, Kenya, Nigeria, Senegal, Egypt, Algeria, Botswana and Uganda. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities and intercultural requirements.

338 Harlem Renaissance (IDS 422). 4. This critical-thinking-based discussion course will introduce students to the “Jazz Age” of the 1920’s and 30’s from an Afro-centric perspective and will explore the significance of the era to the development of the African American literary and historical traditions. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities and diversity in the U.S. requirement.

342 American Romanticism. 4. Literary study focusing on such major figures as Emerson, Thoreau, Poe, Hawthorne, Melville and Whitman. Prerequisites: ENGL 102 and Historical Perspectives.

372 Modern Poetry. 4. Significant 20th-century poetry in British and American literature. Includes forms, techniques and themes; addresses poets such as Pound, Eliot and Williams. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities requirement.

376 Contemporary Fiction. 4. Survey course that engages students in reading works written in the years following the end of the Vietnam War by authors who live and work outside the United States and who come from a variety of nationalities and ethnicities.

377 Readings in Gay and Lesbian Studies (IDS 409). 4. An intensive study of the literature and culture of gay, lesbian, bi-sexual, transgender and queer movements in 20th-century American with particular focus on the intersections among Queer theory, Women’s Studies and African-American Studies. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities and diversity in the U.S. requirements.
378 Caribbean Literature. 4. Focus on the Post-Colonial novel – writing which is sophisticated, often experimental and poised on the cutting edge of contemporary literature. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities and intercultural requirements.

380 Rhetoric and Composition. 4. A history of rhetorical studies and a survey of major schools of thought, with emphasis on the practice of teaching writing. Includes study of grammar and the history of the English language. Prerequisites: ENGL 102 and Historical Perspectives.

382 Technical and Professional Communication. 4. Introduction to the history, technology and practice of the profession of technical communications. Designed for students from many disciplines. Prerequisites: ENGL 102 and Historical Perspectives.

400 Senior Seminar. 4. Required of all senior English majors. Rotating seminars in special themes and literary figures. Sample topics include Violence in Early Modern Drama, Melville, Literature and Ethics. Prerequisites: ENGL 200 and 20 credits toward the English major (at least 12 credits taken at Guilford, including one 300-level literature course).

470 Senior Thesis. Credit variable. Work may apply toward departmental honors if prior arrangement is made by student.

490 Departmental Honors. 4-8.

ENVIRONMENTAL STUDIES (ENVS)

Angela Moore, Assistant Professor of Geology
Kyle Dell, Assistant Professor of Political Science

Environmental studies provides an interdisciplinary program that emphasizes the relationship between humans and the environment. It allows students to study and address fundamental issues of our times – the quality of the Earth's environment and the sustainable use of its natural resources.

The program focuses on justice, global awareness and service to the larger community while respecting the concept of nature as sacred and Guilford's Quaker heritage. The Guilford environmental studies program is an overlap of many disciplines, including the humanities, social sciences, business and policy studies, arts and natural sciences.

Degree Offered. The Bachelor of Arts is offered in environmental studies.

Major Requirements. Environmental studies is an interdisciplinary major that requires a second disciplinary major and an advisor in each. The major requires a minimum of 32 credit hours (eight courses).

1. ENVS 101 Introduction to Environmental Studies 4 credits
2. PSCI 319 Modern Environmental Problems 4 credits
3. IDS 472 Environmental Planning 4 credits
4-6. Science support courses (1 course from each of three levels) 12 credits Level 1
   BIOL 112 Integrative Biol: Organisms, Ecology and Evolution
   CHEM 105 Chemistry of Recycling
   CHEM 111 Chemical Principals I
   GEOL 121 Geology and Environment
   GEOL 141 Oceanography

Guilford College
Level 2
  BIOL 212  Environmental Science
  BIOL 224  Field Botany
  BIOL 233  NC Freshwater Fishes
  BIOL 235  Vertebrate Field Zoology
  BIOL 341  Human Anatomy and Physiology I
  MATH 112  Elementary Statistics*

Level 3
  BIOL 334  Animal Behavior
  BIOL 336  Ornithology
  BIOL 438  General Ecology
  GEOL 223  Hydrology
  GEOL 340  Images of the Earth
  GEOL 416  Sedimentology and Stratigraphy
  BIOL/GEOL 242 Natural Science Seminar

7.  Non-science support courses (1 course) 4 credits
    ART 254  Sculpture and the Environment
    ECON 222  Micro: Public Policy
    ECON 301  Research Methods
    ECON 344/IDS 458 Environment Resource Economics
    ENGL 225  American Literature Survey I
    ENGL 228/REL 120 American Nature Writing
    PHIL 242  Environmental Ethics
    PSCI 318  Environmentalism in Early America
    PSY 344/IDS 441 Environmental Psychology
    SOAN 225  Culture and the Environment
    SOAN/PECS 246 Mediation & Conflict Intervention

8.  One course from either science or non-science support courses listed above. 4 credits

Total credits hours required for A.B. degree in environmental studies 32 credits

*ECON 301 may be substituted by petition for MATH 112. Appropriate internships or independent studies can be substituted for both science and non-science electives by petition and approval of the program coordinator.

101 Environmental Science, Policy and Thought: Introduction to Environmental Studies. 4. An introductory course to the interdisciplinary approach as it relates to environmental studies. Intended to introduce students to a broad array of environmental issues and conflicts; case study, problem-solving approach. Fulfills social justice/environmental responsibility requirement.

220 The American Landscape (ART 220). 6. The American Landscape is a two-part exploration. First, students undertake traditional academic inquiry, reading and discussion. The second, experiential component consists of an extended field trip and a direct photographic exploration of some of the landscapes and environments that have shaped American culture. Fulfills arts and social justice/environmental responsibility requirements.

250 Special Topics. 4. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels. Independent student projects are dependent upon the student’s initiative in shaping the terms of investigation.
The supervising instructor and the coordinator of environmental studies must approve a proposal describing the project.

**290 Internship. 1-4.** Recommended for all majors. College requirements apply. Details to be arranged between a student and a faculty member; schedules and nature of the work to be accomplished at the discretion of the instructor. May also be offered at the 390 level.

**330 Environmental Pollution (GEOL 230). 4.** This course examines the impacts of human culture and activity on the quality of air, water and soil with a focus on sources of contamination and the fate of pollutants in the environment. Laboratory focuses on experimental work and field studies that introduce students to the scientific investigation of environmental problems. Fulfills natural science and mathematics and social justice/environmental responsibility requirements. Generally alternate years.

**470 Senior Thesis. 4.** Recommended for all students planning to attend graduate school. A written senior thesis may be undertaken as a separate project or as the culmination of independent study; the senior thesis must represent serious research and independent thought.

**490 Departmental Honors. 4-8.** For seniors with a 3.50 grade-point average, students may complete a senior’s thesis and obtain program honors at graduation.

**FOREIGN LANGUAGES**

*David J. Limburg, Associate Professor of German, Chair*

*Sylvia Trelles, Professor of Spanish*

*Hiroko Hirakawa, Associate Professor of Japanese*

*Alfonso Abad-Mancheño, Assistant Professor of Spanish*

*Maria Park Bobroff, Assistant Professor of French*

*Kathryn T. Bowers, Assistant Professor of Spanish*

*Carolina Casado, Visiting Instructor of Spanish*

*Laura Ibarra, Visiting Instructor of Spanish*

*Janet Starmer, Visiting Instructor of French and Director of the Language Laboratory*

Guilford’s Quaker heritage has assured a continuing interest in the study of language as an instrument of international understanding. Courses are offered in Chinese, French, German, Japanese and Spanish.

Entering students take a placement test upon arrival to determine their level in a previously studied language. Students may place out of the one semester (101) foreign language requirement by taking that placement exam. Students who do not take the placement exam will be required to complete one semester of language 101. Students who place out of the foreign language requirement and wish to continue with their studies of a language will be placed in the appropriate level course according to the placement exam score. Intermediate (201-202) level (or equivalent experience) is a normal prerequisite for higher-numbered courses.

**Degree Offered.** The Bachelor of Arts degree is offered in French, German, German studies and Spanish.

**Major Requirements.** The department offers majors in French, German, German studies and Spanish. Each major requires a minimum of 32 credit hours (eight courses) numbered 200 or above and must include at least one 400 course. For a French or Spanish major, 220 must be included among the eight required courses. Students may do a Senior Thesis (470)
or Departmental Honors (490) on a topic approved by the department. This will be counted as one of the eight courses, but will not replace the required 400-level course. Students planning to attend graduate school are urged to choose the senior thesis. French and Spanish courses in translation do not count towards the major.

A German studies major requires participation in the Munich Semester Program. Students can count up to three courses taught in English toward the major and must also take at least five courses taught in German and selected from the German major curriculum.

Double majors in either French or Spanish and education studies, as well as K-12 licensure in these languages, are also offered. Students pursuing these double majors have the same requirements within the foreign languages department as do other majors. The option of doing a senior thesis is not advisable for this double major. Students interested in pursuing a teaching career in German may do so by completing the requirements for a German major at Guilford, a concentration in education studies and then acquiring certification at a graduate institution.

Course prerequisites: Except for courses in translation, a student is required to complete a 200-level course, its equivalent or to obtain permission from the instructor before enrolling in a 300-level course. Further, students must complete at least one 300-level course before taking a 400-level course. We strongly recommend that students of French and Spanish take 220 before taking a 300- or 400-level course.

Spanish majors must take at least one course from the Spanish peninsular area and one from Latin America. All majors must meet proficiency requirements.

All majors are expected to study abroad with an appropriate Guilford program before graduating. Approval of the department is necessary to either waive this requirement or to participate in another program abroad. Guilford currently offers semester programs in Beijing, Brunnenburg, Guadalajara, Madrid, Seville, Siena, Alcala de Henares, London, Munich, Paris, Rennes and Japan, for which the appropriate language is either required or recommended.

Foreign language majors should choose a related field in order to consolidate and complement their major field of study or to enhance career opportunities. Majors in many other disciplines will find a concentration in a foreign language (four courses at the intermediate level and above) of immense value in the pursuit of a career.

**French Major Requirements:**
1-5. Five French courses above 102 excluding FREN 260, 290, 360, 390, 460 20 credits
6. FREN 220 Intro to Literary and Cultural Analysis 4 credits
7. Any FREN 300 level course other than FREN 360 or FREN 390 4 credits
8. Any FREN 400 level course other than FREN 460 4 credits

Total credits required for A.B. degree in French 32 credits

**German Major Requirements:**
1-5. Five German courses above 102 excluding GERM 260, 290, 360, 390, 460 20 credits
6. Any GERM 400 level course other than GERM 460 4 credits
7. GERM 202 Intermediate German II 4 credits
8. Any GERM 300 level course other than GERM 360 or 390 4 credits

Total credits required for A.B. degree in German 32 credits

**German Studies Major Requirements:**
1. GERM 202 Intermediate German II 4 credits
2-4. Three German courses above 102 excluding GERM 260, 290, 360, 390, 460 12 credits
5. Any GERM 400 level course other than GERM 460 4 credits
Spanish Major Requirements:
1-4. Four Spanish course above 112 excluding SPAN 260, 290, 360, 390, 460 16 credits
5. SPAN 220 Intro to Literary and Cultural Analysis 4 credits
6. One course from:
   SPAN 310 Contemporary Latin America
   SPAN 320 Culture and Society: Mexico, Central America and Caribbean
   SPAN 322 Culture and Society: South America
   SPAN 340 Film, Life, and Literature of Latin America
   SPAN 402 Senior Seminar: Latin America
7. One course from:
   SPAN 311 Contemporary Spain
   SPAN 321 Culture and Society: Golden Age of Spain
   SPAN 323 Culture and Society: Beginnings of a Nation
   SPAN 403 Senior Seminar: Spain
8. Any SPAN 400 level course other than 460 4 credits
Total credits required for A.B. degree in Spanish 32 credits

Assessment of Foreign Language Majors.
The 202/220 final will be a language proficiency exam. The exam will test speaking, knowledge of grammar and explication of a text (for German: the literary portion will be given with the final for the fall 300 level course). Based on the results of the 202/220 test, students whose score is inadequate will likely be advised to A) discontinue as a language major, or B) study and retake the test when ready; at the latest before the beginning of the student’s final 400 level course.

• The following final project will be required for all seniors in their final 400 level course: a final paper or exam for the course, in the target language, in which students pull together the cultural knowledge they have acquired throughout the major, including material from the current 400 course. Students will select a cultural theme that has recurred in several courses and develop an essay about the theme, tracing its importance through historical, cultural and literary contexts. Students will begin this project early in their final semester. Along with the essay, students will turn in a three-question evaluation form, assessing their language major and outlining future goals.
• Students will complete a study abroad self-assessment form.

French (FREN)
101 Communicating in French I. 4. Basic building blocks of grammar, emphasis on oral communication and culture. Culture/Laboratory Day required. Fulfills foreign language requirement.

102 Communicating in French II. 4. Continuation of French I with more emphasis on grammar and developing reading and writing skills. Emphasis still on oral communication and culture. Culture/Laboratory Day required. Prerequisite: FREN 101 or placement. Fulfills foreign language requirement.

201 Intermediate French. 4. Introduction of more advanced aspects of French grammar, vocabulary and culture in addition to continued speaking and comprehension, as well as
increased emphasis on reading and writing in French. Prerequisite: FREN 102 or placement. Fall.

220 Introduction to Literary and Cultural Analysis. 4. An introduction to important literary and cultural texts and to the tools required to understand and discuss them. This course enables students to engage more sophisticated texts and cultural artifacts from different discourses, periods and cultures, and is the prerequisite of all 300-level courses. Prerequisite: FREN 201 or placement. Spring.

250 Special Topics. 4. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels.

290 Internship, 1-4. May also be offered at the 390 level.

310 Contemporary France. 4. Study of the institutions and society of France today, with an emphasis on developing the vocabulary and cultural context required to understand them. Prerequisite: FREN 220.

311 The Francophone World. 4. Study of significant literatures and cultures of the French-speaking world, with particular emphasis on Africa and the Caribbean. Prerequisite: FREN 220. Fulfills humanities and intercultural requirements.

315 French and Francophone Cinema. 4. Study of French and Francophone cinema: genre as well as societal and cultural influences. The course will be taught in French, with course readings and assignments completed in French. Specific directors, films, and themes will vary. Course is repeatable with different topics. Prerequisite: FREN 220. Fulfills humanities requirement.

365 Literature and Culture: Period. 4. Study of French and Francophone culture and society within a defined period of time, e.g., the Renaissance, the Enlightenment, Romanticism, along with the period’s defining characteristics and lasting influences. Taught in French, with course readings and assignments completed in French. Course is repeatable with different topics. Prerequisite: FREN 220 and 310, 311, or 315.

375 Literature and Culture: Theme. 4. Study of French and Francophone culture and society through the lens of a particular theme. Themes may be universal in nature (love, death, the nation, the Other) or more specific (the City of Paris, Revolutionary writings, the Dreyfus Affair). Taught in French, with course readings and assignments completed in French. Course is repeatable with different topics. Prerequisite: FREN 220 and 310, 311, or 315.

385 Literature and Culture: Genre. 4. Study of French and Francophone culture and society through a particular literary genre, e.g. the novel, theatre, poetry. We will consider how historical periods have given rise to certain literary genres and how genres have influenced literary and cultural movements. Taught in French, with course readings and assignments completed in French. Course is repeatable with different topics. Prerequisite: FREN 220 and 310, 311 or 315.

400 Senior Seminar. 4. Topic of this capstone for majors will vary, but will focus on important questions in French and Francophone studies. Students will explore more advanced approaches to culture and literature and conduct research on a final paper. Required of majors. Prerequisites: FREN 220 and a 300-level course. Spring. Fulfills humanities requirement.

470 Senior Thesis. 4.
490 Departmental Honors.

**German** (GERM)

**101 Communicating in German I.** 4. Basic building blocks of grammar, emphasis on oral communication and culture. Culture/Laboratory Day required. Fall, also taught in Munich. Fulfills foreign language requirement.

**102 Communicating in German II.** 4. Continuation of German I with more emphasis on grammar and developing writing skills. Emphasis still on oral communication and culture. Culture/Laboratory Day required. Prerequisite: GERM 101 or placement. Spring. Fulfills foreign language requirement.

**201 Intermediate German I.** 4. Review of basic structures and introduction of more advanced aspects of grammar and vocabulary. Increased emphasis on conversation, reading and writing skills. Prerequisite: GERM 102 or placement. Fall, also taught in Munich.

**202 Intermediate German II.** 4. Continuation of German 201. Increased emphasis on discussion skills. Students read and discuss two youth novels. Prerequisite: GERM 201 or placement. Spring.

**250 Special Topics.** 4. May also be offered at 350 and 450 levels.

**260 Independent Study.** 1-4. May also be offered at 360 and 460 levels.

**290 Internship, 1-4.** May also be offered at the 390 level.

**310 Contemporary German Culture.** 4. Analysis and discussion of literary and cultural texts and films from 1945 to the present. Further development of writing skills. Prerequisite: GERM 202 or placement. Fall, every third year.

**311 German Youth Culture.** 4. Analysis and discussion of youth literature, as well as journalism and film aimed at German youth. As an end project, students interview native German speakers in Greensboro about their youth in a German-speaking country. Prerequisite: GERM 202 or placement. Fall, every third year. Fulfills humanities requirement.

**312 German Composition.** 4. Advanced grammar work and writing practice, with increased attention to complexity and style. Prerequisite: GERM 202 or placement. Fall, taught in Munich.

**320 Culture and Society: The Weimar Republic.** 4. Analysis and discussion of German films and dramas of the Weimar Republic, as well as short texts of cultural, political and historical relevance. Prerequisite: GERM 202 or placement. Fall, every third year. Fulfills humanities requirement.

**400 Seminar.** 4. Students will explore more advanced approaches to culture and literature and conduct research on a final paper. The seminar will focus on pre-19th-century, 19th-century, and 20th-century/contemporary material in a three-year sequence. Required of majors. Prerequisite: GERM 300-level or placement. Spring; repeatable. Fulfills humanities requirement.

**470 Senior Thesis.** 4.

**490 Departmental Honors.**

**German Studies Major** (courses offered in Munich; taught in English)

**Political Science 250.** Politics and Culture of Bavaria. 4.
History 450. History of Modern Germany. 4.
Art 450. Art History. 4.

Japanese (JAPN)

102 Communicating in Japanese II. 4. Continuation of Japanese I with more emphasis on grammar and developing writing skills. Emphasis still on oral communication and culture. Culture/Laboratory Day required. Prerequisite: JAPN 101 or placement. Fulfills foreign language requirement.

201 Intermediate Japanese I. 4. Advanced grammar study, conversation practice and increased emphasis on reading and writing. Prerequisite: JAPN 102 or permission of instructor.


220 Women in Modern Japan. 4. Examines the lives of Japanese women within the contexts of such social institutions as education, marriage, family, work and mass media. Taught in English. Fulfills humanities and intercultural requirements.

221 Contemporary Japanese Society. 4. Interdisciplinary course examines popular American attitudes toward Japan and social construction of national identity in contemporary Japan (as well as challenges to this identity). Studies social conditions, popular culture and racial and ethnic minorities in Japan. Taught in English. Fulfills humanities and intercultural requirements.

250 Special Topics. 4. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels.

290 Internship. 1-4. May also be offered at the 390 level.

310 Media, Gender, and Nation in Japan. 4. Examines the roles of mass media in the construction of gendered national identity in Japan. Fulfills intercultural requirement.

470 Senior Thesis. 4.

490 Departmental Honors. 4.

Spanish (SPAN)
101 Communicating in Spanish I. 4. Basic building blocks of grammar, emphasis on oral communication and culture. Culture/Laboratory Day required. Fulfills foreign language requirement. Students may not receive credit for both SPAN 101 and SPAN 111.

102 Communicating in Spanish II. 4. Continuation of Spanish I with more emphasis on grammar and developing writing skills. Emphasis still on oral communication and culture. Culture/Laboratory Day required. Prerequisite: SPAN 101, SPAN 111 or placement. Fulfills foreign language requirement. Students may not receive credit for both SPAN 102 and SPAN 112.

111 Communicating in Spanish for Business I. 4. Basic building blocks of grammar, emphasis on oral communication and culture. Special emphasis on vocabulary for the workplace. For CCE students only. Fulfills foreign language requirement. Students may not

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receive credit for both SPAN 101 and SPAN 111.

112 Communicating in Spanish for Business II. 4. Continuation of SPAN 111. Basic building blocks of grammar, emphasis on oral communication and culture, particularly as they relate the workplace in various settings such as business, health, travel, social services. For CCE students only. Fulfills foreign language requirement. Students may not receive credit for both SPAN 102 and SPAN 112. Prerequisite SPAN 111 or SPAN 101.

201 Intermediate Spanish. 4. Introduction of more advanced aspects of Spanish grammar and vocabulary in addition to continued speaking and comprehension, increased emphasis on reading and writing in Spanish using culture-oriented material. Prerequisite: SPAN 102 or placement.

202 Intermediate Conversation and Composition. 4. Thorough review of Spanish grammar as needed, intensive work on oral and written expression on a variety of topics and exposure to a wide range of cultural “texts” (from traditional literature to more recent media). Prerequisite: SPAN 201 or permission of instructor.

211 Intermediate Spanish for Business I. 4. Span 211 parallels Spanish 201 (Intermediate Spanish) in its emphasis on learning and practicing more advanced elements of Spanish grammar, developing vocabulary as well as improving speaking and comprehension skills. However, there is an increased emphasis on the development of reading and writing skills using culture-oriented materials related to the workplace and will stress practices in the Hispanic business world. Prerequisite: SPAN 102 or 112 or placement.

212 Intermediate Spanish for Business II. 4. Again, paralleling Span 202 (Intermediate Spanish Conversation/Composition this course will review aspects of grammar learned in previous Spanish courses to help students attain greater proficiency in the use of Spanish structures. Class sessions will emphasize oral and speaking skills, which will be accomplished by means of a wide range of cultural texts related to the workplace, which will include videos, articles, Internet material and more. Class is conducted in Spanish. Prerequisite: SPAN 211 or 201 or placement.

220 Introduction to Literary and Cultural Analysis. 4. An introduction to important literary and cultural texts and to the tools required to understand and discuss them. Study of grammar at an advanced level. This course enables students to engage more sophisticated texts and cultural artifacts from different discourses, periods and cultures, and is the prerequisite for all 300-level courses.

221 Advanced Spanish for Business. 4. In this course students will strengthen their communicative skills in Spanish for professions with an emphasis on business and increase their knowledge of the cultures of Spanish-speaking peoples An important part of the course will be a community project in which students will document the profiles of several Hispanic businesses or organizations in the region. The course will be conducted in Spanish. Prerequisite: SPAN 212.

250 Special Topics. 4. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels.

290 Internship, 1-4. May also be offered at the 390 level.

310 Contemporary Latin America. 4. Through multiple perspectives (economic, historical, political, social and religious), we will explore different themes relating to situations in contemporary Spanish America. We will utilize art, literary texts and public speeches to illustrate these themes and to form connections between the various countries. Prerequisite:
SPAN 220. Alternate years. Fulfills intercultural requirement.

311 Contemporary Spain. 4. This course will study the dramatic changes that have occurred in Spain since the death of Francisco Franco in 1975: the development of a democratic government, the social and economic challenges faced in Spain's attempt to become one of the important players in the European Union and the positive and negative effects resulting from such a position. In Spanish. Counts for Spanish and International Studies major and concentration. Prerequisite: SPAN 220. Alternate years.

320 Culture and Society: Mexico, Central America and Caribbean. 4. Examination of the literature and culture against a historical background from the colonial period, with an emphasis on the 20th century. Prerequisite: SPAN 220. Alternate years. Fulfills humanities and intercultural requirements.

321 Culture and Society: Golden Age of Spain. 4. Examination of the culture, literature and historical contexts of the 16th and 17th centuries in Spain. Prerequisite: SPAN 220. Alternate years. Fulfills humanities requirement.

322 Culture and Society: South America. 4. Examination of the literature and culture against a historical background from the colonial period, with an emphasis on the 20th century. Prerequisite: SPAN 220. Alternate years. Fulfills humanities and intercultural requirements.

323 Culture and Society: Beginnings of a Nation (The Integration of Three Cultures). 4. Examination of the culture, literature and historical contexts of Medieval Spain with an emphasis on the contributions of Jews, Christians and Moslems. Prerequisite: SPAN 220. Alternate years. Fulfills humanities requirement.

340 Film, Life and Literature of Latin America (IDS 447). 4. A view of Latin American culture, society and contemporary issues through film and literature. At times taught in English for IDS 400 credit. For Spanish credit, class meets one extra time and all work is done in Spanish.

342 Latino Culture in the United States (IDS 449). 4. A study of the different Hispanic cultures in the U.S. through literature, essays and film with special emphasis on the image of self as “other,” exile, bi-culturalism, bi-lingualism, and the fusion of cultures. Taught in English for IDS 400 credit. For Spanish credit, class meets one extra time and all work is done in Spanish. Fulfills intercultural requirement.

402 Senior Seminar: Latin America. 4. Students will explore more advanced approaches to culture and literature and conduct research on a final paper. Possible topics: Women Writers of Latin America, The Latin American Novel. Prerequisite: SPAN 220 and a 300-level course. Fulfills humanities and intercultural requirements.

403 Senior Seminar: Spain. 4. Students will explore more advanced approaches to culture and literature and conduct research on a final paper. Possible topics: Social and Cultural Impact of the Spanish Civil War, Women in Spanish Literature and Film. Prerequisite: SPAN 220 and a 300-level course. Fulfills humanities requirement.

470 Senior Thesis. 4.

490 Departmental Honors.
GENERAL STUDIES (GST)

101 Adult Transitions. 4. For CCE students in only their first term at Guilford College. The central focus of the course is coming to terms with problems as well as prospects involved in life changes. Reading diversity novels provides a means of working with these adult transitions. The course includes the teaching of academic skills. Fulfills FYE 101 requirement.

105 Quaker Social Testimonies and Spiritual Roots. 2. Introductory seminar for Quaker Studies minor.

107 Introduction to Community Learning. 2. Explores complex social issues related to community service. Students volunteer weekly at sites in the Greensboro community and connect their service, academic and personal development via electronic portfolios. The course also serves as an orientation to the Bonner Scholars program; enrollment is limited to new Bonner Scholars. CR/NC.

110 Quantitative Literacy. 2. This course covers quantitative reasoning and provides a general overview of quantitative methods, geometry and graphics, applied arithmetic and algebra. Enrollment is limited to students who have not satisfied the Quantitative Literacy requirement. CR/NC. Fulfills quantitative literacy requirement.

111 Effective Writing. 4. An ESL (English as a Second Language) version of English 101, this course is designed for non-native speakers who need to work on their writing skills. Students must earn a grade of at least C- to move on to ENGL 102.

120 Learning Strategies. 1. This course will focus on such topics as grade-point-average management, time management, learning style inventories, evaluation of learning skills and reading skills, staging the writing process, effective and efficient ways to memorize, taking notes, studying for tests and taking responsibility for one's own education.

121 Mentor Program. 1. This course assists first-year and transfer students in their adjustment to college life and provides each with a mentor for the first semester. Topics include, among others: management of time and stress, building relationships, preparing for exams, diversity and selecting a major. CR/NC

125 Leadership Seminar. 1. A preparatory program for all student leaders. Students explore different definitions and styles of leadership, diversity and basic helping/communication skills and apply these concepts to future leadership roles. CR/NC

130 Introduction to Leadership for Social Change. 1. Open to first- and second-year students. Focuses on assessing, defining and understanding ourselves as potential change agents. Students will create an electronic portfolio to serve as a planning and reflection tool for their Guilford journey. CR/NC

200 Leadership Issues in Working for Change. 1. Open to sophomores, juniors or seniors completing a two- to four-credit internship for academic credit. Using their internship experiences as a focus, students explore models of effective leadership and issues of change in organizations. CR/NC

225 Medieval People. 1. This course meets six times each semester. It is intended to provide a meeting of those interested in Medieval studies in general, or in the Medieval / Early Modern studies minor specifically. Various topics, usually featuring important medieval people, are discussed by a number of different faculty members and others.
255 Career and Life Planning. 1. Examines career development through the life span, specifically focusing on the period of time between the beginning of college and entry into the work force. Topics include self-exploration, decision-making, the interrelationships between life roles and career choice, researching career possibilities, résumé writing, interviewing skills and managing career and life transitions. Through a variety of learning approaches, students will actively facilitate their own and their classmates’ career development. CR/NC.

256 Re-Careering: From Career to College to Career. 2. Targeted to CCE students, this course addresses career development from the perspective of students who bring a work history to the classroom. Topics includes self-exploration, decision-making, the interrelationships between life roles and career choice, researching career possibilities, résumé writing, interviewing skills and managing career and life transitions. The course will explore through discussion and role play such subjects as downsizing, family/career life balancing, economic trends, relocation and the electronic job search.

250 Special Topics. 4. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels.

290 Internship, 1-4. May also be offered at the 390 level.

400 Leadership for Social Change Seminar. 1. Open to seniors. Focuses on integrating experiential and academic learning and preparing for the transition to the professional world. Students prepare a showcase portfolio to use in their job searches. Each student designs a culminating experience based on their needs and interests. CR/NC

405 Quaker Faith and Practice. 2. The capstone for the Quaker Studies minor, this course serves as an overview of Friends’ history and theology, with each year’s class focusing on a particular issue of current Quaker concern.

GEOLOGY AND EARTH SCIENCES (GEOL)
Angela Moore, Assistant Professor, Chair
Marlene L. McCauley, Professor
David M. Dobson, Associate Professor
Edward Stoddard, Visiting Professor of Geology

Geology, the study of the Earth, encompasses a variety of topics, including rocks, minerals, fossils, Earth history, plate tectonics, climate and weather, rivers, oceans and groundwater, mapping, sedimentology, natural hazards and environmental science. Geology is a firsthand experience at Guilford. Students are involved in hands-on field experiences, in laboratory work where answers are not known beforehand and in undergraduate research, which is presented to regional professional societies or to national conferences on undergraduate research. The program is centered on a core of courses that establish a firm academic foundation in geology as a science. In turn, this foundation serves as a springboard to graduate study, professional geology, teaching, art, environmental science, creative writing, law, resource management and geography.

Degrees Offered. The geology and earth sciences major is offered for either the Bachelor of Arts degree or the Bachelor of Science degree. The Bachelor of Science degree is for students with a professional interest in geology and earth sciences, who are interested in graduate work leading to an advanced degree in geology and earth sciences. The Bachelor of Arts degree allows more flexibility for students interested in pursuing an advanced degree.
in another field, or for those interested in working with the natural system in relation to other disciplines (e.g., teaching, law, social sciences, museum science, writing in the natural sciences).

Students pursuing either a B.S. or an A.B. in geology may also opt for a track in environmental geology.

**Major Requirements for Bachelor of Arts Degree in Geology and Earth Sciences:**

A graduate from this degree track will find employment in cross-disciplinary fields where a strong science background is critical but geology is not the primary focus of the work. As a geologist, the graduate would serve as a geologic technician in the laboratory or the field. As for graduate studies in geology, the graduate would generally be admitted to master’s studies provisionally, with a deficiency in mathematics and possibly physics.

The major requires a minimum of 48 credit hours (12 courses).

1. GEOL 121 Geology and the Environment or GEOL 141 Oceanography 4 credits
2. GEOL 122 Historical Geology 4 credits
3. GEOL 311 Optical Mineralogy 4 credits
4. GEOL 312 Petrology 4 credits
5. GEOL 335 Structural Geology 4 credits
6. GEOL 415 Paleontology 4 credits
7-8. Two elective lab courses 8 credits

Related Field Courses: Students must take one course in mathematics (above the 110 level), plus 3 more courses from among the following:

9. Any MATH course above MATH 110 4 credits
10-12. Three courses from: 12 credits
   CHEM 111, 112, MATH 112, 115, 121, 122, EDUC 410, 420, PHYS 211, 212 or 121, 122

Total credits required for A.B. degree in geology and earth sciences 48 credits

Students will work with their advisors to select the electives and related field courses that are most useful for their individual goals.

**Major Requirements for Bachelor of Science Degree in Geology and Earth Sciences:**

The Bachelor of Science degree is designed for students who intend to pursue graduate study in the earth sciences – geology, environmental science, geography, oceanography, paleontology, hydrology, geophysics, etc. This track requires the full suite of courses expected by the profession for technical work and for graduate study. The major requires a minimum of 60 credit hours (15 courses).

1. GEOL 121 Geology and the Environment or GEOL 141 Oceanography 4 credits
2. GEOL 122 Historical Geology 4 credits
3. GEOL 311 Optical Mineralogy 4 credits
4. GEOL 312 Petrology 4 credits
5. GEOL 335 Structural Geology 4 credits
6. GEOL 415 Paleontology 4 credits
7-8. Two elective lab courses 8 credits
9. Summer Field Camp 4 credits
10. CHEM 111 Chemistry Principles I 4 credits
11. CHEM 112 Chemistry Principles II 4 credits

Total credits required for B.S. degree in geology and earth sciences 60 credits

Students will work with their advisors to select the electives and related field courses that are most useful for their individual goals.
12. MATH 121 Calculus I 4 credits
13. MATH 122 Calculus II 4 credits
14. PHYS 121 Classical & Modern Physics I or PHYS 211 College Physics I 4 credits
15. PHYS 122 Classical & Modern Physics II or PHYS 212 College Physics II 4 credits

Total credits required for B.S. degree in geology and earth sciences 60 credits

The track in Environmental Geology:
Students pursuing either a B.S. or an A.B. in geology may opt for a track in environmental geology. This track provides a strong background in geology but is designed for students interested in environmental consulting or in pursuing graduate study in an environmental field.

Major Requirements for A.B. and B.S. track in Environmental Geology
1. GEOL 121 Geology and the Environment or
   GEOL 141 Oceanography 4 credits
2. GEOL 122 Historical Geology 4 credits
3. GEOL 223 Hydrology 4 credits
4. GEOL 340 Images of the Earth 4 credits
5-6. Plus two of the following: 8 credits
   - GEOL 311 Optical Mineralogy (Prerequisite: CHEM 111)
   - GEOL 312 Petrology (Prerequisite: CHEM 112)
   - GEOL 335 Structural Geology
   - GEOL 415 Paleontology
Suggested electives:
   - GEOL 230/ENV 330 Environmental Pollution
   - GEOL 416 Sedimentology and Stratigraphy
7-8. Two elective lab courses 8 credits
Additional requirements for A.B. track in Environmental Geology
9. Any MATH course above MATH 110 4 credits
10-12. Three courses from: 12 credits
   - CHEM 111, 112, MATH 112, 115, 121, 122, EDUC 410 420, PHYS 211, 212

Total credits required for A.B. track in environmental geology 48 credits

Additional requirements for B.S. track in environmental geology
9. Summer Field Course 4 credits
10. CHEM 111 Chemical Principles I 4 credits
11. CHEM 112 Chemical Principles II 4 credits
12. MATH 121 Calculus I 4 credits
13. MATH 122 Calculus II 4 credits
14. PHYS 121 Classical & Modern Physics I or PHYS 211 College Physics I 4 credits
15. PHYS 122 Classical & Modern Physics II or PHYS 212 College Physics II 4 credits

Total credits required for B.S. track in environmental geology 60 credits

121 Geology and the Environment. 4. Materials of the earth and processes acting on them, both at the surface and within: nature of continents and oceans, plate tectonics, erosion and weathering, rocks and minerals; the earth as a physicochemical system and the human's part in that system. Fulfills natural science and mathematics and social justice/environmental responsibility requirements. Offered yearly in fall.
122 Historical Geology. 4. Historical account of discovery of geologic time and development of the theory of evolution; origin and development of the earth; geologic history of North America — both life and lands. Emphasis in laboratory on interpretation of earth history and applications of methods in making such interpretations through use of the Quaker Quadrangle. Fulfills natural science and mathematics requirement. Offered yearly in spring.

141 Oceanography. 4. Formation of the earth and oceans; shape and composition of the ocean floor; plate tectonics. Waves and tides, seawater chemistry, climate and the ocean's interaction with the atmosphere. Fulfills natural science and mathematics and social justice/environmental responsibility requirements.

151 HP: Climate and History. 4. Explores the roles of global climate and climate change in the evolution and development of human beings and their cultures. Topics include climate-driven migration, effects of ice ages, climate change during the last two millennia and their effects on subsistence, war, commerce and exploration and what to expect in next century. Fulfills historical perspectives requirement.

160 Gems and Minerals. 4. Introduction to minerals and gemstones. Includes basic crystallography and crystal chemistry; physical and optical properties of minerals, gemstone identification, consumer geology. Fulfills natural science and mathematics requirement.

180 Energy and Natural Resources. 4. Analysis of problems posed by interaction of conventional economic growth with limited natural resources; evaluation of potential contribution of various alternative energy sources to the national and world energy budget; review of distribution and abundance of mineral resources.

190 Terroir: The Science of Wine. 4. An interdisciplinary look at the science behind wine. The course will investigate the geology and geography of the major wine-growing areas of the world, and see how climate, culture and geology play a role in what grapes flourish where. Students will also learn the basics of sensory evaluation of wines. Enrollment limited to CCE students over age 21. Must provide proof of age and sign a waiver. Fulfills natural science and mathematics requirement.

223 Hydrology. 4. Precipitation, interception and runoff measurements and analysis; stream flow and features, stream flow monitoring and data analysis; floodplain mapping; water supply analysis; groundwater geology and flow, groundwater prospecting; well design and analysis; water supply and water quality problems. Prerequisite: GEOL 121 or permission of instructor and an understanding of algebra and trigonometry. Alternate years.

230 Environmental Pollution (ENVS 330). 4. This course examines the impacts of human culture and activity on the quality of air, water and soil with a focus on sources of contamination and the fate of pollutants in the environment. Laboratory focuses on experimental work and field studies that introduce students to the scientific investigation of environmental problems. Fulfills natural science and mathematics and social justice/environmental responsibility requirements. Generally alternate years.

240 Seminar West (BIOL 240). 4. Five-week summer course, including four weeks of camping and hiking, to study the American Southwest. Emphasis on the natural history of the canyon country of the Colorado Plateau: the geologic processes of mountain building and erosion and the plant and animal communities found in these environments. Fulfills natural science and mathematics and social justice/environmental responsibility requirements. Summer, once every three years.
242 **Natural Science Seminars. (variable credits).** Studies of the biology, geology, ecology and natural history of different field areas, including East Africa, Puerto Rico or the North Carolina Outer Banks. Includes a one-to-three week trip to the area being studied, depending on when the course is offered. Students conduct research projects during the field trip portion of the course. When course is offered for a minimum of 2.7 semester credits, the course will fulfill the natural science and mathematics and social justice/environmental responsibility requirements.

250 **Special Topics. 4.** May also be offered at 350 and 450 levels. Recent topics include geographical information systems and remote sensing, reefs of Puerto Rico, environmental history of China, climate and history, earth systems science, GIS and image processing and soil science.

260 **Independent Study. 1-4.** May also be offered at 360 and 460 levels. Independent and directed research, including field and laboratory experience.

290 **Internship, 1-4.** May also be offered at the 390 level.

311 **Optical Mineralogy. 4.** Principles of optical mineralogy, basic crystallography and crystal chemistry, rock-forming minerals and mineral formation and associations. Lab will focus on mineral identification in hand specimen and thin section. Alternate years in fall. Prerequisite: CHEM 111 (may be taken concurrently with instructor permission).

312 **Petrology. 4.** Introduction to the study of igneous, sedimentary and metamorphic rocks. Principles of classification, occurrence, phase equilibria, tectonic environments and origin/formation of rocks are emphasized in lectures. Labs emphasize description, classification and interpretation of textures and mineralogy in hand sample and in thin section. Alternate years in spring. Prerequisites: GEOL 311, CHEM 112 (may be taken concurrently with instructor permission).

335 **Structural Geology. 4.** Study of the deformation of rocks of the earth's crust: descriptive and theoretical treatment of folding, faulting, jointing, unconformities, diapirs, plutons and the structural features found in igneous, metamorphic and sedimentary rocks; introduction to geophysical methods; discussions of problems in global tectonics, such as mountain-building and continental drift. Offered in alternate years in spring. Prerequisites: two laboratory courses in geology, competence in trigonometry (or MATH 115) or consent of the instructor.

336 **Geomorphology. 4.** Study of landforms and the processes involved in their formation, especially the investigation of fluvial and arid geomorphic cycles, coastline development and theories of landscape evolution. Prerequisites: GEOL 121 and one other geology laboratory course or consent of the instructor. Offered on demand.

340 **Images of the Earth: GIS and Remote Sensing. 4.** Focuses on various ways to classify, represent and visualize the Earth's surface. Interpretation, creation and use of maps, aerial photographs and satellite images. Exploration, construction and use of geographic information systems (GIS) and other computer-based methods to create maps and visualize data. Application of knowledge and techniques to issues such as ecosystem management, environmental assessment, urban planning, geologic mapping, global change and archaeology.

412 **Geochemistry (CHEM 412). 4.** Distribution, movement and processes affecting chemical elements within the earth. Nuclear chemistry, formation of earth and planets; crystal chemistry and mineral structures; isotope geology, trace elements, thermodynamics in geology. No laboratory. Prerequisites: CHEM 111, three semesters of laboratory courses www.guilford.edu
in geology or consent of the instructor.

415 Paleontology. 4. Study of fossils with major emphasis on invertebrates: classification and identification, principles of evolution and paleoecology; application of paleontology to geologic problems, especially its use in stratigraphic studies. Offered in alternate years in fall. Prerequisites: GEOL 122 and another course in geology and/or biology and/or chemistry or consent of the instructor.

416 Sedimentology and Stratigraphy. 4. Advanced study of sedimentary rocks. Emphasis on sedimentary processes, grain size analysis, sedimentary structures and sedimentary petrography; the description, classification, correlation and interpretation of sedimentary rocks; principles of stratigraphic nomenclature; interpretation of tectonic conditions, depositional environments, and paleogeography; advanced historical geology. Prerequisites: four semesters of laboratory courses in geology or related science or consent of the instructor. Offered in alternate years in spring.

470 Senior Thesis. Credit variable. Independent research project begun at end of junior year. See department for details.

490 Departmental Honors. 4-8.

HEALTH SCIENCES

Anne G. Glenn, Associate Professor of Chemistry

The health sciences major is designed for students who wish to pursue graduate study in the health professions, which include medicine, dentistry or veterinary medicine, or one of the allied health professions, such as physician assistant, pharmacy, physical therapy, occupational therapy or athletic training. The health sciences major provides a coherent program that allows students to develop an understanding of the interdisciplinary nature of the health professions.

Degree Offered. The Bachelor of Science degree is offered in health sciences

Major Requirements. Health sciences is an interdisciplinary major that requires a second disciplinary major and an adviser in each.

Specific Course Requirements. Courses for the health sciences major come from disciplines in a variety of areas of study, including natural sciences and mathematics, sport studies and social sciences. The major requires a minimum of 33 credit hours (nine courses) chosen from the list below, one of which must be an internship at the 390 level in the student’s proposed career field. This internship experience is undertaken in the junior or senior year and is intended to give the student an opportunity to gain the real-world experience necessary for a career in any of the health care fields.

The one-credit Health Sciences Seminar acts as a capstone to the major along with the internship experience and should be taken in the junior or senior year.

Health Sciences
1. HSCI 290 Internship or 390 Internship 4 credits
2. HSCI 400 Health Science Seminar 1 credit

Because health sciences is an interdisciplinary major, students must select courses 3-9 from at least two departments. In addition, at least four of the courses must be at the 200 level or above. Students must work closely with a member of the Health Professions Advising Committee to make sure they select the necessary courses to prepare for the graduate
program they desire, as well as those courses that complement their disciplinary major.

3-9. 28 credits

**Biology**
- BIOL 111 Integrative Biology: Molecules and Cells
- BIOL 112 Integrative Biology: Organisms, Ecology, and Evolution
- BIOL 313 Molecular Cell Biology
- BIOL 315 Microbiology
- BIOL 341 Human Anatomy and Physiology I
- BIOL 342 Human Anatomy and Physiology II
- BIOL/CHEM 434 Biochemistry
- BIOL 443 Genetics

**Chemistry**
- CHEM 111 Chemical Principles I
- CHEM 112 Chemical Principles II
- CHEM 231 Organic Chemistry I
- CHEM 232 Organic Chemistry II
- CHEM 430 Medicinal Chemistry
- CHEM/Biol 434 Biochemistry

**Mathematics**
- MATH 112 Elementary Statistics
- MATH 121 Calculus I
- MATH 122 Calculus II

**Physics**
- PHYS 121 Classical and Modern Physics I
- PHYS 122 Classical and Modern Physics II
- PHYS 211 College Physics I
- PHYS 212 College Physics II

**Psychology**
- PSY 100 General Psychology
- PSY 224 Developmental Psychology
- PSY/Biol 340 Psychobiology
- PSY 342 Abnormal Psychology
- PSY/Biol 343 Sensory Systems

**Sport Studies**
- SPST 210 Introduction to Athletic Injury & Illness, with Lab
- SPST 211 Health and Wellness Promotion
- SPST 245 Emergency Procedures in Athletic Training
- SPST 246 Kinesiology of Sport & Exercise
- SPST 311 Sport and Exercise Physiology
- SPST 314 Perspectives in Sport and Exercise Nutrition
- SPST 340 Psychology of Sport and Exercise
- SPST 373 Physical Examination and Assessment, with Lab
- SPST 474 Therapeutic Modalities and Rehabilitation, with Lab

Total credits required for B.S. degree in health science 33 credits

250 Special Topics. 4. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels.
290 Internship, 1-4. May also be offered at the 390 level.

400 Health Science Seminar. 1. Allows students majoring in the health sciences to reflect on their internship experience as well as learn from current professionals in many health-related fields. Students will have an opportunity to discuss current challenges in health care, such as managed care, care of diverse populations, medical ethics and other issues. In addition, the application process for graduate study in the health professions will be discussed. This seminar may not be taken before the junior year.

470 Senior Thesis. 4.

490 Departmental Honors. 4.

**HISTORY (HIST)**
Sarah S. Malino, Professor, Chair
Adrienne Israel, Professor
Timothy Kircher, Professor
Damon Akins, Instructor
Anore Horton, Assistant Professor
Philip Slaby, Assistant Professor
Alvis Dunn, Assistant Professor
Zhihong Chen, Instructor
Doris Essah, Visiting Assistant Professor

History is the study of the complex forces in the past that precipitate change in the human environment. These forces include ideas, political and economic developments and social and cultural conditions. Historical investigation demands logical thinking and critical analysis as well as imagination and intuition. Students of history learn to recognize the significance of the sequential nature of events and to bring order to apparently random facts. Historical knowledge fosters an appreciation of human diversity, a global perspective and a rich comprehension of the contemporary world and one’s own experience.

The history major challenges students to understand the present by knowing its short- and long-term causes that have brought it into existence. All events, students learn, are the result of a complex interaction of forces. Students learn to differentiate between major and minor causes of events. This major is an excellent foundation for careers in teaching, research of all varieties, law, community service and business, among others.

**Degree Offered.** The Bachelor of Arts degree is offered in history.

**Major Requirements.**
- The major consists of a minimum of 32 credit hours (eight courses). Six of these courses must be above the 100-level and two at the 300 level, including HIST 300. An Historical Perspectives course taught by the history department faculty counts toward the major requirements.
- Students may choose an area of historical specialization but must take at least one course in each of the following three geographical areas: United States, Europe and non-Western (e.g., Asia, Africa or Latin America). In addition they must take one course focusing on history before 1800 and one course focusing on history after 1800, in order to ensure a breadth of chronological knowledge.
- The capstone course for the major is HIST 300 Research Seminar, normally taken in
the junior year. It is required of all students majoring in history and is taught only in the spring semester of the junior year. As preparation for this research, students must take at least two courses at the 200 level prior to taking the seminar.

- To develop their understanding of how historical knowledge relates to other academic disciplines, students may take one course taught by a faculty member outside the history department, provided that the course has been approved for the major by the department in advance (e.g., ECON 302: Economic History of the U.S.).

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<thead>
<tr>
<th>1-2. Any two history courses</th>
<th>8 credits</th>
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<tbody>
<tr>
<td>3. One history course before 1800 from:</td>
<td>4 credits</td>
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<tr>
<td>HIST 101  The Medieval Web</td>
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<td>HIST 233  Medieval Civilization: Crusades and Chivalry</td>
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<td>HIST/ART 235 The Renaissance and Florence</td>
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<td>HIST/REL 236 Reformation: Luther to Fox</td>
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<tr>
<td>HIST 241  Africa before 1800</td>
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<td>HIST 271  Colonial Latin America</td>
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<td>HIST 335/IDS 452 Ancient Greece from Homer to Socrates</td>
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<td>HIST 336  The Elizabethan Age</td>
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<td>HIST 383  Imperial China</td>
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<td>HIST 385  Medieval Japan</td>
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<th>4. One US history course from:</th>
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<tr>
<td>HIST 103  U.S. Origins: From Pre-Colonial Times to 1877</td>
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<td>HIST 104  Modern Times: The U.S. from 1877 to the Present</td>
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<td>HIST 221  Changing Face of the South</td>
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<td>HIST 222  North Carolina History</td>
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<td>HIST 223  Gender and Power in US History</td>
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<td>HIST 225  African American History</td>
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<td>HIST 302  Economic History of the United States</td>
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<td>HIST 303  US Social History and Social Memory</td>
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<td>HIST 308  The Underground Railroad</td>
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<td>HIST 311  The US since 1945</td>
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<td>HIST 315  The Civil Rights Movement</td>
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<th>5. One Europe course from:</th>
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<tr>
<td>HIST 233  Medieval Civilization: Crusades and Chivalry</td>
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<td>HIST/ART 235 The Renaissance and Florence</td>
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<td>HIST/REL 236 Reformation: Luther to Fox</td>
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<td>HIST 237  Europe in Revolution</td>
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<td>HIST 238  War and Peace</td>
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<td>HIST 255  The Second World War</td>
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<td>HIST 325/IDS 452 The European Union</td>
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<td>HIST 335  Ancient Greece from Homer to Socrates</td>
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<td>HIST 336  The Elizabethan Age</td>
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<th>6. One non-Western history course from:</th>
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<td>HIST 241  African before 1800</td>
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<td>HIST 242  African since 1800</td>
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<td>HIST 264  The Asian Pacific in Modern Times</td>
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<td>HIST 266  Contemporary Chinese Society in Film</td>
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<td>HIST 268  History of Chinese Women</td>
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<td>HIST 271  Colonial Latin America</td>
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HIST 272  Modern Latin America
HIST 343  Women in Modern Africa
HIST 383  Imperial China
HIST 384  China in Revolution
HIST 385  Medieval Japan
HIST 386  Japan: The Road to War
7. Any HIST 300 level course 4 credits
8. HIST 300 Seminar in History 4 credits
Total credits required for A.B. degree in history 32 credits

101 The Medieval Web. 4. This course examines the development of the medieval idea of a “Christian Empire” from the time of Charlemagne to the mid-15th century. Through a close reading of contemporary texts of law, literature, religion and biography, students will explore such topics as the Papacy, Crusades, feudalism, scholasticism and medieval art. Fulfills humanities and social justice/environmental responsibility requirements; may fulfill historical perspectives requirement.

102 The Web of Europe since 1400. 4. This course investigates the genesis and movements of the modern period, from the Renaissance to the fall of the Iron Curtain. On the basis of contemporary documents, students will discuss such issues as nationalism, the Reformation, absolutism, religion in the Age of Reason, egalitarianism and totalitarianism. Fulfills humanities requirement; may fulfill historical perspectives requirement.

103 U.S. Origins: From Pre-Colonial Times to 1877. 4. This course begins by studying Native American cultures before European contact as well as emerging tensions as European populations migrated westward. Students analyze why the colonists revolted against Britain, how the new democratic political institutions evolved, the complex role of African enslavement and how Reconstruction-era politics and reform traditions fostered a new industrialized nation state. Fulfills humanities and social justice/environmental responsibility requirements; may fulfill historical perspectives requirement.

104 Modern Times: The U.S. from 1877 to the Present. 4. This course analyzes how the United States became a mature industrialized consumer society, a haven for peoples from around the world, a welfare state and a global superpower. Studying both the benefits and costs of 20th-century U.S. political and economic success enables students to understand some of the reasons why diverse social groups challenged the economic and political order. Fulfills humanities and social justice/environmental responsibility requirements; may fulfill historical perspectives requirement.

105 American Imperialism, American Progressivism. 4. The years 1890-1925 witnessed tremendous upheavals as America became a world power abroad while at home, reform movements flourished alongside anti-immigrant campaigns, the lynching and disfranchisement of African-Americans, a widening gap between rich and poor and a Red Scare. Students engage in a semester-long project to define this crucial era through the public writings of those who shaped it. Fulfills historical perspectives requirement.

205 United States Imperialism and Progressive. 4. Fulfills humanities requirements and may fulfill historical perspectives requirement.

221 Changing Face of the South. 4. Explores the demographic history of North Carolina from before the European invasion to the present, grappling with the idea and definition of immigrant, foreigner and outsider, as well as with issues involving regionalism, race,
class, gender, religious difference and ethnicity. Fulfills humanities and social justice and environmental responsibility requirements.

222 North Carolina History. 4. Examines political, economic and social change in North Carolina from the period of exploration to the present. Begins with the state’s Native American and colonial roots and follows through the establishing of the commonwealth, slavery, the Civil War and North Carolina’s reinvention as an industrial leader in the 20th Century’s “New South.” Also explores the Civil Rights movement and contemporary changes in demographic character.

223 Gender and Power in U. S. History. 4. This course analyzes how both men and women with diverse social and ethnic roots participated in transforming gender norms, identities and power relationships in U.S. society from pre-colonial times to the present. Students examine how economic institutions, political debate, legal decisions, changing sexual patterns and social activism have all contributed to redefining social expectations and daily life in contemporary U.S. culture. Fulfills humanities and diversity requirements.

225 African American History. 4. Examines major themes such as the African heritage, slavery, emancipation, Reconstruction, migrations, labor, criminal justice, black nationalism, the Civil Rights Movement and current issues. Fulfills humanities and either diversity in the U.S. or social justice/environmental responsibility requirements.

233 Medieval Civilization: Crusades and Chivalry. 4. This course investigates medieval civilization through some of its most intriguing characters – crusaders, pilgrims and knights. We will explore the developments in medieval church and religion, issues of international law or human rights, religious and ethnic diversity, social class and privilege and the romance and ethics of knighthood and courtly love. Fulfills humanities requirements.

235 The Renaissance in Florence (ART 235). 4. The course discusses the history of Renaissance Florence, its economy, society, politics and culture, in relation to the other major Italian city-states. A main theme of the course is how politics and religion combine during this time and find their expression in art and culture. Fulfills arts and humanities requirements.

236 Reformation: Luther to Fox (REL 236). 4. The course is designed to introduce students to a basic understanding of events and ideas of the Reformation era in Europe, ca. 1517 to 1660. A focal point of our readings will be the reformers’ view of the relation between political and ecclesiastical authority. Fulfills humanities requirement.

237 Europe in Revolution, 1789-1918. 4. A study of the main issues in 19th-century Western Europe – industrialization, shift from monarchy to constitutional government, growth of nationalism, socialism and imperialism – and their impact on Europe by the eve of the war in 1914. Fulfills humanities requirement; may fulfill historical perspectives requirement.

238 War & Peace: 20th Century Europe, 1914-presents. 4. This course compares different European countries and examines their relations with each other in a very ideologically driven century. While the course emphasizes politics and diplomacy, peace, war and socio-economic developments, it will also consider the history of the arts, science and technology, women, the environment, business, religion, ideas, law, culture and biography. Fulfills humanities requirement; may fulfill historical perspectives requirement.

241 Africa Before 1800. 4. An overview of African history before European colonial rule, focusing on the Iron Age and related civilizations. Introduces the history of such ancient
kingdoms and empires as Tiekur, Mali and Songhai, Benin, Oyo and Asante, the Swahili coast, the Kongo and Zimbabwe. Also explores the impact of the European and Arab slave trades. Fulfills humanities and intercultural requirements.

242 Africa Since 1800. 4. A survey of Africa from the European colonial era to the emergence of African nationalism and modern times. Examines the impact of foreign rule on Africa's economic, social, cultural and political history. Focuses on the history of South Africa as a case study, exploring change in the southern region from both pan-African and global perspectives. Fulfills humanities and intercultural requirements.

250 Special Topics. 4. May also be offered at 350 and 450 levels. Topics may include Civil War, the Russian Revolutionary Movement, Women in the 19th-Century Labor Force and Guilford County

255 The Second World War. 4. This course examines the developments of the Second World War, and the war's impact on states, societies and international relations. It especially contrasts contingency in negotiations and on the battlefield on the one hand, with more inflexible causes in culture and economics on the other. Fulfills humanities requirement

260 Independent Study. 1-4. May also be offered at 360 and 460 levels. Involves weekly meetings with departmental advisors; oral or written examination.

264 The Asian Pacific in Modern Times. 4. Introduces the themes necessary to understand Asian countries today: cultural legacies, colonialism, the rise of nationalism and communism, war and revolution, as well as contemporary issues facing the region. Includes East Asian (China, Japan and Korea) and Southeast Asian (Vietnam, Cambodia, Philippines, Indonesia, Malaysia, Burma and Thailand) countries. Fulfills either intercultural or social justice/environmental responsibility requirement.

266 Contemporary Chinese Society in Film. 4. Examines the dynamic changes that have occurred in Chinese society since the death of Mao Zedong in 1976. Using Chinese feature films produced in the 1980s and 1990s, the course examines how economic reform has dramatically changed Chinese society and focuses on the relationship between art and politics in the People's Republic. Fulfills intercultural requirement.

268 History of Chinese Women. 4. Traces the lives of Chinese women from the imperial age, when “for a woman to be without ability [was] a virtue,” through a revolutionary era (1850-1950) which broadened women's options, to the socialist period, in which “women [were said to] hold up half the sky.” For each of these three periods, the course examines the multiple factors that shaped women's experiences and the various ways women created a place for themselves. Fulfills intercultural requirement.

271 Colonial Latin America. 4. Explores Latin American history from the pre-Columbian era to independence in the early 19th century. The civilizations of the Aztec, Inca and Maya, the Spanish conquest and the formation of the colonial institutions that underlie modern Latin American reality will be examined. Focuses will also include racial, ethnic, and gender relations and the development of regional identities. Fulfills intercultural requirement.

272 Modern Latin America. 4. An introduction to the history of Latin America from the wars for independence from Spain, through the current era of struggles over democratization and globalization. This course emphasizes the actions and ideologies of Latin Americans – hacendados and peasants; masters and slaves; immigrants and indigenous peoples; elites and workers; politicians and masses; militaries and guerrillas; men and women – in making their own history. Fulfills intercultural requirement.
290 Internship. 1-4. May also be offered at the 390 level.

300 Research Seminar. 4. An advanced research and writing course required of all majors in their junior year. Students select their own topics and, using primary sources, engage in a semester-long project, which culminates in an oral presentation.

302 Economic History of the United States (ECON 302). 4. Examines key issues in our economic history, including the emergence and spread of market institutions, the changing nature and conditions of work through different periods, the rise of big business and impact of industrial capitalism and the methods and outcomes of those who resisted these changes. Short research projects and a semester-long paper provide opportunities to engage in historical research. Alternate years.

303 U.S. Social History and Social Memory. 4. Study of the methods, subjects of research and critiques of U.S. social history and its public presentation in museums, historical sites and popular culture constitutes an introductory unit and frames the fundamental questions raised in this course. The central focus in course readings and student research is the historical evolution of social diversity in the United States. Fulfills humanities requirement.

308 The Underground Railroad. 4. Examination of abolitionist activity in U.S. between 1800 and 1865, emphasizing the historical context, scope and impact of efforts by diverse peoples who helped the enslaved escape to “freedom” in the Northern states and Canada. Each student will help develop and participate in a re- enactment to illustrate how the Underground Railroad operated. Fulfills humanities and either diversity in the U.S. or social justice/environmental responsibility requirements.

311 The U.S. since 1945. 4. Analyzes recent significant events such as the Great Depression, World War II, the Vietnam War, the Cold War and its demise and their effects on contemporary U.S. society. The course also discusses the recent movements for social justice for African Americans, industrial and service workers, women of all classes and ethnicities, gays and lesbians and other ethnic groups. Fulfills humanities requirement.

312 Indians in American History since 1800. 4. Traces first the relationships between American Indians and the European colonial enterprises of the late 18th century and then explores in detail Indian efforts to chart their own path within an expansive and emerging United States over the course of the 19th and 20th centuries. Among the themes are dispossession, resistance, “civilization,” ecology and resource management, meanings of tribal identity. Fulfills humanities and diversity in the U.S. requirements.

313 War, Reconstruction and the State in the 19th Century U.S. 4. Examines the period's dramatic expansion in the power of the federal government and the establishment of new economic, political, racial and social orders, as well as ways that various groups resisted, or adapted to, efforts at incorporation and asserted their own visions of ethno-racial, political or national identity. Fulfills humanities and social justice/environmental responsibility requirements.

315 The Civil Rights Movement. 4. Critically examines the reform movement that ended legal racial segregation, secured African American voting rights and renewed the quest for political empowerment, economic reform and social justice in the United States between 1948 and 1972. Includes discussion of related movements: black nationalism, black power, women's liberation, community control and the “war on poverty.” Fulfills humanities and either diversity in the U.S. or social justice/environmental responsibility requirements.

335 Ancient Greece from Homer to Socrates (IDS 452). 4. This course examines the roots of Western cultural experience by examining the ideals and traditions of classical www.guilford.edu
Greece. The seminar will focus on the evolution of Greek culture, its ethics, aesthetics and world-view, particularly as it was formed in the course of the Persian Wars and in the battle for Peloponnesian hegemony between Athens and Sparta. Fulfills humanities requirement.

336 The Elizabethan Age. 4. This course centers on the political, religious and cultural changes in the British Isles between the reign of Henry VIII and the Glorious Revolution. Main topics of discussion include the Reformation and the Civil War (1642-45). Fulfills humanities requirements.

343 Women in Modern Africa. 4. Explores the changing roles of women in 20th-century Africa, with emphasis on Ghana and South Africa. Enrollment limited to juniors and seniors. Fulfills humanities and intercultural requirements.

383 Imperial China. 4. Explores Chinese history from the time of Confucius to the mid-19th century. Themes include the struggle for unification, the interplay between Confucian and Buddhist values, China's relationship to nomadic peoples, the growth of despotism, social organization patterns and China's artistic and scientific contributions to the world. Fulfills humanities and intercultural requirements.

384 China in Revolution. 4. Analyzes the causes of five revolutions in 19th- and 20th-century China. Topics include the impact of Western imperialism on China, peasant uprisings, the nationalist struggle for “strength and wealth,” the rise of communism and efforts to create a socialist utopia under Mao Zedong (1949-76). Fulfills intercultural requirement.

385 Medieval Japan. 4. Analyzes Japan politics, society, economy and culture from 1550 to 1850. Issues include the evolution of the samurai ethic (bushido), the warriors’ relationship to the arts, the rise of cities and a lively urban culture and changes in rural life. Fulfills humanities and intercultural requirements.

386 Japan: The Road to War. 4. Examines Japan from the 1850s, when Commodore Perry “opened” Japan, until the early 1950s, when the Allied Occupation of Japan formally ended. Issues include the impact of the Meiji Restoration on Japanese politics and society, the rise of imperialism and militarism, the Pacific War and the legacy of military defeat and foreign occupation. Fulfills intercultural requirement.

470 Senior Thesis. 2-4. Research and writing of a scholarly monograph.

490 Departmental Honors. 2-4. Honors and credit with grade of B or above; credit only for grade less than B.

The following course is accepted as history credit for majors with departmental approval:

GST 225 Medieval People. 1.

INTEGRATIVE STUDIES
Carolyn Beard Whitlow, Charles A. Dana Professor of English

The integrative Studies major allows students to design their own interdisciplinary major in a way that integrates several fields and disciplines. Such a major is based on several things: Guilford College's emphasis on the interdisciplinary character of learning; the Quaker recognition of the unique gifts of each person; and the Quaker emphasis on the responsibility of each person in the search for truth.

This major is not for everyone. It requires additional work by both the student and their faculty advisors and is suitable only for self-directed students who are actively involved
in their education and able to work well on their own. A student must have a cumulative Guilford GPA of 3.25 or higher in order to apply to the program and it is considered an honor to be accepted to the program.

**Degree Offered.** The Bachelor of Arts degree is offered in integrative studies.

**Major Requirements.** Integrative studies majors complete at least 48 credit hours (usually 12 courses, equivalent to a major and a minor) in courses that constitute a coherent field of study outside traditional departmental lines. If a proposed integrative studies program can be accomplished using existing majors and minors, it will not be accepted.

At least 24 of the credits must be advanced courses (at the 300-400 level), including a two-semester culminating project during the final year that counts for eight credits. Students must earn a grade of C- or better in each of the courses in the major. An integrative studies major must also maintain a cumulative GPA of 3.25 in order to remain in the program. If the cumulative GPA falls below 3.25, a student will be allowed one semester in which to regain a 3.25 cumulative GPA before being dismissed from the program.

The Curriculum Subcommittee of the Educational Policy Committee approves the student as a major by accepting the application. The interdisciplinary studies coordinator, with advice from the appropriate department chairs, approves a preliminary prospectus at the beginning of the student’s next-to-last semester and a revised prospectus at the beginning of the final semester; and participates in the evaluation and approval of the culminating project along with the student’s advisor and a consultant reader. The interdisciplinary studies coordinator works with the student’s advisors in supporting and directing the student in the course of study.

**Specific Requirements.** It is very important for interested students to begin to consider this major as early as possible, through discussions with the interdisciplinary studies coordinator and potential faculty advisors. A student’s application to the program must be completed and turned in to the interdisciplinary studies coordinator by the second week after midterm break of the second semester of their sophomore year or five full-time semesters (or the equivalent) prior to their graduation date. Thus, it is not possible for transfer students to major in integrative studies unless they are able to spend at least six full-time semesters at Guilford. Under no circumstances will late applications be considered.

The full application packet is available from the interdisciplinary studies coordinator. The application includes:

- A statement articulating the nature and coherence of the field of study and why this program is necessary to achieve the student’s goals; the rationale for the courses to be taken for the major, including the sequencing, depth and coherence of the courses; a tentative proposal for the senior project and how it serves as an appropriate culmination for the major; the relationship between the field of study and Guilford’s Five Academic Principles; and reflections on future possibilities in the field (e.g., career, graduate school).

- A program list of at least 12 courses (48 credits), distinguishing those taken and those anticipated.

- Strong recommendations from at least two full-time faculty members from two different disciplines who agree to be the advisors. One advisor must commit to being the project advisor. A third letter of recommendation must come from an additional full-time faculty member who is not part of the advising team but who can speak to the student’s academic qualifications for the program.
• Evidence that the student is likely to succeed in a self-designed, interdisciplinary major (e.g., students must have a minimum 3.25 grade-point average, have demonstrated ability to work independently and have strong recommendations). Evidence of ability to work independently may include internships, independent studies or research projects, prior work experience and the like.

This completed proposal is shown first to the student’s advisors, who must approve it and consider it in their recommendations. The proposal is then sent to the interdisciplinary studies coordinator, who presents it to the Curriculum Subcommittee. The Curriculum Subcommittee may (and often does) ask the student to revise the proposal. The Curriculum Subcommittee then decides whether or not to accept the student into the major.

Culminating project. In the first semester of the final year, the student begins work on the culminating project and continues until shortly before the end of the final semester. During the first of the two semesters of project work, all materials should be assembled and read, the project should be planned and the first draft should be underway. The student submits an initial project prospectus and the endorsement of the project advisor to the interdisciplinary studies coordinator by the end of the third week of the penultimate semester. The interdisciplinary studies coordinator discusses the initial prospectus with the student, the project advisor and the appropriate department chairs and decides whether the senior project is an appropriate culmination for the major and is sufficiently interdisciplinary. The IDS coordinator may ask for revisions or additions to the project before it is approved.

The project advisor, the interdisciplinary studies coordinator or their representative and at least one consultant reader comprise the Evaluating Committee for the project. The consultant reader is someone whose expertise will aid in evaluating the project. He or she is selected by the student and the advisor with the IDS coordinator’s consent. Students are encouraged to decide on and gain approval for the Evaluating Committee by the end of the first semester of the project and seek approval of the revised prospectus from everyone on the Evaluating Committee. They also are encouraged to consult with all members of the Evaluating Committee during the final semester.

The student must submit the final version of the project at least two weeks before the last day of classes to the Evaluating Committee. The student then defends the project before the Evaluating Committee. The committee will decide whether or not to approve the project as fulfilling the requirements of the integrative studies major. After discussing the project with the other members of the Evaluating Committee, the project advisor determines the project’s grade.

250 Special Topics. 4. May also be offered at 350 and 450 levels.
260 Independent Study. 1-4. May also be offered at 360 and 460 levels.
290 Internship, 1-4. May also be offered at the 390 level.
470 Senior Thesis. 4.
490 Departmental Honors. 4.

INTERNATIONAL STUDIES (INTR)
Hiroko Hirakawa, Foreign Languages Department

Guilford seeks to promote and expand global awareness within the Guilford community and to prepare students to live as citizens and leaders in an increasingly interconnected world.
International education at Guilford is based upon the traditional Quaker values of tolerance and respect for diversity. Guilford supports a peaceful world where people who are different learn to work together toward a common human goal of harmonious coexistence. Guilford expects its students to learn to appreciate the many faces of human culture, to understand the many ways in which humankind organizes itself and to speak in more than just their native language.

**Degree Offered.** The Bachelor of Arts degree is offered in international studies.

**Major Requirements.** International studies is an interdisciplinary major that requires a second disciplinary major and an adviser in each. Students focus their courses, language study and abroad experience on one geographic region – Africa, East Asia, Europe or Latin America.

**Specific Course Requirements.** The international studies major requires a minimum of 32 credit hours (eight courses), which also may satisfy distribution requirements.

1. INTR 101 Global Perspectives 4 credits
   The international studies core course, is required of all majors. Normally taught annually in the spring semester, this class is for sophomores or juniors in the program.

2-3. Two international courses that focus on global issues and/or the approaches used in different academic disciplines to study international topics. Courses include those on the following list. These courses may double count with certain Foundations and Explorations courses and with the disciplinary major.
   - BUS 346 International Business
   - ECON 221 Macro: US in World Econ
   - ECON 335/IDS 414 Comparative Economic Systems
   - ECON 336/IDS 433 Economic and Social Development
   - ECON 432 International Economics
   - IDS 442 International Development
   - PECS 315 Human Rights
   - PECS 316 Globalization from an Ethical Perspective
   - PSCI 103 International Relations
   - PSCI 105 Comparative Politics
   - PSCI 330 International Political Economy
   - PSCI 345 Avoiding War, Making Peace
   - PSCI 391 Globalization and Its Discontents
   - SOAN 103 Cultural Anthropology
   - SOAN 105 The Anthropology of Colonialism

Four regional courses, including one historical survey and one cultural foundations class, in one of the four geographic regions. At least two academic disciplines and at least two upper-level courses (300- and 400-level) must be included among the four regional courses.

**African Studies**

4-7. Four courses from the following: 16 credits
   - ENGL 334 African Women Writers
   - FREN 311 The Francophone World
   - HIST 241 Africa to 1800
   - HIST 343 Women in Modern Africa
   - PSCI 222 African Government and Politics
   - SOAN 215 Anthropology of Slavery
   - SOAN 234 Culture and Sexuality in Africa

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SOAN 235  African Families in Transition
SOAN 358  African Cultures in Film
SOAN 415/IDS 411 Gender and Development in Africa
8.  FREN 220  Introduction to Literary and Cultural Analysis 4 credits

Total credit hours required for A.B. degree in international studies:
African studies 32 credits

East Asian Studies
4-7. Four courses from the following: 16 credits
HIST 264  The Asian Pacific in Modern Times
HIST 266  Contemporary Chinese Society in Film
HIST 268  History of Chinese Women
HIST 383  Imperial China
HIST 384  China in Revolution
HIST 385  Medieval Japan
HIST 386  Japan: The Road to War
JAPN 220  Women in Modern Japan
JAPN 221  Contemporary Japanese Society
JAPN 310  Media, Gender and Nation in Japan
PSCI 210  East Asian Politics
PSCI 275  Asia and the World
PSCI 315  Chinese Politics
PSCI 316  China and the World
REL 284  Spread of Buddhism across Asia
REL 319  Buddhist Emptiness
THEA 341/IDS 408 East Asian Theatre
8.  JAPN 202  Intermediate Japanese II 4 credits

Total credit hours required for A.B degree in international studies:
East Asian studies 32 credits

European Studies
4-7. Four courses from the following: 16 credits
ART/HIST 235 The Renaissance in Florence
ENGL 221  British Literature I
ENGL 222  British Literature II
ENGL 223  Shakespeare
ENGL 306  Medieval Literature
ENGL 309  Early Modern Literature
ENGL 327  British Romantic Literature
ENGL 328  Victorian Literature
FREN 310  Contemporary France
GERM 310  Contemporary German Culture
GERM 311  German Youth Culture
GERM 320  Culture and Society: The Weimar Republic
GERM 400  Seminar
HIST 101  The Medieval Web
HIST 102  The Web or Europe since 1400
HIST 233  Medieval Civilization: Crusades and Chilvary
HIST/REL 236 Reformation: Luther to Fox
HIST 237  Europe in Revolution 1789-1918

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HIST 335/IDS 452 Ancient Greece from Homer to Socrates
HIST 336 The Elizabethan Age
MUS 310 Music History I
PHIL 201 Ancient Western Philosophy
PHIL 202 Modern Western Philosophy
REL 235 Quaker Origins
SPAN 311 Contemporary Spain
SPAN 321 Culture and Society: Golden Age of Spain
SPAN 323 Culture and Society: Beginnings of a Nation
SPAN 403 Senior Seminar: Spain
8. One course from: 4 credits
   FREN 220 Introduction to Literary and Cultural Analysis
   GERM 202 Intermediate German II
   SPAN 202 Intermediate Conversation and Composition
Total credit hours required for A.B. degree in international studies: European studies major 32 credits

Latin American Studies
4-7. Four of the following: 16 credits
   ENGL 378 Caribbean Literature
   ECON 336/IDS 433 Economic and Social Development
   HIST 271 Colonial Latin America
   HIST 272 Modern Latin America
   SOAN 245 Race and Ethnicity in Latin America
   SOAN 330 Inequality in Latin America
   SOAN 331 Latino Migration Patterns
   SOAN 425 Latin American Politics
   SPAN 310 Contemporary Latin America
   SPAN 320 Culture & Society: Mexico, Central America & Caribbean
   SPAN 322 Culture and Society: South America
   SPAN 340 Film, Life and Literature of Latin America
   SPAN 402 Senior Seminar: Latin America
8. SPAN 202 Intermediate Conversation and Composition 4 credits
Total credit hours required for A.B. degree in international studies: Latin American studies 32 credits

101 Global Perspectives. 4. An introduction to the interdisciplinary nature of international studies, examining contemporary issues.
250 Special Topics. 4. May also be offered at 350 and 450 levels.
260 Independent Study. 1-4. May also be offered at 360 and 460 levels.
290 Internship, 1-4. May also be offered at the 390 level.
470 Senior Thesis. 4.
490 Departmental Honors. 4.
JUSTICE AND POLICY STUDIES (JPS)
Barton Parks, Professor, Chair
Jerry Joplin, Associate Professor
Hollyce C. Gyles, Associate Professor
Laurin Flynn, Assistant Professor
Barbara Lawrence, Assistant Professor
Sanjay Marwah, Assistant Professor
William C. Pizio, Assistant Professor
John Motsinger, Visiting Assistant Professor
Lois Fuchs, Visiting Instructor

The Department of Justice and Policy Studies offers two majors, community and justice studies and criminal justice. The community and justice studies major focuses on policies and strategies of public service organizations. Taking an applied interdisciplinary approach, the department works with other departments and many community groups. Criminal justice focuses on policies, history and problems of the American criminal justice system.

Both majors emphasize understanding public service organizations, problem-solving, values in public policies, civic activism, strategies for changing organizations and experiential learning and internships.

Both majors are intended for students planning careers or graduate study in public service. The Criminal Justice major opens pathways to careers in many parts of the criminal justice system and related areas. Graduates of the community and justice studies major have pursued graduate study and careers in law, urban affairs, public administration and related vocations. Graduates have also undertaken careers in law enforcement, courts, corrections, juvenile justice as well as nonprofit community service organization focusing on mediation and conflict resolution, spouse and child abuse and similar callings. Many students look forward to civic activism, to influencing policy in their community and to supporting local communities.

Degree Offered. The Bachelor of Science degree in community and justice studies and criminal justice.

Major Requirements: Community and Justice Studies Major. The major requires a minimum of 32 credit hours (eight courses).

1. JPS 103 Community Problem Solving 4 credits
2. JPS 262 Restorative Justice 4 credits
3. JPS 310 Public Management and Organizational Theory 4 credits
4. JPS 339 Research Methods 4 credits
5. One course from:
   JPS 205 Juvenile Justice and Delinquency 4 credits
   JPS 220 Community Building Fundamentals
   JPS 244 Conflict Resolution Strategies
   JPS 290 Internship
6. One course from:
   JPS 301 Criminal Justice Policy and Practice 4 credits
   JPS 313 Law and Society
   JPS 365 Race in Criminal Justice
   JPS 424 Trust and Violence
   JPS 425 Family Violence
   JPS 439 Understanding Oppressive Systems
   JPS 440 Counseling
7. One course from:
   - JPS 205 Juvenile Justice and Delinquency
   - JPS 220 Community Building Fundamentals
   - JPS 244 Conflict Resolution Strategies
   - JPS 290 Internship
   - JPS 301 Criminal Justice Policy and Practice
   - JPS 313 Law and Society
   - JPS 365 Race in Criminal Justice
   - JPS 424 Trust and Violence
   - JPS 425 Family Violence
   - JPS 439 Understanding Oppressive Systems
   - JPS 440 Counseling
8. JPS 447 Basic Group Facilitation (Available only to Juniors and seniors completing their major.)

Total credit hours required for B.S. degree in community and justice studies 32 credits

**Major Requirements: Criminal Justice Major.** The major requires a minimum of 40 credit hours (10 courses).

1. JPS 101 Intro to Criminal Justice 4 credits
2. JPS 200 Criminal Procedure 4 credits
3. JPS 290 Internship 4 credits
4. JPS 339 Research Methods 4 credits
5. One course from:
   - JPS 202 Law Enforcement and Police Roles
   - JPS 203 Punishment and Corrections
   - JPS 204 Courts: Prosecution and Trials
6. Two courses from:
   - JPS 201 Criminal Law
   - JPS 202 Law Enforcement and Police Roles
   - JPS 203 Punishment and Corrections
   - JPS 204 Courts: Prosecution and Trials
   - JPS 205 Juvenile Justice and Delinquency
   - JPS 244 Conflict Resolution Strategies
   - JPS 250 Special Topic
   - JPS/PSY 270 Interpersonal Communications
8-9. Two JPS 300 or 400 level courses 8 credits
10. One course at the 400 level 4 credits

Total credit hours required for B.S. degree in criminal justice 40 credits

**101 Introduction to Criminal Justice.** 4. Survey of the criminal justice system; its philosophy, history, development, component parts, their functions, careers and roles and the constitutional aspects of the administration of justice. Review of the agencies and processes of criminal justice. Fulfills business and policies studies requirement

**103 Community Problem Solving.** 4. Introduces students to processes for building community, critical thinking abilities and community problem-solving skills including identifying the problem, coordinating individuals into groups and assisting the groups to form a feasible plan for solving the problem.

**200 Criminal Procedure.** 4. The study of due process in law; the legal procedures
governing a criminal suspect's civil rights and protections guaranteed under state and federal constitutions; the rules law enforcement officials, prosecutors, magistrates and judges have to follow in investigating crimes; and the body of law which governs the manner in which such rights and rules are to be enforced and wrongs are to be rectified in criminal cases.

201 Criminal Law. 4. Substantive law of crime and defenses. Homicide, assault and battery, burglary, crimes of acquisition (larceny, embezzlement, false premises, robbery), conspiracy, criminal agency and corporate liability, accessories, concept of failure to act and negative acts and legal causation.

202 Law Enforcement and Police Roles. 4. Survey of the police as a social institution: structure and process of police systems. Organizational and behavioral approaches to policing, with particular emphasis on the problems of maintaining public order under rapidly changing social circumstances. Fulfills business and policy studies requirement.

203 Punishment and Corrections. 4. Survey of the structure of correctional institutions, parole, probation and community-based correctional programs. Students explore various kinds of leadership and ethical challenges they are likely to encounter in a system that is designed to achieve justice and accountability. Fulfills business and policy studies requirement.

204 Courts: Prosecution and Trial. 4. The adjudication process and trial courts as social institutional law and the legal mentality, structure and processes of federal, state and local court systems, and traditional and behavioral approaches to the courts. Current problems: heavy case loads, plea bargaining, changing social norms, sentencing practices. Fulfills business and policy studies requirement.

205 Juvenile Justice and Delinquency. 4. Survey of the problems of delinquency, child abuse and neglect in contemporary society; juvenile courts and other juvenile justice agencies and institutions; prevention and treatment programs; theories of delinquency causation and treatment. Fulfills business and policy studies requirement.

217 Literacy Seminar (EDUC 217, ENGL 217, PSY 217, SOAN 217, WMST 217). 2. Students are trained as literacy tutors and spend four hours per week tutoring in community literacy programs. Wider issues of literacy and related problems are considered. CR/NC.

220 Community Building Fundamentals. 4. An examination of community building as a foundation for peaceful coexistence and responsive leadership. Students learn about the nature of group process as they engage in the experience of building community.

230 Criminal Investigation. 4. Explores the post-crime investigation process from theoretical and practical perspectives. Topics include citizen/suspect interviewing, interrogation, evidence collection/handling, evidence admissibility and the investigation of specific major crimes. Course includes practical examinations, small projects/assignments, and demonstrations by professionals.

244 Conflict Resolution Strategies. 4. Students learn about conflict resolution as a path to creative peacemaking, practice styles of communicating and ways of listening that are deeply respectful and affirming, learn to integrate effective ways of awareness and being useful in the conflict resolution process and explore kinds of power and their influence on conflict.

250 Special Topics. 4. Advanced public policy topics, studied in depth for advanced students. May also be offered at the 350 and 450 levels with examination of current public policy topics, issues and problems at a sophisticated introductory level.
260 Research Problems/Independent Study. 1-4. Opportunities for upper-level students to conduct individualized research into topics and fields of interest in which courses are not offered. May also be offered at 360 and 460 levels.

262 Restorative Justice. 4. Fulfills business and policy studies and social justice/environmental responsibility requirements.

270 Interpersonal Communications (PSY 270). 4. This course is designed to provide students with a basic understanding of the communication process and how this communication process is fundamental to the development of effective relationships. The students will learn techniques for better listening, developing trust and responding to others needs, as well as the rudiments of conflict resolution.

271 Organizational Communication and Teamwork. 4. Focuses on communication among individuals and teams in schools, businesses, government offices and other complex organizations. Students' current setting in one such organization and their current experiences in others, provide material for examination and reflection. Perspectives from other cultures and the subcultures of class, race and gender within American society are included as appropriate.

290 Internship. 4-8. Supervised internship with a criminal justice, public service or volunteer agency. Required for justice and policy studies majors with no prior full-time work experience or current employment in the criminal justice system or in other public service agencies. May be repeated once with a different agency. May also be offered at the 390 level.

301 Criminal Justice Policy and Practice. 4. Theories from several scholarly disciplines are put into practice in dealing with criminal justice policy questions. Managerial, psychological, sociological and political-ideological theories are reviewed in their application to issues in American criminal justice, such as drug and alcohol control policy, gun control, policing strategies, correctional philosophies and death penalty questions. Fulfills business and policy studies requirement.

310 Public Management and Organizational Theory. 4. Study of managerial principles and the structures of public organizations, the organizational environment and processes of leadership, applying organizational theory, decision-making, planning, staffing, evaluation, internal communication and organizational change as applied in public service agencies. Fulfills business and policy studies requirement.

313 Law and Society. 4. Introduction to sociological jurisprudence, the legal system, legal institutions as instruments of stability and social change. Law and social processes, legal decision-making, and cross-cultural comparisons of legal systems and legal values. Fulfills social justice/environmental responsibility requirement.

320 Ethics in Justice and Policy Studies. 4. Ethical standards and considerations for justice and public service agency officials. Examination of causes and consequences of corruption and other unethical behavior of public officials within the criminal justice system and in related agencies of government. Fulfills business and policy studies requirement.

323 Diversity at Work. 4. Explores ways in which individual and group differences influence self-perception and interpersonal communication. Increased understanding and communication skills will enable participants to work more productively with diverse colleagues and social groups. Fulfills diversity in the U.S. requirement.

333 Criminological Theory. 4. Advanced survey of criminological theory, covering
sources of data about crime, the socioeconomic characteristics of both offenders and at-risk populations and the nature and theorized causes of criminal offenses.

339 Research Methods. 4. An introduction to the techniques and analytic tools used to conduct research in the areas of criminal justice, public policy and related social sciences. Prerequisite: introductory college math.

361 Philosophy of Law Enforcement. 4. This course is based on the premise that all police officers are philosophers and need to become better philosophers of law. This course associates the works of famous jurists with the practice of law enforcement.

365 Race in Criminal Justice. 4. Engages students in a dynamic examination of the criminal justice system and the impact of race and racism on its development. Fulfills business and policies studies and social justice/environmental responsibility requirements.

366 Justice. 4. This course will consist of a study of classical philosophical thought and its relation to justice from the early Greeks to modern theorists. These classical views will be used to analyze current events and policies of criminal justice system.

380 Victimology. 4. Explores theories associated with crime victims as well as the historical antecedents of victimology. The course also examines the impact of various crimes on primary and secondary victims as well as society and the effectiveness of programs, laws and policies. While the course focuses primarily on the United States, victimization on a global scale will be discussed.

400 Advanced Problems. 4. Selected problem areas in the fields of criminal justice, public policy and public administration examined in depth. Problems examined vary with each offering, and have included issues involving police administration, court administration, jails and prisons, security and crime prevention, death penalty policy, coercion and justice.

424 Trust and Violence. 4. Examines ways that trust binds communities together, and violence or the threat of it prevents or destroys trust. The course draws upon applied theory, organizations effective in sustaining trusting communities and experiential learning in trust-building group processes. Fulfills business and policy studies requirement.

425 Family Violence. 4. Introduces students to five prevalent family problems: wife abuse, husband abuse, child neglect and abuse, elderly abuse and rape/sexual assault. Central to the course are examinations of causal factors, the psychology of victim and offender, societal impact, treatment and intervention strategies and the criminal justice role and processes. Fulfills social justice/environmental responsibility requirement.

437 Multicultural Communication: Identities and Interaction. 4. This interdisciplinary course draws on the theory and practice of cross-cultural communication. Participants will learn to appreciate how not only personality, but also national, ethnic, gender, age and non-dominant versus dominant social affiliation, shapes their values, identity and social interactions.

439 Understanding Oppressive Systems. 4. Students will examine the nature of the human system as it presents itself in small groups, organizations, communities and societies. They will develop a definition of just and humane systems as well as the kind of leadership needed to facilitate them. Fulfills social justice/environmental responsibility requirement.

440 Counseling. 4. This course will consist of discussion and application of various counseling models. Specific models discussed will include psychoanalysis, person-centered therapy, transactional analysis, existentialism and rational emotive therapy.
445 Police Brutality and Culture. 4. It has been clearly established through research that the lives of police officer are affected by the work they do, the pressures placed on them by the communities they serve and expectations of their superiors. This class will explore the factors influencing individual and institutional responses to these influences.

447 Basic Group Facilitation. 4. Offers an in-depth study of organizational dynamics and procedures. Students will learn the stages of organizational development and the basic facilitation practices that are useful in guiding a group through them.

470 Senior Thesis. 4-8. Major research project designed and conducted under the supervision of a faculty member. Prerequisite: JPS 339 or other research methods course.

490 Departmental Honors. 4-8.

MATHEMATICS (MATH)
G. Rudolph Gordh, Jr., Professor, Chair
Elwood G. Parker, Professor
Benjamin Marlin, Associate Professor
Jonathan Hatch, Assistant Professor

Mathematics is better learned by doing than by observing, so active student participation is encouraged in all programs. Since the opportunity for students to work with faculty individually and in small groups is also of utmost importance, numerous small classes and seminars are provided. Students majoring in mathematics are encouraged to discover areas in which they have both talent and interest, to gain familiarity with a wide range of mathematical areas and to acquire deeper knowledge of some mathematical specialty.

The department serves other academic areas through courses in elementary functions and calculus, statistics, mathematics for the liberal arts and mathematics for prospective teachers.

Degree Offered. The Bachelor of Science degree is offered in mathematics.

Major Requirements. The major requires a minimum of 32 credit hours (eight courses) in mathematics courses or seminars numbered above 120.

1. MATH 225 Multivariable Calculus 4 credits
2. MATH 231 Foundations of Mathematics 4 credits
3. MATH 325 Linear Algebra or MATH/PHYS320 Mathematical Physics 4 credits
4. One course from:
   - MATH 335 Topology 4 credits
   - MATH 430 Algebraic Structures
   - MATH 435 Real Analysis
   - MATH 475 Seminar in Mathematics
5. One course from:
   - MATH 310 Probability and Statistics
   - MATH 412 Discrete Mathematics II
   - MATH 415 Numerical Analysis
   - MATH 475 Seminar in Mathematics
6-8. Three MATH courses above 120 12 credits

Total credit hours required for B.S. degree in mathematics 32 credits

Many majors emphasize a particular area of mathematics in their course work. Those emphasizing theoretical mathematics have been notably successful in graduate study at

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respected universities; majors who wish to prepare for graduate school should take MATH 335 Topology, MATH 430 Algebraic Structures and MATH 435 Real Analysis.

Other students emphasize applied mathematics in preparation for advanced study in areas other than mathematics; such majors should include MATH 310 Probability and Statistics and an advanced seminar MATH 475 on an applied topic of interest in their programs.

Students preparing to teach mathematics in secondary schools should take MATH 235 Geometry, MATH 310 Probability and Statistics and MATH 430 Algebraic Structures.

The most frequent double or joint major with mathematics is physics; students pursuing this option should take MATH /PHYS 320 Mathematical Physics and an advanced seminar (MATH 475) on further topics in mathematical physics.

Mathematics majors are frequently double or joint majors. Such majors that allow students to pursue other strong interests in any other discipline and relate them to mathematics are encouraged by the department.

103 Mathematics for Elementary School Teachers. 4. Introduction to elementary school mathematics and its fundamental underlying concepts and structure with emphasis on problem solving, logical thinking, use of conjecture and exploration with concrete materials. Does not count toward the major. Restricted to education studies majors. Fulfills quantitative literacy requirement.

110 Mathematics for the Liberal Arts. 4. The nature of mathematics from cultural, historical and logical viewpoints, stressing relationships between mathematics and other disciplines. Recommended for humanities, fine arts and education majors. Does not count toward the major. Includes emphasis on basic quantitative skills. Fulfills quantitative literacy requirement.

112 Elementary Statistics. 4. Descriptive statistics; probability and probability distributions; sampling and sampling distributions; confidence intervals and hypothesis testing; correlation and regression analysis. Emphasis on application and interpretation. Recommended for social science and pre-professional majors; does not count toward the major. Fulfills quantitative literacy requirement.

115 Elementary Functions. 4. Pre-calculus analysis of algebraic, exponential, logarithmic, trigonometric and inverse trigonometric functions. Does not count toward the major. Fulfills quantitative literacy requirement.

121 Calculus I. 4. Calculus of single-variable algebraic, exponential and logarithmic functions, emphasizing the concepts, techniques and applications of limits, differentiation and integration in both physical and geometric settings. Fulfills quantitative literacy requirement.

122 Calculus II. 4. Calculus of single-variable trigonometric and inverse trigonometric functions, with emphases as in MATH 121, but especially on integration and its applications. Numerical series. Prerequisite: MATH 121. Fulfills quantitative literacy requirement.

123 Accelerated Calculus. 4. Special course in calculus covering the content of MATH 121 and 122 in one semester for students having studied calculus previously. Fulfills quantitative literacy requirement.

212 Discrete Mathematics I. 4. Algorithms, recursion, induction, sequences and series, combinatorics, counting techniques, particularly as related to the mathematics of computing. Fulfills quantitative literacy requirement.
225 Multivariable Calculus. 4. Power series and approximation. Calculus of functions of several variables including partial differentiation, multiple integration and vector analysis. Prerequisite: MATH 122 or 123. Fulfills quantitative literacy requirement.

231 Foundations of Mathematics. 4. Axiomatic development of an elementary mathematical system, stressing the logical nature and structure of mathematics. Fulfills quantitative literacy requirement.

232 Infinity, Undecidability, Non-computability (PHIL 293). 4. Algorithms, mathematical logic, axiomatization, completeness, consistency, constructing the number systems, Turing machines, Hilbert's programme, the halting problem, infinities, the continuum hypothesis, Godel's theorems, formalism, intuitionism, logicism, connections with artificial intelligence. Fulfills quantitative literacy requirement.

235 Geometry. 4. Topics chosen from Euclidean, hyperbolic, elliptic, projective, affine, etc., geometry emphasizing axiomatic development and/or physical application with content dependent upon student interest and background. Especially recommended for students interested in mathematics education. Prerequisite: MATH 231 or consent of instructor. Fulfills quantitative literacy requirement.

250 Special Topics. 4. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels.

290 Internship, 1-4. May also be offered at the 390 level.

310 Probability and Statistics. 4. Fundamentals of the analysis and interpretation of statistical data, theory and application. Includes: descriptive statistics; probability; discrete and continuous random variables, their probability, density and moment-generating function; joint, marginal and conditional probability and density functions of several random variables; sampling distributions; estimation; hypothesis testing. Prerequisite: MATH 225. Fulfills quantitative literacy requirement.

320 Mathematical Physics (PHYS 320). 4. Introduces students to mathematical techniques of particular importance to scientists and engineers. Topics include: complex numbers, Fourier series and the solution of differential equations (with special emphasis on harmonic oscillators). Both analytical and numerical methods are studied. Prerequisites: MATH 225 or permission of the instructor; PHYS 122 strongly suggested. Spring. Fulfills quantitative literacy requirement.

325 Linear Algebra. 4. Introduction to systems of linear equations, matrices, linear spaces and linear transformations, including applications of these concepts to other areas of mathematics and to other fields. Prerequisite: MATH 225. Fulfills quantitative literacy requirement.

335 Topology. 4. Topics in point-set, geometric, general or algebraic topology with content dependent on student and instructor interest. Suggested for majors emphasizing theoretical mathematics. Prerequisite: MATH 231. Fulfills quantitative literacy requirement.


415 Numerical Analysis. 4. Techniques, theory, computer programming and application of approximations of zeros of functions, solutions to systems of equations, integrals and ordinary differential equations. Suggested for majors emphasizing applied mathematics or www.guilford.edu
mathematical physics. Prerequisite: MATH 325. Fulfills quantitative literacy requirement.

430 Algebraic Structures. 4. Study of algebraic structures such as groups, rings and fields and their morphisms. Suggested for majors emphasizing theoretical mathematics or interested in mathematics education. Prerequisites: MATH 231 and 325. Fulfills quantitative literacy requirement.

435 Real Analysis. 4. Rigorous study of real functions including topics from limits, sequences, series, differentiation, integration. Suggested for majors emphasizing theoretical mathematics or mathematical physics. Prerequisites: MATH 225 and 231. Fulfills quantitative literacy requirement.

Mathematics Seminars

Seminars are provided to allow and encourage students and faculty members to pursue topics of mutual interest beyond the scope of regular classes. Seminars may be arranged as extensions of existing courses, as special topics courses, as undergraduate research projects or as honors projects. Students must prearrange seminars with faculty members on or before registration day; no student may register for a seminar without prior departmental approval. Seminars carry from one to four credits and may be repeated for credit with permission of the department.

275, 475 Seminar in Mathematics. 1-4. Lower- and upper-level seminars in selected topics. Prerequisite: consent of the department.

470 Senior Thesis. 4-8.

490 Departmental Honors. 4-8.

MUSIC (MUS)

Wendy Looker, Assistant Professor, Chair
Timothy H. Lindeman, Professor
Drew Hays, Assistant Professor
Kami Rowan, Instructor

The Department of Music strives to engage students in a variety of artistic, creative, intellectual and cultural endeavors. Students benefit from a strong, interdisciplinary liberal arts base, small classes that stimulate active learning and group participation. Seminar-style settings take the place of formal lectures; repertory classes, student showcases, end-of-semester recitals, experiences in musical theater and opera scenes, master classes and competitions prepare students for the application of their discipline.

The department offers a variety of opportunities in performance studies, solo and group performance and music scholarship for the student who pursues a major or minor in music. The general Guilford student is welcomed into private lessons, performance ensembles and general music classes.

The College Choir presents several major performances throughout the year focusing on the great choral literature tradition. The concerts are designed not only for members of the choir but as activities for community enrichment, the high point of the season being the annual holiday concert. Participation in the choir is designed to add to the total enrichment of student life. Membership is open to all students genuinely interested, willing to work hard and strongly committed to the choir.

The Chamber Singers is an auditioned choir of 20 select singers who perform primarily *a cappella* literature spanning a variety of musical periods. The choir performs in a number of
venues around the Guilford campus and Greensboro community in addition to the semester concerts.

The Jazz Ensembles, Classical Instrument Ensemble and Guitar Ensembles frequently perform for the Guilford community and in the Greensboro area. The above ensembles, the weekly repertoire classes for majors, the monthly Music at Day’s End series, and junior and senior recitals provide students with many performance opportunities.

Each fall the department produces a musical revue in cooperation with the theatre studies department. All Guilford College students are eligible to audition for parts.

Degree Offered. The Bachelor of Arts degree is offered in music.

Scholarships. Several scholarships are available through the music department. Some of these monies are used to pay for performance studies for qualifying majors. Other scholarships are used to recognize outstanding academic achievement as well as reward students for service in the department.

Major Requirements. Students wishing to declare a major in music must audition to qualify. They should contact the department chair for information regarding specific repertoire requirements and to schedule an audition. Provisional acceptance can be granted to students submitting taped auditions. The major requires a minimum of 46 credit hours:

1. MUS 101 Music Theory I 4 credits
2. MUS 102 Music Theory II 4 credits
3. MUS 201 Music Theory III 4 credits
4. MUS 202 Music Theory IV 4 credits
5. MUS 210 Conducting 2 credits
6. MUS 310 Music History I 4 credits
7. MUS 311 Music History II 4 credits
8. 12 credits in applied music: MUS 270's 12 credits
9. 6 credits in ensemble music: MUS 120, 122, 124 6 credits
10. MUS 302 Junior Recital 1 credit
11. MUS 402 Senior Recital (1 credit) or MUS 403 Senior Project (2 credits) 1-2 credits

Total credit hours required for A.B. degree in music 46-47 credits

Additional requirements for voice majors:
12. MUS 103 Diction I 1 credit
13. MUS 104 Diction II 1 credit

Total credit hours required for A.B. degree in music: voice 48-49 credits

Additional requirements for guitar majors:
12. MUS 205 Guitar Pedagogy & Literature 4 credits

Total credit hours required for A.B. degree in music: guitar 50-51 credits

All music majors must enroll in two credits of Performance Studies and one credit of Ensemble every semester they are enrolled as music majors at Guilford and are on campus until the satisfactory completion of MUS 402: Senior Recital or MUS 403: Senior Project with a minimum of 12 credits in Performance Studies and six credits in Ensemble.

Additionally, voice majors must successfully complete two credits in diction (MUS 103-104). Guitar majors must successfully complete four credits in guitar pedagogy and literature (MUS 205).
101 Music Theory I. 4. This course in basic musicianship examines the materials and structures of diatonic music: time, melody, harmony and form. Students must be able to read music; diatonic ear training and sight singing are required components of the class. Fulfills arts requirement.

102 Music Theory II. 4. A continuation of MUS 101 in which resources of the tonal system are analyzed with emphasis on seventh chords, both diatonic and chromatic. Traditional part writing is stressed; some chromaticism is introduced in ear training and sight-singing. Prerequisite: MUS 101 or permission of instructor.

103 Diction I. 1. This course includes the study of articulation, phonetics, the International Phonetics Alphabet (IPA) and the application of IPA to Italian, Latin and English song texts. It is required for music majors (in voice) and recommended for students enrolled in MUS 120: Choir, MUS 132: Class Voice and/or MUS 272: Private Voice.

104 Diction II. 1. This course continues the study begun in MUS 103 and includes the application of IPA to German and French song texts. It is required for music majors (in voice) and recommended for students enrolled in MUS 120: Choir, MUS 132: Class Voice and/or MUS 272: Private Voice. Prerequisite: MUS 103 or permission of the instructor.

110 Jazz Appreciation. 4. Explores the many facets of jazz as a musical art form with regards to ethnicity, cultural, historical and musical evolution. Live performances in and out of the classroom enhance the experience. Fulfills arts and diversity in the U.S. requirements.

111 Music Appreciation. 4. Introductory course designed to train students in perceptive, intelligent listening. Selected representative works from plainsong through contemporary music. Fulfills arts requirement.

113 Music and Contemporary Culture: Reflections On the Ways Music Affects and Is Affected By Humanity. 4. Explores specific facets of music that affect and are relevant to contemporary culture. Students will be asked to question the significance of music within social structure, religion, politics, economics, education and issues of gender and race. Fulfills arts and diversity in the U.S. requirements.

119 HP: Music and Social Conflict. 4. Examines a period of history that includes both the continuation of Classical/Romantic traditions and the dramatic and sometimes sudden shifts in Western musical style directly affected by world crisis. The music studied will include works from the various movements of Modernism, Neoclassicism and specific works inspired by the Holocaust. Fulfills historical perspectives requirement.

120 Guilford College Choir. 1-2. Provides opportunities for growth, enrichment and service through quality performances that share the choral art with the college and larger communities. The choir’s repertoire includes extended choral works with orchestra as well as smaller selections in a variety of languages and styles. The choir is non-auditioned; all students with a desire to work hard, build community and explore the art of choral singing are welcome.

121 Classical Instrumental Ensemble. 1.

122 Guitar Ensemble. 1. The Guilford College Guitar Ensemble is a dynamic group that performs on and off campus. Weekly rehearsals include work on ensemble techniques, and a wide variety of literature ranging from renaissance to 20th century. Students involved build a strong sense of community with fellow ensemble members. Guitar Ensemble is open to music majors, students concentrating in music or through an audition process of all other
main campus students.

124 Jazz Ensemble. 1. Allows the young jazz musician to rehearse and perform within a small combo. Techniques for improving are explored as well as the role of each instrument in the jazz tradition. Students are expected to read music and develop their soloing skills through practice.

125 Chamber Singers. 1. A select choir of 20 singers who perform primarily a cappella literature spanning a variety of musical periods. The choir performs in a number of venues around the Guilford campus and Greensboro community. Auditions are held at the beginning of each semester.

127 Concert Band. 1.

129 Orchestra. 1.

Note: all courses in the 130’s have additional fees.

130 Guitar: Hum and Strum. 1. Designed for the beginning player who wishes to learn basic song accompaniment. Students will build a strong foundation of chordal knowledge, finger-picking patterns, right-hand technique and a general understanding of the fretboard in the first position. Students do not need to know how to read music; however, they must own their own instrument.

131 Guitar: Picks and Tabs. 1. For guitarists who play either electric or acoustic guitar and are familiar with picks and tablature notation. The class will learn pieces in the following styles: folk, country, rock and jazz. A prerequisite semester of private or class instruction is recommended and a working knowledge of chords is most helpful.

132 Voice Class. 1. This class is a prerequisite for Private Voice (MUS 272). Students learn healthy effective technique for solo singing in a supportive group environment.

134 African Drumming. 1. Learn techniques and patterns commonly employed in traditional West African cultures. The primary focus is on the djembe, but other drums are employed as well. No musical background is required, although students will be expected to furnish their own instruments.

136 Alexander Techniques. 1. CR/NC.

140 Opera Scenes. 1-4. Students study, prepare and perform selected solo and ensemble literature from scenes taken from opera and musical theater. Roles are assigned on the basis of audition.

152 HP: America and Its Musicals: 1900-1975 (THEA 152). 4. Traces development of the American musical theatre from 1900 to 1975 with a primary focus on the years of significant transformation that begin in 1940. Studies the art from sociological, political, cultural, economic, artistic and historic perspectives. Analyzes individual artists and productions that have influenced and been influenced by the evolving American national identity. Fulfills historical perspectives requirement.

201 Music Theory III. 4. Beginning with the chromatic material that ended Music Theory II (MUS 102), this course studies historic developments that led to post-romanticism and beyond. An overview of 20th-century compositional practices including impressionism, atonality and serialism is presented. Ear training and sight singing are involved with modulation and chromaticism. Prerequisite: MUS 102 or permission of instructor.

202 Music Theory IV. 4. Traditional formal structures are explored and analyzed. Great
works from the Western repertoire are studied both intellectually and aurally. Ear training and sight singing are involved with chromaticism. Prerequisite: MUS 201 or permission of instructor.

205 Guitar Pedagogy and Literature. 4. Examines two important facets of the classical guitar. The first half of the semester explores the history of the classical guitar, its players and music. The second half deals with teaching the guitar. Students will observe lessons, compare and analyze methodologies and gain hands-on teaching experience. This class is intended for the guitar major or concentrator, but no prerequisite is required.

210 Conducting. 2. A beginning course that introduces students to the basic skills of conducting. Emphasis is placed on the mastery of conducting patterns, techniques of expressive conducting and an interpretative knowledge of musical terms. Prerequisite: must have taken or be enrolled in MUS 102.

215 Music of the World. 4. This survey studies and documents traditional music cultures from Africa, India, Japan and Indonesia. Student presentations focus on other cultures of the world. Fulfills intercultural requirement.

250 Special Topics. 4. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels.

Note: all courses in the 270’s and 280’s have additional fees.


272 Performance Studies in Voice. 1-2. Prerequisite: MUS 132 or instructor’s permission.


279 Composition. 1-2.


290 Internship, 1-4. May also be offered at the 390 level.

302 Junior Recital. 1. A public performance comprised of 20-30 minutes of literature standard to the instrument/voice. The selection is determined by the Applied teacher and must have departmental approval. A juried recital hearing must be passed approximately four weeks prior to the public performance.

310 Music History I. 4. Explores Western art music from ancient times through 1750.
Music from the Middle Ages, Renaissance and Baroque periods is examined with an emphasis on the place of art music in society. Ability to read music is helpful. Prerequisite: MUS 101 Music Theory I.

311 Music History II. 4. Explores Western art music from the classical period through the contemporary period. Music from the Classical, Romantic, Impressionist and 20th-century stylistic periods is examined with an emphasis on the place of art music in society. Ability to read music is helpful. Prerequisite: MUS 101 Music Theory I.

402 Senior Recital. 1. A public performance comprised of 40-60 minutes of literature standard to the instrument/voice consisting of several stylistic periods (and languages for voice). The selection is determined by the Applied teacher and must have departmental approval. A juried recital hearing must be passed approximately four weeks prior to the public performance. The student is expected to write program notes (and translations as applicable) that reflect in-depth scholarship. CR/NC.

403 Senior Project. 2. Under guidance of their music faculty project advisor, students research an aspect of music of special interest. For example, a student may wish to research a topic and write a thesis; another student may wish to rehearse a small ensemble and direct its performance. The project must be approved by the department approximately at least 10 weeks before the expected completion of written work/public presentation.

470 Senior Thesis. 1-4.

490 Departmental Honors. 4-8. College requirements as well as specific rules and standards may be obtained from the department chair.

PEACE AND CONFLICT STUDIES (PECS)

Vernie Davis, Director of Peace and Conflict Studies and the Conflict Resolution Resource Center
Amal Khoury, Assistant Professor

Peace and conflict studies is an interdisciplinary major that studies the nature of conflict and violence, the possibilities of social change, and the means for resolving and transforming conflict nonviolently. The major draws on Guilford’s Quaker heritage by seeking the roots of situations of injustice and oppression, exploring nonviolent social change, emphasizing each individual’s search for truth within different levels of community and focusing on practical problem-solving.

Peace and conflict studies melds two related fields of study, conflict resolution and peace studies, in a complementary, creative interaction. It encourages an interdisciplinary, holistic relationship between personal and social change, structured modes of conflict resolution and creative nonviolent activism, careful analysis of structural violence and exploration of spiritual foundations for peaceable living and action.

Students in peace and conflict studies engage in critical analysis in several key components of the field: central concepts in peace research, the interrelation between the personal, local and global levels of conflict and possibilities of transforming conflict, theories of war and peace and methods and practices of conflict resolution, reduction and transformation. Students build skills that help them to solve problems of violence and conflict, to listen carefully and caringly to others in the midst of conflict and to contribute to organizing groups and actions concerned with social change and conflict resolution and transformation.

Degree Offered: The Bachelor of Arts degree is offered in peace and conflict studies.

Major Requirements: The major consists of a minimum of 32 credit hours (eight courses).

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Courses must include at least four courses at the 300-400 level and include:

1. **PECS 110  Introduction to Peace and Conflict Studies** 4 credits
2. Three core courses from: 12 credits
   - **PECS 103  Voices of Liberation**
   - **PECS/SOAN 246 Mediation/Conflict Intervention**
   - **PECS 315  Human Rights**
   - **PECS 316  Globalization from an Ethical Perspective**
   - **PECS 330  Nonviolence: Theories and Practice**
   - **PECS/SOAN 345 Social Change: Promoting Peace**
3. **PECS 390  internship in the junior or senior year that builds on a student's prior course work and incorporates peace and conflict studies analysis with site work** 4 credits
4. Peace and Conflict Studies Capstone Experience, (although a senior thesis or an independent study may be substituted in special circumstances); 4 credits
   - **PECS 405  Quakers, Community, Commitment**
   - **PECS/SOAN 445 Culture, Conflict, Negotiation**
   - **PECS 468  Religion, Spirituality, and Social Change**
   - **PECS 450  Special Topics or 470 Senior Thesis or 490 Departmental Honors**
5. 7-8. two or more additional courses (to complete 32 credit hours) selected from either additional Core Courses or approved Extra-Departmental Courses, which are offered by other departments and contribute to the Global, Social, or Personal/Interpersonal levels of peace and conflict analysis. 8 credits

**Extra-Departmental Courses:**

**Global**
- **ECON 432  International Economics**
- **HIST 237  Europe in Revolution**
- **HIST 238  War & Peace in 20th Century Europe**
- **HIST 255  The Second World War**
- **PHIL 249  Pacifism and Just War Theory**
- **PSCI 103  International Relations**
- **PSCI 275  Asia and the World**
- **PSCI 345  Avoiding War, Making Peace**
- **PSCI 391  Globalization and Its Discontents**
- **SOAN 105  The Anthropology of Colonialism**
- **SOAN 425  Latin American Politics**

**Social**
- **HIST 225  African American History**
- **HIST 308  The Underground Railroad**
- **HIST 315  Civil Rights Movement**
- **JPS 220  Community Building Fundamentals**
- **SOAN 325/IDS 435 Understanding Poverty**

**Personal / Interpersonal**
- **JPS 244  Conflict Resolution Strategies**
- **JPS 424  Trust and Violence**
- **JPS 425  Family Violence**
- **SOAN 413/ IDS 464 Gender Violence**

Total credit hours required for A.B. degree in peace and conflict studies 32 credits
103 Voices of Liberation. 4. Analyzes different forms that oppression and liberation take around the world, from the perspective of activists and scholars from these regions and diverse religions. Each of them articulates the complexity of each type oppression caused by a complex set of socio-cultural factors ranging from local to global, with religion sometimes serving as a tool for liberation and oppression at the same time. Fulfills humanities and social justice/environmental responsibility requirements.

110 Introduction to Peace & Conflict Studies. 4. Explores the relationship of peace and social justice to conflict resolution through the use of key concepts in the fields, such as positive and negative peace. Explores the relationship of theory and practice and introduces students to academic journals and Internet sites for peace conflict studies, to professional organizations and practitioner/activist organizations in peace and justice and conflict intervention work. Provides students with a framework to help them plan their curricular choices for future study within the major/concentration.

201 Mediation Training. 1.

246 Mediation & Conflict Intervention. 4. (SOAN 246) Prepares students to be effective mediators in conflict by providing a blend of theory and practice in the models and skills of third-party intervention. Explores key concepts, analytical frameworks and different models within the ADR (Alternative Dispute Resolution) movement; includes required lab period and a weekend mediation training workshop.

250 Special Topics. 4. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels.

290 Internship, 1-4. May also be offered at the 390 level. A peace and conflict studies internship involves practical experience that focuses on social change, nonviolent intervention, conflict resolution or transformation and/or building a culture of peace. The internship includes critical reflection on the student's experience and analysis of activities, experiences and structures that contribute to the reduction and transformation of violence and/or the maintenance of systems of violence and domination. Students should register for PECS 390 with the director of peace and conflict studies.

301 Facilitation Training. 1.

315 Human Rights. 4. Provides an overview of the formulation and spread of the Universal Declaration of Human Rights. One of the course's main goals is to develop a critical understanding of the concept of human rights by paying attention to how power operates, and avoiding conflating the need to ensure the well-being of all human and other (in the case of certain other world-views) beings with the human rights movement in its dominant form. Fulfills social justice/environmental responsibility requirement.

316 Globalization: Economics & Social Justice. 4. Examines sociological explanations for how these global and concomitant local events and structures came about, along with ethical evaluations of values that influence some of the dominant global ideologies, as well as their consequences. These analyses serve to relativize and question the assumptions and theories that claim the current global economic structures as the inevitable evolutionary stage of human society.

330 Nonviolence: Theories and Practice. 4. Non-violence is not only an alternative to taking up arms but a strategy of resistance to oppression or specific policies in the form of acts of civil disobedience. While non-violence includes these, the course aims to analyze it in all its fullness, as a way of life and spirituality that addresses certain forms of thinking
and living as violent and includes nature and the rest of animal life among the subjects to be treated non-violently. Fulfills social justice/environmental responsibility requirement.

**345 Social Change: Promoting Peace. 4. (SOAN 345)** Utilizes various models to examine the processes of culture change. Explores role of individuals in social change. Looks at practitioners of change and explores value implications of different models as well as strategies for intervention.

**401 Mediation Trainers Practicum. 2.**

**405 Quakers, Community, Commitment. 4.** Explores a variety of historical and contemporary attempts to live meaningful, sustainable lives, with special attention to Quaker and Amish understandings of community to illustrate the difference between separation from the world and engagement with it. Examines such issues vital to community life as forms of decision making, styles of leadership, cultural non-conformity, spirituality, economics and child-raising.

**445 Culture, Conflict, Negotiation. 4. (SOAN 445)** Focuses on the role of culture in conflict and negotiation. Addresses different cultural approaches to conflict and the various methods of dispute resolution, particularly the different styles of negotiation applied by different cultures; explores issues of communication styles, mores, values and norms from a cross-cultural perspective; draws on theoretical models and concepts from different disciplinary perspectives to analyze conflict, communication and negotiation; and explores the implications of this analysis for conflict and negotiation in an intercultural context.

**468 Religion, Spirituality and Social Change. 4.** Analyzes the role of religion and spirituality in motivating and sustaining struggles for social change. Addresses the significance of this ultimate depth and height of humanity's existence as a source or vehicle for transforming the mundane and the material, thereby creating an understanding of the inextricable interconnection between body and mind, the mundane and the transcendent, the seen and the unseen or the sacred and the profane.

**470 Senior Thesis. 4-8.**

**490 Departmental Honors. 4.**

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**PHILOSOPHY (PHIL)**

*Nancy V. Daukas, Associate Professor, Chair*

*Jonathan W. Malino, John A. Weisenfluh Professor of Ethics and Religion*

*Lisa J. McLeod, Assistant Professor*

*Vance A. Ricks, Assistant Professor*

*Joe Cole, Visiting Assistant Professor*

Philosophy strives to deepen our understanding of ourselves, others and the world around us. It aims to articulate and examine our most fundamental assumptions, raising questions and encouraging reflection about generally unnoticed aspects of our everyday lives. Philosophical inquiry involves interpretation and analysis of a rich tradition of powerful philosophical texts; intensive discussion and analysis of problems, questions and theories that emerge from those texts; and probing reflection on everyday experience, human practices and the entire range of human knowledge and study.

Philosophical inquiry requires, and enables students to develop, a wide range of skills, including reasoning, interpretative and critical reading, clarity in written and spoken expression, synthesis and analysis of information, problem solving and appreciation of different perspectives. These skills, along with the enhanced awareness that philosophy
enables us to develop, are foundational to most forms of intellectual endeavor, practical decision-making and moral questioning. Thus philosophical training and reflection lay a groundwork for any path one may choose in life.

Given the nature of philosophy, combining a philosophy major with a second major in the humanities, the natural or social sciences, the arts or business and policy, is an exciting and natural option, with benefit to both the breadth and the depth of a student's studies.

Outside the classroom, lectures and informal discussions are sponsored by a philosophy club, which also arranges for students to attend lectures and colloquia at the University of North Carolina at Greensboro, Wake Forest University, the University of North Carolina at Chapel Hill and Duke University.

Degree Offered. The Bachelor of Arts degree is offered in philosophy.

Major Requirements. The major requires a minimum of 33 credit hours (nine courses).

1. Phil 111 Ethics 4 credits
2. Phil 200 Informal Logic or 292 Formal Logic 4 credits
3. Phil 201 Ancient Western Philosophy 4 credits
4. Phil 202 Modern Western Philosophy 4 credits
5. Phil 333 Individual Philosopher 4 credits
6. Phil 301 Third Year Seminar 1 credit
7. Phil 401 Topics in Contemporary Analytic Philosophy 4 credits
8-9. Two other Phil courses 8 credits

Total credit hours required for A.B. degree in philosophy 33 credits

100 Introduction to Philosophy. 4. Major philosophical problems, methods and positions, as set forth in selected historical and contemporary philosophical texts, including works by Plato, Descartes, Hume, others. Fulfills humanities and social justice/environmental responsibility requirements.

111 Ethics. 4. Chief theories of the nature and principles of the moral life, with regard to both the ends human beings seek and the obligations which claim their commitment. Fulfills humanities and social justice/environmental responsibility requirements.

200 Informal Logic. 4. General aspects of reasoning and argumentation, including inferences, evidence and the construction and evaluation of arguments.

201 Ancient Western Philosophy. 4. Historical development of philosophical thought in Western civilization in terms of the main periods and thinkers of ancient Greek philosophy. Fulfills humanities requirement.

202 Modern Western Philosophy. 4. Major developments of Western philosophical thought in the 17th and 18th centuries, emphasizing philosophical inquiry into metaphysical systems and problems of knowledge. Fulfills humanities requirement.

221 Philosophy of Religion. 4. Reason and religion: proofs of God’s existence, faith and reason, the problem of evil, morality and religion, religious language. Fulfills humanities requirement.

231 Philosophy and Sexuality. 4. Inquiry into the relationship between values and sexuality. Topics include pleasure, love, homosexuality, prostitution, monogamy, sexual perversion. Fulfills social justice/environmental responsibility requirement.

232 Gender, Identity and Experience. 4. Interrelated topics in the metaphysics and phenomenology of gender. Questions include: What is it to be a woman or man? How do Western conceptions of gender affect our experience? How do other aspects of our identities
(e.g., race, sexuality) enter the conversation? How do we move beyond harmful gender stereotypes? Fulfills humanities and social justice/environmental responsibility requirement.

241 Computer Ethics. 4. Ethical questions connected with computer technology. For example: What is distinctive about ethics in this context? How do digital media force us to reconsider longstanding notions of “ownership” and “theft”? How do computer technologies reflect or undermine the values of privacy and anonymity? How does electronic communication change our understanding of what it means to be human? Fulfills humanities and social justice/environmental responsibility requirements.

242 Environmental Ethics. 4. Exploration of environmental topics from several theoretical, cultural and religious perspectives. Questions include: What are our responsibilities to the environment? To what extent are these responsibilities affected by the interests of other persons or groups? What is the source of these responsibilities and to whom are we obligated? Fulfills humanities and social justice/environmental responsibility requirements.

247 Philosophy of Law. 4. Conceptual analysis and moral evaluation of laws and legal systems: the nature and validity of law, law and morality, the obligation to obey the law, law and judicial decision-making, criminal responsibility and the nature of punishment. Fulfills humanities and social justice/environmental responsibility requirements.

249 Pacifism and Just War Theory. 4. Examines conditions under which violence, and especially war, may be morally justified; distinctions between war and other forms of armed conflict; and philosophical and spiritual foundations of pacifism. Includes discussion of particular wars in which the U.S. has been engaged, including World War II and the war on Iraq. Fulfills social justice/environmental responsibility requirement.

250 Special Topics. 4. May also be offered at 350 and 450 levels. Recent examples include Philosophy of Science, Free Will and Moral Responsibility.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels.

261 Philosophy and Race. 4. Examines race and racism, exploring the relationship between liberal ideas of freedom and equality and the reality of group exclusion. Key questions include: What conception of race will do justice to our experience of social realities while avoiding scientific errors? What conception of race and racism to we need in order to help dismantle systemic racism? Fulfills humanities and either diversity in the U.S or social justice/environmental responsibility requirements.

290 Internship. 1-4. May also be offered at the 390 level.

292 Formal Logic. 4. Methods, foundations and philosophical implications of using symbolic languages to evaluate deductive reasoning.

293 Infinity, Undecidability, Non-computability (MATH 232). 4. Algorithms, mathematical logic, axiomatization, completeness, consistency, constructing the number systems, Turing machines, Hilbert’s programme, the halting problem, infinities, the continuum hypothesis, Godel’s theorems, formalism, intuitionism, logicism, connections with artificial intelligence. Fulfills quantitative literacy requirement.

301 Third Year Seminar. 1. Addresses issues regarding career planning or preparing for post-graduate education. CR/NC.

333 Individual Philosopher. 4. Intensive study of the works of an individual philosopher (e.g., Maimonides, Plato, Spinoza, Kant, Nietzsche, Mill, James) whose thought has had a lasting influence on Western philosophy.

Guilford College
336 Social and Political Philosophy. 4. Principal theories of the foundation of political society; the nature of political authority; limits of political obligation; relation of theories of human nature to social/political theory. Fulfills humanities and social justice/environmental responsibility requirements.

375 Topics in the Philosophy of Mind. 4. Topics include The Mind-Body Problem, The Emotions and The Self. Fulfills humanities requirement.

376 Topics in the Theory of Knowledge. 4. Courses will cover such topics as Belief, Skepticism and Theories of Knowledge. Historical and contemporary readings on the nature and sources of knowledge, justification, rationality and skepticism. Fulfills humanities requirement.

377 Autonomy and Authenticity. 4. Conceptual, theoretical and normative issues arising from the intersection of thinking about freedom and the self, including internal freedom, self-deception, self-respect, weakness of will and autonomy as moral right and character ideal.

401 Topics in Contemporary Analytic Philosophy. 4. Main developments in 20th-century analytic philosophy with emphasis on philosophy of language, epistemology and metaphysics. Capstone course for the major.

470 Senior Thesis. 4-8.

490 Departmental Honors. 4-8.

PHYSICS (PHYS)
Thomas P. Espinola, Glaxo Wellcome Professor of Physics, Chair
Steven S. Shapiro, Associate Professor
Donald A. Smith, Assistant Professor

Physics students at Guilford come from a variety of backgrounds and have a broad spectrum of interests and career goals. About one third of our physics majors plan for employment in a technical field immediately after graduation. Another third pursue graduate study in physics or astronomy. The remaining third go on to advanced study in another field. Recent graduates, for example, are engaged in a wide range of activities: attending graduate school in computer science, history, engineering, mathematics, physics and theology; attending medical school; training to be a medical physicist; running their own software companies; teaching high school math and physics; doing scientific research in academia and industry; and serving in AmeriCorps.

To embrace the diverse interests of our student population, the physics curriculum is flexible and personalized. Course scheduling encourages off-campus research internships, independent study and study abroad.

The common thread connecting the different goals and focuses of our students and faculty is the physicist’s approach to thinking about, modeling and understanding the universe. This process relies on clear, analytical and often abstract thinking but is ultimately grounded in concrete reality as exposed by experiment. Reaching a clear, realistic understanding of some aspect of the world is of value in not only science and engineering but also business, law, medicine and many other fields.

The physics program at Guilford emphasizes research and experimentation throughout its curriculum. Students in introductory courses learn to work with equipment, quantify experimental uncertainties and present results in journal format. The experimental physics sequence stresses laboratory techniques, cooperative research and clear, thoughtful
presentation of results. In this sequence of courses, students design experiments, act as principal investigators, write journal articles and give talks for peer review.

This research experience culminates in a thesis research project that must be original and designed by the student. The results are presented in a written thesis and public talk. Students frequently present papers at the National Conference on Undergraduate Research (NCUR) and other conferences. Each year the department grants the Jeglinski Physics Award, in memory of Boleslaw Jeglinski and Michael Jeglinski, and the Helen and Winslow Womack Physics Research Award, to those students whose research projects were selected from all proposals submitted to the department. These awards may be used to help purchase equipment, fund a stipend, and support travel to a professional conference.

Degree Offered: The Bachelor of Science degree is offered in physics. We offer concentrated degrees in the following:
• B.S. in physics for students pursuing employment in a technical field
• B.S. in physics for students preparing for graduate study
• B.S. in physics with a concentration in astronomy for students preparing for graduate study in astrophysics


Major Requirements. The major requires a minimum of 36 credit hours (nine courses).

1. Two courses from:
   PHYS 231 Experimental Physics I
   PHYS 232 Experimental Physics II
   PHYS 331 Experimental Physics III
   PHYS 332 Experimental Physics IV

2. 4 credits from:
   PHYS 251 and 252 or PHYS 353 and 354 or PHYS 455 and 456
   (these comprise Portfolio Development I-VI)

3. PHYS 470 Senior Thesis or
   PHYS 490 Departmental Honors

4. Any Physics course at the 320 level or above

5. 20 credits of additional Physics courses

Total credit hours required for B.S. degree in physics 36 credits

101 Physics for Nonscientists (variable title). 4. Introductory course, intended for students with limited mathematical background and entered on one of several topics such as an in-depth look at the physics of energy or a survey of modern physical thought. The relevance of physical laws to both society and the environment is discussed. Offered on demand. Fulfills natural science and mathematics requirement.

106 Surveying the Sky. 4. This course, which is intended for non-science majors with limited mathematical background, will cover topics selected from naked-eye astronomy, stellar astronomy, galactic astronomy and cosmology. Fulfills natural science and mathematics requirement.

107 The Solar System. 4. This course covers the physical description of the planets, their satellites, the sun, asteroids and comets, with a strong emphasis on recent information from landers and fly-by probes. This course includes discussions of how science is known, learned and taught, which will be of interest to future teachers and others who may wish to combine work with students and science. Fulfills natural science and mathematics requirement.

108 Realm of the Stars. 4. Concentrates on the study of stars. Topics include stellar
observation and the life, evolution and death of stars. Fulfills natural science and mathematics requirement.

109 Beyond the Stars. 4. Concentrates on the study of extra-galactic astronomy. Topics include nebulae, galaxies and cosmology. Fulfills natural science and mathematics requirement.

121-122 Classical and Modern Physics I, II. 5. 5. For physics majors and others interested in physics. This course is not a survey but an introduction to the thinking and analysis processes of physics, with classroom and laboratory topics chosen from modern and classical physics to emphasize the skills needed to think like a physicist. To prepare for Phys 122, students should plan to take Math 121 concurrently with Phys 121. Sequence begins each fall. Fulfills natural science and mathematics requirement.

210 Observatory Practice. 4. For physics majors and others interested in learning to use the J. Donald Cline Observatory at Guilford College. The course includes astronomical background drawn from solar system, stellar and extra-galactic astronomy but the emphasis is on the use of the equipment, methods of data Acquisition and analysis of results. Fulfills natural science and mathematics requirement.

211-212 College Physics I, II. 4. 4. For science majors and other interested students whose mathematics background includes algebra and trigonometry. This survey of physics includes mechanics, energy, thermodynamics, electricity and magnetism, optics, wave motion and modern physics. Sequence begins each fall. Fulfills natural science and mathematics requirement.

223 Classical and Modern Physics III. 4. The final semester of the introductory physics sequence. Topics are chosen from modern and classical physics to complement those discussed in PHYS 121 and PHYS 122. Prerequisites: PHYS 122 or permission of the instructor. Fall.

226 The Physics of Solids. 4. A theoretical analysis of the modern theories of solid materials, the course begins with the classical models of the mechanical, thermal and electrical properties of solid materials, then introduces the quantum mechanical band gap model, the Debye model and the BCS / Cooper pair model in examining solids’ thermal and electrical properties.

231-232 Experimental Physics I, II. 2. 2. Intermediate-level laboratory course to develop experimental design and measurement techniques, data reduction and analysis methods and oral and written presentation skills. Experiments vary as equipment and technologies evolve. Prerequisites: PHYS 122 or permission of the instructor. Sequence begins each fall.

233 Computer Control of Lab Equipment (CMIT 233). 2. Intermediate-level laboratory course to develop programming skills necessary to interface a computer with laboratory equipment. Programming language and experiments vary as equipment and technologies evolve. Prerequisite: one laboratory course that incorporates relevant equipment and scientific principles such as CHEM 111, PHYS 121, PHYS 210 and PHYS 211, or permission of the instructor.

250 Special Topics. 4. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels.

290 Internship, 1-4. May also be offered at the 390 level.

320 Mathematical Physics (MATH 320). 4. Introduces students to mathematical
techniques of particular importance to scientists and engineers. Topics include: complex numbers, Fourier series and the solution of differential equations (with special emphasis on harmonic oscillators). Both analytical and numerical methods are studied. Prerequisites: MATH 225 or permission of the instructor; PHYS 122 strongly suggested. Spring. Fulfills quantitative literacy requirement.

324 Thermophysics. 4. The thermal properties of matter are studied from the applied approach of thermodynamics and the theoretical analysis of statistical mechanics. Topics include the laws of thermodynamics, equations of state, first order phase transitions, partition functions, entropy and the quantum statistics of particles. Prerequisites: MATH 225, PHYS 223 or permission of the instructor. Spring.

331-332 Experimental Physics III, IV. 2. 2. Advanced laboratory course to improve experimental design and measurement techniques, data reduction and analysis methods and oral and written presentation skills. Experiments vary as equipment and technologies evolve. Prerequisites: PHYS 232 or permission of the instructor. Sequence begins each fall.

420 Mathematical Physics II. 4. Mathematical topics of importance to students interested in theoretical physics are studied. Content varies depending on the background and interests of the students. Topics considered have included partial differential equations, Bessel functions, boundary value problems, the heat flow equation, the Poisson equation and wave equations. Both analytical and numerical solutions are studied. Prerequisite: MATH/PHYS 320. Offered on demand.

421 Mechanics. 4. The study of forces and energy and their effect on the motion of particles. Topics include the motion of a particle in a force field, the dynamics of rigid bodies, the detailed study of damped, forced and coupled oscillators. Newtonian and Lagrangian formulation of mechanics as well as computational methods of solution will be studied. Prerequisites: PHYS 223, MATH/PHYS 320 or permission of the instructor. Offered in alternate years.

422 Electromagnetism. 4. The study of the theory of electric and magnetic fields and their interactions with matter. Topics include the use of vector calculus, Gauss's law, Ampere's law, diamagnetism, multi-pole fields and the law of Biot-Savart. Prerequisites: PHYS 223, MATH/PHYS 320 or permission of the instructor. Offered in alternate years.

423 Quantum Mechanics. 4. The study of the theory of the interaction of particles, waves, and fields in atomic and subatomic systems. Topics include the Schrödinger formulation, operator formalism and perturbation theory. Prerequisites: PHYS 223, MATH/PHYS 320 or permission of the instructor. Offered in alternate years.

441 Advanced Modern Physics. 4. Topics in applied modern physics including the hydrogen atom and other atomic systems, nuclear physics, condensed matter and elementary particles. PHYS 223, MATH/PHYS 320 or permission of the instructor. Offered in alternate years.

442 Advanced Classical Physics. 4. Advanced topics in classical mechanics and electromagnetism. Topics may include Hamiltonian mechanics, motions of particles in non-inertial reference frames, the Maxwell equations, electromagnetic radiation and the dynamics of relativistic particles and electromagnetic fields. Prerequisites: PHYS 421, PHYS 422, MATH/PHYS 320 or permission of the instructor. Offered on demand.

443 Astrophysics. 2-4. The study of the application of physics to astronomical systems. Topics may include stellar structure and evolution, energy generation and nucleosynthesis, the interstellar medium, radiative transfer and degenerate stars. Prerequisite: Permission of the instructor. Offered on demand.

Guilford College
**Portfolio Development Courses**

Students enroll in portfolio development classes to pursue independent or small-group study to complete the work required in her or his individualized course of study. This work may include text-based or literature research, laboratory work and computational research. The results of this work will be presented to the faculty and other students for assessment before credit is granted.

251-252, 353-354, 455-456 **Portfolio Development I-VI. Variable credits.** Students will contract with the faculty members regarding the nature and extent of the project including number of pass-fail credits. Several students may choose to work together on the same or related material. CR/NC.

461 **Physics Research Seminar.** 1. All students writing theses or doing other research within the physics department are required to take this course in which students and faculty exchange suggestions, ideas, and insights into their research. Fall and Spring. CR/NC. Students may take this course more than once and may count up to four credits of Physics Research Seminar toward graduation.

470 **Research, Thesis and Defense.** 4. Independent research projects that culminate, under guidance in a well-defined research thesis. The thesis must be presented both orally and in writing. The thesis should be written in the standard form for technical papers in physics as currently set forth in Volume 10 of the *Journal of Undergraduate Research in Physics*; students are encouraged to present their papers at NCUR or another appropriate conference. Fall and Spring.

480 **Physics Department Seminar.** 0. All students taking PHYS 122 or above (except PHYS 211 and PHYS 212) are required to attend the Physics Department Seminar. During the semester, each student will give presentations on some aspect of the physics work on which he or she is currently working. Fall and Spring.

490 **Honors Research, Thesis and Defense.** 4. Although enrollment is normally during the fall of the final year, the student is expected to begin work during the intermediate years on independent research projects that will culminate, under guidance, in a well-defined research thesis. The thesis must be presented both orally and in writing. The thesis should be written in the standard form for technical papers in physics as currently set forth in Volume 10 of the *Journal of Undergraduate Research in Physics*; students are encouraged to present their papers at NCUR or another appropriate conference.

**POLITICAL SCIENCE  (PSCI)**

*Kenneth E. Gilmore, Associate Professor, Chair*

*Kent John Chabotar, President and Professor*

*George X. Guo, Associate Professor*

*Kyle D. Dell, Assistant Professor*

*Robert Duncan, Continuing Part-time Assistant Professor*

*Maria Rosales, Assistant Professor*

*Victor Archibong, Lecturer*

The Political Science Department at Guilford College prepares students for engaged citizenship. “Engaged citizenship” in this context means not merely to understand or to manage the effects of political events and governmental actions on society, but also to evaluate and seek to shape them. We do this by providing our students with the knowledge, intellectual and practical skills, values and experiences necessary to fulfill their responsibilities as members of an effective and diverse civil society. More specifically, the department sets the [www.guilford.edu](http://www.guilford.edu)
following goals for the B.A. degree in political science: to provide a skills-based education for citizenship, government employment, and public service; to provide politically literate students the tools with which to influence their communities through public service and socially beneficial work; to train future governmental leaders and employees; and to prepare students for successful graduate work.

**Degree Offered.** The Bachelor of Arts degree is offered in political science.

**Major Requirements.** The major requires a minimum of 40 credit hours (nine courses plus the capstone experience course).

**Required Core Courses**

1. PSCI 101 The American Political System 4 credits
2. PSCI 103 International Relations 4 credits
3. PSCI 105 Comparative Politics 4 credits
4. PSCI 106 Classics in Political Thought 4 credits
5. PSCI 230 Politics of Problem Solving 4 credits

**Elective Courses**

6-7. Any two PSCI courses, internships, independent studies 8 credits
8-9. Any two 300-level or above PSCI courses 8 credits

**Required Capstone Experience**

10. PSCI 465 Senior Independent Project or
PSCI 470 Senior Thesis or
PSCI 490 Senior Honors 4 credits

Total credit hours required for A.B. degree in political science 40 credits

It is recommended that majors complete PSCI 101 and PSCI 103 prior to taking PSCI 230, and that all core courses be completed before taking upper level elective courses. Of the 16 elective credits, at least eight must be from 300-level courses or above.

Majors may want to focus their elective credits in an area of particular interest in order to provide more in depth knowledge of one of the particular sub-disciplines of political science—American Politics/Public Policy and Administration; International Relations; Comparative Politics; or Political Theory/Political Analysis. The core courses serve as a foundation for upper-level courses within each of the four tracks.

**AREAS OF STUDY**

**American Politics/Public Policy and Administration.** This track focuses on governmental and policy dynamics and debates within the United States. Students are exposed to the organization and behavior of the institutions, groups, and participants in the American political arena. Students in this track investigate various public policies and political behaviors from a broad array of governmental and non-governmental institutions. Study in this track equips students for graduate studies in American politics and public policy and provides a foundation for careers in American government, teaching, or other public policy sectors.

Recommended Elective Courses: 301 Politics of State and Local Government; 204 Public Policy & Administration; 225 The American Presidency; 317 The American Founding; 318 Environmentalism in Early America; 355 Constitutional Law and Civil Rights; 319 Modern Environmental Problems; 335 America & the World; National Security Policy; 365 Terrorism in America; 305 Politics of Gender.

**International Relations.** International relations focus on the manner in which states and other actors interact in the global arena. The track exposes students to a wide variety of methods, approaches, and substantive concerns. This track equips students for graduate
studies in international affairs and provides a foundation for careers in international business, diplomacy, or other public policy sectors. Students interested in this track may also double-major in international studies or complete a concentration in African, East Asian, or Latin American studies. Language courses are essential in this regard and thus, are strongly encouraged.


**Comparative Politics.** The goal of comparative politics is to equip students with the concepts and methods of research necessary for understanding the enormity of contemporary political, economic, and social changes, and to elucidate their significance. Students will apply practical research methods to examine policy processes and outcomes in different nations—in areas such as industry, education, health care, housing, and social security. Other issues covered within the comparative politics track include political and economic development, the relationship between economic development and democratization, reform, and revolution. Students interested in this track may also double-major in international studies or complete a relevant concentration. Language courses are essential in this regard and thus are strongly encouraged.


**Political Theory/Political Analysis.** Political theory challenges students to confront the full history of political thought in order to sharpen and focus their analytical skills and to develop for themselves standards of judgment through which they can assess the relative merits of political systems and public policies. To this end, students in this track pursue coursework and independent study in the following areas: the history of political ideas (such as freedom, obligation, justice, power, and democracy); interpretation of political texts; and normative approaches to persistent political issues and problems. This track equips students for graduate study in political science and law as well as for various careers in community service and public policy.

Recommended Elective Courses: 240 American Political Thought; 364 Race, Ethnicity & Politics; 367 Violence & Politics; 305 Politics of Gender; 320 Contemporary Political Ideologies.

**DEPARTMENTAL HONORS IN POLITICAL SCIENCE**

 Majors taking PSCI 465 Senior Independent Project or PSCI 470 Senior Thesis may petition for Departmental Honors (PSCI 490) upon enrolling in the course. College requirements apply. The political science faculty determines admission to the honors program. Requirements for Departmental Honors include: a grade-point average of 3.50 or better in the discipline; and a 3.00 or better overall average. Departmental Honors requires extensive reading in a selected area of the discipline and submission of a 50-60 page thesis that includes: a) literature review (bibliography of relevant sources—minimum of 5 books; 10 periodical articles; 20 internet sources); b) proposed research methodology; c) type of analysis; d) schedule; and e) an explanation of how this project will contribute to the body of knowledge. The honors program culminates in an oral examination evaluated by three members of the faculty, two of whom must be from the department, and an outside examiner.
INTERNSHIPS AND INDEPENDENT STUDY

Students may apply only up to 8 credits from any course, internship, independent study, or teaching assistantship toward the major. These credits may not fulfill the two 300 level course requirements for the major. Many students elect to do an internship or independent study related to their political science studies. Students may participate in internships located in Greensboro, such as private law offices and local government agencies. Students may also elect to participate in The Washington Center or The Capitol Experience internship programs in Washington, DC or state-based internship programs such as the Institute of Government and the North Carolina Government programs. We strongly encourage students to engage in internships.

Internship Requirements: In order to qualify for an internship, students must have: a) completed at least two of the 5 core courses; b) a 3.0 or better grade-point average within the department, and c) submitted a 1 page proposal for the instructor’s approval to include: 1) learning objectives, 2) check points, 3) evaluation criteria, and 4) schedule. Requirements for completing an internship include: a 5-20 page (depending upon the number of credits) critical analysis paper of the internship that addresses the learning objectives listed in the proposal and that conforms to the standards and conventions of the discipline.

Independent Study Requirements: In order to qualify for an independent study (including teaching and research assistant positions), students must have at a minimum: a) completed 5 core courses; b) a 3.0 or better grade-point average within the department. Requirements for completing an Independent Study include: a 5-20 page research paper (depending upon the number of credits allowed) that conforms to the standards and conventions of the discipline or appropriate alternative work, as determined by the professor.

POLITICAL SCIENCE AND TEACHER EDUCATION

Political science majors interested in licensure to teach social studies in public schools need to double-major in political science and education studies. Students should consult advisers in both departments to be certain that all requirements are satisfied.

ACCEPTING AP CREDITS

Incoming Political Science majors who have a score of 4 or higher on the Advanced Placement Test for American Government or Comparative Government & Politics are given credit for having taken PSCI 101 The American Political System or PSCI 105 Comparative Politics respectively.

101 The American Political System. 4. An introductory course designed to explain the basic processes and issues of the American political system. A particular emphasis will be placed on citizenship and public participation within a democracy. Fulfills social science requirement.

103 International Relations. 4. An introductory course designed to provide the basic theoretical tools and frameworks of analysis for understanding the behavior of states and other actors in the international system. Topics include the use of force, U.S. foreign policy, the causes of war and peace, the global political economy and resource and environmental issues. Fulfills social science requirement.

105 Comparative Politics. 4. An introductory course designed to introduce students to the methods and approaches to comparative analysis and apply them to the study of ideologies, political behaviors, social movements and revolutions, political economy and political regimes that have played a role in the formation of the contemporary world. Fulfills social science and intercultural requirements.
106 Classics in Political Thought. 4. An introductory course designed to critically analyze great works that reflect the fundamental themes and assumptions of Western political thought. Fulfills social science and social justice/environmental responsibility requirements.

204 Public Policy and Administration. 4. An examination of the public policy process, including policy formulation, implementation and analysis. Attention will be paid to the issues of leadership, finance and personnel administration in government and nonprofit organizations. Fulfills social science requirement.

210 East Asian Politics. 4. An introduction to the political systems of East Asian countries. While examining a broad background of history and culture in comparative perspective about East Asian countries and its influence on shaping contemporary political system, this course investigates political culture, political institutions and processes and the impact of modernization, ideology, the role of political elites and social dynamics. Fulfills intercultural requirement.

222 African Government and Politics. 4. This course is designed to provide students with a basic understanding of African governments and their policies and of the relationship of Africa with the rest of the world. Fulfills intercultural requirement.

225 The American Presidency. 4. An examination of the office of the presidency, including its constitutional and political underpinnings; the selection process; presidential policymaking; relationships to other branches of government and the public; and participation in foreign affairs.

230 Politics of Problem Solving. 4. An overview of the politics of problem-solving, from problem-definition to public policy. This course examines the ways that “problems” get defined in the political arena, from political psychology (why do we believe what we believe?) to institutions (what incentives encourage defining problems in certain ways?). Strategies for solving political problems are also examined, which include: gathering and presenting evidence to convince other people that something is a problem; choosing on whom and in what ways we can most effectively focus our message; and constructing alternative solutions.

240 American Political Thought. 4. An examination of some classic expositions of the moral foundations of American politics, with the intention of discovering what it means to be an American. Fulfills social science requirement.

250 Special Topics. 4. May also be offered at 350 and 450 levels. A recent topic offered is Global Inequality, an interdisciplinary exploration of the relationship between economic development and income equality. This course examines the various explanations for the gap between rich and poor countries in the international system, as well as income inequality within specific developing countries.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels. Reading programs, tutorials or field projects arranged between a student and a faculty member; schedules and nature of the work to be accomplished at the discretion of the instructor.

275 Asia and the World. 4. An introduction to international relations among Asian countries. This course examines how domestic politics, political culture, history and social changes in these countries shape and how they are shaped by international politics in the region. Particular emphasis on the dynamics of great power relations and Cold War competition in Asia, and the new dimensions of security and international conflict (e.g., risks of proliferation of weapons of mass destruction, regional tensions and terrorism) that have arisen in the Post-Cold War era. Fulfills intercultural requirement.
290 Internship. 1-4. Recommended for all majors. College requirements apply. Details to be arranged between a student and a faculty member; schedules and nature of the work to be accomplished at the discretion of the instructor. May also be offered at the 390 level.

301 Politics of State and Local Government. 4. The course examines the relationships between local, state and federal governments and major institutional players, as well as the major issues facing municipal governments. Various state and local government officials will share their perspectives with the class.

305 Politics of Gender. 4. This upper-level writing-intensive course provides an opportunity to critically examine the role of gender in politics. Many still consider politics to be a gender-divided world. We will discuss the ways that people use gendered categories to make political decisions, as well as the ways that gender intersects with other major political categories such as race, class and sexuality. Fulfills social justice/environmental responsibility requirement.

315 Chinese Politics. 4. This course examines Chinese political history, political ideology, political institutions, political processes as well as some key issues in Chinese politics, providing a comprehensive introduction to developments since the Communist revolution. Fulfills intercultural requirement.

316 China and the World. 4. This course examines China’s contemporary international relations and the major military, political and economic elements of Chinese foreign policy in the context of their development since 1949. Fulfills intercultural requirement.

317 The American Founding. 4. This course will study the way in which some of the most celebrated features of American government became either settled questions or continue to be debated today. Among the topics examined will be the proper balance between governmental branches, the relationship between citizens and their representatives, the key role of elections in American politics and the contentious role of democracy in American political life. Fulfills social justice/environmental responsibility requirement.

318 Environmentalism in Early America. 4. This course examines the complex dialogue between nature and politics in the United States during the late 19th and early 20th century. It will focus on the complicated links between material circumstances, ideas and politics, which affected the physical context of the American environment and the changing experience of American life. Fulfills social justice/environmental responsibility requirement.

319 Modern Environmental Problems. 4. This course examines the complex emergence of the American environmental movement as a response to the historical, political and socio-economic patterns following World War II. Students will analyze environmental policies in response to specific and varied problems such as pollution, species protection, urban sprawl and management of national parks. Fulfills social justice/environmental responsibility requirement.

320 Contemporary Political Ideologies. 4. A survey of contemporary political ideologies and an examination of the functional significance of ideology in political life. Liberalism, conservatism, anarchism, Marxism, socialism, communism, fascism, fundamentalism, feminism and environmentalism will be analyzed, along with their impact on political behavior. Fulfills social justice/environmental responsibility requirement.

330 International Political Economy. 4. An exploration of competing explanations for the changing relationship between political and economic power in international relations. Substantively, the course focuses on trade, finance, investment and debt and development issues. Fulfills social science requirement.

335 America and the World. 4. The course examines the historical context of U.S. foreign
policy since World War II: the Cold War, Korea, Vietnam, collapse of the U.S.S.R., post-9/11; the individuals, institutions and processes involved in making and implementing foreign policy; and contemporary foreign policy issues and challenges – e.g., Middle East conflict, terrorism, WMD, nuclear proliferation, covert action, peacekeeping, democratization, human rights and globalization.

345 Avoiding War, Making Peace. 4. The aim of this course is to gain a better understanding of the conditions and processes that lead to international war and peace. This will be accomplished through a combination of theoretical and historical analysis.

355 Constitutional Law and Civil Rights. 4. This course examines a series of political controversies in which at least one – and usually more than one – side makes a claim on the basis of rights. Controversies examined include property rights, First Amendment rights, rights in times of crisis, the rights of the accused and the right to vote as well as rights-based assertions on behalf of the disabled, women and the unborn. Fulfills social justice/environmental responsibility requirement.

364 Race, Ethnicity and Politics. 4. This upper-level course examines several theories about race and ethnicity. Among these theories are ideas about how race and ethnicity shape our political identities, including the ways in which images of race and ethnicity are employed in struggles over issues of equality, freedom, and solidarity. The goal of the course is to use a variety of theories and methodologies in order to develop a critical understanding of the complexities of race and ethnicity, with an emphasis on race and ethnicity in the U.S.

365 Terrorism in America. 4. This course examines terrorism committed by groups within the continental U.S. to include their organization, motivation, tactics and weapons – including weapons of mass destruction. Also examined are the government’s efforts to combat terrorism to include challenges to our Constitutional rights and freedoms. Fulfills social justice/environmental responsibility requirement.

366 Global Terrorism. 4. This course examines political, religious, cultural, criminal and state-sponsored terrorism from a global perspective to include motivations, weapons and tactics as well as the response to terrorist violence by the international community and national governments. Fulfills social justice/environmental responsibility requirement.

367 Violence and Politics. 4. This writing-intensive upper-level course is an exploration of the theoretical and actual connections between violence and politics. After a brief foray into political psychology, we will examine and critique the views of several political theorists. We will end the class by analyzing specific violent events in light of these theories. Fulfills social justice/environmental responsibility requirement.

389 National Security Policy. 4. An examination of the evolution of American national security policy with an emphasis on the post-Cold War period. Emphasis will be on identification of threats and adversaries, strategy, intelligence, and policy formulation.

391 Globalization and Its Discontents. 4. This course analyzes the impact of trade, financial flows, technology, and regional integration on the domestic politics of advanced and emerging countries. Case studies include the European Union and western European states, the United States, Japan, and Brazil.

405 Departmental Seminar. 1-4. Reading and discussion of recent contributions to political science.

460 Independent Study. 4. Reading programs, tutorials, or field projects arranged between a student and a faculty member; schedules and nature of the work to be accomplished at the discretion of the instructor. Also offered at the 260 and 360 levels.
465 Senior Independent Project. 4. This course serves as a departmental independent study pass/fail capstone course. Majors must complete a major independent project/research proposal on an agreed upon topic as directed by a faculty member. This course is intended to foster students’ integration and synthesis of the discipline, further develop and assess student competencies and problem-solving skills, and enhance students’ preparation for careers and post graduate education. Prerequisite: PSCI 230.

470 Senior Thesis. 4. Recommended for all students planning to enter graduate school. Proposal must be presented to and approved by the department chair in the semester prior to enrolling. Thesis must include: a) literature review; b) proposed research methodology; c) type of analysis; d) schedule; and e) an explanation of how this project will contribute to the body of knowledge. Course culminates in a pass/fail oral examination evaluated by three members of the faculty, two of whom must be from the department, and an outside examiner. Prerequisite: PSCI 230.

490 Departmental Honors. 4. College requirements and specific rules and standards of political science may be obtained from department chairperson. Prerequisite: PSCI 230.

PSYCHOLOGY (PSY)
Richard L. Zweigenhaft, Charles A. Dana Professor of Psychology, Chair
Kathrynn A. Adams, Charles A. Dana Professor of Psychology
Claire K. Morse, Professor
Sarah Estow, Assistant Professor
Karen Hayes, Assistant Professor
Christopher Henry, Assistant Professor
Eva K. Lawrence, Assistant Professor
Karen M. Tinsley, Assistant Professor

The program in psychology emphasizes the contribution psychology can make to a liberal arts education through stimulating intellectual development, personal growth, respect for others and social responsibility.

The psychology curriculum is designed to familiarize the student with current methods and theories in areas of investigation such as learning, personality, social interaction, motivation, perception and development. The student is encouraged to appreciate different approaches and points of view and to see how clinical and laboratory methods supplement each other.

A student majoring in psychology may expect to develop rigorous habits of observation with reference to psychological phenomena; to become aware of the need for statistical knowledge in the manipulation of psychological data; to avoid the simple explanation; and to recognize the role of multiple causation in the determination of human behavior. With the realization of the enormous complexity of personality and social interaction, the student should come to demonstrate greater objectivity and increased competence in dealing with others.

Degree Offered. The Bachelor of Arts degree is offered in psychology.

Major Requirements. The major requires a minimum of 32 credit hours (eight courses).
1. PSY 100 General Psychology 4 credits
2. PSY 301 Research Methods and Analysis 4 credits
   will not be accepted as transfer credit and may not be taken at a consortium school
3. PSY 445 History and Contemporary Issues 4 credits
   will not be accepted as transfer credit and may not be taken at a consortium school
4-5. Two psychology courses at any level 8 credits
6-8. Three 300 or 400 level psychology courses or 12 credits
Two 300 or 400 level psychology course and Psy 290
Total credit hours required for A.B. degree in psychology 32 credits

PSY 301 should be taken no later than the fourth psychology course unless a student transfers three or four psychology courses to Guilford. In the latter case, PSY 301 should be taken as the second psychology course a student takes at Guilford.

Of the remaining five courses, three must be at the intermediate or advanced level (300 and above). Majors should consult with their departmental advisors regarding the selection of their courses. Interested students are encouraged to consider the possibility of a double major or a joint major. A list of alternative plans and detailed course sequences for pursuing a major may be obtained from the student’s advisor or any other member of the department.

Field experiences are strongly encouraged. Recent majors have received credit through internships for activities such as work in the community with autistic, developmentally delayed and emotionally disturbed children; with the elderly; with children at the YWCA and a local shelter for homeless families; and with such organizations as Alcohol and Drug Services of Guilford County, Moses Cone Memorial Hospital Rehabilitation Unit, Pathways Family Shelter, Triad Health Project and the Women’s Resources Center.

Similarly, the department encourages students to pursue their interests through independent studies in specific topics not offered as regularly scheduled courses. Should a student wish to undertake original research, the department offers assistance toward presentation of papers at professional meetings and/or publication. The department offers guidance toward graduate training.

100 General Psychology. 4. Introduction to the science of behavior including study of motivation, learning and remembering, the brain, perception and thinking, social processes and developmental behavior disorders. Fulfills social science requirement.

213 Class, Race and Gender (SOAN 213). 4. The study of socioeconomic class, race and gender, and the complex ways that these three interact. Fulfills diversity in the U.S. requirement. Offered once a year.

217 Literacy Seminar (EDUC 217, ENGL 217, JPS 217, SOAN 217 WMST 217). 2. Students are trained as literacy tutors and spend four hours per week tutoring in community literacy programs. Wider issues of literacy and related problems are considered. CR/NC.

224 Developmental Psychology. 4. Psychological aspects of human growth and development from conception through death, with emphasis on emerging capacities, expanding behavior and increasingly complex social interactions. Includes field work. Fulfills social science requirement.

232 Introduction to Personality. 4. The study of personality from a variety of perspectives; emphasis on different theories, techniques of assessment and research. Fulfills social science requirement.

241 Mass Media. 4. The study of mass media, including the impact of mass media on the ways we conceptualize the world, and the impact of mass media on the ways we behave. The course will look at a variety of media, including books and magazines, television, radio, film and the Internet. Offered once a year.

242 Psychology of African Americans. 4. The study of African Americans from a psychological point of view, with emphasis on theories, research and models as they pertain to African Americans. The course examines a variety of issues, such as: ethnic identity, www.guilford.edu
personality traits, nonverbal communication, racism, mental health and the legal system. Fulfills diversity in the U.S. requirement. Offered once a year (in the fall one year and in the spring the next).

250 Special Topics. 4. May also be offered at 350 and 450 levels. Recent offerings include “The American Upper Class” and “Family Ghosts.” Prerequisites vary.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels. Intensive reading and/or independent research on a topic of interest to the student. By departmental approval.

270 Interpersonal Communications (JPS 270). 4. Using an experiential learning laboratory approach, this course provides students with a solid theoretical foundation for understanding interpersonal communication, the internal dynamics that lead individuals to construct meaning and the skills needed to maintain effective relationships of all kinds.

290 Internship. 1-4. Field experiences which are individually arranged so that students can become directly involved in work within the community. Highly recommended for all majors. May also be offered at the 390 level.

301 Research Methods and Analysis. 4. Application of methods for collecting and analyzing behavioral science data and for drawing inferences from such data. Prerequisite: PSY 100.

332 Industrial and Organizational Psychology. 4. Application of psychology to problems of employee selection, motivation, training, work environment and human relations in business, industry and other organizations. Prerequisite: PSY 100.

337 Child and Adolescent Psychopathology. 4. Childhood and adolescent problems encountered by clinical psychologists, special education teachers, social workers, counselors and school psychologists examined in the context of normal child development. Emphasis is on psychological factors in deviant and disturbed behavior and treatment procedures. Includes field work. Prerequisite: PSY 224. Alternate years.

340 Psychobiology (BIOL 340). 4. Study of behavior from a biological point of view. Focus on the structure and function of the nervous system and on the relationships between behavior and the nervous system. Co-requisite: Laboratory work. Prerequisites: either two courses in biology or one course in biology and one course in psychology. Alternate years.

341 Psychotherapy. 4. Studies psychotherapy's theoretical foundations and the therapist's practical skills. The course will explore four to six therapeutic approaches in depth. The therapies chosen will vary each semester, as will the focus on individual, group, family or child modalities. Pre-requisites: PSY 100, PSY 224 or PSY 232. Alternate years.

342 Abnormal Psychology. 4. Adult psychopathology studied in the context of modern life; genetics, socio-cultural milieu and learning in the development and amelioration of behavioral abnormality. Prerequisite: PSY 100 or 232.

343 Sensory Systems (BIOL 343). 4. Detailed study of each of the major sensory systems, including the anatomy and physiology of each system, an analysis of the stimulus and measurements of sensory abilities. Laboratory work. Prerequisites: either two courses in biology or one course in biology and one course in psychology. Alternate years.

344 Environmental Psychology (IDS 441). 4. Study of the impact of human knowledge, attitudes and behavior on environmental problems and their solution. Prerequisite: PSY 100 or ENVS 100. Fulfills social justice/environmental responsibility requirement. Alternate years.

Guilford College
346 Learning and Behavior Modification. 4. Theory and application of principles of conditioning and complex learning, including principles of reinforcement and stimulus control. Includes consideration of biological influences on the range of learned behaviors as well as introduction to cognitive approaches. Prerequisite: PSY 100. Alternate years.

347 Social Psychology. 4. Factors affecting the behavior of the individual in the social setting; laboratory and field research in social interaction. Prerequisite: PSY 100.

348 Cognitive Psychology. 4. Study of the structures of thinking (such as concepts and schemas), the uses of thinking (such as reasoning and decision-making) and remembering and forgetting. Prerequisite: PSY 100. Alternate years.

349 Multiculturalism and Psychology. 4. Examines various areas in which multiculturalism has been applied, such as education, mental health and counseling and inter-group relations. Students investigate cultural differences in development, examine cultural and personal identity and explore ways of improving relations among cultures. Prerequisite: PSY 100. Fulfills diversity in the U.S. requirement.

351 Psychology and Gender. 4. Variable title. Repeatable.

445 History and Contemporary Issues. 4. Selected theoretical and methodological issues of contemporary psychology viewed in historical perspective. Prerequisites: PSY 301 and senior standing.

470 Senior Thesis. 4. Major research project designed and conducted under the supervision of a faculty member.

490 Departmental Honors. 4-8.

RELIgIOUS STUDIES (REL)
Eric D. Mortensen, Assistant Professor, Chair
Jane C. Redmont, Assistant Professor
Parveen Hasanali, Assistant Professor
Max Carter, Adjunct Professor

Religious studies at Guilford explores the mystery and meaning of our existence as selves in the many aspects of the social and natural world. We seek to nurture wonder, insight, clear and creative thinking, to understand humanity’s destructive ways with others and the environment and to imagine ways of mending the world. We want to open heart and mind to the sacred and the problematic in our world today and historically. The burning issues we address are forms of social oppression and environmental destruction, the nature of the divine and the human condition, the development and practice of religious traditions and the meaning of the religious.

We aim to draw forth leadership potential in all students to enable them throughout their lives to be change agents wherever they find themselves, overcoming injustice and engendering the fullness of life. The Quaker context of Guilford is fundamental to our ways of teaching. All classes expect and enable students to discover the resources within to engage truth and to take responsibility for their learning and living in this world in ways that foster peace, simplicity, integrity, equality and community.

Education in religious studies begins from where each student is, descends to the radical center and draws forth each student’s energies of creative, critical and ethical responses in personal engagement with the multifarious issues of religious studies. Our teaching intends both to challenge and support the process of learning as mind-expanding and transforming.
We work intensely on developing capacities of thinking orally and in writing, of listening and of working together as well as in solitude. We do this not only for self-development and to know truth, but for the good of the community of being.

Religious studies employs many methodologies, such as the theological, philosophical, historical, ethical, literary, psychological, socioeconomic and anthropological. Exploring religion is inherently interdisciplinary; we consider the interconnections in all our courses and require one explicitly interdisciplinary course for the major. We emphasize careful interpretation of significant works from a variety of religious and ethical traditions. Our global context includes the West, the Middle East, the Far East, Latin America and indigenous peoples. The formats for learning emphasize seminar discussions, supplemented with individual reading and writing and student collaboration, lectures, role-playing, film analysis and internships for social service and social action.

The careers our majors enter upon after graduation, often after circuitous journeys, are quite diverse – teaching, law, service and social work, the ministry, counseling, religious education, art, business, government and non-governmental organizations.

Courses are offered at different levels, each of which has specific expectations and goals. The 100-level courses are introductory, designed for first-year and sophomore non-majors. They are accessible to entering first-year students, though perhaps with some difficulty. Normally only one 100-level course can count toward the major.

The 200-level courses are advanced introductory courses that function as core courses for the major. They are designed to serve as initial courses in the department for sophomores, juniors, seniors and for beginning majors. Majors normally take several courses at this level.

The 300-level courses are designed for majors and for upper-level students with a strong interest in the subject matter and a background in the humanities. REL 310 courses have no prerequisites, but assume an ability to integrate disciplines in a sophisticated manner. Other 300-level courses are designed primarily for majors and assume at least one course in religious studies. Courses are usually offered in a seminar format that requires active participation by all class members. Majors should have several 300-level courses.

The 400-level courses are small seminars that usually examine one or a few thinkers or issues in depth. They are designed for advanced majors or, by permission, exceptionally interested and qualified non-majors.

Degree Offered. The Bachelor of Arts degree is offered in religious studies.

Major Requirements. The major requires a minimum of 33 credit hours (nine courses) and can be completed by fulfilling one of three tracks: Western, comparative or self-designed.

Required courses for both the Western and comparative tracks:
1. **Contemporary Issues** – one course from: 4 credits
   - REL 120/ENGL 228 American Nature Writing
   - REL 212 Existentialism and the Death of God
   - REL 220 Belief and Unbelief
   - REL 222 Feminist Theology
   - REL 415 Contemporary Theology (required of students in the Western track)
   - REL 422 Contemporary Religious Problems
2. **Biblical Studies** – REL 215 Hebrew Bible or REL 216 New Testament 4 credits
3. **Ethics** – one course from: 4 credits
   - REL 222 Feminist Theology
   - REL 233 Peace, War and Justice
4. **Comparative Religions** – a minimum of one course and a maximum
of 2 courses from: 4 credits
REL 200  Native American Religions
REL 204  Islam
REL 208  Hinduism
REL 310  Islam and Modernization
5. **Western History** – one course from: 4 credits
   - REL 101  History of Religion in America
   - REL 110  Quakerism
   - REL 234  African American Religion and Theology
   - REL 235  Quaker Origins
   - REL 240  History of Christianity
6. **Interdisciplinary Perspectives** – one course from: 4 credits
   - REL 310  Islam and Modernization
7. REL 240  History of Christianity 4 credits
8. Any REL course 4 credits
9. REL 395  Religious Studies in Colloquium 1 credit

Total credit hours required for A.B. degree in religious studies: comparative or Western track 33 credits

The self-designed track is for majors who want to create their own program with a specific focus, such as ethics (for example, race, war, gender, class, environment), religion and interdisciplinary studies (for example, religion and literature, religion and the natural sciences), and philosophy of religion (the nature of the religious or the nature of the different methodologies used in religious studies). Students opting for this track must have demonstrated the ability to engage in substantial independent reflections on religion and must show a sufficient understanding of religious studies and their place within it in order to create their own course of study. In formulating their track, students articulate how their religious studies courses interrelate into a coherent course of study and how they contribute to the chosen focus.

Required courses for the self-designed track:
1-4. Four REL studies courses at any level 16 credits
5-8. Four REL studies courses at the 300 or 400 level 16 credits
9. REL 395 Religious Studies Colloquium 1 credit

Total credit hours required for A.B. degree in religious studies: self designed track 33 credits.

Each self-designed course of study is formulated in conjunction with the student’s adviser and is approved by the department as a whole. Every self-designed course of study will include at least four upper-level courses (300s and 400s). Majors in this track are required to take the Junior Year Colloquium (REL 395) and have a minimum total of 33 credits in the major. Applications for the self-designed track are normally submitted by the first semester of the student’s junior year.

The major offers further opportunities for specialized study through independent studies, senior theses and internships. The Frederic and Margaret Crownfield Prize is awarded annually to the student writing the best paper in religious studies.

100 Religion, Dreams and the Dreaming. 4. The cross-cultural course will consider the religious role of the dream as initiatory experience, metaphor for aboriginal time, gateway to the other world, venue for the divine guide, healing event, “royal road” to the unconscious, occasion for quest or journey, epistemological paradox and prophetic harbinger of the personal or collective future. This is an introductory course, and no previous academic
experience in religious studies is expected or required. Fulfills humanities requirement.


109 QLSP Freshman Seminar. 1. CR/NC

110 Quakerism. 4. Origins and development of the theology, social testimonies and institutional structure of the Quaker movement from the mid-17th century to the present, and their relevance to non-Quaker thought and life. Fulfills humanities requirement.

120 American Nature Writing (ENGL 228). 4. Examines literary nature writing in America from the 19th century to the present, with a primary focus on the different ways writers have presented the natural world as sacred. Writings consider both our current estrangement from the natural world and possibilities for developing intimacy with the earth through a deep sense of “place.” Fulfills humanities and social justice/environmental responsibility requirements.

200 Native American Religions. 4. An advanced introduction to the religion of several Native American tribes, such as the Cherokee, Sioux, Crow and Navaho. Explores the world-views/myths, rituals (including art, dance and music) and the life-ways of these different cultures. Also focuses on the long interaction between American white cultural imperialism and the religions of these indigenous people. Fulfills the humanities and diversity in the U.S. requirements.

204 Islam. 4. Introduces the Islamic religion in its various aspects, including its origins, history, culture, laws, rituals and beliefs. Islam and Muslims have come to occupy a rather controversial, often misunderstood place in the media and popular opinion today. In this course we try to understand the reasons behind some of the controversial phenomena in the Islamic world, by focusing on particular issues such as the position of women and Islamic law. Fulfills humanities and intercultural requirements.

208 Hinduism. 4. Addresses the religions of India, primarily Hinduism, which is a way of life emphasizing practice more than doctrine; therefore, we look at the lives of people through narratives. We also address the thought and concomitant social systems forming the framework for the acceptance of diverse and often contradictory beliefs and practices, as a way of understanding how the people in the biggest democracy in the world, and the land of Gandhi, think and live. Fulfills intercultural requirement.

209 QLSP Sophomore Seminar. 1. CR/NC

212 Existentialism and the Death of God. 4. An investigation of freedom, self, death and God in the works of Christian, Jewish and atheistic Existentialist thinkers such as Sartre, Marcel, Buber, Camus, Keen, Tillich and Arendt. Fulfills humanities requirement.

215 Old Testament. 4. An examination of the Hebrew Bible with a dual focus: an exploration of religious expression through a consideration of literary style; and a study of the nature and possibility of historical reconstruction of Israelite political forms, economic structures, religious institutions and social structure. Fulfills humanities requirement.

216 New Testament. 4. Explores the literature of the New Testament, emphasizing the manner in which each writer tries to express an understanding of the person and work of Jesus in relation to the early Christian community. Fulfills humanities requirement.
220 Belief and Unbelief. 4. An examination of the intellectual and moral critiques that such thinkers as Darwin, Marx, Freud and Camus have made about religion, and the responses of such theologians as Cobb, Niebuhr, Gutierrez, Reuther, Heschel and Tillich. Fulfills humanities requirement.

222 Feminist Theology. 4. An exploration of 19th- and 20th-century feminist religious and theological writers. Considers such issues as the role of religious systems both in establishing and sustaining sexism and in being agents of transformation and justice; sexism and God-language; patriarchal and egalitarian views of human nature; women and ritual; and feminist views of society. Fulfills humanities and social justice/environmental responsibility requirements.

230 Comparative Ethics. 4. Explores the varieties of ethical concepts in different religions, while teaching how to think critically about the applicability of a separate category such as “ethics” and showing how intricately intertwined the notions of good and evil are. Fulfills humanities and social justice/environmental responsibility requirements.

233 Peace, War, and Justice. 4. Explores models of social ethics focusing on issues of war, violence, peace, social justice, nonviolence. Focuses primarily on 20th-century writers such as Reinhold Niebuhr, Gustavo Gutierrez and Mohandas Gandhi and applies their ideas to contemporary problems and situations. Fulfills humanities and social justice/environmental responsibility requirements.

234 African American Religion and Theology. 4. Fulfills humanities and diversity in the U.S. requirements.

235 Quaker Origins. 4. An investigation of the emergence of Quakerism out of Puritan, Reformation and mystical backgrounds. Focuses on the development of Quakerism in the latter half of the 17th century in terms of theology, social testimonies and institutional organization and its relevance to non-Quaker currents of thought and life, both then and now.

236 Reformation: Luther to Fox (HIST 236). 4. The course is designed to introduce students to a basic understanding of events and ideas of the Reformation era in Europe, ca. 1517 to 1660. A focal point of our readings will be the reformers’ view of the relation between political and ecclesiastical authority. Fulfills humanities requirement.

240 History of Christianity. 4. Traces the development of Christianity from its beginnings through the end of the 19th century by a consideration of major thinkers, events, and institutions. Prerequisite: two religious studies courses or consent of instructor. Fulfills humanities requirement.

250 Special Topics. 4. May also be offered at 350 and 450 levels. Possible offerings include Feminine Images in Biblical and Christian Literature; Propheticism: Archaic, Biblical and Modern; Passion: From Plato to Polanyi; or Social Reform and Personal Therapy: 19th and 20th Century American Religion.

251 Primitive Myth. 4. Fulfills humanities requirement.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels. The individual formulation and completion of the study of a significant problem in the field of religion, such as Play, Celebration & Worship; Existential Psychology; Alchemy; Contemporary Social Change in the Church; Creativity & Imagination; or Women in Modern Japanese Religion.
281 Animals in Religion. 4. Fulfills humanities requirement.

284 Spread of Buddhism Across Asia. The course begins with a study of the life of the Buddha, the early formation of Buddhism and the Mahayana reformation, then shifts to its major focus: study of the diffusion of Mahayana Buddhism across Central Asia and China, and into Japan and Korea. Fulfills intercultural requirement.

285 Daoism. 4. Explores Daoism, one of the most deeply pervasive and enduring religious/philosophical traditions in Chinese and East Asian culture. We will study the early development of Daoist ideas and practices from their inception and eventual institutionalization in China up to the present day. Fulfills intercultural requirement.

290 Internship, 1-4. May also be offered at the 390 level.

309 QLSP Junior Seminar. 1. CR/NC

310 Interdisciplinary Perspectives. 4. An exploration of problems lying on the boundaries between religion and the natural or social sciences and the humanities. Topics may include Freud, Jung, Rank (with psychology); science and religion (with chemistry or geology); Dante, Arthurian myth, modern poetry and religion (with English); African American literature and religion; Islam and modernization. With changes in content, may be repeated more than once. REL 311, 312, and 313 are also courses in Interdisciplinary Perspectives. May fulfill humanities requirement.

318 Tibetan & Himalayan Religions. 4. Studies the religious traditions of the Himalayas and the Tibetan Plateau as well as the effects of the Chinese occupation of Tibet, the effects of modernization and tourism on local religion and the recent internationalization of Tibetan Buddhism. One prior course in religious studies, history or philosophy is highly recommended. Fulfills humanities and intercultural requirements.

319 Buddhist Emptiness. 4. Explores Indian, Tibetan, Chinese and Japanese Buddhist masters’ commentaries on the doctrine that all phenomena including the “self” are “empty of inherent existence,” and investigate issues such as religious truth, different paradigms of reality and the ethics of ego-less-ness. Prior coursework in religious studies or philosophy is recommended. Fulfills intercultural requirement.

340 Radical Theologians of Europe and America. 4. A reading-intensive, seminar-format examination of 20th and 21st century Christian theologians from the North Atlantic region (mostly Germany and the United States) who have written with a deep awareness of their historical, cultural, economic, political and ecological contexts.

395 Religious Studies Colloquium. 1. Students reflect collectively on the study of religion and its relationship to the liberal arts, to their own college career and to life outside of college. Students complete an intellectual autobiography to further their self-understanding as students of religion. For majors in their junior year. CR/NC.

409 QLSP Senior Seminar. 1 (each semester). CR/NC.

415 Contemporary Theology. 4. The contemporary Christian theological analysis of and struggle with the nature of self and God is examined in relation to forms of social domination (sexism, racism, classism, militarism and anti-Judaism) through consideration of religious thinkers such as H.R. Niebuhr, Ruether, Keller, Heyward, Nelson, Cone, Cannon, Boff and van Buren. Prerequisite: REL 337 or consent of instructor.

422 Contemporary Religious Problems. 4. An exploration of one major contemporary
thinker or problem, such as religion, language and the body (Merleau-Ponty); God and language (Wittgenstein); or religion and symbol (Ricoeur). With changes in content, this course may be repeated more than once. Prerequisite: consent of the instructor.

444 Magic, Science and Religion: Modalities of Thought (IDS 477). 4. This course examines the nature and interplay of different modalities of thought: chiefly magic, science, religion. Among the issues considered are magic vs. empiricism, reason vs. revelation, biology vs. theology, the scope of rationality, religious pluralism and relativism and physics and the ultimate nature of reality.

445 Shamanism. 4.

470 Senior Thesis. Credit variable. Individual study culminating in a thesis, which, in consultation with the advisor, may be submitted for departmental honors. Requires a prior semester’s preparation (a two- or four-credit independent study) that can be counted either as a REL 460 or as part of the Senior Thesis (REL 470).

490 Departmental Honors. 4-8. Requires a 3.5 average in courses in religious studies and a senior thesis or the equivalent.

SOCIOLOGY AND ANTHROPOLOGY (SOAN)

Maria Luisa Amado, Assistant Professor, Chair
Edwins Gwako, Associate Professor
Thomas Guthrie, Assistant Professor
Naadiya Hasan, Assistant Professor
Martha Lang, Visiting Assistant Professor
Julie Winterich, Visiting Assistant Professor

Sociology and anthropology study society and culture. Since people live every aspect of life within a complex, socio-cultural environment, it is possible to develop the self fully only with extensive knowledge of that environment. Sociology and anthropology help provide specific knowledge and theoretical frameworks as bases for understanding our relationships with society, culture and each other and for comprehending and guiding socio-cultural change.

The Department of Sociology and Anthropology uses the methods, theories and content of both fields in a scientific and humanistic context that emphasizes an objective appraisal of social life, concern for its quality and techniques for its improvement. Career preparation is important in the department and is based on the conceptualization of sociology and anthropology as both humanistic and scientific. By engaging students in the critical analysis of the institutions and human practices that produce and reproduce social structures, cultures and individual identities, students should be equipped with a perspective that enables them to analyze, comprehend and offer creative solutions for personal and organizational dilemmas, as well as larger social problems.

During the college years, there are many opportunities for internships with various kinds of private and public agencies, independent study projects, off-campus seminars, special topics seminars and honors work. There are ample opportunities to study with instructors who are seriously concerned with the best development of each student and who have made major commitments to high-quality teaching. A semester or a summer of study abroad or in a markedly different part of the student’s own culture also is encouraged to help strengthen the cross-cultural perspective.

In addition to the specific content listed, each course focuses to some extent on social
processes, especially those that help to create and resolve social problems.

Courses outside the Greater Greensboro Consortium transferred to Guilford will only transfer to Guilford at the 100 or 200 level.

**Degree Offered.** The Bachelor of Arts degree is offered in sociology and anthropology.

**Major Requirements.** The sociology and anthropology major requires a minimum of 32 credit hours (eight courses).

1. SOAN 101 Principles of Sociology or SOAN 102 Social Problems 4 credits
2. SOAN 103 Cultural Anthropology or SOAN 105 HP: Anthropology of Colonialism 4 credits
3-4. Two courses at the 200 level (either Sociology or Anthropology courses) 8 credits
5. SOAN 337 Social Research Methods 4 credits
6. SOAN 342 Social Theory 4 credits
7. Any 300 or 400 level course in either Sociology or Anthropology 4 credits
8. One course from SOAN 413, 415, 425, 429 taken either in the senior year, or after all other requirements have been fulfilled

Total credit hours required for A.B. degree in sociology and anthropology 32 credits

Beyond the four courses specifically required, the variety of offerings makes it possible for each student to tailor a program to individual interests and long-range plans. These plans may be implemented by various emphases within the sociology and anthropology program: students may train for a wide range of careers, may prepare for graduate school or may seek certification for elementary school teaching. A concentration, arranged with the help of an adviser, can support and broaden the emphasis in the major.

**101 Principles of Sociology.** 4. The most significant principles developed in the field illustrated through problems and cultural area studies; scientific approaches to the study of society, culture, social structure and social processes. Fulfils social science requirement.

**102 Social Problems.** 4. Develops a comprehensive understanding of the process of defining social problems and a conceptual frame of reference for the study of major contemporary problems. Significant content is focused on understanding the sociological perspective. Fulfils social science and social justice/environmental responsibility requirements.

**103 Cultural Anthropology.** 4. Introduction to the study of culture and society in comparative perspective. Utilizes various approaches of anthropologists and data from societies around the world in order to illustrate the nature and functions of culture and social structures. Fulfils social science requirement.

**105 HP: The Anthropology of Colonialism.** 4. Introduces historical anthropology by exploring the socio-cultural dimensions of European colonialism from the late 15th century to the post-colonial period. The course focuses on the colonial experience in Africa, the Americas, Asia and the Middle East, particularly from the point of view of the colonized. Fulfills historical perspectives requirement.

**213 Class, Race, Gender (PSY 213).** 4. The study of socioeconomic class, race and gender and the complex ways that these three interact. Fulfills diversity in the U.S. requirement.

**215 Anthropology of Slavery.** 4. Examines slavery in a comparative socio-cultural perspective; covers Africa (80 percent), North America (five percent) and the rest of the world (15 percent). Explores explanations for the causes of slavery, debates over what practices
should be labeled “slavery” and which should be placed in other categories of servitude and how slavery affects individual understanding of self in various socio-cultural contexts. Fulfills intercultural or social justice/environmental responsibility requirements.

217 Literacy Seminar (EDUC 217, ENGL 217, JPS 217, PSY 217, WMST 217). 2. Students are trained as literacy tutors and spend four hours per week tutoring in community literacy programs. Wider issues of literacy and related problems are considered. CR/NC.

225 Culture and the Environment. 4. Introduces environmental anthropology and examines human-environment relations and the social construction of nature in cross-cultural perspective. Explores “traditional environmental knowledge” and the relationship between indigenous peoples and environmentalism. Analyzes the cultural, historical and political dimensions of environmental degradation and conservation, emphasizing the effects of globalization and the pursuit of environmental justice. Fulfills social justice/environmental responsibility requirement.

229 The Social Organization of Work. 4. Analyses the labor process as a central and defining human activity. Explores the organization and allocation of paid and non-paid work in historical perspective, with a focus on the significance of individuals’ experience of work processes and workplace relationships.

234 Culture & Sexuality in Africa. 4. Explores how culture shapes sexual practices, identities and roles in African societies. Course topics include virginity, male and female circumcision and other rites of passage, arranged marriages, fertility, the spread of HIV/AIDS, sexual exploitation and domestic violence, as well as lesbian, gay, bi-sexual and transgender “queer” practices. Fulfills intercultural or social justice/environmental responsibility requirements.

235 African Families in Transition. 4. This course places African families at the center of an anthropological exploration of the myriad ways of family formation and the dynamic nature of how family is defined cross-culturally. It explores how families in different African societies have adapted and continue to adjust to the changing circumstances brought on by colonialism and post-colonial conditions. Fulfills intercultural requirement.

245 Race and Ethnicity in Latin America. 4. The course examines racial and ethnic formations in Latin America, giving special attention to large Amerindian and Afro-Latino communities and following the evolution of racial/ethnic paradigms from the 15th century to present. The course focuses on the contemporary status of racial/ethnic minorities and explores their representations in folklore, art and religion. Fulfills intercultural requirement.

246 Mediation and Conflict Intervention. 4. (PECS 246) Prepares students to be effective mediators in conflict by providing a blend of theory and practice in the models and skills of third-party intervention. Explores key concepts, analytical frameworks and different models within the ADR (Alternative Dispute Resolution) movement; includes required lab period and a weekend mediation training workshop. Prerequisites: SOAN 101, 102 or 103, or permission of instructor.

250 Special Topics. 4. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels.

265 Racial and Ethnic Relations. 4. A comprehensive exploration of the experience of different racial and ethnic groups in the United States and the social relations they have established with each other. The examination starts from their countries of origin, moves to their initial migration and settlement and concludes with analysis of their current economic, social and cultural situations. Fulfills diversity in the U.S. requirement.

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275 Contemporary Mexico: Rebellion and Democracy. 4. The course explores the major political and social changes that have deeply affected Mexico in the past three decades. It first provides a general introduction to the history of Mexico in the 20th century; then, it analyzes the logic, functioning and social roots of Mexico’s political system, as well as the different social movements that have contributed to a current process of political and social democratization. Fulfills intercultural requirement.

290 Internship. 4. Supervised and reported experience in social agencies, organizations or related institutional services. Only four credits may count toward major. May also be offered at the 390 level.

313 Sociology of Sex and Gender. 4. Explores the social construction of masculinity and femininity within specific socio-historical contexts, with emphasis on identity formation and structural discrimination. The social organization of sexuality and gender relations within institutions such as the family, labor force and health care are also explored. Prerequisite: SOAN 101 or 102.

315 Economic Anthropology (IDS 425). 4. Explores the most central anthropological issues of human nature, choice, values, morality, peoples’ economic lives, issues of poverty and development that shape the world. The course examines production and distribution of economic goods in various societies and compares theories from economics, sociology and anthropology. It provides a solid basis for applying anthropological knowledge to real-world situations. Prerequisites: SOAN 103 and either SOAN 337, 342 or instructor permission.

321 Development Anthropology. 4. Comparative study of planned and unplanned development, particularly as it affects rural and traditional societies. Emphasis upon the intersection of capital and technological changes and inequalities predicated on ethnicity, class and gender. Prerequisite: SOAN 103.

325 Understanding Poverty (IDS 435). 4. The course examines underlying causes of poverty and compares relevant anthropological, sociological, political, ecological and economic theories. It explores development strategies, methodological issues in the measurement of poverty and multiple approaches to its alleviation. It provides challenging opportunities for critical thinking about how to use accumulated knowledge to address poverty. Fulfills social science and social justice/environmental responsibility requirements.

330 Inequality in Latin America. 4. Analyzes power relationships and economic inequality in Latin America and examines the way rural and urban populations in the region cope with poverty and exclusion. The course also explores ethnic and gender relations as expressions of status inequality and the effects of global processes on patterns of stratification in the area. Fulfills intercultural requirement.

331 Latino Migration Patterns. 4. Explores the historical roots and the current economic and political forces, both local and global, that stimulate contemporary out-migration, return and “revolving-door” migration between selected Latin American countries and the U.S., within the larger context of U.S.-Latin America relations; also, how immigrants negotiate their social roles and create “transnational communities” through their border crossings. Prerequisites: SOAN 101, 102 or 103, and either 337 or 342 or instructor permission. Fulfills diversity in the U.S. requirement.

337 Social Research Methods. 4. Trains students in the rigorous use of sociological and anthropological methodologies to investigate the social world. Students will learn to use documents, artifacts, social practices, quantitative reasoning and the scientific process as relevant sources of research questions and tools for research design and implementation.
Prerequisites: Historical Perspectives, Quantitative Literacy, Natural Science and Mathematics, SOAN 101 or 102, SOAN 103 and one 200-level SOAN course.

342 Social Theory. 4. Provides an overview of major 19th and 20th century social theories with special attention to their assumptions and their treatment of core sociological and anthropological concerns and questions. Students will analyze how time periods influence the creation of social theories as well as the theories’ practical relevance. Prerequisites: Historical Perspectives, SOAN 101 or 102, SOAN 103 and one 200-level SOAN course.

345 Social Change: Promoting Peace. 4. (PECS 345) Utilizes various models to examine the processes of culture change. Explores role of individuals in social change. Looks at practitioners of change and explores value implications of different models as well as strategies for intervention. Prerequisite: SOAN 101, 102 or 103.

358 African Cultures in Film. 4. Survey of traditional culture patterns in Africa south of the Sahara; examination of the processes of change in contemporary Africa. Profiles of African cultures as seen by anthropologists and African writers. Prerequisite: SOAN 101, 102 or 103. Fulfills intercultural requirement.

413 Gender Violence (IDS 464). 4. Explores the complex interrelationships among gender, sexuality and violence. Examines historical, cultural and social structural bases of numerous forms of gender violence, including sexual harassment, rape and domestic violence, as well as the use of gender violence in war and military contexts. Prerequisite: SOAN 337 and SOAN 342 or permission of instructor.

415 Gender & Development in Africa (IDS 411). 4. Uses interdisciplinary African ethnographic films and literature to understand the legitimacy of mainstreaming gender equality and sensitivity as fundamental values that should be reflected in development processes, choices and practices. Development is conceptualized in terms of enlarging people’s choices, sustaining such opportunities across generations and empowering people to participate in and benefit from development processes. Prerequisite: SOAN 337 and SOAN 342, or permission of instructor. Fulfills intercultural requirement.

425 Latin American Politics. 4. This political sociology course will analyze the central role of social movements in the political democratization of Latin America. The central goal is to understand how social unrest and upheaval, organized and active civil societies, grassroots organizations, formal political opposition and several armed movements have pressured authoritarian political systems into processes of democratization. Prerequisites: SOAN 337 and SOAN 342, or permission of instructor. Fulfills intercultural requirement.

429 Gender in Organizations. 4. This course provides an in-depth analysis of gender relations in formal organizations through the use of central sociological theories and research. Topics include the organizational roots of occupational sex-segregation, sexual harassment and the construction of sexuality in organizational contexts. Prerequisites: SOAN 337 and SOAN 342, or permission of instructor.

445 Culture, Conflict, Negotiation (PECS 445). 4. Focuses on the role of culture in conflict and negotiation; explores the effect of culture on the creation, escalation and resolution of conflicts. Topics will include how culture influences communication styles, mores, values and norms for responding to conflict. One of the goals of the course is to increase student effectiveness in dealing with intercultural conflicts as negotiators or third party mediators. Includes the use of ethnography as well as theory to understand intercultural conflict in students’ own personal and professional environments. Prerequisites: SOAN 337 and SOAN 342 or permission of instructor.
SPORT STUDIES (SPST)

Lavon Williams, Associate Professor, Chair
Kathleen A. Tritschler, Professor
Robert Malekoff, Assistant Professor
Craig A. Eilbacher, Instructor
John Jensen, Instructor

The Department of Sport Studies offers two majors: (1) exercise and sport sciences and (2) sport management. In addition to these majors, the department currently offers concentrations in sport administration, sport marketing and dance. These programs emphasize the development of critical thinking, writing and speech skills, which are necessary for effective problem solving found in professions related to human movement and the exercise and sport industry. The sport studies department also offers an elective physical activity program available to all Guilford students.

The sport studies department focuses on the study of human movement and on the exercise and sport industry, which offers preparation for continued study and work in a variety of exercise- and sport-related professions. Students desiring careers related to sport administration and business will find the sport management major attractive. Students interested in careers such as physical/occupation therapy, athletic training, personal training and health/wellness will find the exercise and sport sciences major appealing. Students opting for this major will select one of two educational tracks designed to offer students more focused pre-professional study in either sports medicine or health and fitness. A third track, physical education teacher education, leading to K-12 teacher licensure in physical education is pending state approval. Please contact Lavon Williams for information about this proposed track.

All sport studies major programs contain strong interdisciplinary and field-based components with significant opportunities for practical experiences. Students may double-major in any of the department majors by completing all requirements for the two majors.

Exercise and Sport Sciences Major:

The primary goal of the exercise and sport sciences (ESS) major is to develop life-long learners who have the skills, attitude and knowledge for service in careers in exercise, sport and health venues or pursue graduate study in the field of ESS (e.g., exercise physiology, sport and exercise psychology) or professional programs (e.g. physical/occupational therapy, athletic training). Students will select either the sports medicine or health and fit track.

The sports medicine track educates students on the prevention, treatment and rehabilitation of injuries/illnesses to the athletic and other active populations. This track is designed to develop students grounded in the liberal arts and who have a comprehensive didactic and clinical background in the study of the human body and the specific theories and practices of the field. The sports medicine track will appeal to students who are pursuing careers and/or future study to prepare for careers in athletic training, physical therapy, occupational therapy or other such rehabilitative career options.

With the completion of the sports medicine track, students may seek a masters’ degree in athletic training and then pursue the NATABOC certification. This program offers a route for students to engage in co-curricular activities (e.g., athletics, student government) and obtain athletic training experience. The department recommends that students who
are interested in health professions including physical/occupation therapy, medicine and physician assistant pursue a double major with health sciences. This track taken in conjunction with the health science major will strengthen the background of students wanting to pursue graduate or professional degrees in related fields. Because each profession has different course requirements for application to graduate school, students interested in pursuing these fields should consult with Craig Eilbacher (x2203) in sport studies or Anne Glenn (x2234) in health science early in their Guilford career to assure that they fulfill all necessary requirements to attend the graduate program of their choice.

The health and fitness track focuses on the maintenance and improvement of physical health and fitness and prepares students for a wide variety of exercise, sport and health science careers. Examples of ESS careers include fitness or wellness director, personal trainer and strength and conditioning coach. This track also prepares students to pursue graduate study in one of the ESS sub-disciplines of exercise physiology, biomechanics, sport psychology, sport sociology and physical education; or to pursue graduate study in a related field such as health education, health promotion or nutrition. This track along with a health sciences major also provides an avenue for application to physical therapy, occupational therapy and physician assistant (see Anne Glenn x2234 in health science or for admission requirements to these professional programs).

Sport Management Major:

Sport management, an interdisciplinary major conducted in cooperation with the departments of Accounting, Business Management and Economics, requires 40 credits emphasizing the practical application of knowledge through field experiences and classroom case studies. The sport management major is closely related to traditional business operations, including marketing and promotion and facility and event management.

Degree Offered. The Bachelor of Science degree is offered in exercise and sport sciences and sport management.

Major Requirements for the Exercise and Sport Sciences Major. The ESS major requires a minimum of 56 credit hours. Students will choose one of two tracks: health and fitness (60 credit hours) or sport medicine (56 credit hours). A five-course Core is common to both tracks, plus a minimum of six emphasis courses. Each track offers some flexibility for students to develop an individual plan of study with the guidance of their advisors.

Core requirements for all students majoring in ESS:

1. SPST 120 Introduction to Exercise and Sport Sciences 4 credits
2. SPST 241 Motor Learning and Performance 4 credits
3. SPST 246 Kinesiology of Sport and Exercise 4 credits
4. SPST 311 Sport and Exercise Physiology 4 credits
5. SPST 340 Psychology of Sport and Exercise 4 credits

Additional Courses Required for Students Health/Fitness Track:

6. BIOL 111 Integrative Biology: Molecules and Cells* 4 credits
7. BIOL 341 Human Anatomy and Physiology I* 4 credits
8. BIOL 342 Human Anatomy and Physiology II* 4 credits
9. Advisor approved psychological or sociocultural course 4 credits
10. SPST 314 Perspectives in Sport and Exercise Nutrition 4 credits
11. SPST 343 Measurement and Evaluation in Sport and Exercise 4 credits
12. SPST 455 Science of Strength and Conditioning** 4 credits
13. Four credits from the following Health/Fitness Conditioning Courses:
   PHYE 100 Strength and Conditioning (1 credit)
   PHYE 100 Yoga (1 credit)
SPST 112/THEA 101 Modern Dance I (2 credits)
SPST 142 First Aid (2 credits)
14. SPST 432 Legal Aspects of Sport and Exercise 4 credits
15. SPST 485 Internship 4 credits

Total credit hours required for B.S. degree in exercise & sport sciences, health/fitness track
60 credits

Additional Courses Required for Sports Medicine Track:
6. BIOL 111 Integrative Biology: Molecules and Cells* 4 credits
7. BIOL 341 Human Anatomy and Physiology I* 4 credits
8. BIOL 342 Human Anatomy and Physiology II* 4 credits

Sports Medicine Emphasis Courses:
9. SPST 245 Emergency Procedures in Athletic Training 4 credits
10. SPST 320 Organization and Administration of Sport

Exercise and Health Programs
11. SPST 373 Therapeutic Modalities and Rehabilitation with Lab 4 credits
12. SPST 445 Research Methods in Sport Studies or
    SPST 343 Measurement and Evaluation in Sport and Exercise 4 credits
13. SPST 474 Physical Examination and Assessment with Lab*** 4 credits
14. SPST 485 Internship 4 credits

Total credit hours required for B.S. degree in exercise and sport sciences, sports medicine track
56 credits

* A grade of C- or better is required in these biology courses, which are prerequisites for SPST 246 and SPST 311.

** It is strongly recommended that ESS majors with an HFIT track specialization take an in-field certification test in the spring semester of their senior year. Appropriate certifications include, but are not limited to, the CSCS certification from the National Strength & Conditioning Association, the Health / Fitness Instructor certification from ACSM and the Personal Trainer certification from NASM.

***Prerequisites for this course include SPST246 and SPST311. A grade of C- or better is required in all prerequisite courses.

Major Requirements for the Sport Management Major. The sport management major requires a minimum of 40 credit hours (10 courses).

1. SPST 234 Sport Finance 4 credits
2. SPST 320 Organization and Administration of Sport, Exercise and Health Programs 4 credits
3. SPST 432 Legal Aspects of Sport and Exercise 4 credits
4. SPST 445 Research Methods in Sport Studies 4 credits
5. SPST 485 Internship 4 credits
6. ACCT 201 Introduction to Accounting 4 credits
7. BUS 324 Principles of Marketing 4 credits
8. One course from:
   SPST 232 Sociology of Sport and Exercise
   SPST 247 Historical & Philosophical Perspectives on Sport
   SPST 340 Psychology of Sport and Exercise
9. ECON 221 Macro: US and World Econ or

Guilford College
ECON 222  Micro: Public Policy 4 credits
10. ENGL 282  Journalism or
BUS 310  Professional Communications 4 credits

Total credit hours required for B.S. degree in sport management 40 credits

100 Elective Activities. 1. (Listed as PHYE 100) One-credit courses include, but are not limited to, horseback-riding, racquetball, rock-climbing, swimming, tennis, yoga and weight training. Students in the elective activity program may count up to four academic credits toward graduation. Courses vary by semester.

101 Professional Activities. 1. Courses designed to provide the physical education major with knowledge and skills in movement/sport areas that are essential to public school physical education instruction. Each course includes analysis of movement/sport skills, teaching progressions, drills and materials and methods for instruction.

109 Fitness for Living. 2. A basic study of selected systems of the human body and their responses to exercise. Emphasis on personal nutrition and its relationship to fitness, the development and implementation of personal fitness programs and the relationship of fitness to health. Laboratory, lecture and participation.

110 Beginning Ballet (THEA 103). 2. This is a beginning-level course for students with little or no dance or ballet experience. Students will explore the beauty and power of this art through the study of technique at the barre, learning the French terminology, the critical viewing of live concerts and performing in a semester-end showing.

111 Jazz Dance (THEA 104). 2. This is an introduction to the art of jazz dance, designed as a continuing study of the technique introduced in 101 and 103. The emphasis of the course is on style and the acquisition of an explosive performance quality; technical studies will include isolations, turns, placement and strengthening. Prerequisite is THEA 101 or 103.

112 Modern Dance I (THEA 101). 2. An introduction to the art of modern dance, designed for students with little or no dance or modern experience. This dance form, with its philosophy based in the expression of personal and contemporary social concerns, will explore various movement techniques including those of Martha Graham, Erick Hawkins, Doris Humphrey and Jose Limon.

113 Modern Dance II (THEA 201). 2. This course is intended for students who have already experienced dance, with a continuation of concepts and technique from 110, 111 and 112. In addition to the critical viewing of works, this course emphasizes the expansion of one’s classical movement vocabulary and the discovery of one’s own performance quality. Prerequisite is 111 and 112, or permission of the instructor.

114 The Wonder of Dance (THEA 100). 4. This course is an introduction to many aspects of dance. Students develop an awareness and appreciation for dance as art and expression through an exploration of history, contemporary trends, social themes, personalities, sample dance class experiences and choreographic projects. Fulfills arts and diversity in the U.S. requirements.

115 Choreography (THEA 204). 4. This course is a formal introduction to the art of dance composition. It is designed for students that have had previous dance experiences in technique, the creative process leading to performance and the critical viewing of works; for students working toward a minor in dance, it is preferred that this be the final course completed. Prerequisite: any combination of two dance courses. Fulfills arts requirement.
120 Introduction to Exercise and Sport Sciences. 4. An exploration in the discipline of exercise and sport science (kinesiology) and its relation to health and physical activity. The course will explore the importance of history and philosophy in health and physical activity in today’s society and possible career opportunities.

130 Introduction to Sport Management. 4. An introductory course designed to acquaint students with career possibilities for sport management personnel within various segments of the sports and fitness business communities. Course includes development of a resumé and a professional portfolio. Fulfills business and policy studies requirement.

142 First Aid. 2. A study of basic first aid and emergency care procedures resulting in certification in first aid and cardiopulmonary resuscitation (CPR).

205 Folk, Square, & Social Dance. 2. Study of popular folk, square and social dances in American and other cultures. Emphasis on rhythmic and stylistic elements.

210 Introduction to Athletic Injury and Illness with Lab. 4. An introductory course in athletic training that explores common injuries and illnesses in athletes and the physically active population. Emphasis will be placed upon the role of the athletic trainer in injury prevention, recognition and management. A co-requisite laboratory course enables students to practice and apply principles and techniques. The application of protective wrapping, taping, padding and bracing will be performed with injury prevention being the primary focus.

211 Health and Wellness Promotion. 4. A study of the basic concepts of and promotion of personal and community health from a wellness perspective. Emphases are on contemporary health issues of special concern to young adults and health issues of professional concern to those aspiring to careers in sports or fitness. Fulfills business and policy studies requirement.

213 Stress Management. 4. Introductory course that teaches how to identify, understand, and combat the stresses of everyday life while developing a healthy living concept. Techniques include Zen meditation, Hatha Yoga, imagery, music therapy, T’Chi, massage therapy, time management and coping mechanisms.

231 Facility Design & Management. 4. Fundamentals of and current trends in planning and design, emphasizing athletic, physical education and recreation facilities. Field trips to evaluate facilities on-site; an overview of job responsibilities of sport/recreation facility managers.

232 Sociology of Sport & Exercise. 4. An introduction to basic sociological theories as they apply to sport and other forms of physical activity. Students learn to think more critically about sports as a part of social life; a seminar approach used to explore issues in making sports more democratic and sport participation accessible to all people.

233 Event Management. 2. An experiential-learning course in which the students plan, promote, direct and evaluate a sport event. The course combines academic classroom experience with the significant practical experience of event coordination.

234 Sport Finance. 4. The purpose of this course is to provide information to the learner about the basic financial management concepts and issues in the sport business industry. Students will examine various means for financing and managing sport businesses and organizations. Prerequisite: ACCT 201

241 Motor Learning. 4. A study of the neuromuscular processes involved in motor skill
acquisition and performance in sport and rehabilitative settings. Emphasis is on the adult learner.

245 Emergency Procedures in Athletic Training. 4. An exploration of common emergencies that occur in athletics and the physically active population. Current procedures utilized in injury recognition and management of potentially life-threatening situations will be covered in depth. A co-requisite laboratory course enables students to practice and apply theoretical principles.

246 Kinesiology of Sport and Exercise. 4. A study of the neuromuscular and biomechanical principles that affect the safety, effectiveness and efficiency of human movement. Emphasis is on movement for sport, fitness and activities of daily living. Prerequisite: BIOL 341.

247 Historical and Philosophical Perspectives on Sport. 4. A study of the American sporting heritage and significant historical influences on it from other cultures. “Sport” in this course is used to include amateur, professional and school sports, fitness, recreation and dance. Emphasis on sport leaders and the innovations that have shaped American sport. Fulfills historical perspectives and business and policy studies requirements.

250 Special Topics. 4. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels.

281 Teaching Elementary Physical Education I. 4. Integrates pedagogical knowledge of instructional strategies and teaching methods with fundamental skills for elementary-aged children. The course introduces state/national teaching standards and leads students through the application of the skill theme approach via basic lesson planning, classroom management, teaching cues and general reflection. Includes field-based experience.

290 Internship. 2-4. Supervised internship in sport management, sports medicine or physical education. Prerequisite: Advisor permission. May also be offered at the 390 level.

311 Sport and Exercise Physiology. 4. A study of human physiological responses to the stress of physical activity. Emphasis is placed on the muscular, cardiovascular, respiratory and nervous systems and various training programs and testing procedures related to each system. Prerequisites: BIOL 341 and 342.

314 Perspectives in Sport and Exercise Nutrition. 4. A study of the science of nutrition, especially as it applies to humans engaged in sport and exercise. Content includes nutrition basics, energy-yielding nutrients, energy production and balance, vitamins and minerals and nutritional effects on the life cycle.

320 Organization and Administration of Sport, Exercise and Health Programs. 4. A study of the organizational and administrative processes in athletic and exercise programs and school physical education programs. Emphasized are administrative philosophies, programming, legal issues and budget theory. Must be junior or senior to enroll.

335 Sport Communication. 4. A comprehensive study of the public relations function within the sport industry. Students will prepare press releases, produce oral presentations, conduct mock press conferences and develop Web pages for sport businesses. Prerequisite: BUS 310.

340 Psychology of Sport & Exercise. 4. An examination of basic psychological theories and research related to sport and exercise behavior.

343 Measurement and Evaluation in Sport & Exercise. 4. A study of common assessment
procedures used in sport and exercise programs. Includes procedures for psychomotor, affective and cognitive measurement. Prerequisite: SPST 211. MATH 112 recommended.

351-359 Seminars in Athletic Coaching. Field-based courses that examine coaching of a particular sport. Content includes conditioning techniques, skill instruction, strategy development and various coaching systems. Credit is given for up to three seminars.

351 Seminar in Coaching Football. 2.
352 Seminar in Coaching Basketball. 2.
353 Seminar in Coaching Volleyball. 2.
354 Seminar in Coaching Baseball/Softball. 2.
355 Seminar in Coaching Track/Field. 2.

Other coaching seminars offered periodically.

373 Therapeutic Modalities and Rehabilitation with Lab. 4. A basic study of purposes, effects and application of therapeutic modalities, along with techniques and protocols used in rehabilitation program development of athletic injuries. Pharmacological considerations will also be included at how it relates to treatment and rehabilitation in sports medicine. A co-requisite practicum course enables students to practice principles and techniques.

380 Physical Education & Youth Sport. 4. A study of methods and materials used in teaching physical education to children in grades K-6. An individualized movement approach to instruction is emphasized. Includes curricular models and program administration; has required field experience in an elementary school or youth sport instructional setting.

430 Integrative Sport Management. 4. This capstone course for the sport administration minor. Uses case studies and analysis of all components of sport management. Emphasis is on effective writing and oral presentations, ethics and social responsibility of sport organizations.

431 Sport Marketing. 4. Fundamentals of marketing sport and of using sport to market other products. Focus on product definition, branding, distribution channels, advertising and promotion.

432 Legal Aspects of Sport and Exercise. 4. A study of legal concerns in sport and exercise programming. A focus on legal liability and risk management in a wide variety of sport and exercise programs and facilities. Must be junior or senior to enroll.

445 Research Methods in Sport Studies. 4. A study of the methods and materials utilized in research in sport studies. Focus on the consumption and production of research; writing-intensive. Must be junior or senior. Prerequisite: permission of instructor. MATH 112 recommended.

455 Science of Strength and Conditioning. 4. Capstone course for the exercise and sport science major. The course is required for the health and fitness track, and recommended for the sports medicine track. Course content is study of the theory and practice of training and conditioning of the musculoskeletal, cardio respiratory and metabolic systems; content also includes administrative concerns for leadership of such training programs. This course prepares the student to sit for the Certified Strength & Conditioning Specialist (CSCS) certification from the National Strength & Conditioning Association. A passing grade in this course is not, however, a guarantee that the student will pass the CSCS certification examination.
470 Senior Thesis. 4.

474 Physical Examination and Assessment with Lab. 4. Introduction to the use of scientific assessment methods and essential techniques used in physical examination and evaluation of injuries and illnesses common in athletes and physically active individuals. Prerequisites: SPST 210 & 245 or permission of instructor.

485 Internship in Sport Studies. 2-4. Supervised internship in sport management, sports medicine or physical education. (Formerly SPST 428, 429, 438, & 439 Pre-professional Experience.) Prerequisite: Advisor permission.

490 Departmental Honors. 4.

THEATRE STUDIES (THEA)
John Zerbe, Professor, Chair
David Hammond, Professor
Tad Feekes, Visiting Assistant Professor
Timothy Hanna, Visiting Assistant Professor

The Department of Theatre Studies cultivates the capacity of students to create and appreciate theatre that explores and illuminates the human condition. The course of study seeks to produce creative artists with intellectual acuity, refined craft and a heightened appreciation for theatre as an instrument of social change. We nurture individuals who want to make a difference in the world by taking constructive action through the art form of theatre.

The program offers both majors and non-majors the chance to experience the collaborative process by which actors, designers, directors, scholars and technicians interpret a playscript and translate a shared vision of its meaning into the medium of theatrical production. Classes develop the skills essential to that process:

- critical thinking
- research methods
- intuitive reasoning
- communication
- project planning and time management
- problem-solving
- team work
- leadership

The integration of theory and practice is fundamental to the program, as it is to successful theatre, and the conceptual learning of formal course work is therefore augmented by laboratory work in the form of theatrical productions. Productions are chosen with attention to the developmental needs of the current student population. In a four-year period, students will experience a broad range of styles and periods of dramatic literature in performance.

Faculty members have worked as practicing theatre artists in the professional theatre as actors, directors, designers or technicians.

Recognizing that guest artists are essential to the vitality of any theatre program, the department brings practicing theatre artists of high caliber to the campus to work with students. Recent guest artists include Edward Albee, Ken Burns and Sidney Poitier for part of a celebration called “The Year of the Arts.” Each gave public lectures and met students in small groups. We have held a panel discussion called “Theatre That Makes a Difference” that explored theatre’s power to effect positive social and political change in a multicultural context.
Participants included Tony Kushner, Maria Irene Fornes, Gerald Freedman, David Hammond and others. We've also hosted Elizabeth Wichmann-Walczak, director of the Asian theatre program at the University of Hawaii, as she gave a series of lectures and workshops on jingju (Beijing Opera). Other guests have included actors, designers, directors and writers with national profiles. Visits like these deepen student learning and allow and help build a bridge from academia to the profession. Indeed, several recent alumni have won prestigious national internships, employment opportunities and entrance into graduate programs in part because of the relationships forged during such residencies.

**Degree Offered.** The Bachelor of Arts degree is offered in theatre studies.

**Major Requirements.** Every student majoring in theatre studies will fulfill the core requirements and one of the three possible tracks. The major requires a minimum of 45-46 credit hours (12 courses).

**Structure and Core Requirements of All Theatre Studies Majors**

1. Technical Production  
   THEA 111 Backstage Production  
   4 credits
2. Performance  
   THEA 125 Acting 1: Basic Tools  
   4 credits
3.-4. History and Literature  
   THEA 130 Theatre and Culture I  
   THEA 131 Theatre and Culture II  
   8 credits
5. Design  
   THEA 171 Introduction to Theatrical Design  
   4 credits
6. Analysis and Interpretation  
   THEA 215/ENGL 215 Play Analysis  
   4 credits
7. Practicum  
   THEA 295 Practicums: (options include Stage Management, Assistant Stage Management, Properties Management, Costuming, Lighting, Publicity, Sound, Box Office, House Management, Makeup and Scenic Art). Assigned after consultations with students.  
   6 credits
8.-9. Senior Capstone  
   THEA 494 Senior Company I and 495 Senior Company II  
   4 credits

Total credits required for Structure and Core requirements  
34 credit hours

**Additional Courses Required for Students Selecting a Performance Track**

10.-11. Two courses from the following intermediate options  
   THEA 227 ACTING 2: Play the Action  
   THEA 228 ACTING 2: Creating the World  
   THEA 229 ACTING 2: Voice and Diction  
   8 credits
12. One course from the following advanced options  
   THEA 320 ACTING 3: Shakespeare  
   THEA 325 ACTING 3: Modern Realism  
   THEA 381 Play Direction  
   4 credits

Total credit hours required for A.B. degree in theatre studies: acting track  
46 credit hours

**Additional Courses Required for Students Selecting a Design/Tech Track**

10.-11. Two courses from the following intermediate options  
   THEA 271 Set Design  
   THEA 272 Sound Design  
   THEA 275 Costume Design  
   THEA 370/THEA 376 Stage Lighting (3 credits/ available only at UNCG)  
   7-8 credits
12. One course from the following 4 credits
   THEA 295 Any four additional practicum credits chosen in consultation with major
   advisor and department production manager.
   THEA 360 Independent Study: Design Studio
   THEA 381 Play Direction

Total credit hours required for A.B. degree in theatre studies: design/tech track 45-46 credits

Additional Courses Required for Students Selecting a History/Literature Track

10.-11. Two courses from the following 8 credits
   ENGL 200 Introduction to Literary Studies
   ENGL 210/THEA 244 Playwriting Workshop
   ENGL 223 Shakespeare or ENGL 288 Shakespeare and Film

12. Any course on a playwright or drama taught in a foreign language 4 credits
   THEA 360 Independent Study as a playwright or genre
   THEA 381 Play Direction
   THEA 460 Independent Study as a dramaturg on a production

Total credit hours required for A.B. degree in theatre studies: history/literature track 46 credits

Summer internships in professional theatre are strongly encouraged as an integral part
of a theatre education. Where appropriate, such internships may be used to fulfill part of the
practicum requirement.

100 The Wonder of Dance (SPST 114). 4. This course is an introduction to many aspects
   of dance. Students develop an awareness and appreciation for dance as art and expression
   through an exploration of history, contemporary trends, social themes, personalities, sample
dance class experiences and choreographic projects. Fulfills arts and diversity in the U.S.
   requirements.

101 Modern Dance I (SPST 112). 2. An introduction to the art of modern dance,
designed for students with little or no dance or modern experience. This dance form, with
its philosophy based in the expression of personal and contemporary social concerns, will
explore various movement techniques including those of Martha Graham, Erick Hawkins,
Doris Humphrey and Jose Limon.

103 Beginning Ballet (SPST 110). 2. This is a beginning-level course for students with
little or no dance or ballet experience. Students will explore the beauty and power of this art
through the study of technique at the barre, learning the French terminology, the critical
viewing of live concerts and performing in a semester-end showing.

104 Jazz Dance (SPST 111). 2. This is an introduction to the art of jazz dance, designed as
a continuing study of the technique introduced in 101 and 103. The emphasis of the course
is on style and the acquisition of an explosive performance quality; technical studies will
include isolations, turns, placement and strengthening. Prerequisite is THEA 101 or 103.

110 Introduction to Theatre. 4. Introduces and explores the methods of the entire
   collaborative creative process by which theatre is made. Focuses on text selection, text
   analysis, theater history, directing, casting, acting, design (set, costume and lighting), props,
   stage management, marketing, house management and box office. The outcome of the class
   is a gallery of the students' textual and visual work. Fulfills the arts requirement.

111 Backstage Production. 4. Explores methods of backstage theater craft through hands-
on work. Focuses on the elements of planning, construction, tools, rigging, lighting, sewing,
sound and painting. Students work directly on the department's current production in an
individual and collaborative nature examining the contribution of technical theater to the impact of live performance. Fulfills arts requirement.

120 Public Presentation. 4. Introduction to the skills required for effective speaking within a public contest. Includes basic instruction in Power Point digital presentations. Focus on research, organization, ethical communication, physical presence and vocal delivery. Requires fours speeches (introductory, informative, persuasive and commemorative) and several observation exercises.

125 Acting 1: Basic Tools. 4. Explores the challenges facing actors of realistic drama: living truthfully within a play's specific imaginary world. Focuses on the ability to discern, define and embody given circumstances, dramatic action and character. Special emphasis on goals, obstacles, tactics and expectations. Fulfills arts requirement.

130 Theatre and Culture I. 4. Study of Western theatre from the Greeks through the English Renaissance. Examines play texts and theatre architecture as primary source documents that reflect the artistic, philosophical, political and social contexts of a particular cultural moment in history. Fulfills arts requirement.

131 Theatre and Culture II. 4. Study of Western theatre from the late Renaissance through the present. Examines play and theatre architecture as primary source documents that reflect the artistic, philosophical, political and social contexts of a particular cultural moment in history. Fulfills arts requirement.

151 HP: The Birth of the Avant-Garde (ENGL 151). 4. Traces the evolution of literary and performance styles from realism/naturalism to the avant-garde movements at the turn of 20th-century Europe: symbolism, futurism, dadaism, surrealism and expressionism. Links each style to social forces, music, art, important people, ideas and watershed events. Fulfills historical perspectives requirement.

152 HP: America and Its Musicals: 1900-1975 (MUS 152). 4. Traces development of the American musical theatre from 1900 to 1975 with a primary focus on the years of significant transformation that begin in 1940. Studies the art from sociological, political, cultural, economic, artistic and historic perspectives. Analyzes individual artists and productions that have influenced and been influenced by the evolving American national identity. Fulfills historical perspectives requirement.

161 Masterpieces of the Cinema. 4. Exploration of film as an art form that visually represents ideas under the influence of a single person, group of creative people or society and culture. Introduces basic film terminology and analytical techniques used for contemplation of a film and its basic components. Fulfills arts requirement.

171 Introduction to Theatrical Design. 4. Introduction to the principles and techniques of theatrical design. Develops the basic core of knowledge needed to create informed designs that manifest a “world” in which the performance of a play can take place. Includes units on scenery, costumes, lights and sound. Fulfills arts requirement.

175 Stage Make-up. 2-4. Develops an understanding of the principles and processes of stage make-up design and application. Exercises explore the relation between textual delineations of character, the actor playing the role and production concept; make-up application projects include straight, corrective, age, fantasy and prosthetics.

190 Mainstage Actor. 1-4. Academic credit for work on a department production. CR/NC.

195 Mainstage Tech. 1-4. Academic credit for work on a department production. CR/NC.
201 Modern Dance II (SPST 113). 2. This course is intended for students who have already experienced dance, with a continuation of concepts and technique from 101, 102 and 103. In addition to the critical viewing of works, this course emphasizes the expansion of one's classical movement vocabulary and the discovery of one's own performance quality. Prerequisite is THEA 101 and 104 or permission of the instructor.

204 Choreography (SPST 115). 4. This course is a formal introduction to the art of dance composition. It is designed for students that have had previous dance experiences in technique, the creative process leading to performance and the critical viewing of works; for students working toward a minor in dance, it is preferred that this be the final course completed. Prerequisite: any combination of two dance courses. Fulfills arts requirement.

215 Play Analysis (ENGL 215). 4. Explores the methodology of script analysis used by actors, designers and directors as they prepare to execute a stage production. Students also develop the interpretive skills needed by artists working in a theatre that responds to and addresses issues of oppression and social justice. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities and social justice/environmental responsibility requirements.

227 Acting 2: Playing the Action. 4. Examines the pursuit of objectives through interactions with onstage scene partners. Techniques explored include, but are not limited to, sending and receiving; eliciting response; identifying progressive change in oneself through what is received from the partner. Exercises investigate action utilizing repetition, speech, song, gibberish, physicalization and improvisation. Scene work concentrates on American realism. Prerequisite: THEA 125.

228 Acting 2: Creating the World. 4. Explores the work of the actor in reorganizing the self into another human being existing in the circumstances and world of the play. Includes work on sense memory and sensory endowment to bring moment-to-moment physical life to an environment; the discovery and development of immediate and historic given circumstances from textual clues. Scene work from three contrasting dramatic genres, each involving different relationships among given circumstances, spoken text and action. Prerequisite: THEA 125 and THEA 215.

229 Acting 2: Voice and Diction. 4. Development of the expressive potential of human sound (voice) and speech (diction). Vocal work focuses on breath support and control, grounding, resonance and the role of the voice in the creation and communication of meaning; speech work includes exercises in articulation, use of heightened text and work with dialects and accents. (Prerequisite: THEA 125).

244 Playwriting Workshop (ENGL 210). 4. Twelve weekly scenes read and critiqued in class and a one-act play as a final project. Exploration of various elements of playwriting such as conflict, manipulation of chronology, life studies, character exposition and development, “found” language, passive participation in and transcription of actual events.

250 Special Topics. 4. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels. Independent research or directed study for exceptional students with strong interest in particular areas of dramatic literature, theatre history, design, technical production, acting, directing or performance theory.

262 Gay and Lesbian Cinema. 4. Study of the impact cinematic representation has on attitudes towards gay, lesbian, bisexual and transgendered Americans. Engages students in conceptual analysis of films and mass media using theories of representation, authenticity
and identity construction. Fulfills arts and diversity in the U.S. requirements.

265 **Artistry in Film.** 4. Study of the major aesthetic elements in film and video production – light, space, time-motion and sound. Develops the knowledge and skill to select and apply those aesthetic elements in order to help translate significant ideas into significant visual messages quickly and effectively. Fulfills arts requirement.

271 **Set Design.** 4. Develops an understanding of the principles and processes of set design for the stage. Explores how this design area echoes and utilizes other art forms and functions in relation to theatre production as a whole; emphasis on spatial aesthetics, critical analysis, creative interpretation, research for design, conceptual collaboration and the oral, written and graphic communication of the design idea. Fulfills arts requirement.

272 **Digital Sound Design.** 4. Exploration of sound design in theater and the psychological impact it can have on an audience during a live performance. Topics of discussion include the role of the sound designer, sound reinforcement systems, mixing, editing and playback for film as well as live events. Fulfills arts requirement. Prerequisite: THEA 171 suggested but not required.

274 **Digital Graphic Design (CMIT 274).** 4. Introduction to the uses of computer-assisted drafting, image manipulation and desktop publishing as applied to the creation of artistic work. Explores basic elements of graphic design: form, space, color, contrast, typography, clip art and images and layout. Step-by-step instruction empowers students to create projects that are both functional and visually appealing. Fulfills arts requirement.

275 **Costume Design.** 4. Develops an understanding of the principles and processes of costume design for the stage. Exercises and projects explore gesture, movement, clothing, accessories, hair and makeup as physical manifestations of dramatic character. Fulfills arts requirement.

290 **Internship.** 1-4. Internships in the professional theatre are strongly encouraged. May be applied to the practicum requirement where appropriate. May also be offered at the 390 level.

295 **Practicum.** 1-4. Theoretical and practical work in one of the following areas: costuming, lighting, sound, properties management, makeup, scene painting, box office, house management, publicity, film festival staff and stage management. All practicums include work on a mainstage production with documentation of outcomes presented in a digital portfolio. General topics of discussion include, ensemble, collaborative relationships, time management, deadlines and portfolio presentation. Prerequisite: THEA 111.

320 **Acting 3: Shakespeare.** 4. Explores the relationship of Shakespeare’s uses of language and form to action and acting, bringing the self to the specific demands of formally structured material and identifying the tools for action-playing in various text structures and styles. Prerequisites: THEA 125: Fundamentals of Acting, THEA 229 Voice and Diction and either THEA 227 Playing the Action or THEA 228 Creating the World.

325 **Acting 3: Modern Realism.** 4. Develops the ability to be “emphatically present” with a partner in the imaginary world of a play’s circumstances. Focuses on sense memory, emotional recall and substitution as means to create the actor’s belief in those circumstances.

341 **East Asian Theatre (IDS 408).** 4. Study of traditional theatre of China and Japan.
Examines the literary styles and theatrical conventions of Beijing opera, Bunraku, Kabuki and Noh as living metaphors of Eastern culture. Grounded in study of Buddhism, Confucianism, Taoism and Shinto. Fulfills arts and intercultural requirements.

361 Narrative Film Production. 4. Study and practice of the narrative film production process from screenwriting to postproduction, utilizing skills in video and audio acquisition, lighting and editing systems. Students develop skills in aesthetic development, storytelling and evaluation through examples and applications in filmmaking based on a narrative story.

365 Documentary Film Production. 4. Study and practice of documentary production and post-production utilizing video and audio acquisition and editing systems as well as the development of aesthetic as well as technical capabilities through lecture and hands-on experience. Fulfills arts requirement.

366 Filmmaking Capstone. 1. The practice of narrative, experimental or documentary film production from preproduction to postproduction, utilizing skills developed throughout the student’s experience in the film concentration. Students produce a semester-long project utilizing a defined film concept from narrative or documentary genres.

381 Play Direction. 4. Explores the “choice-making” process of creative play direction. Exercises in interpretation of a playscript, actor coaching, ground plans, composition, picturization, movement and formulation of a production “concept.” Prerequisites: THEA 125, THEA 171 and THEA 215

490 Departmental Honors. 4.

494 Senior Company I. 1. Theatre studies majors graduating in the spring and/or following fall prepare for an end-of-year senior capstone project. Fulfilling the roles of their declared track in the major, students form a prototypical theatre company, choose a play and mount it in a studio production for the general public. Preparation includes play selection, assignment of responsibilities, initial research and analysis and planning that leads to an approved production calendar for the coming spring.

495 Senior Company II. 3. A capstone thesis project growing out of the cumulative academic experience in theatre and emphasizing issues of ensemble performance, collaboration across areas of specialization and the dynamics of forming a prototypical theater company. Projects involve group work with other seniors, but allowances for individual projects are considered on a case-by-case basis.
WOMEN’S STUDIES (WMST)
Lisa J. McLeod, Assistant Professor
Anna Oerther, Assistant Professor

The women’s studies curriculum posits gender relations as a basic organizing principle of analysis. Gender is explored as a social construction that reflects and produces differentials of power and opportunity in many social systems. In a variety of disciplinary and interdisciplinary contexts, women’s studies majors explore the interactive matrix of gender, class, race, age, ethnicity, nationality and sexual identity through works produced primarily by women. Hence majors will study women in the dominant culture and in cultures of women of color, both national and international. Such analysis illuminates the variety of men’s and women’s experiences and expressions, while identifying those that have been scripted into social definitions of normative human behaviors.

Women’s studies majors study and develop feminist critiques of traditional disciplinary knowledge, yet there is an integrative component that draws on the valuable contributions of traditional knowledge as well. Exploration of the roots and forms of women’s political activism, and the feminist reconstruction of history, contribute to the formulation of inclusive perspectives toward social life and the understanding of models and examples of social change. Due to the interdisciplinary nature of the curriculum, women’s studies majors apply multiple methodologies in developing research and critical thinking skills and forms of personal expression. In IDS 400 courses, internships and thesis projects, students integrate knowledge from different classes to conceptualize new, fuller ways of understanding.

Degree Offered. The Bachelor of Arts degree is offered in women’s studies.

Major Requirements. The women’s studies major is an interdisciplinary major that requires a second disciplinary major and an adviser in each.

Because the women’s studies major is an interdisciplinary major, courses must be selected from at least four departments, with some courses in both the humanities and the social sciences. At least one senior integrative experience, a women’s studies IDS 400 capstone, is required. Other integrative experiences, internships, independent study or thesis, are encouraged.

Specific Requirements. Students must take a minimum of 33 credit hours (nine courses) in women’s studies in the following pattern:

1. One course from:
   - HIST 223 Gender and Power in US History
   - REL 222 Feminist Theology
   
2. One course from:
   - ENGL 151 HP: Women in Ancient Greece
   - ENGL 151 HP: Black Women's History and Literature
   - ENGL 223 Shakespeare
   - HIST 223 Gender and Power in US History
   - HIST 268 History of Chinese Women
   - JAPN 220 Women in Modern Japan
   - PHIL 231 Philosophy and Sexuality
   - PHIL 232 Gender, Identity & Experience
   - PSY/SOAN 213 Class, Race and Gender
   - REL 222 Feminist Theology
   - SOAN 235 African Families in Transition
   - THEA 262 Gay & Lesbian Cinema
   - WMST 217 Literacy Seminar

Guilford College
WMST 250  Special Topics
WMST 260  Independent Study
WMST 290  Internship

3-4. Two courses from: 8 credits
ENGL 331  Black Women Writers
ENGL 332  Black Men Writers
ENGL 334  African Women Writers
ENGL 377/IDS 409 Readings Gay & Lesbian Studies
FREN 311  The Francophone World
HIST 343  Women in Modern Africa
JAPN 310  Media, Gender & Nation in Japan
SOAN 313  Sociology of Sex and Gender
WMST 350  Special Topics
WMST 360  Independent Study
WMST 390  Internship

5. One course from: 4 credits
ENGL 151  HP: Black Women’s History & Literature
ENGL 331  Black Women Writers
ENGL 334  African Women Writers
FREN 311  The Francophone World
HIST 268  History of Chinese Women
HIST 343  Women in Modern Africa
JAPN 220  Women in Modern Japan
JAPN 310  Media, Gender & Nation in Japan
SOAN 235  African Families in Transition
SOAN 415/IDS 411 Gender & Development in Africa

6. One course from: 4 credits
IDS 407  Sacred Images, Altars & Rituals
IDS 409/ENGL 377 Readings Gay Lesbian Studies
IDS 411/SOAN 415 Gender & Development in Africa
IDS 418  Science, Sex and Nature
IDS 455  Human Sexuality
IDS 464/SOAN 413 Gender Violence
IDS 466  Great Goddess, Dying God
IDS 481  Notions of Beauty

7. One course from: 4 credits
IDS 407  Sacred Images, Altars & Rituals
IDS 409/ENGL 377 Readings Gay Lesbian Studies
IDS 411/SOAN 415 Gender & Development in Africa
IDS 418  Science, Sex and Nature
IDS 455  Human Sexuality
IDS 464/SOAN 413 Gender Violence
IDS 466  Great Goddess, Dying God
IDS 481  Notions of Beauty
JPS 425  Family Violence
SOAN 429  Gender in Organizations
SPAN 403  Women in Literature and Film
WMST 450  Special Topics
WMST 460  Independent Study
WMST 470  Senior Thesis
8. One course from: 4 credits

- ENGL 151  HP: Women in Ancient Greece
- ENGL 151  HP: Black Women's History and Literature
- ENGL 223  Shakespeare
- ENGL 288  Shakespeare and Film
- ENGL 331  Black Women Writers
- ENGL 332  Black Men Writers
- ENGL 334  African Women Writers
- ENGL 377/IDS 409 Readings Gay & Lesbian Studies
- FREN 311  The Francophone World
- HIST 223  Gender and Power in US History
- HIST 268  History of Chinese Women
- HIST 343  Women in Modern Africa
- IDS 407  Sacred Images, Altars & Rituals
- IDS 411/SOAN 415 Gender & Development in African
- IDS 418  Science, Sex and Nature
- IDS 455  Human Sexuality
- IDS 464/SOAN 413 Gender Violence
- IDS 466  Great Goddess, Dying God
- IDS 481  Notions of Beauty
- JAPN 220  Women in Modern Japan
- JAPN 310  Media, Gender & Nation in Japan
- JPS 425  Family Violence
- PHIL 231  Philosophy and Sexuality
- PHIL 232  Gender Identity & Experience
- PSY/SOAN 213 Class, Race and Gender
- REL 222  Feminist Theology
- SOAN 235  African Families in Transition
- SOAN 313  Sociology of Sex and Gender
- SOAN 429  Gender in Organizations
- SPAN 403  Women in Literature and Film
- THEA 262  Gay & Lesbian Cinema
- WMST 217  Literacy Seminar
- WMST 250  Special Topics
- WMST 260  Independent Study
- WMST 290  Internship
- WMST 350  Special Topics
- WMST 360  Independent Study
- WMST 390  Internship
- WMST 450  Special Topics
- WMST 460  Independent Study
- WMST 470  Senior Thesis
- WMST 490  Departmental Honors

9. WMST 460  Independent Study-Senior Forum 1 credit

Total credit hours required for A.B. degree in women's studies 33 credits

Because this is double major, two courses can double count for the women's studies major and other requirements without petitioning. Students must still fulfill the 33-hour
requirements in women’s studies and the total hour requirement in their other major.
First-year students should take HIST 223 or REL 222, to begin the major.

Students are trained as literacy tutors and spend four hours per week tutoring in community
literacy programs. Wider issues of literacy and related problems are considered. CR/NC.

250 Special Topics. 4. May also be offered at 350 and 450 levels.

260 Independent Study. 1-4. May also be offered at 360 and 460 levels.

290 Internship. 1-4. May also be offered at the 390 level.

470 Senior Thesis. 4-8.

490 Departmental Honors. 4-8.
V. **MINORS**

The Guilford curriculum features interdisciplinary and disciplinary minors that provide coherent plans of study for students with special interests apart from their majors or who wish to pursue further study related to the major. Minors normally consist of four courses.

All students except for double majors, triple majors and joint majors, who are not required to take a minor, must complete a minimum of one major and one minor. They must take at least at least 48 credit hours to meet this requirement: at least 32 hours for the major and at least 16 hours for the minor. In the case where a student wishes to use a single course to fulfill requirements for both a major and a minor, s/he may do so as long as the 48-hour minimum is maintained (this may require taking additional courses).

Students who have completed 48 credit hours for a major and a minor may double-count up to four of these courses toward additional minors.

There are two restrictions on choosing a minor in relationship to majors:

1. Students cannot choose a minor that has the same name as their major. For example, English majors cannot choose an English minor.
2. Students cannot satisfy the minor requirement with a minor that has a note in its catalog description prohibiting students from combining this minor with a chosen major. For example, the visual arts minor description prohibits students from combining this minor with an art major.

For additional information about the minors listed below, contact the coordinator listed for each. For additional information about minors, see chapter II.

The minors:

- Accounting
- African American Studies
- African Studies
- Anthropology
- Applied Ethics
- Astronomy
- Business
- Business Law
- Chemistry
- Communications
- Community Studies
- Computing and Information Technology
- Criminal Justice
- Dance
- Earth Science
- East Asian Studies
- Economics
- Education Studies
- English
- Environmental Studies
- Field Biology
- Forensic Science
- French Language and Society
- German Language and Society
- History
- Human Resource Management
- Integrated Science
- International Business Management
- International Political Economy
- Interpersonal Communication
- Japanese Language and Society
- Latin American Studies
- Mathematics for the Sciences
- Medieval / Early Modern Studies
- Money and Finance
- Music
- Non-Profit Management
- Organizational Communication
- Peace and Conflict Studies
- Philosophy
- Political Science
- Psychology
- Philosophy of Mathematics
- Religious Studies
- Political Science
- Spanish for the Workplace
- Quaker Studies
- Sport Administration
- Sociology
- Theatre Studies
- Spanish Language and Society
- Sport Marketing
- Visual Arts
- Women’s Studies
ACCOUNTING
Coordinator: Raymond E. Johnson, Department of Accounting

The accounting minor provides non-accounting majors with basic accounting concepts and tools that can be applied to enhance the application and marketability of their liberal arts education. It also prepares them to understand and participate more effectively in the world of work and provides grounding in practical applications that will serve them well throughout their lives.

The minor in accounting is not available to accounting and forensic accounting majors unless the student has completed a double major or another minor.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).
1. Acct 201 Introduction to Accounting 4 credits
2. Acct 301 Intermediate Accounting I 4 credits
3. Acct 311 Cost Accounting 4 credits
4. Acct 321 Individual Taxation 4 credits

Total credit hours required for accounting minor 16 credits

A student may petition to substitute an approved independent study relating to applicable work experience for either ACCT 321 or ACCT 311. Alternatively, a student may also petition to substitute IDS 401: Business Ethics, or another approved IDS 400 course for either ACCT 321 or ACCT 311. The coordinator of the accounting minor must approve the substitution.

AFRICAN AMERICAN STUDIES
Coordinator: Carolyn Beard Whitlow, Department of English

The African American studies minor is an interdisciplinary program focusing on the cultures, societies, histories and concerns of peoples of African descent in North America, while encompassing Africa and the African Diaspora, including the Caribbean and other parts of the world. It balances the study of race relations and racism with a celebration of African and African American achievements and contributions to the United States and the wider world. It provides a basis for better understanding among people in a multiracial society and helps prepare students for careers in such fields as education, law, health care, sport management, marketing, criminal justice and social work.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses). The four courses must be taken in at least two different disciplinary departments.
1. IDS 422/ENGL 338 Harlem Renaissance or IDS 435/SOAN 325 Understanding Poverty 4 credits
2. One course from:
   - ENGL 230 African American Literature
   - ENGL 331 Black Women Writers
   - ENGL 332 Black Men Writers
   - HIST 225 African American History
   4 credits
3-4. Two courses from:
   - ENGL 334 African Women Writers
   - FREN 311 The Francophone World
   - HIST 241 Africa to 1800
   - HIST 242 Africa since 1800
   8 credits
IDS 411/SOAN 415 Gender & Development in Africa
PSCI 222 African Government & Politics
SOAN 215 Anthropology of Slavery
SOAN 234 Culture & Sexuality in Africa
SOAN 235 African Families in Transition
SOAN 358 African Cultures in Film

Total credit hours required for African American studies minor 16 credits

AFRICAN STUDIES
Coordinator: Edwins Gwako, Department of Sociology and Anthropology

This minor offers an interdisciplinary approach to the cultures, history and current issues challenging peoples on the African continent, with emphasis on the sub-Saharan region. Its goals are that students will acquire a basic understanding of some portion of Africa’s history and some understanding of African perspectives, values and contributions to the world.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).
1. SOAN 358 African Cultures in Film 4 credits
2. One course from: 4 credits
   - HIST 242 Africa since 1800
   - HIST 343 Women in Modern Africa
   - PSCI 222 African Govmt & Politics
3-4. Two courses from: 8 credits
   - ENGL 334 African Women Writers
   - FREN 311 The Francophone World
   - HIST 241 Africa to 1800
   - HIST 242 Africa since 1800
   - HIST 343 Women in Modern Africa
   - PSCI 222 African Government & Politics
   - SOAN 215 Anthropology of Slavery
   - SOAN 234 Culture & Sexuality in Africa
   - SOAN 235 African Families in Transition
   - SOAN 415/IDS 411 Gender and Development in Africa

Total credit hours required for African American studies minor 16 credits

ANTHROPOLOGY
Coordinator: Edwins Gwako, Department of Sociology and Anthropology

The Department of Sociology and Anthropology promotes the study of society and culture. Since people live every aspect of life within a complex socio-cultural environment, it is possible to develop the self fully only with extensive knowledge of that environment. Both disciplines focus on the ubiquitous processes of social organization and the ways in which human knowledge, behavior, and institutions are socially and culturally influenced. Anthropology, in particular, focuses on the study of cultural relativity and enables students to understand and appreciate ways of life and cultural systems different from their own.

The minor in anthropology is not available to SOAN majors.
**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. **SOAN 103 Cultural Anthropology or SOAN 105 HP: Anthropology of Colonialism**
   4 credits
2. **SOAN 337 Social Research Methods or SOAN 342 Social Theory**
   4 credits
3. One course from:
   4 credits
   - SOAN 215 Anthropology of Slavery
   - SOAN 225 Culture & the Environment
   - SOAN 235 African Families in Transition
   - SOAN/PECS 246 Mediation & Conflict Intervention
   - SOAN 250 Special Topics
   - SOAN 260 Independent Study
   - SOAN 290 Internship
   - SOAN 315/IDS 425 Economic Anthropology
   - SOAN 321 Development Anthropology
   - SOAN 325/IDS 435 Understanding Poverty
   - SOAN 345 Social Change: Promoting Peace
   - SOAN 350 Special Topics
   - SOAN 358 African Cultures in Films
   - SOAN 360 Independent Study
   - SOAN 390 Internship
   - SOAN 450 Special Topic
   - SOAN 460 Independent Study
   - SOAN 470 Senior Thesis
   - SOAN 490 Departmental Honors
4. **SOAN 415/IDS 411 Gender & Development in Africa or SOAN/PECS 445 Culture, Conflict, Negotiation**
   4 credits

Total credit hours required for anthropology minor: 16 credits

Once the student has taken the three introductory and/or elective courses in anthropology, s/he is prepared to declare, in written form, her/his intention to concentrate in the discipline. The declaration is to precede enrollment in the capstone 400-level seminar and should include a statement regarding the links among the three previously completed courses and the requested seminar.

**APPLIED ETHICS**

*Coordinator: Vance A. Ricks, Department of Philosophy*

The applied ethics minor seeks to develop in students the ability to uncover the moral implications inherent in situations that will arise in their professional lives. Through reading, writing, examination of the primary literature of ethics, critical analysis of case studies and development of persuasive arguments, students should develop an understanding of, and appreciation for ethical principles and their importance for addressing “real world” concerns.

As students progress through the minor, they are challenged to struggle with the ethical dilemmas posed by new developments in professional fields and new advances in technology. Whether determining an ethical approach to computer illiteracy and social displacement in an increasingly technological society, ensuring a sustainable future for humanity within the ecosphere, considering the ethical dilemmas posed by the AIDS epidemic or assessing the ethics of the marketplace, they will learn how to identify an ethical course of action.
**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. PHIL 111 Ethics  
   4 credits
2. IDS 423 Ethical Issues in Biology and Medicine or IDS 402 Business Ethics  
   4 credits
3-4. Two courses from:  
   8 credits
   - BIOL 212 Environmental Science
   - BIOL 443 Genetics
   - JPS 320 Ethics in Justice & Policy Studies
   - PHIL 241 Computer Ethics
   - PHIL 242 Environmental Ethics
   - PECS 103 Voices of Liberation
   - PECS 330 Nonviolence: Theories & Practice
   - REL 233 Peace, War, and Peace

Total credit hours required for applied ethics minor  
16 credits

**ASTRONOMY**

*Coordinator: Thomas P. Espinola, Department of Physics*

The astronomy minor introduces the student to the universe beyond Earth. It provides the student with the opportunity to use modern scientific instrumentation, perform basic undergraduate research, and use analytical, mathematical and computation tools to investigate astronomical phenomena. It has two tracks—one for physics majors and one for all other majors. The minor is not intended, by itself, to prepare a student for a career in astronomy. Students completing a physics major and a minor in astronomy will be prepared to pursue graduate study in astronomy or astrophysics. Others completing this minor should have an adequate background to adopt astronomy as a hobby and to better understand astronomy in the popular press.

The minor in astronomy is not available to physics majors unless the student has completed a double major or another minor.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (five courses).

1-4. Choose 4 courses from:  
   16 credits
   - PHYS 106 Surveying the Sky
   - PHYS 107 Solar System
   - PHYS 108 Realm of the Stars
   - PHYS 109 Beyond the Stars
   - PHYS 210 Observatory Practice
   - PHYS 443 Astrophysics

5. Non-science majors must do a project in PHYS 210 or a 2-credit portfolio development class  
   2 credits

Credit hours required for non-science majors with an astronomy minor  
16-18 credits

5. Science majors must complete a senior thesis in astronomy, astrophysics or equivalent research project  
   4 credits

Total credit hours required for science majors with an astronomy minor  
20 credits
BUSINESS
Coordinator: Betty T. Kane, Department of Business Management

The business minor provides students with basic business concepts and tools that can be applied to enhance the application and marketability of their liberal arts education, as well as prepare them to understand and participate more effectively in the world of work. This minor will provide grounding for non-management majors in practical applications that will serve them well throughout their lives and will assist them in relating and using their liberal arts majors in personally and professionally rewarding careers. Students will gain a basic understanding of the world of business, its global aspects and ethical issues. This minor should be a helpful addition on a transcript for job applications in any field.

The business minor provides a structure within which students gain an exposure to business concepts and tools through introductory coursework and apply them in an experiential and/or interdisciplinary component. Students may complete an internship that is focused on the student's particular area of interest; alternatively, students with prior applicable work experience may do an independent study that requires them to integrate their coursework with the work experience. Students may substitute an approved business-related IDS 400 course for the internship or independent study.

The minor in business is not available to business management majors.

Minor Requirements. The minor requires a minimum of 17 credit hours (five courses).
1. ACCT 201 Intro Accounting 4 credits
2. BUS 120 Intro to Business or BUS 249 Business Management 4 credits
3. BUS 215 Business Law 4 credits
4. One focus course from:
   - BUS 321 Human Resource Law and Management 4 credits
   - BUS 331 Sales Management 4 credits
   - BUS 349 International Management 4 credits
   - BUS 371 Nonprofit Management 4 credits
   - SPST 130 Introduction to Sport Management 4 credits
5. One course from:
   - IDS 402 Business Ethics or any approved 290/390 Internship 4 credits

Total credit hours required for a business minor 17-20 credits

BUSINESS LAW
Coordinators: Raymond E. Johnson, Department of Accounting
Betty T. Kane, Department of Business Management

The business law minor exposes students to substantive legal topics, theory and analysis and prepares them to deal with legal issues that arise in the workplace and to respond to ethical issues as they interact with the law. Students will apply basic legal theories to specific problems and situations in order to develop alternatives and provide solutions. Students will assess resources available for researching different aspects of law and develop appropriate research and analytical skills. They will also develop their competencies in professional writing and oral presentation. Students will develop the ability to recognize and apply their practical understanding of business law to both business and personal situations.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).
1. BUS 215 Business Law 4 credits
2. ACCT 321 Taxation of Individual or

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ACCT 322 Taxation of Corporations and Partnerships 4 credits
3. One course from: 4 credits
   ACCT 422 CPA Law
   BUS 321 Human Resource Law & Management
   JPS 201 Criminal Law
   JPS 204 Courts: Prosecution and Trial
   JPS 313 Law and Society
   PHIL 247 Philosophy
   SPST 432 Legal Aspects of Sport and Exercise
4. IDS 402 Business Ethics or IDS 426 Legal Decisions 4 credits

Total credits required for business law minor 16 credits

CHEMISTRY
Coordinator: Anne G. Glenn, Department of Chemistry

Through a chemistry minor, students can select chemistry courses that best complement their major and career goals and gain an understanding of why chemistry is often called “the central science.” For example, biology, geology and physics majors and students interested in the health professions (pre-med, pre-vet and pre-dental) could deepen their knowledge of how chemistry is applied in their field. The most rapidly growing areas in science are those that appear on the boundaries of traditional scientific disciplines, such as materials science (physics, chemistry and geology), molecular biology (chemistry and biology) and biophysics (chemistry, biology and physics).

The minor is not limited to science majors, however. Pre-law students interested in patent law would benefit from this minor, as would management or accounting majors seeking to work in the area of pharmaceutical or chemical manufacturing or sales. Language or international studies majors wishing to work for multinational scientific companies or deal with global environmental issues would find the minor useful, as would art majors seeking a detailed knowledge of the properties and safety hazards of the materials they use.

The minor in chemistry is not available to chemistry majors.

Minor Requirements. The minor requires a minimum of 18 credits (five courses).

1. CHEM 111 Chem Principles I 4 credits
2. CHEM 112 Chem Principles II 4 credits
3. CHEM 400 Seminar 2 credits
4-5. Two courses from: 8 credits
   CHEM 231 Organic Chemistry I
   CHEM 232 Organic Chemistry II
   CHEM 331 Physical Chemistry I
   CHEM 341 Instrumental Analysis
   CHEM 342 Inorganic and Materials Chemistry
   CHEM 412 Geochemistry
   CHEM 420 Polymer Chemistry
   CHEM 430 Medicinal Chemistry
   CHEM 434 Biochemistry

Total credit hours required for chemistry minor 18 credits

An internship or independent study approved by the minor coordinator can substitute for the 400-level chemistry course. With approval of the minor coordinator, students may take advanced courses at consortium colleges to fulfill the minor requirements.
COMMUNICATIONS
Coordinator: Richard L. Zweigenhaft, Department of Psychology

The communications minor is open to students of any major. It offers a group of courses from various departments designed to give students a broad introduction to the general area of communications. The minor is concerned with broad social, moral and philosophical issues, as well as with the improvement of communication skills.

This minor should be considered as a core of courses that could be extended in a more focused way through additional courses, independent study and internships. Students interested in public relations or advertising, for instance, could take additional courses in art and management while majoring in English. They also could learn practical skills through involvement with college media (such as the radio station or the various publications) and arrange internships with local advertising agencies, newspapers, radio or television stations.

The minor should be particularly useful to people considering careers in any field of communications (for example, newspapers, radio or television) or business management. The minor, however, should be worthwhile in general for any student, enhancing her or his college performance and making a useful offering on a transcript for job applications in many fields.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).
1. PSY 241 Mass Media 4 credits
2-3. two courses from: 8 credits
   BUS 310 Professional Communications
   BUS 324 Principles of Marketing
   ENGL 282 Journalism
   ENGL 285 Guilfordian Practicum
   JPS 270/PSY 270 Interpersonal Communications
   PSY 241 Mass Media
   THEA 161 Masterpieces of Cinema
   THEA 262 Gay & Lesbian Cinema
   THEA 265 Artistry in Film
4. Any 290/390 Internship approved by minor coordinator 4 credits

Total credit hours required for communications minor 16 credits

COMMUNITY STUDIES
Coordinator: Barton Parks, Department of Justice and Policy Studies

This new field of study and practice arises from a pervasive sense of disconnection and isolation that has become widespread in American culture. Focusing on building community, the field understands our society’s institutions as on a path of systematically undermining respectful and authentic relatedness among citizens. It also sees this path as the source of many growing pathologies, including individual and systematic prejudice and discrimination and many forms of violence.

Currently, the need for community-building has begun to gain the attention and imagination of many inside and outside the academy. As new disciplines emerge and diverse technological and other forms of expertise expand, we are becoming aware that we still lack the ability to build sustainable systems that enable our endeavors to thrive.

The minor in community studies is not available to community and justice studies majors.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).
1. JPS 103 Community Problem Solving 4 credits
2. JPS 220 Community Building Fundamentals 4 credits
3. JPS 439 Understanding Oppressive Systems 4 credits
4. One course from: 4 credits
   JPS 290 Internship
   JPS 320 Ethics in Justice & Policy Studies
   JPS 424 Trust and Violence
   PHIL 377 Autonomy & Authenticity
   PSY/SOAN 213 Class, Race, and Gender
   SOAN/PECS 345 Social Change: Promoting Peace

Total credit hours required for community studies minor 16 credits

COMPUTING & INFORMATION TECHNOLOGY
Coordinator: Christopher Johnson, Assistant Professor of Computing & Information Technology

The rise of the Internet has highlighted how the use of the computer and information technology has become an integral part of all academic disciplines and a necessity for functioning in the modern world. In expecting Guilford students to become “leaders of change,” the college provides every one of them with access to the extremely powerful research and communication tools that will often be the agents of that change. The computing and information technology minor provides Guilford students with a structure where they can obtain a depth experience that allows them to use the tools effectively, to cope with the rapid change inherent in computing and to analyze the changes in society that the more powerful technology engenders.

Students who complete this minor will be able to apply computing and information technology skills to at least one discipline or area of study. They will be able to program in a high-level computer language and thereby understand the logic by which we get computers to do what we want them to. Finally, they will be able to consider and evaluate the effect of new technologies from an ethical, social or political perspective.

Minor Requirements. The minor requires a minimum of 16 credits (four courses).
1. One course from: 4 credits
   ART 245 Digital Darkroom
   BUS 241 Computers & Management
   BUS 341 Management Information System
   BUS 344 e-Commerce
   CMIT/THEA 274 Digital Graphic Design
   CMIT/BUS 342 Database Systems
   GEOL 340 Images of the Earth
   MATH/PHYS 320 Mathematical Physics
   PSY 301 Research Methods and Analysis
2. One course from: 4 credits
   CMIT 140 Introduction to Computer Programming
   CMIT 141 Advanced Computer Programming
   CMIT 201 Data Structures and Algorithm
   CMIT 340 Software Engineering
3. One course from: 4 credits
   PHIL 241 Computer Ethics
   PHIL 375 Philosophy of Mind
4. CMIT 401/IDS 419 Artificial Intelligence and Artificial Life 4 credits
Total credit hours required for computing and information technology minor 16 credits

CRIMINAL JUSTICE
Coordinator: Jerry Joplin, Department of Justice and Policy Studies

This minor provides non-majors an opportunity to pursue an interest in criminal justice. It introduces students to the major problems of instituting legal control over criminal behavior and the complexity of making legal decisions in a moral context. It enables students to develop an appreciation of the social scientific method and to communicate their experience with criminal justice effectively in writing.

The minor in criminal justice is not available to criminal justice majors. Students majoring in community justice may not use their major coursework toward the criminal justice minor.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).
1. JPS 101 Introduction to Criminal Justice 4 credits
2. JPS 200 Criminal Procedure 4 credits
3-4. Two JPS 300- or 400- level courses excluding JPS 339 Research Methods, JPS 366 Justice and JPS 437 Multicultural Communication 8 credits

Total credits required for criminal justice minor 16 credits

In addition to the course work, students will be required to write a five- to 10-page paper bringing together their diverse experiences in the minor. This minor summary must be submitted to the Department of Justice and Policy Studies during the semester in which a student completes her or his final course for the minor. JPS faculty will grade the minor summary CR/NC and CR is necessary for successful completion of the minor.

DANCE
Coordinator: Christa Wellhausen, Departments of Theatre Studies and Sport Studies

The dance minor is intended for students of any major who wish to discover or continue the development of their creative, technical and performance skills in the fine art of dance. It serves especially well as a companion to majors in the departments of theatre studies, art, sport studies and psychology. The minor seeks to reveal and reintegrate the experiences of mind, body and spirit and to explore the use of art in creating new contexts in which to understand and create personal meaning in life.

Emphases in the minor include a discovery of the student's own expressive potential through the study of established physical dance techniques and the creation of thoughtful works, participation in numerous performances and developing an understanding of dance within contemporary society.

Minor Requirements. The minor requires a minimum of 16 credit hours (six courses).
1. THEA 100/SPST 114 Wonder of Dance 4 credits
2. THEA 101/SPST 112 Modern Dance I 2 credits
3. THEA 103/SPST 110 Beginning Ballet 2 credits
4. THEA 104/SPST 111 Jazz Dance 2 credits
5. THEA 201/SPST 113 Modern Dance II 2 credits
6. THEA 204/SPST 115 Choreography 4 credits

Total credit hours required for dance minor 16 credits
EARTH SCIENCE  
Coordinator: Dave Dobson, Department of Geology and Earth Sciences

The earth science minor is designed for students who would like to gain significant experience in the geological sciences. This minor is suitable for students from every division on campus, including humanities, social sciences, arts and business and policy studies. For instance, an English major might go on to become a technical writer or editor; an art major might be interested in clay and glaze mineralogy or gemology; social scientists may wish to study GIS and mapping techniques; and pre-law students could go on to study environmental law. For majors in the other sciences, physics, chemistry and biology majors could all find the skills learned in the minor useful to their future careers. The most important and rapidly growing fields of science are those that are appearing at the boundaries of scientific disciplines.

The minor in earth science is not available to geology and earth sciences majors.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).

1. GEOL 121 Geology and the Environment 4 credits
2. One course from: 4 credits
   - GEOL 335 Structural Geology
   - GEOL 416 Sedimentology and Stratigraphy
   - IDS 437 Barrier Islands: Ecology and Development
   - IDS 461 Nothin’ But Disasters
3-4. Two courses from: 8 credits
   - GEOL 122 Historical Geology
   - GEOL 223 Hydrology
   - GEOL/BIOL 240 Seminar West
   - GEOL 242 Natural Science Seminars
   - GEOL 311 Optical Mineralogy
   - GEOL 312 Petrology
   - GEOL 340 Images of the Earth: GIS and Remote Sensing
   - GEOL 415 Paleontology
   - GEOL 450 Special Topics

Total credit hours required for earth science minor 16 credits

The minor’s entry point is GEOL 121 or 141. Then students may select from a number of geology lab courses and finally take a specially designated capstone course.

EAST ASIAN STUDIES  
Coordinator: Hiroko Hirakawa, Department of Foreign Languages

This minor offers an interdisciplinary approach to the culture, history and contemporary issues of the area. Acquaintance with a diverse cultural tradition broadens students’ perspectives and helps them appreciate the achievements of societies with different values and behavioral patterns. In so doing, the minor helps students better understand their own culture and fosters a critical understanding of global interdependence in the 21st century.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).

1-4. Four courses from: (At least one course must be at the 300 level or above.) 16 credits
   - HIST 264 The Asian Pacific in Modern Times
   - HIST 266 Contemporary Chinese Society in Film

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HIST 268 History of Chinese Women
HIST 383 Imperial China
HIST 384 China in Revolution
HIST 385 Medieval Japan
HIST 386 Japan: The Road to War
IDS 408/THEA 341 East Asian Theatre
JAPN 202 Intermediate Japanese II
JAPN 220 Women in Modern Japan
JAPN 221 Contemporary Japanese
JAPN 310 Media, Gender and Nation in Japan
PSCI 210 East Asian Politics
PSCI 275 Asia and the World
PSCI 315 Chinese Politics
PSCI 316 China and the World
REL 284 Spread of Buddhism across Asia
REL 319 Buddhist Emptiness

Total credit hours required for East Asian studies minor 16 credits

Note: Courses taken while in China or Japan also apply to the East Asian minor.

ECONOMICS

Coordinators: Robert G. Williams and Robert B. (Bob) Williams, Department of Economics

The economics minor is a package of courses that will provide a career boost for students coming from other majors. In the minor, students learn discipline-specific skills that prepare them for running their own businesses, becoming executives of corporations, managing non-profit enterprises, working for international or environmental organizations or becoming consultants in areas with a practical policy orientation. In addition, students develop transferable skills that prepare them for leadership positions in the widest range of activities, because institutions promote people who can think rigorously, view problems from different angles, make original discoveries about the world and present those discoveries in an articulate way. The economics minor is an attractive asset on one’s resume, and graduate programs in law, business administration, international studies and public policy favor candidates with strong economics backgrounds.

The minor in economics is not available to economics majors.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).
1. ECON 221 Macro: US in World Econ or
   ECON 222 Micro: Public Policy 4 credits
2. Any Economics course 4 credits
3-4. Two Economics courses at the 301 level or above 8 credits

Total credit hours required for economics minor 16 credits

EDUCATION STUDIES

Coordinator: Caryl Schunk, Department of Education Studies

The education studies minor helps students achieve knowledge and abilities important
to citizens and parents, policy-makers in the work place and creators of learning/teaching activities. They develop habits of mind valuable in most professions and areas of responsibility. Through the minor they are able to explore the possibility of education as a profession and bring closure to that work without commitment to licensure. Most importantly, they create a reflective framework for their own education.

Examples of possible directions for an education studies concentrator: A history major interested in museum education would take the minor and do the final internship in a museum, either here or abroad. A science major interested in environmental education would take the minor and do her/his final internship in an environmental education center, here or abroad.

The minor in education studies is not available to education studies majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. EDUC 201 Education Inquiry: First Tutorial 4 credits
2. EDUC 202 Education Inquiry: Second Tutorial 4 credits
3. EDUC 203 Contemporary/Historical Issues in Education 4 credits
4. One course from:
   - EDUC 301 Field Study in Cross-Cultural Education 4 credits
   - EDUC 302 Field Study in Cross-Cultural Education in UDS
   - EDUC 390 Internship

Total credit hours required for education minor 16 credits

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**ENGLISH**

*Coordinator: Heather Hayton, Department of English*

The English minor consists of two separate tracks, literature and writing. The **literature track** involves principally the study of literature, a form of art through which humankind has constantly struggled to express verbally the central concerns of the human condition as understood in each age. English concentrators at Guilford College study the literatures of the English-speaking world, primarily focusing on traditional and non-traditional American and British writers. Courses in literatures in translation, including Caribbean and African literature, are also regularly offered.

The **writing track** offers students the opportunity to focus on the skill of writing while also reflecting on the theory that underlies successful practice. Concentrators will expand their ability to write creatively and critically, thereby both enriching their Guilford experience and building skills that will benefit them in future careers. Students may pursue interests in poetry, fiction, playwriting, journalism, technical writing and/or literary non-fiction.

Concentrators may choose to fulfill the requirements for one or the other track, but cannot mix the two.

*The minor in English is not available to English majors.*

**Minor Requirements for Literature Track.** The minor requires a minimum of 16 credit hours (four courses).

1. ENGL 200 Introduction to Literary Studies 4 credits
2. One course (lit survey) from:
   - ENGL 221 British Literature I 4 credits
   - ENGL 222 British Literature II
   - ENGL 225 American Literature Survey I
   - ENGL 226 American Literature Survey II
ENGL 230 African American Lit
ENGL 270 World Literature

3-4. Two courses (300-400-level literature) from: 8 credits
   ENGL 306 Medieval Literature
   ENGL 309 Early Modern Literature
   ENGL 327 British Romantic Literature
   ENGL 328 Victorian Literature
   ENGL 331 Black Women Writers
   ENGL 332 Black Men Writers
   ENGL 334 African Women Writers
   ENGL 338/IDS 422 Harlem Renaissance
   ENGL 342 American Romanticism
   ENGL 372 Modern Poetry
   ENGL 376 Contemporary Fiction
   ENGL 377/IDS 409 Readings in Gay and Lesbian Studies
   ENGL 378 Caribbean Literature
   ENGL 400 Senior Seminar

Total credit hours required for English literature track minor 16 credits

Minor Requirements for Writing Track. The minor requires a minimum of 16 credit hours (four courses).

1. ENGL 200 Introduction to Literary Studies 4 credits
2-3. Two courses from: 8 credits
   ENGL 210 Playwriting Workshop
   ENGL 211 Poetry Workshop*
   ENGL 212 Fiction Workshop**
   ENGL 282 Journalism
   ENGL 285 Guilfordian Practicum
   ENGL 382 Technical and Professional Communication

4. One course from the following (students may not repeat any course taken in #2-3 above): 4 credits
   ENGL 210 Playwriting Workshop
   ENGL 211 Poetry Workshop*
   ENGL 212 Fiction Workshop**
   ENGL 282 Journalism
   ENGL 285 Guilfordian Practicum
   ENGL 372 Modern Poetry
   ENGL 376 Contemporary Fiction
   ENGL 380 Rhetoric & Composition
   ENGL 382 Technical and Professional Communication
   ENGL 390 Internship
* requires ENGL 206 or permission of instructor as prerequisite
** requires ENGL 207 or permission of instructor as prerequisite

Total credit hours required for English writing track minor 16 credits

NOTE: The department will periodically add courses to the above lists. Please check with the minor coordinator.

Students will develop a plan of study in ENGL 200. They will then process the coherence of the English minor via a portfolio of work done in the four courses in the minor
Students will submit this portfolio to the English minor subcommittee of the English department.

The portfolio should include sample copies of work done in the four courses in the minor (or three courses plus internship) and a five-page reflective paper.

In this paper, which should neither summarize the four courses/internship nor the papers included in the portfolio, minors should reflect on their experience with the minor in light of the coherence plan they developed in ENG 200. They might, for example: define their personal goals in undertaking the minor; demonstrate how and why those goals have or have not been achieved in the four chosen courses/internship; provide clear examples of how their experience in the courses/internship has informed and challenged their ways of thinking; and discuss what that change in thinking has meant to them and how they expect to utilize the knowledge and analytical skills gained in their careers and/or lives in the future.

Minors must meet with a member of the English minor subcommittee before beginning the paper.

Portfolios are due by the Monday of the 14th week of the semester.

ENVIRONMENTAL STUDIES
Coordinator: Angie Moore, Department of Geology and Earth Sciences

Environmental studies provides an interdisciplinary program that emphasizes the relationship between humans and the environment. It allows students to study and address a fundamental issue of our times—the quality of the Earth’s environment and the sustainable use of its natural resources. The program’s focus on justice, global awareness, service to the larger community and the concept of nature as sacred are in keeping with Guilford’s five academic principles and its Quaker heritage. For the purposes of the environmental studies program, courses of environmental relevance at Guilford have been divided between science courses, or environmental science, and non-science courses, or environmental policy and thought.

Minor Requirements. The minor requires a minimum of 20 credit hours (five courses). One course must be at the 300 level.

1. ENVS 101 Introduction to Environmental Studies 4 credits
2-3. Two courses from: 8 credits

- BIOL 112 Integrative Biology: Organisms, Ecology, Evolution
- BIOL 115 General Botany
- BIOL 212 Environmental Science
- BIOL 224 Field Botany
- BIOL 235 Vertebrate Field Zoology
- BIOL 242/GEOL 242 Natural Science Seminars
- BIOL 333 Ichthyology
- BIOL 334 Animal Behavior
- BIOL 336 Ornithology
- BIOL 438 General Ecology
- CHEM 105 Chemistry of Recycling
- CHEM 111 Chemical Principles I
- ENVS 330/GEOL 230 Environmental Pollution
- GEOL 121 Geology and the Environment
- GEOL 141 Oceanography
- GEOL 223 Hydrology
- GEOL 340 Images of the Earth: GIS and Remote Sensing
FIELD BIOLOGY

Coordinator: Lynn J. Moseley, Department of Biology

A minor in field biology will allow students to select four courses that emphasize studies of animals and plants in their natural environment. The minor aims to increase students’ awareness of the biological diversity of plants and animals in different habitats and to enable students to develop a detailed understanding of specific groups of animals (such as birds or fish) and plants (e.g., deciduous trees).

Courses in the field biology minor involve hands-on work in the field and laboratory, supplemented by reading in the scientific literature and, where appropriate, by computer models or simulations. By careful selection of courses for the minor, students will be able to study in all the major habitat types found in North Carolina. Through summer programs such as Seminar West, Biology and Geology of East Africa or School for Field Studies courses, students are able to study in some of the most biologically rich field sites in the world. An independent research project could also substitute for one of the four courses in the minor.

The minor in field biology is not available to biology majors.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses). Appropriate prerequisites are necessary for upper-level courses.

1-4. Four courses from the following: (At least one course must be at the 300-level or above.) 16 credits
   BIOL 112 Integrative Biology: Organisms, Ecology and Evolution
   BIOL 115 General Botany
   BIOL 224 Field Botany
   BIOL 233 NC Freshwater Fishes
BIOL 235 Vertebrate Field Zoology
BIOL/GEOL 240 Seminar West
BIOL 242 Natural Science Seminars
BIOL 332 Invertebrate Zoology
BIOL 333 Ichthyology
BIOL 334 Animal Behavior
BIOL 336 Ornithology
BIOL 438 General Ecology

Total credit hours required for field biology minor 16 credits

FORENSIC SCIENCE
Coordinator: Frank P. Keegan, Department of Biology

The minor in forensic science provides students with a focused and coherent study of the techniques used by various disciplines to analyze evidence found at the scene of a crime. The focus is on the meaning and significance of physical evidence and its role in criminal investigations. Techniques and insights provided by the scientific areas of chemistry, biology, physics and geology are used to explore the utility and limitations that technology and knowledge impose on the individualization and characterization of forensic evidence.

The study of forensics makes science relevant and pertinent to the interests and goals of pre-law students and those interested in pursuing careers with the FBI or other law enforcement agencies, in pathology, in creative writing or with international agencies monitoring ethnic and political violence.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).
1. BIOL 245 Intro to Forensic Science 4 credits
2. BIOL/CHEM 246 Forensic Chemistry 4 credits
3. BIOL 349 Forensic Anthropology 4 credits
4. JPS 200 Criminal Procedure 4 credits

Total credit hours required for forensic science minor 16 credits

FRENCH LANGUAGE AND SOCIETY
Coordinator: Maria P. Bobroff, Department of Foreign Languages

This minor provides access to French culture as well as insights into our own culture. The program focuses on language-learning as a living, functioning and fun activity, and combines the development of language skills with the discovery of new ways to see and think about different cultures. It fosters international understanding and provides knowledge and skills that are becoming increasingly essential in our evolving global society.

The minor in French language and society is not available to French majors.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses) at the 200 level or above, all taught in French.
1. FREN 220 Intro to Literary and Cultural Analysis 4 credits
2. One course from:
   FREN 310 Contemporary France 4 credits
   FREN 311 The Francophone World
   FREN 315 French & Francophone Cinema
   Any French course at the 200 level or above taught in French in a
   www.guilford.edu
French-speaking country.

3-4. Two French courses at the 200 level or above excluding FREN 260, 290, 360, 390, 460 8 credits

FREN 201 Intermediate French
FREN 220 Intro to Literary and Cultural Analysis
FREN 310 Contemporary France
FREN 311 The Francophone World
FREN 315 French & Francophone Cinema
FREN 365 Literature & Culture: Period
FREN 375 Lit & Culture: Theme
FREN 385 Literature & Culture: Genre
FREN 400 Senior Seminar
FREN 250, 350, 450 Special Topics

Total credit hours required for French language and society minor 16 credits

GERMAN LANGUAGE AND SOCIETY
Coordinator: David J. Limburg, Department of Foreign Languages

This minor provides access to German culture as well as insights into our own culture. The program focuses on language-learning as a living, functioning and fun activity, and combines the development of language skills with the discovery of new ways to see and think about different cultures. It fosters international understanding and provides knowledge and skills that are becoming increasingly essential in our evolving global society.

The minor in German language and society is not available to German/German studies majors.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses) at the 200 level or above, all taught in German.
1. GERM 202 Intermed German II 4 credits
2. One course from:
   GERM 310 Contemporary German Culture
   GERM 311 German Youth Culture
   GERM 320 Culture and Society: The Weimar Republic
   Any GERM course at the 200 level or above taught in German in a German-speaking country
3-4. Two German courses at the 200 level or above excluding GERM 260, 290, 360, 390, 460 8 credits

Total credit hours required for German language and society minor 16 credits

HISTORY
Coordinator: Timothy Kircher, Department of History

The history minor focuses on understanding the relevance of past events to contemporary concerns, researching the range of primary sources (oral, written, visual), reading these sources in the context of other information in order to determine the bias both of the sources and of their interpreters and writing and speaking clearly about the result. Our courses embrace actors and events from Africa, Asia, Europe, Latin America and the United States from the pre-Christian era to recent times.

The minor in history is not available to history majors.
Minor Requirements. The minor requires a minimum of 16 credit hours (four courses) in one of the following three geographical clusters. Each student taking the history minor must take at least one 300-level course within their chosen geographical region.

Minor Requirements for focus in European History
1-4. Four courses from: 16 credits
- HIST 101 The Medieval Web
- HIST 102 Web of Europe since 1400
- HIST 233 Medieval Civilization: Crusades and Chivalry
- HIST 235 Renaissance in Florence
- HIST 236 Reformation: Luther to Fox
- HIST 237 Europe in Revolution, 1789-1918
- HIST 238 War and Peace: 20th Century Europe
- HIST 255 The Second World War
- HIST 325 The European Union
- HIST 335/IDS 452 Ancient Greece
- HIST 336 The Elizabethan Age
- HIST 355 The Cold War
- Plus any HIST 250 or 450 with a European theme

Total credit hours required for history, European history focus minor 16 credits

Minor Requirements for focus in Modern World History
1-4. Four courses to include one course each on Africa, Asia, Europe or Latin Am 16 credits
- HIST 237 Europe in Revolution
- HIST 238 War and Peace: 20th Century Europe
- HIST 242 Africa since 1800
- HIST 255 The Second World War
- HIST 264 Asian Pacific in Modern Times
- HIST 266 Contemporary Chinese Society in Film
- HIST 272 Modern Latin America
- HIST 384 China in Revolution
- HIST 386 Japan: The Road to War
- Plus any HIST 250 or 450 from the 19th and 20th century

Total credit hours required for history, modern world history focus minor 16 credits

Minor Requirements for focus in U. S. History
1-4. Four courses from: 16 credits
- HIST 103 US Origins from Pre Colonial to 1877
- HIST 104 US from 1877 to Present
- HIST 105 US Imperialism Progressivism
- HIST 221 Changing Face of the South
- HIST 222 North Carolina History
- HIST 223 Gender and Power in US History
- HIST 225 African-American History
- HIST 302 Economic History of the United States
- HIST 303 US Social History
- HIST 308 Underground Railroad
- HIST 311 US History since 1945
- HIST 315 Civil Rights Movement
- Plus any HIST 250 or 450 with a U.S. theme

Total credit hours required for history, U.S. history focus minor 16 credits
HUMAN RESOURCE MANAGEMENT
Coordinator: Alvin Gibson, Department of Business Management

This minor provides a structure within which students gain an exposure to the study of human relations in organizations. Students will learn various ways of how people can work effectively to achieve overall organizational goals as well as fulfill personal goals while understanding the legal parameters that surround these issues. Although none of the courses have pre-requisites and therefore are open to all majors on campus, it is highly recommended that BUS 215 (Business Law) and BUS 249 (Principles of Management) be taken first, as BUS 321 (Human Resource Management and Law) is the culminating course that combines all the material from the other classes.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses). Students should consult with the coordinator to select an appropriate elective that will serve as a focus course for the minor.

1. BUS 215 Business Law 4 credits
2. BUS 249 Business Management 4 credits
3. One course from: 4 credits
   - BUS 310 Professional Communications
   - BUS 320 Organizational Behavior
   - JPS 244 Conflict Resolution Strategies
   - JPS 310 Public Management and Organizational Theory
   - JPS 323 Diversity at Work
   - PSY 332 Industrial and Organizational Psychology
   - SOAN 229 Social Organization of Work
4. BUS 321 Human Resource Law and Management 4 credits

Total credit hours required for human resource management minor 16 credits

It is recommended that business management majors who are minoring in human resource management and law take Business Ethics or Legal Decisions as their IDS course.

INTEGRATED SCIENCE
Coordinator: Lynn J. Moseley, Department of Biology

The integrated science minor is designed to provide students with a broad exposure to a variety of scientific disciplines. Such a broad exposure is essential for citizens and potential leaders who seek to understand the breaking news stories that dominate the headlines in the 21st century. Intelligent decision-making on issues such as stem cell research, the use of the anthrax bacillus as a biological weapon, the ozone holes and potential remedies or the underlying causes of global warming, require knowledge of chemistry, mathematics, physics, geology and biology. Completion of the integrated sciences minor will provide a solid underpinning for advanced study in the sciences, as well as an appropriate background for students interested in pursuing careers in business, journalism, the law, the social sciences or politics.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses). One of the four courses must be a 300 or 400-level capstone course. In some cases a student might have to take more than three courses to meet the prerequisites of a capstone course.

1-3. Three courses from: 12 credits
   - BIOL 111 Integrative Biology: Molecules and Cells
   - BIOL 112 Integrative Biology: Organisms, Ecology and Evolution
   - JPS 223 Public Management and Organizational Theory
   - JPS 232 Diversity at Work
   - PSY 312 Industrial and Organizational Psychology
   - PSY 332 Industrial and Organizational Psychology
   - SOAN 229 Social Organization of Work

Total credit hours required for integrated science minor 16 credits

It is recommended that business management majors who are minoring in human resource management and law take Business Ethics or Legal Decisions as their IDS course.
CHEM 111 Chemical Principles I  
CHEM 112 Chemical Principles II  
MATH 112 Elementary Statistics  
MATH 115 Elementary Functions  
MATH 121 Calculus I  
MATH 122 Calculus II  
MATH 123 Accelerated Calculus  
PHYS 121 Classical & Modern Physics I  
PHYS 122 Classical & Modern Physics II  
PHYS 211 College Physics I  
PHYS 212 College Physics II  

4. One course from:  
   - BIOL 313 Molecular Cell Biology  
   - CHEM 331 Physical Chemistry I  
   - CHEM 341 Instrumental Analysis  
   - GEOL 416 Sedimentology and Stratigraphy  
   - IDS 404 Antarctica  
   - IDS 424 The Sea & Us  
   - IDS 437 Barrier Islands: Ecology & Development  
   - IDS 461 Nothin’ But Disasters  

Total credit hours required for integrated science minor 16 credits

INTERNATIONAL BUSINESS MANAGEMENT  
Coordinator: Richard Hackworth, Department of Business Management

The international business management minor provides students with exposure to and implementation of international business management theories necessary to conduct business globally. This minor will assist students in understanding the practice of global business and how culture influences the practice of management. Students will also learn the difference between studying international business from a theoretical perspective and studying it in an applied way. Knowledge and concepts from the areas of business management, international studies, economics and political science are included to maximize learning the practice of global management.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).

1. ECON 221 Macro: U.S. in World Economy 4 credits  
2. BUS 346 International Business 4 credits  
3. BUS 349 International Management 4 credits  
4. One course from:  
   - BUS 321 Human Resource Law and Management  
   - ECON 432 International Economics  
   - PSCI 330 International Political Economy  
   - PSCI 391 Globalization and Its Discontents  

Total credit hours required for international business management minor 16 credits

Note: The only course with a prerequisite is ECON 432 and the prerequisite is ECON 221, which is one of the required courses for the minor.
INTERNATIONAL POLITICAL ECONOMY

Coordinators: Robert G. Williams, Department of Economics and Kenneth E. Gilmore, Department of Political Science

Understanding the complexities of global finance, production and trade; describing and explaining the patterns of capital accumulation on a world scale; clarifying the connections among state-making, international markets and world development—requires the integration of the theoretical insights of the disciplines of economics and political science. The international political economy minor encourages students to explore the interplay of economics and politics in the global arena. Students will learn the contending analytical perspectives that characterize scholarship on the politics of international economic relations. Students will also become familiar with the tools of economic analysis, including how to read a balance of payments table, how to analyze a foreign exchange market and how to evaluate the impact of international capital flows on domestic policy. The basic principles developed in introductory level courses are applied to real-world issues in the upper-level course electives.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).

1. ECON 221 Macro: U.S. in World Economy 4 credits
2. PSCI 330 International Political Economy 4 credits
3. One course from:
   - ECON 335/IDS 414 Comparative Economic System 4 credits
   - ECON 336/IDS 433 Economic and Social Development of Latin America 4 credits
   - ECON 432 International Economics 4 credits
4. PSCI 391 Globalization and Its Discontents 4 credits

Total credit hours required for international political economy minor 16 credits

INTERPERSONAL COMMUNICATION

Coordinator: Jerry Joplin, Department of Justice and Policy Studies

In an increasingly complex and socially diverse world, individuals need to be able to communicate effectively and to develop and maintain strong personal relationships with people close to them and from very different backgrounds. This interdisciplinary minor engages studies in examining interpersonal communication in order to understand communication processes and styles and the subtle ways cultural differences enhance or inhibit relationships. Courses in the minor explore both intrapersonal communication (internal mental and emotional processes that shape selection and interpretation of communication) and interpersonal communication (the process through which individuals interact, build relationships and create meaning). Students study conflict and ways in which it can be managed and transformed to enhance relationships. The influence and importance of understanding cultural differences and their impact on interpersonal communications is examined throughout the minor.

The minor would be of special interest to adults seeking to communicate more effectively with family members, friends and intimate partners. Courses in the minor feature highly interactive and experiential activities in the classroom and local community that integrate and apply communications theory to authentic personal relationships.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).

1. JPS/PSY 270 Interpersonal Communications 4 credits
2. JPS 244 Conflict Resolution Strategies 4 credits

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3. JPS 323 Diversity at Work 4 credits
4. JPS 437 Multicultural Communications 4 credits

Total credit hours required for interpersonal communication minor 16 credits

Note: This minor will be offered only in the evening schedule for CCE students.

JAPANESE LANGUAGE AND SOCIETY
Coordinator: Hiroko Hirakawa, Department of Foreign Languages

This minor provides access to Japanese culture as well as insights into our own culture. The program focuses on language learning as a living, functioning and fun activity, and combines the development of language skills with the discovery of new ways to see and think about different cultures. It fosters international understanding and provides knowledge and skills that are becoming increasingly essential in our evolving global society.

Minor Requirements. The minor requires a minimum of 20 credit hours (five courses).

1-4. Four Japanese (JAPN) courses 16 credits
5. One course from: HIST 385, 386; JAPN 220, 221, 310; REL 106, 311 4 credits

Total credit hours required for Japanese language and society minor 20 credits

LATIN AMERICAN STUDIES
Coordinator: Sylvia Trelles, Department of Foreign Languages

This minor offers an interdisciplinary approach to cultures, history and current issues of the area. An acquaintance with a diverse cultural tradition will broaden students’ perspectives and help them understand and appreciate the achievement of societies with different cultural values and behavioral patterns. In so doing, the program fosters a critical understanding of global interdependence in the 21st century.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses). Spanish language courses are not acceptable; however, content courses taught in Spanish are. To provide depth, at least one of the four courses must be at the 300 level or above.

1-4. Four courses from: 16 credits
- ECON 336/IDS 433 Economic and Social Development
- ENGL 378 Caribbean Literature
- HIST 271 Colonial Latin America
- HIST 272 Modern Latin America
- SOAN 245 Race/Ethnicity in Latin America
- SOAN 330 Inequality in Latin America
- SOAN 331 Latino Migration Patterns
- SOAN 425 Latin American Politics
- SPAN 310 Contemporary Latin America
- SPAN 320 Culture & Society: Mexico, Central America & Caribbean
- SPAN 322 Culture and Society: South America
- SPAN 340 Film, Life, and Literature of Latin America
- SPAN 402 Senior Seminar: Latin American

Total credit hours required for Latin American studies minor 16 credits
MATHEMATICS FOR THE SCIENCES  
*Coordinator: Jonathan Hatch, Department of Mathematics*

Mathematics is often called the language of the sciences. As such it provides a means by which scientists model that which they observe in the “worlds” they seek to describe and those simulated in their laboratory experiments. A primary means of such modeling is through the use of elementary functions whose analysis is a major focus of calculus.

Mathematics for the sciences is a minor within mathematics itself that provides students with the understanding of and techniques for modeling using the elementary functions and techniques of calculus. The minor is designed primarily for physics and other natural science majors who are interested in modeling or are preparing for graduate study. However, it is appropriate as well for some social science and business and policy study majors, especially those interested in economic systems.

*The minor in mathematics for the sciences is not available to mathematics majors.*

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. MATH 225 Multivariable Calculus 4 credits
2-4. Three courses from: 12 credits
   - MATH 121 Calculus I
   - MATH 122 Calculus II
   - MATH 123 Accelerated Calculus
   - MATH 310 Probability and Statistics
   - MATH/PHYS 320 Mathematical Physics
   - MATH 325 Linear Algebra
   - MATH 475 Seminar in Mathematics

Total credit hours required for mathematics for the sciences minor 16 credits

MEDIEVAL / EARLY MODERN STUDIES  
*Coordinator: Heather Hayton, Department of English*

The medieval and early modern period (ca. 400-1800 C.E.) has been profoundly formative of the world we live in today. Study of this period, a time markedly different from our own, provides a crucial vantage point for understanding the present age. The medieval/early modern studies minor aims at introducing students to interdisciplinary developments in literature, religion, history, philosophy and culture. It explores such matters as: the determination of life's meaning; the encounter with diverse civilizations; the pursuit (or evasion) of truth through reason, faith and experience; the unsettled confluence of three great world religions (Christianity, Judaism and Islam); the relation among religion, arts and science; the origins of romantic love and humanism; the development of bourgeois society and urban centers out of feudalism and manorialism; the emergence of the great national literatures of Europe; and the shaping of the mythological foundations of the modern West.

Although the locus of study is clearly Europe, students may take courses in medieval China, Japan and Africa, which offer alternative perspectives on this time period and our own.

**Minor Requirements.** The minor requires a minimum of 17 credit hours (four courses).

1. GST 225 Medieval & Renaissance Culture 1 credit
2-5. Four courses from: 16 credits
   - ART/HIST 235 Renaissance in Florence

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Various special topics courses that are medieval or early-modern in content may also be counted toward the minor (for example, ENGL 250 Dante, ENGL 350 Chaucer or HIST 250 Studies in the Renaissance). Please see the MEMS coordinator for petition information.

In order to provide coherence to the minor, students are required to build a portfolio of major essays that they have written in each of their four courses. Students will cap this portfolio with an analytical summary prior to completing the minor.

**MONEY AND FINANCE**
*Coordinators: Raymond E. Johnson, Department of Accounting; Daryl Samsell, Department of Business Management and Robert G. Williams, Department of Economics*

The money and finance minor is a package of courses designed to prepare students to be successful in a wide variety of careers, including banking, investments and international business. The central skills that students learn in these courses are to read and analyze critically an organization’s financial reports and to think strategically about positioning an organization in the financial environment. The money and finance minor provides students with an introduction to the economic environment and basic economic, accounting, and finance concepts, a complete introduction to the banking system and tools that can be applied to for-profit and not-for-profit businesses.

The minor enhances and complements major fields of study such as accounting, management and economics. It also prepares liberal arts students with the essential business skills that will enable them to move into a managerial career track later on. Former graduates of this minor have said it provided them with excellent basic preparation for graduate school in business administration.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).
1. ACCT 201 Introduction to Accounting 4 credits
2. ECON 221 Macro: US in World Economy 4 credits
3. BUS 332 Financial Management 4 credits
4. BUS/ECON 333 Money and Banking 4 credits

Total credit hours required for money and finance minor 16 credits

Additional prerequisites for BUS 332 include MATH 112 Elementary Statistics or MATH 121 Calculus I, ACCT 301 Intermediate Accounting I and BUS 241 Computers and Management.

MUSIC

Coordinator: Timothy H. Lindeman, Department of Music

The music minor offers students the opportunity to explore the world of music, both in academic situations as well as in performance. A student can complete it by taking four academic courses (two of which are specified by the department), or by taking two academic courses and a variety of performance studies or ensembles. Thus a student can pursue an interest in either theory and history or performance areas.

The minor will engage the student on many levels: intellectually, emotionally and creatively. By requiring two specific courses, the department guarantees that the student receives exposure to important theoretical and historical constructs while at the same time being free to pursue a performance goal or contribute to the campus community by taking part in ensembles.

The minor in music is not available to music majors.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).
1. MUS 101 Music Theory I 4 credits
2. MUS 310 Music History I or MUS 311 Music History II 4 credits
3-4. Any additional music courses 8 credits

Total credit hours required for music minor 16 credits

NON-PROFIT MANAGEMENT

Coordinator: Vicki Foust, Department of Business Management

This minor provides students with basic management concepts and tools to enhance the marketability of their liberal arts education, as well as prepare them to understand and participate more effectively in work in the non-profit sector. It will provide grounding for non-management majors in practical applications that will serve them well throughout their lives.

Minor Requirements. The minor requires a minimum of 20 credit hours (five courses).
1. ACCT 201 Intro Accounting 4 credits
2. BUS 120 Intro to Business or BUS 249 Business Management 4 credits
3. BUS 371 Nonprofit Management 4 credits
4. One course from:
   ECON 222 Micro: Public Policy
   JPS 244 Conflict Resolution Strategies
   JPS 313 Law and Society
   JPS 323 Diversity at Work

Total credit hours required for non-profit management minor 20 credits
PSCI 204 Public Policy & Administration
PSCI 240 American Political Thought
PSY 332 Industrial/Organizational Psychology
SOAN 102 Social Problems
SOAN 229 Social Organization/Work
SOAN 246 Mediation and Conflict Intervention
SOAN 345 Social Change: Promoting Peace
5. Approved 290/390 Internship 4 credits

Total credit hours required for non-profit management minor 20 credits

ORGANIZATIONAL COMMUNICATION

Coordinator: Jerry Joplin, Department of Justice and Policy Studies

This minor provides substantive interdisciplinary focus on communication processes and systems that operate in organizations of all kinds and affect the performance of functional units and their employees with a vital impact on organizational outcomes, employee morale and teamwork. Research indicates that specific knowledge of internal and external communication processes is important for managers and employees at all levels. Courses in the minor draw upon theory and research from several social sciences with multiple practical applications to organizational communication and resource management.

Students choosing this minor will give sustained attention to the direct and indirect ways in which communication processes and social dynamics affect organizations and employee interaction. They will learn how to adapt communication approaches for colleagues, supervisors and interdependent work teams. This minor will have particular relevance for managers working in large and small organizations, including volunteer and non-profit groups, government agencies, law enforcement, social and health services, small businesses and large corporations. Students will gain greater understanding of organizational structures and communication processes and learn to be more effective as individuals, managers and members of work groups.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).
1. JPS 271 Organizational Communication & Teamwork 4 credits
2-4. Three courses from: 12 credits
   JPS 244 Conflict Resolution
   BUS 321 Human Resources Law and Management
   JPS 323 Diversity at Work
   PSY 332 Industrial and Organizational Psychology

Total credit hours required for organizational communication minor 16 credits

Students pursuing this minor must write one paper of six pages in length in each of the four courses. Each paper will fulfill a course assignment and also provide coherence by demonstrating how key constructs and processes of organizational communication apply to the content and processes of the specific course.

Note: This minor will be offered only in the evening schedule for CCE students.
PEACE AND CONFLICT STUDIES

Coordinator: Vernie Davis, director of peace and conflict studies and director of the Conflict Resolution Resource Center

Peace and conflict studies is an interdisciplinary minor that studies the nature of conflict and violence, the possibilities of social change and the means for resolving and transforming conflict nonviolently. The minor draws on Guilford’s Quaker heritage by seeking the roots of situations of injustice and oppression, exploring nonviolent social change, emphasizing each individual’s search for truth within different levels of community and focusing on practical problem-solving. Peace and conflict studies melds two related fields of study, conflict resolution and peace studies, in a complementary, creative interaction. It encourages an interdisciplinary, holistic relationship between personal and social change, structured modes of conflict resolution and creative nonviolent activism, careful analysis of structural violence and exploration of spiritual foundations for peaceable living and action.

Students in the minor engage in critical analysis in several key components of the field: theories of war and peace; central concepts in peace research; the interrelation among the personal, local and global levels of conflict and possibilities of reducing conflict; and methods and practices of conflict resolution, reduction and transformation. Students build skills that help them to solve problems of violence and conflict, to listen carefully and caringly to others in the midst of conflict and to contribute to organizing groups and actions concerned with social change and conflict resolution and transformation.

Minor Requirements. The minor requires a minimum of 21 credit hours (six courses).

1. PECS 101 Introduction to Peace & Conflict Studies 1 credit
2-3. One course from: 4 credits
   - PECS 103 Voices of Liberation
   - PECS/SOAN 246 Mediation/Conflict Intervention
   - PECS 250 Special Topics
   - PECS 315 Human Rights
   - PECS 316 Globalization from an Ethical Perspective
   - PECS 330 Nonviolence: Theories and Practice
   - PECS/SOAN 345 Social Change: Promoting Peace
   - PECS 350 Special Topics
4. PECS 290/390 Internship 4 credits
5. One course from: 4 credits
   - PECS 405 Quakers, Community & Commitment
   - PECS 445 Culture, Conflict, Negotiation
   - PECS 450 Special Topics
   - PECS 468 Spirit/Social Change
   - PECS 470 Senior Thesis
   - PECS 490 Departmental Honors
6. One course from: 4 credits
   - ECON 432 International Economics
   - HIST 225 African American History
   - HIST 237 Europe in Revolution, 1789-1918
   - HIST 238 War and Peace: 20th Century Europe, 1914 - present
   - HIST 255 The Second World War
   - HIST 308 The Underground Railroad
   - HIST 315 The Civil Rights Movement
   - IDS 435/SOAN 325 Understanding Poverty
JPS 220 Community Building Fundamentals
JPS 244 Conflict Resolution Strategies
JPS 424 Trust and Violence
JPS 425 Family Violence
PECS 103 Voices of Liberation
PECS 201 Mediation Training
PECS/SOAN 246 Mediation & Conflict Intervention
PECS 250 Special Topics
PECS 260 Independent Study
PECS 290 Internship
PECS 301 Facilitation Training
PECS 315 Voices of Liberation
PECS 316 Globalization from an Ethical Perspective
PECS 330 Nonviolence: Theories and Practice
PECS/SOAN 345 Social Change: Promoting Peace
PECS 350 Special Topics
PECS 360 Independent Study
PECS 390 Internship
PECS 401 Mediation Trainers Practicum
PECS 405 Quakers, Community, Commitment
PECS/SOAN 445 Culture, Conflict, Negotiation
PECS 450 Special Topics
PECS 460 Independent Study
PECS 468 Spirit/Social Change
PECS 470 Senior Thesis
PECS 490 Departmental Honors
PHIL 249 Pacifism & Just War Theory
PSCI 103 International Relations
PSCI 275 Asia and the World
PSCI 345 Avoiding War, Making Peace
PSCI 391 Globalization & Its Discontents
SOAN 105 The Anthropology of Colonialism
SOAN 413 Gender Violence
SOAN 425 Latin American Politics

Total credit hours required for peace and conflict studies minor 21 credits

PHILOSOPHY
Coordinator: Vance Ricks, Department of Philosophy

The philosophy minor consists of four courses. Together, they enable students to: develop and awareness of the breadth and depth of the field of philosophy; develop the skills used in and virtues central to, philosophical inquiry and debate, at least to a degree of excellence reasonable to expect of a non-major; and engage students as active participants in that inquiry and debate.

The minor in philosophy is not available to philosophy majors.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).
1. PHIL 100 Introduction to Philosophy or
PHIL 111 Ethics 4 credits
2. PHIL 201 Ancient Western Philosophy or PHIL 202 Modern Western Phil 4 credits
3. Any Philosophy course 4 credits
4. PHIL 401 Contemporary Analytic Philosophy 4 credits
Total credit hours required for philosophy minor 16 credits

PHILOSOPHY OF MATHEMATICS

Coordinators: Nancy Daukas, Department of Philosophy and Elwood G. Parker, Department of Mathematics

The portals to Plato's academy contained the message (paraphrased): “Let no one enter here who does not know mathematics.” As this quotation suggests, there is a rich history to the connections between mathematics and philosophy. The philosopher-mathematician tradition continues today and can be found in, among others, the theories of Formalism, Intuitionism and Platonism.

Philosophy of mathematics is a cross-disciplinary and cross-divisional minor that investigates the connections between philosophy and mathematics. It is particularly designed as a companion to either a philosophy or mathematics major.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).

Required of Philosophy majors
1. MATH 112 Elementary Statistics or MATH 310 Probability and Statistics 4 credits
2. One course from:
   MATH 121 Calculus I
   MATH 122 Calculus II
   MATH 123 Accelerated Calculus
   MATH 225 Multivariable Calculus
3. MATH 231 Foundations of Mathematics or MATH 235 Geometry 4 credits
4. MATH 232/PHIL 293 Infinity, Undecidability, Non-computability 4 credits
Total credit hours required for philosophy of mathematics minor majoring in philosophy 16 credits

Required of Mathematics majors
1. PHIL 201 Ancient Western Philosophy or PHIL 202 Mod West Phil 4 credits
2. PHIL 292 Formal Logic 4 credits
3. PHIL 401 Topics in Contemporary Analytic Philosophy 4 credits
4. MATH 232/PHIL 293 Infinity, Undecidability, Non-computability 4 credits
Total credit hours required for philosophy of mathematics minor majoring in mathematics 16 credits

PHYSICS

Coordinator: Thomas P. Espinola, Department of Physics

The common thread connecting the different goals and focuses of students pursuing a physics minor is the physicist's approach to thinking about, modeling and understanding the universe. This process relies on clear, analytical and often abstract thinking but is ultimately grounded in concrete reality as exposed by experiment. Reaching a clear, realistic understanding of some aspect of the world is of value in not only science and engineering
but also business, medicine, law and many other fields.

The physics minor will be most useful for majors in other sciences or education who wish to increase their exposure to analytical, mathematical and computational tools which they may later wish to use in their chosen fields of study. These may include chemistry majors interested in physical chemistry, geology majors interested in geophysics and biology majors interested in biophysics. Mathematics majors wishing to gain experiences with hands-on, real-world problems that require the tools of mathematics would also be interested in this minor. The minor will be of value to students in other fields and will be individualized to maximize exposure to skills useful the individual in his or her chosen field of study.

Each student pursuing the physics minor will design a program of study with his or her adviser(s). Most students will choose to take Physics I, II and III. An independent research project is optional but encouraged.

*The minor in physics is not available to physics majors.*

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses), at least four of which must be in experimental physics and eight in theoretical physics.

1. PHYS 121 Classical & Modern Physics I 5 credits
2. PHYS 122 Classical & Modern Physics II 5 credits
3. One course from:
   - PHYS 231 Experimental Physics I 2 credits
   - PHYS 232 Experimental Physics II
   - PHYS 210 Observatory Practice
4. Any Physics course 4 credits

Total credit hours required for physics minor 16 credits

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**POLITICAL SCIENCE**

*Coordinator: Kenneth E. Gilmore, Department of Political Science*

Political science is the study of politics and government. More broadly defined, it is the study of values, behaviors and institutions that relate directly or indirectly to the making of policy in society. It is concerned with the rights and responsibilities of citizens and the relations of people with their governments. At Guilford College, political science is an integral part of the liberal arts curriculum. Perceived as both an art and a science, the discipline allows students to study political behavior in its ideological, cultural, historical and institutional settings. The curriculum provides students with a broad knowledge of domestic and foreign political institutions, processes and issues. A grouping of political science courses will offer non-political science majors insight into how decisions relating to scarce resources are made.

*The minor in political science is not available to political science majors.*

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1-2. Two courses from: 8 credits
   - PSCI 101 American Political System
   - PSCI 103 International Relations
   - PSCI 105 Comparative Politics
   - PSCI 106 Classics of Political Thought

3-4. Two 300 or 400 level political science courses 8 credits

Total credit hours required for political science minor 16 credits
In addition, students are required to write a reflective paper bringing together their diverse experiences in the minor. This reflective paper must be submitted to the Department of Political Science during the semester in which a student completes her or his final course for the minor. Faculty in the department will grade the reflective paper pass/fail and a pass is necessary for successful completion of the minor. It is expected that students will plan their course of study with an adviser in the department and develop a theme or focus they wish to pursue.

**PSYCHOLOGY**

*Coordinator: Karen Tinsley, Department of Psychology*

The program in psychology emphasizes the contribution that psychology can make to a liberal arts education through stimulating intellectual development, personal growth, respect for others and social responsibility. The psychology curriculum is designed to familiarize students with current methods and theories in the many specialized areas of investigation in the discipline, such as biopsychology, sensation and perception, cognition, learning, personality, social processes, clinical and development.

Students electing a minor in psychology will identify a particular focus in the field, and, with the assistance of an adviser, select courses to fit that interest. Throughout the minor, they will be encouraged to appreciate different approaches and perspectives; to learn to observe psychological phenomena; and to recognize the role of multiple causation in the determination of human behavior.

*The minor in psychology is not available to psychology majors.*

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. One course from: 4 credits
   - PSY 100 General Psychology
   - PSY 224 Developmental Psychology
   - PSY 232 Introduction to Personality

2. Any Psychology course 4 credits

3-4. Two courses from: 8 credits
   - Any PSY 300- or 400-level courses
   - SPST 340 Psychology Sport & Exercise

Total credit hours required for psychology minor 16 credits

In addition to completing the four courses approved by an advisor, students are required to write a three- to five-page statement about these four courses and submit it to the department chair; this statement should indicate the coherence of the particular courses taken, including some discussion of both the breadth of the material studied and the depth of the student's special interests. The statement is to be signed by the psychology departmental advisor, who, in turn, submits it to the chair of the psychology department. If the department chair thinks revisions are necessary, s/he will ask for them.

**QUAKER STUDIES**

*Coordinator: Max L. Carter, director of Friends Center & coordinator, Office of Campus Ministry*

The Quaker studies concentration explores Quaker spirituality in relation to the world. Through study of Quaker history and "social testimonies" (social ethics), it uses the perspective of this world-mending spirituality to reflect on justice issues. As an
interdisciplinary exploration it seeks to understand forms of systemic oppression in our time (such as sexism, racism, classism, militarism, religious imperialism and environmentalism) and how to transform them.

This study will develop several kinds of thinking in speaking, listening and writing: analysis, criticism, imagination, textual interpretation, social problem-identification and problem-solving and self-reflective exploration. It will investigate the interrelated subtle aspects of individual selves, characteristics of a religious movement, large but obscured social systems and the student's own religious and ethical commitments.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. GST 105 Quaker Social Testimonies and Spiritual Roots 2 credits
2. GST 405 Quaker Faith & Practice 2 credits
3. REL 110 Quakerism or REL 235 Quaker Origins 4 credits
4. Two courses from: 8 credits
   - BIOL 212 Environmental Science
   - ECON 344/IDS 458 Environmental and Resource Economics
   - ENGL 224 Self Image in Women Writers
   - ENGL 230 African American Literature
   - ENGL 331 Black Women Writers
   - GEOL 121 Environmental Geology
   - HIST 223 Gender & Power in US History
   - HIST 225 African American History
   - HIST 308 The Underground Railroad
   - HIST 315 Civil Rights Movement
   - IDS 423 Ethical Issues in Biology and Medicine
   - IDS 424 The Sea and Us
   - JPS 244 Conflict Resolution
   - JPS 313 Law and Society
   - JPS 425 Family Violence
   - PECS 103 Voices of Liberation
   - PECS 330 Nonviolence Theories & Practice
   - PHIL 111 Ethics
   - PHIL 247 Philosophy of Law
   - REL 120/ENGL 228 American Nature Writing
   - REL 222 Feminist Theology
   - REL 233 Peace, War, and Justice
   - SOAN 313 Sociology of Sex & Gender
   - SOAN 265 Racial & Ethnic Relations
   - THEA/ENGL 215 Plays and Meanings
   - Other courses addressing the normative Quaker testimonies of spirituality, simplicity, integrity, peace, equality and community by permission of the coordinator, or evidence of an internship (credit or non-credit) that provided direct experience with Quaker faith and practice.

Total credit hours required for Quaker studies minor 16 credits
RELIgIOUS STUDIES
Coordinator: Eric Mortensen, Department of Religious Studies

Religious studies at Guilford explores the mystery and meaning of our existence as selves in the many aspects of the social and natural world. We seek to nurture wonder, insight, clear and creative thinking, to understand humanity’s destructive ways with others and the environment and to imagine ways of mending the world. We want to open heart and mind to the sacred and the problematic in our world today and historically. The burning issues we address are forms of social oppression and environmental destruction, the nature of the divine and the human condition, the development and practice of religious traditions and the meaning of the religious. We aim to draw forth leadership potential in all students to enable them throughout their lives to be agents of change where they find themselves, overcoming injustice and engendering the fullness of life.

Concentrators work with the department chair or minor advisor to determine a specific focus, which brings together four courses around a specific topic. Students sign-up for their focus when they sign-up for the minor. There is a check sheet that lists the courses that count for each focus.

The minor in religious studies is not available to religious studies majors.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).
1-2. Two Religious Studies courses at any level 8 credits
3. Any 200-, or 300- or 400-level Religious Studies course 4 credits
4. Any 300- or 400-level Religious Studies course 4 credits
Total credit hours required for religious studies minor 16 credits

SOCILOGY
Coordinator: Maria Amado, Department of Sociology and Anthropology

The Department of Sociology and Anthropology promotes the study of society and culture. Since people live every aspect of life within a complex socio-cultural environment, it is possible to develop the self fully only with extensive knowledge of that environment. Both disciplines focus on the ubiquitous processes of social organization and the ways in which human knowledge, behavior and institutions are socially and culturally influenced. Sociology at Guilford includes an added focus on structural analysis of the institutionalization of values that contribute to social problems such as violence, racism, sexism, class stratification and intolerance generally in organizations.

The minor in sociology is not available to SOAN majors.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).
1. SOAN 101 Principles of Sociology and/or SOAN 102 Social Problems 4-8 credits
2. If only SOAN 101 or 102 is chosen, take two courses from the following. 4-8 credits
   If both SOAN 101 and SOAN 102 are chosen, take one course from the following.
   SOAN 101 Principles of Sociology
   SOAN 102 Social Problems
   SOAN/PSY 213 Class, Race, Gender
   SOAN 229 Social Organizatn of Work
   SOAN 245 Race and Ethnicity in Latin America
   SOAN 250 Special Topic
   SOAN 260 Independent Study
   SOAN 265 Racial & Ethnic Relations
   SOAN 275 Contemporary Mexico

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SOAN 290 Internship  
SOAN 313 Sociology of Sex & Gender  
SOAN 330 Inequality in Latin America  
SOAN 331 Latino Migration Patterns  
SOAN 337 Social Research Problems  
SOAN 342 Social Theory  
SOAN 350 Special Topics  
SOAN 360 Independent Study  
SOAN 390 Internship  
SOAN 450 Special Topic  
SOAN 460 Independent Study  
SOAN 470 Senior Thesis  
SOAN 490 Departmental Honors  

4. One course from:  
- SOAN 413 Gender Violence  
- SOAN 425 Latin American Politics  
- SOAN 429 Gender in Organizations  

Total credit hours required for sociology minor: 16 credits

Once the student has taken the three introductory and/or elective courses in sociology, s/he is prepared to declare, in written form, her/his intention to concentrate in the discipline using a form available from the minor coordinator. Completing the declaration form is to precede enrollment in the capstone 400-level seminar. The form includes a statement explaining the links among the three previously completed courses and the requested seminar.

**SPANISH FOR THE WORKPLACE**  
*Coordinator: Sylvia Trelles, Department of Foreign Languages*  
The minor in Spanish for the workplace is not available to Spanish majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. SPAN 211 Intermediate Spanish for Business I  
2. SPAN 212 Intermediate Spanish for Business II  
3. SPAN 221 Advanced Spanish in Business  
4. SPAN 310 Contemporary Latin America or SPAN 311 Contemporary Spain  

Total credit hours required for the Spanish for the workplace minor: 16 credits

**SPANISH LANGUAGE AND SOCIETY**  
*Coordinator: Sylvia Trelles, Department of Foreign Languages*  
This minor provides access to Spanish-speaking cultures as well as insights into our own culture. The program focuses on language-learning as a living, functioning and fun activity, and combines the development of language skills with the discovery of new ways to see and think about different cultures. It fosters international understanding and provides knowledge and skills that are becoming increasingly essential in our evolving global society.

The minor in Spanish language and society is not available to Spanish majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. SPAN 220 Introduction to Literary and Cultural Analysis  

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2. One course from: 4 credits
   SPAN 310 Contemp Latin America
   SPAN 311 Contemporary Spain
   SPAN 340 Film, Life and Literature of Latin America
   SPAN course at the 200 level or above taught in Spanish in a Spanish-speaking country.
3-4. Two Spanish courses at the 200 level or above excluding SPAN 260, 290, 360, 390, 460 8 credits

Total credit hours required for Spanish language and society minor 16 credits

SPORT ADMINISTRATION

Coordinator: Robert Malekoff, Department of Sport Studies

The sport administration minor provides students the basic competencies desired in the administration of athletics, recreation and sport. In addition to obtaining theoretical knowledge in the classroom, students have the opportunity to apply their knowledge in a practical experience of organizing and managing a sport event. Students are not required to major in either the sport studies or sport management departments. Students choosing this minor should be motivated in the proper and ethical administration of sports programs.

The minor in sport administration is not available to sport management majors.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).
1. SPST 130 Intro to Sport Management 4 credits
2. SPST 430 Integrative Sport Management 4 credits
3. One course from: 4 credits
   SPST 231 Facility Design and Mgmt
   SPST 234 Sport Finance
   SPST 335 Sport Communication
4. One course from: 4 credits
   SPST 335 Sport Communication
   SPST 431 Sport Marketing
   SPST 432 Legal Aspects of Sport and Exercise

Total credit hours required for sport administration minor 16 credits

SPORT MARKETING

Coordinator: Robert Malekoff, Department of Sport Studies

The sport marketing minor provides students the basic competencies desired in the promotion and marketing of athletics, fitness, recreation and sport. Its goal is to develop ethical, competent, thoughtful, confident and creative practitioners of sport marketing for organizations such as the YMCA, community recreation departments, sport facilities, professional sports teams, sporting goods manufacturers, fitness centers and interscholastic athletic departments. In addition to the theoretical knowledge obtained in the classroom, students have the opportunity to apply their knowledge in a practical experience through course assignments.

Students from any department are eligible to have a minor in sport marketing. Students choosing this minor should be motivated in the proper and ethical promotion and marketing of sport programs and products.

The minor in sport marketing is not available to sport management majors.
**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).
1. SPST 232 Sociology of Sport 4 credits
2. SPST 335 Sport Communication 4 credits
3. SPST 431 Sport Marketing 4 credits
4. An approved fourth course 4 credits

Total credit hours required for sport marketing minor 16 credits

**THEATRE STUDIES**  
*Coordinator: Jack Zerbe, Department of Theatre Studies*

The Department of Theatre Studies offers two different minor tracks: the **theatre arts track** and the **film and video track**.

The **theatre arts track** provides students with the opportunity to study an intensely collaborative art form from three perspectives: design or technical production; dramatic literature or theatre history; and performance. It explores the unique responsibilities carried by different members of the creative staff as they conceive and execute a theatrical production. **The theatre arts track is not available to theatre studies majors.**

The **film and video track** serves students of any major who seek a serious exploration of film as an artistic medium. The track examines filmmaking as an important component of modern culture in the following aspects: a reflection of society, an artistic medium of the auteur and a medium of influence and social change. **The film and video track is available to theatre studies majors.**

**Minor Requirements. Theatre Arts Track:** A minimum of 17 credit hours including the following:
- One course from each of the three perspectives areas listed below (12 hours)
- One other four-credit course with a THEA prefix (or the equivalent in two-credit offerings). Ideally, this course should enhance the concentrator’s understanding of a specific perspective area (four hours)
- One practicum assignment (THEA 295, one to four hours) to be determined in a meeting with a theatre studies adviser. Options include stage management, properties management, costuming, lighting, publicity, sound, box office, house management, makeup and scenic art.

1. One course from:
   - THEA 110 Introduction to Theatre 4 credits
   - THEA 111 Backstage Production
   - THEA 171 Intro to Theatrical Design
2. One course from:
   - THEA 130 Theatre and Culture I 4 credits
   - THEA 131 Theatre and Culture II
   - THEA 151 HP: Birth of Avant-Garde
   - ENGL 210 Playwriting Workshop
   - THEA/ENGL 215 Play Analysis
   - THEA 341 East Asian Theatre
3. Any Theatre course 4 credits
4. THEA 295 Practicum Course 1-4 credits
5. THEA 125 Acting 1: Basic Tools 4 credits

Total credit hours required for theatre arts track minor 17-21 credits

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Minor Requirements. Film and Video Track. The minor requires a minimum of 17 credit hours (five courses).

1. THEA 161 Masterpieces of Cinema  4 credits
2. THEA 265 Artistry in Film  4 credits
3. THEA 365 Documentary Filmmaking  4 credits
4. One course from:
   - ENGL 272 World Cinema
   - ENGL 286 Classic American Cinema
   - ENGL 287 Cult Movies
   - ENGL 288 Shakespeare and Film
   - FREN 315 French & Francophone Cinema
   - THEA 262 Gay and Lesbian Cinema
   4 credits
5. THEA 295 Practicum Course  1-4 credits

Total credit hours required for film and video track minor 17-21 credits

Students will process the coherence of their minor experience in a formal "post-mortem" critique with the minor coordinator following the film festival.

VISUAL ARTS

Coordinators: Roy H. Nydorf, David Newton and Adele Wayman, Department of Art

The visual arts minor allows students from any major to pursue a focused exploration of ceramics, design, drawing, painting, photography, printmaking, sculpture or art history.

This minor is not available to students obtaining an A.B. degree in art. The visual arts minor is available to students obtaining a B.F.A. degree provided that the medium chosen for the minor is different from the student's studio focus area for the degree.

Minor Requirements. Each of the eight tracks in the visual arts minor requires a minimum of 16 credit hours (four courses).

Art History

1. One course from:
   - ART 100 Introduction to Visual Arts
   - ART 271 Art Survey
   4 credits
2-3. Two courses from:
   - ART/HIST 235 Renaissance in Florence
   - ART 273 Chinese Painting Survey
   - ART 274 Renaissance Art
   - ART 275 Modern Art
   - ART 276 Contemporary Art
   8 credits
4. Any Art course  4 credits

Total credit hours for visual arts, art history track 16 credits

Ceramics

1. ART 106 Three-dimensional Design  4 credits
2. ART 140 Ceramics I  4 credits
3. ART 240 Ceramics II  4 credits
4. Any Art course  4 credits

Total credit hours for visual arts, ceramics track 16 credits
Design
1. ART 102 Two-dimensional Design 4 credits
2. ART 106 Three-dimensional Design 4 credits
3. ART 245 Digital Darkroom or THEA 274 Digital Graphic Design 4 credits
4. Any Art course 4 credits
Total credit hours for visual arts, design track 16 credits

Drawing
1. ART 104 Drawing I 4 credits
2. ART 204 Life Drawing I 4 credits
3. ART 205 Life Drawing II 4 credits
4. Any Art course 4 credits
Total credit hours for visual arts, drawing track 16 credits

Painting
1. ART 102 Two-dimensional Design 4 credits
2. ART 211 Painting I 4 credits
3. ART 212 Painting II 4 credits
4. Any Art course 4 credits
Total credit hours for visual arts, painting track 16 credits

Photography
1. ART 102 Two-dimensional Design 4 credits
2. ART 130 Photography I 4 credits
3. ART 231 Photography II or 245 Digital Darkroom 4 credits
4. Any Art course 4 credits
Total credit hours for visual arts, photography track 16 credits

Printmaking
1. ART 102 Two-dimensional Design or Art 104 Drawing I 4 credits
2. ART 221 Woodcut 4 credits
3. ART 323 Etching 4 credits
4. Any Art course 4 credits
Total credit hours for visual arts, printmaking track 16 credits

Sculpture
1. ART 106 Three-dimensional Design 4 credits
2. ART 251 Sculpture I 4 credits
3. ART 352 Sculpture II 4 credits
4. Any Art course 4 credits
Total credit hours for visual arts, sculpture track 16 credits
WOMEN’S STUDIES
Coordinator: Lisa McLeod and Anna Oerther, Director of Women's Studies

The women’s studies minor is designed to provide the opportunity for students (men and women) to focus on women’s experiences from a number of different disciplinary perspectives. This minor also seeks to study and clarify issues of gender definitions of women and men and to study efforts to foster gender equality.

The minor should be useful for students who want to explore in more depth women’s historical, economic, social, political, religious and artistic contributions. The minor provides an opportunity for analyzing and theorizing about an area of important social change.

Minor Requirements. The minor requires a minimum of 17 credit hours (five courses).

1. One course from: 4 credits
   - IDS 407 Sacred Images, Altars & Rituals
   - IDS 409/ENGL 377 Readings in Gay & Lesbian Studies
   - IDS 411/SOAN 415 Gender & Development in Africa
   - IDS 418 Science, Sex and Nature
   - IDS 455 Human Sexuality
   - IDS 464/SOAN 413 Gender Violence
   - IDS 466 Great Goddess, Dying God
   - IDS 481 Notions of Beauty

2. One course from: 4 credits
   - ENGL 151 HP: Black Women's History and Literature
   - ENGL 331 Black Women Writers
   - ENGL 334 African Women Writers
   - FREN 311 The Francophone World
   - HIST 268 History of Chinese Women
   - HIST 343 Women in Modern Africa
   - JAPN 220 Women in Modern Japan
   - JAPN 310 Media, Gender, and Nation in Japan
   - SOAN 235 African Families in Transition
   - SOAN 415/IDS 411 Gender & Development in Africa

3-4. Two courses from: 8 credits
   - ENGL 151 HP: Black Women's History and Literature
   - ENGL 151 HP: Women in Ancient Greece
   - ENGL 223 Shakespeare
   - ENGL 228 American Nature Writing
   - ENGL 331 Black Women Writers
   - ENGL 332 Black Men Writers
   - ENGL 334 African Women Writers
   - ENGL 377/IDS 409 Readings in Gay & Lesbian Studies
   - FREN 311 The Francophone World
   - HIST 223 Gender & Power in US History
   - HIST 268 History of Chinese Women
   - HIST 343 Women in Modern Africa
   - IDS 407 Sacred Images, Altars & Rituals
   - IDS 411/SOAN 415 Gender & Development in Africa
   - IDS 418 Science, Sex and Nature
   - IDS 455 Human Sexuality
   - IDS 464/SOAN 413 Gender Violence
IDS 466 Great Goddess, Dying God
IDS 481 Notions of Beauty
JAPN 220 Women in Modern Japan
JAPN 310 Media, Gender, and Nation in Japan
JPS 425 Family Violence
PHIL 231 Philosophy and Sexuality
PHIL 232 Gender, Identity & Experience
PSY/SOAN 213 Class, Race, and Gender
REL 222 Feminist Theology
SOAN 235 African Families in Transition
SOAN 313 Sociology of Sex and Gender
SOAN 429 Gender in Organizations
SPAN 403 Senior Seminar: Spain
THEA 262 Gay & Lesbian Cinema
WMST 217 Literacy Seminar
WMST 250, 350, 450 Special Topics
WMST 260, 360, 460 Independent Study
WMST 290, 390 Internship
WMST 470 Senior Thesis
WMST 490 Departmental Honors

5. WMST 290 Internship or
   WMST 390 Internship 1 credit

Total credit hours required for women studies minor 17 credits
VI. Studies Abroad

Guilford sponsors several Semester Abroad programs, each offering up to 18 credits. Students can receive Guilford credit through programs led by Guilford faculty or programs offered through direct enrollment in other universities. The fall programs include those in Beijing, Guadalajara, London, Munich, Kyoto and Siena. The spring programs include those in Brunnenburg (Italy), Cape Coast (Ghana), London and Kyoto. There is a year-long program in Tokyo. Multiple opportunities exist for study in additional locations.

Some courses are offered through foreign universities; some courses are taught by faculty selected from the country of residence, and when a Guilford faculty leader accompanies a program, she or he also teaches a class. Each program seeks a balance between formal academic study and the opportunity for extensive exposure to life in a different culture. The cost of Guilford faculty-led programs is usually only slightly higher than the cost for a full semester on the Guilford campus; some financial aid is available. Many other study abroad opportunities are available through Guilford-affiliated programs; these direct enrollment programs may necessitate a surcharge. Various Guilford-affiliated programs have different cumulative GPA requirements. A student must be in academic good standing to be eligible for participation in any Guilford-led or Guilford affiliated study abroad program. Information is available from the study abroad office and Web site.

BEIJING, PEOPLE’S REPUBLIC OF CHINA

250 China Culture Course. 3.


450 Special Topic (To be announced). 3. Offered by faculty leader. May fulfill intercultural requirement.

BRUNNENBURG, ITALY

250 Orientation. 1. Preparation for the semester in Brunnenburg with introduction to the historical background of the area, the problems related to the German-Italian cultures in the South Tyrol and issues pertaining to Ezra Pound. Also focuses on observation skills, coping with culture shock and adapting to another culture. Required. CR/NC

250 Saints and Heroes of the Middle Ages. 4. An examination of medieval culture through a study of the cult of the Saints, Christian iconography and epic poetry. This course will use the Brunnenburg Castle as well as surrounding churches, cathedrals, monasteries and other castles for the study. Required. May be used for elective history credit with approval of department.

250 Ezra Pound’s The Cantos. 4. A study of the epic poem through an examination of The Cantos. This analysis also relates history to the various cantos. Attention is also given to questions arising from the reading of the cantos that relate to the political and economic vision of Ezra Pound. Fulfills humanities requirement and may receive elective credit in English or major credit for English majors.

250 Agro-Archeology. 4. An introduction to the history and prehistory of agriculture, drawing from the resources of the Tyrolean Alps. Bi-weekly field trips. An examination of the impact of changes in agriculture on the social and religious realm as reflected in myth,
legends, customs and beliefs. Required. May be used for elective sociology/anthropology credit or major credit for sociology/anthropology majors.

**CAPE COAST, GHANA**

**250 Orientation. 2.** This course is designed to introduce students to the nation of Ghana with special reference to the culture, belief systems, geography and history. Once students are on site in Ghana, a considerable portion of this course will be devoted to the study of Fante, one of the Akan group of languages spoken by a large percentage of the Ghanaian population. The course will be aimed at enabling students to achieve a basic proficiency level with which they can successfully establish and maintain effective cross-cultural communication and relationships in southern Ghana. This orientation language component will be taught by Ghanaian language teachers. Required. CR/NC.

**250 Beginning Fante. 3.** This course will be a regular university course on the school calendar year schedule, especially designed for the Guilford students. Required. Fulfills foreign language requirement.

**250 African Studies Contemporary Culture. 3.** This course is aimed at informing students of the broad historical, cultural, political and economic trends in Africa with special reference to the West African region. The first phase will be devoted to an introductory series of lectures after which one theme will be addressed – for example, Contemporary Cultures, Political Economy of African Development, Science, Technology and Development in Africa, etc. Required. Fulfills intercultural requirement.

**250 Community Project. 3.** This course is designed to encourage students to become involved in a selected community. It will be structured to provide opportunities for internships that will enable students to become active participants and/or observers of a Ghanaian environment as manifested by a local community. The main objective is to provide experiential learning opportunities in settings such as a health post, nursery schools, local rural development project, etc. Students will keep a journal. A paper will be produced by the students under the guidance of a faculty supervisor. Required.

**Elective Courses (normally two for each student). 3.** Electives are to be chosen from a list of courses in major disciplines that will be made available to students. The courses will be selected from first-year to senior-level courses available during the second semester of the academic year in the various faculties of the University of Cape Coast. These will include courses in arts/humanities, the social sciences/business studies, agriculture, sciences and education. Required.

**Independent Study (a possible choice to replace one elective). 3.** Independent study and research for students in the fields of African culture, history, economics, geography, etc. under the direction of a faculty adviser. Students will be required to have a faculty liaison with regard to selected literature for review. A research paper at a level beyond the term paper is required. Special elective.

**GUADALAJARA, MEXICO**

All coursework in Guadalajara taken at the University of Guadalajara’s Center for Foreign Students (CEPE) is taught in Spanish. The Guadalajara study abroad program requires a minimum of one year of college-level Spanish for acceptance. All students enrolled in the program will take Spanish language courses at CEPE.

**Placement examinations:** The designated faculty leader for the Guadalajara program will administer a Spanish language placement test provided by CEPE to all participants prior to commencement of the program.
to the start of the program. Completed tests will be mailed from the Guilford study abroad office to CEPE where they will be scored. On the basis of this test, students are placed into the appropriate Spanish language level.

If a student is placed by CEPE into a level of language that is lower than the course into which s/he expected to be enrolled, the Guilford faculty leader and CEPE advisor will encourage the student to enroll in the CEPE course into which he or she was placed. CEPE only agrees to make the exception of placing the student in a higher-level course with prior authorization of the Guilford faculty leader, and the student must sign a waiver stating that he or she will accept full responsibility for the academic outcome.

If a student is placed into a level of language that is higher than the course into which he or she expected to enroll, the student may choose to enroll in either the higher level or the expected level of coursework.

Credit towards the Guilford Spanish major: If a Guilford student enrolls in a CEPE Spanish language course level determined to be the same or lower than the level of Spanish language coursework for which that student has already received Guilford credit, that student will not receive credit toward the Spanish major for such coursework. Since the CEPE Spanish language courses are not exact equivalents to Guilford courses, lower level coursework than a student has already accomplished will be considered remedial and will be allowed to count as credit toward graduation. The chair of the Guilford foreign languages department determines whether or not the level of Spanish language taken at CEPE is lower, the same or higher than coursework for which Guilford credit has already been received.

Grades: All grades received from CEPE are recorded directly as grades (not transfer credits) on a student’s Guilford transcript. CEPE awards grades on a 100 point scale. The Guilford registrar’s office converts those numerical grades to letter grades according to the following scale: 94 – 100 = A 90 – 93 = A- 87 – 89 = B+ 84 – 86 = B 80 – 83 = B- 77 – 79 = C+ 74 – 76 = C 70 – 73 = C- 67 – 69 = D+ 64 – 66 = D 60 – 63 = D- 0 – 59 = F

ART 333 Mexican Art. 3. Fulfills arts and intercultural requirements.
BUS 231 Mexico and International Trade. 3. Fulfills business and policy studies and intercultural requirements.
BUS 232 International Trade. 3. Fulfills business and policy studies requirement.
GST 252 Mass Media in Mexico. 3. Fulfills intercultural requirement.
GST 250 Orientation. 1. Preparation for Mexican culture with some introduction to historical background of the area and city and preparation in observation skills, coping with culture shock and adapting to another culture. Required. CR/NC.
GST 352 Community Development. 4. The theory and practice of community development. Included is a field component that introduces students to some of the special problems involved in developmental projects. Students work with and get to know a diversity of people. Fulfills intercultural requirement. Required.
HIST 224 Economics & Political History of Latin America. 3. Fulfills intercultural requirement.
HIST 226 Economics & Political History of Mexico. 3. Fulfills intercultural requirement.
HIST 231 General History of Mexico (up to 1872). 3. Fulfills intercultural requirement.
HIST 232 General History of Mexico II. 3. Fulfills intercultural requirement.

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PSCI 236 The Mexican Political System. 3. Fulfills intercultural requirement.
SOAN 332 Prehispanic Cultures. 3. Fulfills intercultural requirement.
SPAN 231 Level I. 2.
SPAN 232 Level II. 2. Fulfills foreign language requirement.
SPAN 233 Level III. 2.
SPAN 234 Level IV. 2. Fulfills foreign language requirement.
SPAN 235 Level V. 2.
SPAN 236 Level VI. 2. Fulfills foreign language requirement.
SPAN 237 Level VII. 2.
SPAN 238 Level VIII. 2. Fulfills foreign language requirement.
SPAN 239 Level IX. 2.
SPAN 240 Level X. 2. Fulfills foreign language requirement.
SPAN 331 Mexican Culture. 3. Fulfills intercultural requirement.
SPAN 332 Mexican Cinema. 3. Fulfills arts and intercultural requirements.
SPAN 333 Contemporary Mexican Literature. 3. Fulfills intercultural requirement.
SPAN 334 Latin American Literature. 3. Fulfills intercultural requirement.
SPAN 335 Hispanic American Literature. 3. Fulfills intercultural requirement.

KYOTO, JAPAN
The Kansai-Gaidai Semester is offered both fall and spring semesters.

450 Japan. 16. Wide selection of courses taught in English. Japanese language instruction required on site.

LONDON, ENGLAND
BUS 346 International Business. 4. Designed to enable the students to understand the critical importance of the role of multinational decision-making and strategy with respect to trade issues. Fulfills business and policy studies requirement.

ENGL 205 Introduction to Creative Writing. 4. Introduces students to the pleasures and rewards of creative writing, using London as a context and stimulus.

ENGL 223 Shakespeare and Elizabethan Literature. 4. Introduces the life and work of William Shakespeare and his contemporaries through lectures, workshops, field trips and theatre visits.

GST 250 London Orientation. 1. Preparation for British culture and living in London; introduction to culture shock, some British history and culture, safety and thriving in another culture. Required. CR/NC.

GST 250 Introduction to British Life and Cultures. 4. Offers students an introduction to contemporary Britain by examining the history of its major social and political institutions, the cultural values of its peoples and significant contemporary socio-political issues and
debates. Extensive field study.

**GST 250 The Economic Integration of the European Union.** 4. Examines major issues in international trade and commercial policy and uses real-world applications to derive and illustrate models of international trade.

**GST 250 History of Modern Design.** 4. Examines the products of applied design during the past 150 years, including examples of furnishings, industrial design, fashion and graphic design in relation to demand, technology and production, standards, fine art, social reform and the dynamics of consumption.

**GST 250 International Marketing.** 4. Explores the decision-making process in the marketing of products and services in the international marketplace and covers the formulation of key elements in international marketing strategy, such as identification and assessment of potential markets; price setting; and design, promotion and distribution of products and services.

**GST 250 Media in Britain.** 4. Explores British media organizations as social, economic and cultural entities and examines specific determinants and processes of production. Areas of study include broadcasting and the film industry, the press and the 'convergent' new media of digital television and the Internet.

**GST 250 Music in Twentieth-Century Britain.** 4. Examines a wide range of musical styles important in twentieth century Britain; considers music-making from diverse settings: the South London Anglo-Caribbean community to “Madchester” all-night parties; rural folk clubs to West-End variety shows; and coal-mine brass bands to art-house cinema.

**GST 250 The Rise of Science.** 4. Highlights Britain’s leading role in the history of world science; takes both a historical and modern science perspective and highlights the contributions leading British scientists have made as well as the difficulties they have faced.

**GST 250 International Internship.** 4. London offers a vast resource for experience-based learning. The work environments available to FIE interns cater to almost every conceivable major and range from large multinational corporations to small- and medium-sized enterprises, including voluntary, political and public service organizations. Required.

**GST 350 Modern Britain 1815-present.** 4. Examines the key political, social and cultural developments of the last 200 years in the United Kingdom of Great Britain.

**GST 350 International Marketing.** 4. Explores the decision-making process in the marketing of products and services in the international marketplace.

**GST 350 Social Welfare Issues and Community Welfare Provision in the UK.** 4. Introduces participants to the historical and conceptual framework within which social welfare provision has developed in the UK.

**GST 350 Contemporary British Theatre and Approaches to Theatre Criticism.** 4. Reviews the varieties of theatres available (commercial, subsidized and fringe) from a variety of perspectives and considers the economic, aesthetic and historical aspects of theatre management and production. Students are required to attend a significant number of productions. Note: theatre courses are subject to an additional fee.

**REL 204 Understanding Civilisations: Islam and the West.** 4. Explores the sources of conflict that have led towards “a clash of civilisations.” Fulfills humanities and intercultural requirements.
MUNICH, GERMANY
250 Orientation. 1. Preparation for German culture with some introduction to historical background of the area and city and preparation in observation skills, coping with culture shock and adapting to another culture. Required. CR/NC.

101 Communicating in German. 4. Introduction to understanding, speaking, reading and writing German. Fulfills foreign language requirement.


312 German Composition. 4. Discussion of and practice in German language composition with analysis of diverse related readings.

250 Politics and Culture of Bavaria. 4. A study of the significant people and events of this century through a variety of political, literary, artistic and historical perspectives. Required. Fulfills social science requirement.

450 History of Modern Germany. 4. Major developments in German history from the foundation of the German Empire through the First World War, the Weimar Republic and Nazi Germany.

450 Art History. 4. A survey of European painting and architecture from the Renaissance to the 20th century. Course includes visits to Munich’s art galleries and to buildings of architectural interest (Medieval, Baroque and Rococo) throughout the city. Fulfills arts requirement. May not be offered every year.

SIENA, ITALY
250 Orientation. 1. Preparation for Italian culture with some introduction to historical background of the area and city and preparation in observation skills, coping with culture shock and adapting to another culture. Required. CR/NC.

101 Italian Language. 4. Introduction to understanding, speaking, reading and writing Italian. Required. Fulfills foreign language requirement.

250 Art and Spirituality. 4. Examines spirituality through the physicality of various arts—frescoes, sculpture, painting, festivals, landscape—in an interdisciplinary way.

250 Music History. 4. Focuses on critical listening shaped by knowledge of musical trends, influences and techniques. Includes attendance at live performances to develop awareness of evolving music literature over time.

250 Theatre: Italian Comedy. 4. Examines the changing nature of satire in Italian theatre from commedia dell’arte to political satire. Focuses on reading and appreciation of dramatic texts with possible performance component.

TOKYO, JAPAN
The Year in Japan. Students enroll at International Christian University, Mitaka, Tokyo, where they live and take meals and classes with Japanese students. A wide selection of courses is taught in English at the university; participants are also expected to study Japanese. A year of language preparation is encouraged.

450 Japan. 16. Students take courses in intensive Japanese the first term and during the following two terms may continue Japanese and/or take courses available in English. Most disciplines have courses taught in English.
VII. OTHER SPECIAL STUDY OPPORTUNITIES

Internships, designated by the course numbers 290 and 390 in the curriculum and carrying one to four credits, provide students with part-time involvement in public and private agencies while they are enrolled at Guilford. Internships are open to students who have accumulated 24 or more credits and who have a cumulative grade-point average of at least 2.50. Applications are available in the Career and Community Learning (CACL) office or on CACL’s webpage. The development of a learning plan and approval by the student’s faculty advisor, faculty sponsor, site supervisor, and internship coordinator are required.

Summer internship credit is also available. Students wishing to complete internship hours during the summer with credit applied to fall semester must have their internship application approved prior to beginning their on-site work hours. Regular contact with the faculty sponsor is expected throughout the duration of the internship.

Deadlines for registering for an internship with the registrar’s office are posted in the Academic Calendar. Retroactive credit will not be awarded.

A student may apply a maximum of 12 credits obtained through internships to her/his degree requirements. Internships cannot, however, be used to satisfy general education requirements.

Independent Study

Academic departments offer independent study opportunities under the 260, 360 and 460 course numbers. The success of such independent work depends in large measure on the student’s initiative in shaping the terms of the investigation and her/his reliability in carrying out commitments.

A descriptive proposal of the project must be approved by the supervising instructor and the chairperson of the department: it is understood that the subject of the independent study must be supervised by someone in the department most relevant for that subject. The proposal must set forth the subject, scope, method and materials to be used during the project. It also must indicate the evaluation procedures agreed upon by the student and the supervisor. When the instructor and the chairperson have indicated their approval by signing the proposal, the student should take a copy of the proposal to the registrar’s office. The instructor agreeing to supervise an independent study is expected to be available for consultation while the project continues.

First-year students are not allowed to do independent studies. Further, no student may enroll for more than two independent studies or more than eight credits of such work in a single semester; also, independent studies cannot be used to satisfy general education requirements.

Independent studies normally carry from one to four credits.

Because each credit corresponds to three hours of dedicated work per week, the associate academic dean must approve independent studies of five or more credits. To request such approval, students must first obtain the approval of the student’s academic advisor, instructor and department chairperson and then submit a written petition request that explains why such a large time commitment is appropriate for this work.

Senior Thesis

A written senior thesis (470 course number) may be undertaken as a separate project or
as the culmination of a program of independent study. The academic department determines
the format of the final work. The thesis should represent both independent research and
thought. In most departments, the student submits a written thesis and defends the thesis in
an oral presentation to a committee.

Special Topics Courses
Under the 250, 350 and 450 designations, most academic departments offer upper-
level courses exploring topics according to special interests and capabilities of groups of
students and instructors. These courses may take an interdisciplinary approach and may be
taught by faculty members from different departments working together as a team. Special
topics courses are not scheduled on a regular basis, but as student interest warrants or as a
department desires to make them available. Courses on the same topic normally are not
offered more than twice.

Departmental Honors Work
Some academic departments offer an honors option (490 course number) consisting of
extensive reading, independent study and perhaps a research paper. Detailed requirements
are defined in each department's course descriptions. Students successfully completing this
program are awarded departmental honors at graduation.

HONORS PROGRAM
Director of the Honors Program: Vance Ricks

The Guilford Honors Program provides a sequence of classes and independent
study options for students designed to reward and intellectually challenge students
seeking superior educational opportunities. Honors classes are small and usually taught
as discussion-style seminars, which allow intensive learning in a close and supportive
instructional relationship.

Students must take a minimum of five Honors courses during their academic
career. Students choose from a variety of courses (including co-disciplinary ones and specially
designed departmental offerings). Under the individual supervision of a faculty advisor, each
student completes a senior thesis or project. The program is open to students majoring in all
departments of the college. Successful completion of the Honors Program requirements is
noted at graduation and on the student's transcript.

In addition to class work and independent study, students in the Honors Program
are encouraged to attend professional and undergraduate research conferences. The Honors
Program offers travel support to students who present papers, research or creative projects.

In keeping with the college's Quaker heritage, honors students at Guilford participate
fully in the larger campus community. They live in residence halls and take most of their
courses with the full student body. Honors students are active in a full range of campus
activities, including athletics, student government, campus publications, choir, theater,
community service projects and special interest clubs.

Guilford, a founding member of the North Carolina Honors Association, participates
in the National Collegiate Honors Council and Southern Regional Honors Council.
Students, faculty members and administrators from the college attend the conferences of all
three organizations.

Admission Process. Most students are admitted to the Honors Program as entering first-
year students, and approximately 8-10 percent of the first-year class is accepted into this
program. Based on standardized test scores, high school achievement, writing samples and

Guilford College
recommendations, students are invited to apply to the program. In addition, first-year and sophomore students who have earned a cumulative GPA of 3.5 or higher are invited to join the program.

**Scholarship Availability.** Guilford has allocated funds for honors scholarships, which are awarded without regard to financial need and are currently held by two-thirds of the students in the program. Scholarships are normally awarded when students are admitted to the college.

**LEADERSHIP FOR SOCIAL CHANGE (LSC)**
*Director of Interdisciplinary Leadership for Social Change: Judy Harvey*

LSC supports students who want to become effective leaders of social change through integrating academic majors, experiential learning and spiritual vision. Using a plan-act-reflect model, LSC’s developmental program provides skills instruction, experience, guidance and support that precipitate transformational learning and an understanding for students of their most effective proficiencies and their deepest wishes for their own work in the world.

The program focuses on helping students integrate learning from their own life experiences, academic work, internships, volunteer work and participation in campus clubs and activities. Through the development of an intentional reflective practice, students can approach Greensboro and Guilford College as testing grounds for future work, both professional and volunteer.

LSC offers one- to two-credit seminars and independent studies that foster integration between majors and fields, between curricular and co-curricular activities and between knowledge and practice. Topics include: defining and working for change; community organizing; leadership issues in working for change; Greensboro change work; and Mexico/U.S. border issues. Opportunities to connect current students with alumni working for social change are offered each semester.

**THE EARLY COLLEGE AT GUILFORD**
*Liaison for Early College at Guilford: Kathy Adams*

Early College is a collaborative venture of Guilford College and the Guilford County Schools (GCS) for academically talented high school students (9th through 12th graders). The Early College at Guilford is North Carolina’s first early college high school and the only Guilford County high school to achieve Honor School of Excellence status. It is situated on the Guilford campus.

The 9th and 10th graders take honors or AP classes each semester on a block schedule. These students are taught by certified high school teachers and advised by a high school guidance counselor. Their classes are located in the ECG classroom building and in Bauman Telecommunications Center. They have access to the college’s library, information technology and services and the cafeteria. By the end of 10th grade, students complete most requirements for high school graduation.

The 11th and 12th graders are dually enrolled in Guilford and GCS. These students take a full-time college load and graduate at the end of their senior year with a high school diploma and two years of college course credits from Guilford. The 11th and 12th grade students are dispersed in courses across the campus, enrolling in a pattern of classes similar to Guilford’s first- and second-year students. These students are assigned to a Guilford faculty advisor and also work with a high school guidance counselor. The library, ITS services, computer labs,
Learning Commons and cafeteria are available for use by these students. Upon completing Early College (finishing 12th grade), students may apply to Guilford for their final two years of college or apply to another college.

Students accepted by Early College must have qualifications similar to those who are invited to participate in Guilford’s Honors Program. All applicants are required to complete an application for GCS that includes an essay, transcript and test information. Rising 11th and 12th graders also complete an application for Guilford College. Representatives from GCS and the Guilford Office of Admission review the materials submitted. Both Guilford and GCS are committed to attracting a diverse pool of applicants and to making Early College available to all qualified students.

OFF-CAMPUS EDUCATION

Washington, D.C., Semester. Any Guilford student with second-semester sophomore, junior or senior status and a cumulative grade-point average of at least 2.75 (3.0 for some agencies) is eligible to spend a semester in Washington, D.C. Students may choose from two programs: The Washington Center and The Capital Experience. An internship and a seminar provide 12 credits, and a student may earn four additional credits by registering for an independent study. Housing is provided. Information and application materials are available through the Office of Career and Community Learning.

Off-Campus Seminars. Fall, spring and summer break programs are regularly planned under faculty leadership. For example: in New York City students may study art, drama and urban problems; in Washington, D.C., national government; on the coast and in the mountains of North Carolina, ecology and geology; and in the South, African American experience and culture. One credit is granted for each seminar. The college arranges for lodging, and a minimal charge to the student covers meals and travel.

Two off-campus geology seminars are offered. Natural Science Seminar travels to different locations. Seminar West, a three- to five-week field camp conducted jointly by the biology and geology departments, studies the geology and ecology of the Rocky Mountains, Colorado Plateau and the East African Rift. Both of these geology seminars fulfill the natural science and mathematics requirement.

Consortium Arrangements

Guilford students may supplement their course selections by cross-registering for courses at nearby colleges and universities under Greater Greensboro Consortium arrangements. Besides Guilford, the Greater Greensboro Consortium includes Bennett College, Elon University, Greensboro College, Guilford Technical Community College, High Point University, North Carolina Agricultural & Technical State University and the University of North Carolina at Greensboro.

Students enrolled at Guilford may, with the appropriate Guilford department chair’s and registrar’s approval, take fall and spring semester courses for credit and without additional registration at any of seven other consortium institutions.

Cross-registration privileges assume that courses are of a general nature acceptable to Guilford College and are not offered at Guilford during the selected term. There are no additional charges beyond the payment of Guilford tuition unless the selected courses carry special fees.

As much as possible, consortium calendars are synchronized. However, because consortium academic calendars are not the same as Guilford’s, grades from consortium
courses may arrive after graduation and thereby delay a student’s graduating and thus prevent him or her from participating in the graduation ceremony. Consortium schools are not required to give exams early to accommodate students. Students should check a consortium school’s academic calendar before registering for classes there.

Library resources are shared by consortia members, with many college libraries’ holdings available on-line through Guilford’s computers.

Students must be signed up for an equal or greater number of credits at Guilford before registering for consortium courses. Dual admission and dual enrollment outside of the cross-registration procedures are prohibited, and any changes to consortium registration must be done at Guilford and the consortium school. It is the right of each college or university to allow consortium students to take on-line courses.

Guilford students attending consortium schools are subject to the rules, regulations and deadlines of the consortium school. Consortium parking stickers are given by the home institution.

Juniors and seniors are not allowed to attend Guilford Technical Community College.

SUMMER SCHOOL AND OTHER INSTITUTIONS

Summer School at Guilford. Guilford provides a summer program of two primarily daytime five-week sessions and one 10-week evening session. Students may attend on either a full-time or part-time basis, and it is possible to earn a full semester of credit during the summer. Courses are also open to all visiting students and community residents during the summer. Students may take courses in the summer to accelerate completion of their degree program, to fulfill general college, major and minor requirements or to explore new areas of interest. Summer School is considered to be a third term, and the same academic standards apply to Summer School that exists during the regular academic year. As with all semesters at Guilford, students who are ineligible to enroll because of suspension or dismissal are not permitted to register for summer classes.

Study at Other Institutions. Guilford students with a cumulative 2.00 grade-point average may request permission to take coursework as a visiting student at other accredited colleges and universities. Guilford encourages its students to study for the summer, a semester or a year at other American or international universities when such programs are consistent with the student’s educational goals and interests.

Before attending other institutions, students should obtain a Request to Take Coursework at Another Institution form from the registrar’s office, have their courses approved in writing by the relevant Guilford department chairs and obtain a letter from the registrar certifying their good standing. Students planning to take courses during the fall or spring semester must complete a leave of absence with the Office of Campus Life.

Only course credit, not grade points, can be transferred to Guilford from other institutions, and students must pass courses with grades of C- or better if the courses are to apply to the Guilford degree. Students with a cumulative grade-point average lower than 2.00 must attend summer school at Guilford. Juniors and seniors must attend approved accredited four-year institutions.
VIII. CENTER FOR CONTINUING EDUCATION (CCE)

HISTORY AND PROGRAMS

Guilford established the first undergraduate educational program for adult students in Greensboro in 1954. The present Center for Continuing Education (CCE) at Guilford offers students 23 years of age or older the opportunity to complete a quality undergraduate degree through day, evening or weekend study. Academic advisers assist adult students in the re-entry process.

The adult degree program at Guilford is characterized by quality academic instruction, a liberal arts tradition, convenient day and evening classes, support services for working adults and an atmosphere of care and concern for each student. Guilford provides its CCE students with advising on admission and courses, special registration, an Adult Transitions course, assistance with study skills, career development services and an active adult student government association.

Additional special features of Guilford’s adult services include an adult student lounge, canteen and mailboxes in Hendricks Hall, evening hours and convenient campus parking in an accessible and safe location. Senior citizen discounts are available for auditing courses.

CCE students experience Guilford’s Quaker values and heritage in a student-centered learning environment with small classes, cordial and informal relationships with faculty and staff, flexibility of programs and services and an atmosphere of respect for all persons.

CRITERIA FOR CCE STATUS

To qualify as a CCE student, an individual must meet one of the following criteria: 1) be 23 years old by the last day of the first term of enrollment at Guilford; or 2) hold a baccalaureate degree from an approved accredited institution. Under special circumstances, a waiver of the age requirement may be requested through the Center for Continuing Education.

THE CCE STUDENT BODY

Adult students select Guilford for a variety of reasons as the best choice for undergraduate education or the fulfilling of personal academic goals. Most CCE students enroll because they wish to begin or complete an undergraduate degree in the liberal arts or selected applied professional areas to advance their careers, qualify for certain positions, prepare for examinations in particular fields or enrich personal knowledge and skills. Some CCE students already have an undergraduate degree and wish to increase their professional competence or to expand skills and knowledge in new directions by adding a second bachelor’s degree or certification.

While the majority of adult students transfer credits from two- and four-year institutions and plan to complete degrees at Guilford, some have not yet attended college and plan to work on a degree program, earn a Certificate of Study or take courses for personal enrichment. CCE students are enrolled in nearly every major offered at Guilford.
PROGRAMS OF STUDY

Degree Programs

CCE students are fully integrated into the college program and are eligible to enroll in any of the college’s majors.

For students who can attend classes only at night, Guilford currently offers these evening majors: accounting, African American studies, business management, community and justice studies, computer information systems, computer and information technology, criminal justice, education (K-6), education (9-12), forensic accounting, forensic biology, history, political science and psychology. The evening schedule provides a full range of courses to complete a degree in one of the evening majors.

Re-entry Assistance: Adult Transitions Course

As a support for adults returning to school, Guilford offers a distinctive four-credit course, Adult Transitions. The course focuses mainly on clear and effective writing. It also helps students improve study skills, better understand their learning styles and celebrate lifelong learning.

Certificate of Study Programs

In addition to degree-granting programs, Certificates of Study are available. The Certificate of Study program consists of four to eight courses in a clearly defined sequence. It is designed for the person who seeks an organized and well-planned learning experience but does not wish to embark upon a complete bachelor’s degree program. It also appeals to the person who has completed undergraduate studies in one area and seeks to develop and document serious study in one or more additional areas of expertise without pursuing a graduate degree.

Certificates of Study are formalized in the following areas:

Accounting Requirements:

30 semester hours minimum to include:

- ACCT 201  Introduction to Accounting
- ACCT 301  Intermediate Accounting I
- ACCT 302  Intermediate Accounting II
- ACCT 303  Intermediate Accounting III
- ACCT 311  Cost Accounting
- Approved elective from the following:
  - ACCT 321 Taxation of Individuals
  - ACCT 322 Taxation of Corporations and Partnerships
  - ACCT 401 Advanced Accounting
  - ACCT 411 Auditing
  - ACCT 421 C.P.A. Problems
  - ACCT 422 C.P.A. Law
- One additional course not previously chosen from the list above.
- Additional credits to total 30 semester hours from:
- Courses listed above, approved independent study, business law course or other approved course.

Chemistry Requirements:

- CHEM 111 Chemical Principles I
- CHEM 112 Chemical Principles II
- CHEM 231 Organic Chemistry I
- CHEM 331 Physical Chemistry I
- One additional chemistry course
• MATH 121 Calculus I
• PHYS 122 Classical and Modern Physics II or PHYS 212 College Physics II

Forensic Accounting Requirements:
• ACCT 310 Fraud Prevention and Detection
• ACCT 320 Criminology and Legal Issues for Forensic Accountants
• ACCT 330 Computer Forensics
• ACCT 412 Forensic Investigations

Two courses from:
• BUS 215 Business Law
• BUS 241 Computers and Management
• IDS 401 Business Ethics
• JPS 200 Criminal Procedures
• JPS 230 Interpersonal Communications
• PSY 232 Introduction to Personality
• SOAN 101 Principles of Sociology
• SOAN 103 Cultural Anthropology

Forensic Science Requirements:
• JPS 200 Criminal Procedure
• BIOL 245 Introduction to Forensic Science
• BIOL/CHEM 246 Forensic Chemistry
• BIOL 349 Forensic Anthropology

Interpersonal Communication Requirements:
• Introductory course—JPS 270 Interpersonal Communications
• JPS 244 Conflict Resolution Strategies
• JPS 323 Diversity at Work
• Capstone course—JPS 437 Multicultural Communications

Organizational Communication Requirements:
• Introductory course: JPS 271 Organizational Communication and Teamwork
• Three electives chosen from the following:
• BUS 321 Human Resources Management
• JPS 244 Conflict Resolution Strategies
• JPS 323 Diversity at Work
• PSY 332 Industrial and Organizational Psychology

Spanish for the Workplace Requirements:
• SPAN 111 Communicating in Spanish for Business I
• SPAN 112 Communicating in Spanish for Business II
• SPAN 211 Intermediate Spanish for Business I
• SPAN 212 Intermediate Spanish for Business II
• SPAN 221 Advanced Spanish in Business
• SPAN 310 Contemporary Latin America or SPAN 311 Contemporary Spain

Non-credit Courses and Workshops
CCE also sponsors a variety of workshops and seminars for the community that develops knowledge and skills without academic credit. Continuing Education Units (CEUs) are available for some programs. Topics might address cultural, educational, historical and political issues, standardized test preparation, workplace competencies, self-assessment and improvement and topics of interest to older adults. Programs leading to Certified Financial Planner (CFP), Human Resources (SHRM) and Paralegal certification are also available.

www.guilford.edu
There is a fee for most of the non-credit workshops. Specialized training programs are also provided by CCE on an individualized basis to local businesses, industry, schools and other organizations to develop human resources and manage businesses more effectively.

**THE ACADEMIC SCHEDULE**

Classes are offered during the day in several formats, ranging from an hour and a quarter to three hours in length. Evening classes are available four nights a week between 6 p.m. and 10:10 p.m. during the fall and spring semesters and Summer Term.

**Saturday Classes.** These are designed exclusively for Center for Continuing Education students, enabling them to attend full-time on Saturdays. NOTE: Not all major programs offer Saturday classes.

**ADMISSION**

To qualify as a CCE student, an individual must meet one of the following criteria: 1) be 23 years old by the last day of the first term of enrollment at Guilford; or 2) hold a baccalaureate degree from an approved accredited institution. Under special circumstances, a waiver of the age requirement may be requested through the Center for Continuing Education. Applicants are required to submit an application, official transcripts and a $25 application fee. An admission statement (essay) may also be requested. There are additional requirements for visiting/transient students, applicants requiring a student visa and applicants with a native language other than English.

**Degree Candidates.** Adult students who wish to be accepted to pursue a first or second baccalaureate degree program or a Certificate of Study must have official transcripts from all post-secondary institutions attended submitted directly to the CCE admission office at Guilford College. Official high school transcripts are required if the student will be entering as a freshman or will be receiving veterans’ benefits.

Students who are college graduates taking courses for personal or professional interest need only furnish an official transcript from the institution that awarded the baccalaureate degree.

All foreign transcripts must be evaluated by World Education Services, Inc. (www.wes.org) before any transfer credits will be awarded.

For application materials, call (336) 316-2179 or write to:

Guilford College  
Center for Continuing Education  
5800 West Friendly Avenue  
Greensboro, NC 27410

Application materials are also available online at www.guilford.edu/adults.

**Auditors.** Adults who wish to pursue college-level work without receiving grades or college credit may enroll as auditors. These students do not complete the application form and do not furnish the credentials required of degree candidates. They may register on a space-available basis by obtaining written permission from the instructor on a registration form on the first day of the course.

**CCE STUDENT SERVICES**

**Adult Student Government**

The CCE Student Government Association (SGA) is composed of all students registered for college-credit work through CCE. The association exists to serve the welfare and interests of students.
of its members and works toward the establishment of a community supportive of the continuing education of adults. Among other activities the association sponsors social and cultural events.

The Student Government Association operates under the direction of an elected Executive Board. The executive board derives its authority from the president of the college and is responsible for the allocation of CCE student activity fees.

**Adult Student Lounge**
A study and activities lounge is provided for CCE students in Hendricks Hall. Telephones for local calls, study space, wireless access and computers for student use are also available. Building hours are 7:30 a.m.-10:30 p.m. M-F and 7:30 a.m.-6:30 p.m. on Saturdays, when classes are in session. The building is not available on Sundays unless special permission is obtained in advance.

**EXTRACURRICULAR ACTIVITIES**
CCE students may participate free of charge in academic departmental clubs and activities, intramural sports, the campus fine arts series and all events sponsored by their student government association. CCE students are not eligible to be elected officers in student clubs and activities designed for Traditional-aged students. CCE students are eligible to participate in the following activities and organizations in accordance with the stipulated guidelines:

**Other campus activities** available to CCE students on a “fee for use” basis include sporting events, yearbook photos, purchase of the yearbook and participation in the college choir when not taken for academic credit.

### Center for Continuing Education 2008-09 Semester Fees

<table>
<thead>
<tr>
<th>Credits</th>
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*includes fees for SGA, Learning Commons and Career Development Center

### Other Fees

- Tuition per Credit .......................................................... $ 270
- Application Fee ................................................................. 25
- Duplicate Diploma Fee ...................................................... 50
- Athletic Facilities Usage Fee ............................................. 26
- Returned Check Charge .................................................... 25
- Duplicate ID Charge.......................................................... 25
- Fee for Late Drop/Adds and Registration ....................... 50
- Motor Vehicle Registration
  - For one Academic Year ................................................. 45
  - For one Semester ONLY .............................................. 25
- Bicycle Registration .......................................................... 5
- CCE Audit Fee (per credit) .............................................. 60
- Senior Citizen Audit Fee (per course) ............................. 50
- Transcript Processing Fee ............................................... 10
- Transcript Processing Fee (On-Demand, Immediate Processing) ......................... 20

www.guilford.edu
Special Course Fees (subject to change)

Modern Dance I ................................................................. $65
Modern Dance II ............................................................. $75
Horseback Riding ............................................................ $415
Education 440 (student teaching) ....................................... $70
Education 440 (student teaching for two teachers) .......... $100
Music Fees-Guilford; one ½ hour lesson per week .................. $350
Music Fees-Guilford; one 1 hour lesson per week .............. $700
Private Music Fees-Greensboro Academy of Music; one ½ hour lesson per week ...... $450
Private Music Fees-Greensboro Academy of Music; one 1 hour lesson per week ....... $775
Inter Networking Computer .............................................. $50
Guitar Class ...................................................................... $160
Voice Class ....................................................................... $160
African Drumming Class Fee ............................................ $160

** The North Carolina Legislative Tuition Grant (NCLTG) is awarded to all degree-seeking students enrolled full time as of October 1 for the fall semester, and January 22 for the spring semester with no previous four-year degree, who have been legal residents of North Carolina for one year or more. If you feel you are eligible for the NCLTG and have sent in your forms for this grant, you may deduct an estimated amount of $975 from your balance (amount subject to change pending state funding). If you drop below 12 credit hours or withdraw from the college prior to October 1 or January 22, you will receive no portion of the NCLTG.

Payment Option Plans

Payment in full is due by August 1 for the fall semester and January 2 for the spring semester.
1. Payment can be made by cash, check, cashier’s check or money order.
2. Payment by Credit Card. The college will accept payment in full, subject to confirmation, by VISA, MasterCard, Discover or American Express.
   It may be convenient to pay education costs on a monthly basis. Guilford has partnered with AMS to provide an expanded payment plan program that offers services such as:
   • A flexible 10-month installment, interest-free monthly payment beginning June 5 for the academic year.
   • A monthly payment plan with an $80 annual enrollment fee includes tuition protection coverage (TPC), extended customer service hours, Internet access to your account, monthly statements mailed each month and Western Union phone-pay option.
   If you want to use the AMS program, contact them toll-free at (866) TUITION (884-8466) or (800) 635-0120 or visit the AMS Web site at http://www.tuitionpay.com to learn more about the AMS plan.
4. Financial Aid. Accounts may be settled with financial aid funds. Please contact the student financial services office at 336-316-2176, or 316-2354 for more information or visit the financial aid Web site at www.guilford.edu/financialaid.

Billing Information.
Semester invoices are mailed approximately one month prior to the due date of payment. Invoices are sent to students at their permanent residence. If you wish to have a student invoice sent to another party, it is your responsibility to forward the invoice to another address. In special cases, you may submit a request for a second billing address.
Please make checks payable to Guilford College and send in the envelope included with your bill. Please return the enclosed payment worksheet with your payment indicating any changes in the amount of the invoice. Please include copies of any documents relating to outside awards, scholarships, loans, etc., which you have as payment on the balance due. Please mail payment in sufficient time to be received by the date due.

Subsequent bills will be sent during the first weeks of September, October and November for fall and during the first weeks of February, March and April for spring. Mid-semester bills will only be sent to those students with a balance due. You can query the status of your account through BannerWeb. Login to BannerWeb→Student and Financial Aid→Student Records→and select either Account Summary or Account Summary by Term.

In the event that you need a copy of the statement of your account, you can request one from the Office of Student Financial Services. An updated statement will be mailed to you.

**Accounts Receivable Holds/ Past Due Accounts:**

**Accounts Receivable Holds** are placed on a student’s account when the amount billed becomes past due. A student’s account becomes past due after the first day of classes at the beginning of each semester. All charges incurred subsequent to the first day of classes are expected to be paid in full immediately. If those charges are not paid immediately, they then become past due at the time of the next billing period where the account will be listed as past due. An accounts receivable hold will remain on the student’s account until the balance is settled in full. An accounts receivable hold will prohibit students from completing check-in at the beginning of the semester, making changes to current schedule, registering for future semesters and receiving transcripts.

**IF YOU DO NOT PLAN TO ATTEND IN FALL 2008 OR SPRING 2009:**

Once registered, you are officially enrolled at Guilford and financially responsible for charges. If you decide not to attend classes, you must notify a CCE counselor in Hendricks Hall to process an official withdrawal from school.

Withdrawal from Guilford is official only after a Withdrawal Form is completed and returned to the Center for Continuing Education and processed by the registrar. A request to the registrar for an academic transcript shall not be considered a notice of withdrawal from the college.

If withdrawal occurs prior to the first day of classes, 100 percent of all tuition and fees are refunded. After the first day of classes, the refund is based on U.S. Department of Education requirements. A refund schedule can be obtained from the Office of Student Financial Services.

**Grades** are not mailed home. BannerWeb can be accessed with any Internet browser.

**Office of Student Financial Services** for service in the basement of New Garden Hall

**office hours are** Monday to Thursday from 8:30 a.m.-5:30 p.m. and Friday from 8:30 a.m.-5 p.m., exclusive of college holidays. E-mail address for the student financial services staff: finaid@guilford.edu.

**Drop/Add Course Adjustments.** Financial aid awards that require half-time or full-time enrollment for the term will be canceled in accordance with state and/or federal requirements.

- **Regular and Intensive Enrollees:** During the first 21 calendar days of the session, CCE students who remain enrolled at Guilford for at least four credit hours may obtain a full refund for courses dropped. No adjustments or refunds are made after the 21st calendar day.
- **Fast Track Enrollees:** During the first 10 calendar days of the session, CCE students
who remain enrolled at Guilford for at least four credit hours may obtain a full refund for courses dropped. No adjustments or refunds are made after the 10th calendar day.

**Explanation of Fees**

**Student Activity Fee:** The student activity fee is charged to all students and administered by the CCE student government to cover the budget of activities, special events and publications. It also pays for use of the Learning Commons and Career and Community Learning Center by CCE students in which all students may participate or from which they receive benefits.

**Motor Vehicle Registration Fee.** Parking registration is required for every vehicle on campus. Parking registration will be automatically charged to all students' accounts at the beginning of the school year. If parking is not desired, students must notify the Office of Student Accounts to waive the registration fee.

**ID Replacement Charge:** Guilford has a permanent ID card system. If your ID has been lost or damaged beyond use, there is a $25 replacement fee.

**Returned Check Charge.** Returned checks will be re-deposited one time unless the business office is notified otherwise. A $25 handling charge will be added to the student's account for each time a check is returned because of insufficient funds or other reasons. This is applicable to all checks written to Guilford.

**Fee for Late Drop/Adds and Late Registration.** For information on the fee for late drop/adds, please refer to the Academic Regulations and Procedures portion of the catalog.

**Veterans** should see the VA service representative in the registrar's office. Veterans who do not plan to pay in full on Registration Day should contact AMS at (866) 884-8466 or visit the AMS Web site at http://www.tuitionpay.com to learn more about the AMS plan.

**The Federal Tax Reform Act of 1997.**

The Tax Reform Act of 1997 created two tax credits, the Hope Scholarship Tax Credit and the Lifetime Learning Tax Credit. Due to this legislation, Guilford is required by the Internal Revenue Service (IRS) to issue the form 1098-T to students with transactions during the calendar year. The form 1098-T will report any eligible tuition and fees billed and qualified scholarships and/or grants credited during the calendar year.

Form 1098-T will be mailed by Jan. 31.

If you have any questions or concerns about the amounts reported please call the Office of Student Accounts at 336-316-2176 or 336-316-2384 or e-mail us at studentacct@guilford.edu. Remember, Guilford cannot offer any tax advice or assistance. Please direct any tax questions to the IRS at 1-800-829-1040 or refer to their Web page at www.irs.gov.

**MOTOR VEHICLES AND PARKING**

A Guilford student may operate a motor vehicle on campus provided that it is properly registered. Students who operate motor vehicles on campus are required to pay a registration fee and park in a designated parking area. Students are required by law to comply with North Carolina state motor vehicle insurance requirements and all local, state and federal ordinances. Temporary parking permits may be obtained free of charge at the Office of Public Safety for vehicles operated by guests and visitors to the campus.

The Office of Public Safety is responsible for reporting violations of college motor vehicle regulations to Guilford officials. The Greensboro Police Department, the Guilford County Sheriff's Department and the North Carolina Highway Patrol enforce North Carolina state laws pertaining to the operation of motor vehicles.

Details of traffic and parking regulations are included in the Student Handbook.
IX. Learning Resources

Many facilities and programs support Guilford’s academic curriculum. Descriptions follow of the library, computing and information technology, the Learning Commons, first-year program, science and language laboratories, classroom buildings, physical education building, performing arts spaces and Guilford’s art studios and galleries.

HEGE LIBRARY

Hege Library is a complex of facilities that comprises 53,000 square feet of space in a modern addition and 27,000 square feet of renovated area. Constructed in four phases beginning with a matching grant of $9,000 in 1908 from Andrew Carnegie of New York, the library has grown to offer numerous study spaces, house the college art collection and provide print, audio-visual and electronic resources.

The library collection includes about 250,000 books, periodicals and non-print media, and the library provides study space for 400 users. The Hege Library includes a complete array of library services, the Friends Historical Collection, the Friends Center at Guilford College, the Learning Commons, the Betty Place Digital Classroom and the nine-room Guilford College Art Gallery. Library functions are automated with the catalog holdings of Guilford and other area colleges available via computers at many campus locations. In addition to standard desktop computers located in the information/reference department and the Betty Place Classroom, laptop computers may be borrowed for use in any public area of the library via wireless network. Community members have Internet access to all the library's digital resources from any computer on or off campus.

Several special endowed collections give the library a distinctive strength. Of special note are collections supported by Friends of the Library focused on science fiction, poetry and simple living. Endowed collections also exist in the areas of science, history, fine arts, religion, English, women's studies, foreign languages, international/intercultural studies and Quakerism.

Hege Library also provides a wide range of services for the college community, including general circulation, reserves, reference assistance and bibliographic instruction. Interlibrary loan is available by mail, fax and Internet delivery. Students, faculty and staff can use the online catalog to initiate requests from our partners in the NC-PALS Library Consortium. The library also has reciprocal borrowing agreements with most of the academic libraries in the Triad, including those of the University of North Carolina at Greensboro and North Carolina Agricultural & Technical State University.

Friends Historical Collection. The Friends Historical Collection, located in Hege Library, is a comprehensive research collection of materials pertaining to the Religious Society of Friends (Quakers) worldwide. The collection is open to Guilford students and faculty, Friends, visiting scholars and genealogical researchers. At its core are more than 600 manuscript books of Carolina Quaker records dating from 1680. The collection also includes rare books and periodicals, manuscript collections of personal papers and correspondence, files, Quaker costumes and artifacts, student theses, the college archives and genealogical resources. The Friends Center office is adjacent to the collection.

North Carolina Piedmont Academic Library System. This organization (NC-PALS) includes Bennett College, Greensboro College, Guilford College and Salem College. The most significant cooperative effort of the consortium is NC-PALS, an electronic integrated library system that serves all member colleges.
COMPUTING AND INFORMATION TECHNOLOGY

Computing Resources. Guilford features a fully networked campus with connectivity to academic and administrative buildings and residence halls. The campus has fiber-optic connectivity between most buildings. Each residence hall and most of the student houses have a data connection per resident and cable TV connection per room. Phone and voicemail service is available upon request. The campus has a high-speed connection to the Internet and is expanding its wireless infrastructure across campus.

Computer labs are available to Guilford students and community. Two 24-hour computer labs are available in the Bauman Telecommunications Center. Guilford supports both Windows and Macintosh computers. Guilford maintains multi-media and computer classrooms across campus. The Guilford College Web site provides up-to-date information on the computer labs and the college standard hardware and software.

All computers on the Guilford network have access to network servers managed by the Department of Information Technology & Services and to high-speed networked printer-copiers. Every student, staff and faculty member has an account on the network servers with private disk space that is accessible from all networked computers. Guilford provides multiple ways to access the network from off campus.

Information Technology and Services. This department is located in the Bauman Telecommunications Center, which houses the campus network and servers, the telephone and voice mail systems, the cable TV systems and the Information Technology & Services Help Desk. IT&S provides support for academic computing, all college standard software and hardware, the Guilford network and the college’s connection to the Internet. The IT&S Help Desk is located in Bauman 101. The Help Desk provides technical support for campus computer hardware and software issues. Requests for assistance can be made by phone, e-mail, voicemail or by just walking in. Both professional staff and student workers staff the Help Desk. IT&S provides training in the use of the college standard software and hardware. Faculty may work with IT&S’s instructional technologist to provide training in specific information technology areas for their classes.

Multimedia Equipment. Information Technology & Services also provides the campus with multimedia resources. These consist of digital and analog video and still cameras, data projectors, laptops and video editing and duplication. These services are provided by contacting the Help Desk and reserving the equipment for pickup or classroom setup.

LEARNING COMMONS

The Learning Commons (x. 2253) is located on the second floor of Hege Library and serves the learning needs of Guilford’s diverse student population. The department offers a variety of academic support services: professional tutors who assist with writing, study skills, time management, quantitative literacy and learning differences; peer tutors who assist with course-specific needs; Learning Strategies and Alternative Learning Strategies classes each fall and spring; class and group presentations on a variety of topics, such as writing process and time management; and a campus reading series for creative writers. The Learning Commons also has a variety of resources: a computer lab; space to study, tutor and be tutored; books, handouts and other valuable resources, such as semester-at-a-glance calendars; a helpful link on the Guilford Web site as well as such support technology as a Kurzweil Reader (scans texts and reads them), JAWS (screen reading software for PCs) and a magnifier for use with printed texts.

The Learning Commons works to teach students how to learn more effectively and efficiently across the curriculum and throughout their lives. The Learning Commons is not a remedial center; rather, it provides support for all, including Early College, adult,
traditional, honors, under-prepared students, students with special needs, students on academic probation and those doing advanced course work or writing senior theses.

**Students with Disabilities**

Guilford does not discriminate against qualified individuals with disabilities and provides reasonable accommodation(s), as required by law, to otherwise qualified applicants for admission. Such accommodations bear on education programs, activities, services and practices, including application procedures, admissions, student assignment, course assignment, the awarding of degrees, discipline and dismissal. Educational opportunities will not be denied to an otherwise qualified applicant or student because of the need to make reasonable accommodation(s) or modification(s) for the physical or mental impairments of any such individual.

If you have a documented physical, learning or psychological disability for which you would like to request appropriate accommodations, you must complete the Disabilities Disclosure found in the Course Registration Guide or in the Office of Campus Life and the Learning Commons. Please be sure to include specific information regarding your disability and how it affects your academic work, class schedule, residential living situation and co-curricular involvement. You should attach appropriate documentation. Please indicate whether or not you are requesting assistance in arranging for accommodation.

The form and documentation will be directed to the appropriate campus area (Counseling Center, Learning Commons, Student Health, Residence Life, etc.) for consideration. A staff member from the appropriate area will be in touch with you to discuss your accommodations and you will receive a copy of your confidential 504 Accommodation Plan that you may share with instructors, resident advisors, staff members and others as appropriate.

**CAREER AND COMMUNITY LEARNING CENTER**

The Career and Community Learning Center assists students and alumni in setting and achieving their career and life goals. Through personal advising, assessment and experiential activities, counselors and program coordinators help students identify interests and skills, relate college experience to the world of work, and plan their next steps after graduation. Special programs, career fairs and a one-credit course also assist students in their planning. An alumni network gives students access to Guilford graduates who are willing to share their expertise.

The center houses a library of rich resources that help students plan a major, investigate graduate programs, develop a polished résumé, conduct an effective job search or find an internship (the internship program is discussed in Chapter VII). Reference materials on national and international companies and agencies in the nonprofit sector are also available.

The center also coordinates and supports a strong service component, including the Bonner Scholars Program (this program offers scholarships to qualifying students interested in community service). Through this component, students can choose from a wide range of service opportunities in the Greensboro community. With staff support, students initiate and manage an array of diverse programs at sites that include, for example, a prison unit, a homeless shelter and a refugee community. Training in leadership skills, program management and cultural understanding is provided to participants.

Students who want to explore issues of faith and vocation can also find assistance and resources in the center. An experienced staff person is available to help students reflect on these important issues and connect them to their career planning.

The center serves all students and alumni and encourages early involvement.

**Student Employment Service**

The Student Employment Service (SES), a part of the Career and Community Learning Center, assists students seeking part-time (on- and off-campus) and summer
employment. Students have access to the on-line OPTIONS conference, which lists part-
time opportunities in the greater Greensboro area as well as nationwide summer positions.
SES also posts available on-campus jobs for students who have been awarded work-study as
part of their financial aid package.

INTERNATIONAL STUDENT SERVICES
Services are available to international students through the International Student Office
and the international student advisor, who advises them on institutional rules, government
regulations, academic resources and opportunities offered by both the college and the
larger Greensboro community. Various programs and resources are available through the
International Student Office to aid international students in their transition to Guilford and
the Greensboro community.

Guilford is a member of the Association of International Educators-NAFSA-AIE and
is authorized under federal law to enroll non-immigrant alien students. A pre-orientation
program for international students is held prior to the general orientation program as well as
a special re-entry program for students returning home after their studies at Guilford.

CULTURAL OPPORTUNITIES
Arts Programs and Lectures
Each year Guilford presents programs in music, the performing arts and public affairs
for students, faculty and staff. The college presents departmental lectures such as the Sheridan
Simon Lecture (physics), the James L. Fleming Lecture (peace and conflict studies) and the
Rembert W. Patrick Lecture (history).

Since 1996, the Bryan Series has been creating community conversation with an annual
series of lectures in the arts, humanities and public affairs. Events are held in War Memorial
Auditorium in Greensboro. Recent visitors have included Madeleine Albright, Sidney
Poitier, Mikhail Gorbachev and Desmond Tutu. For more information, visit www.guilford.edu/bryanseries.

SCIENCE CENTER
The Frank Family Science Center houses the four science departments at Guilford. In
addition to providing modern laboratory facilities, the science center serves as a popular
teaching facility for the entire academic community. It provides computerized multimedia
classrooms, a computer visualization facility, a multi-function auditorium, an observatory
and formal and informal meeting facilities. The new science building was named The Frank
Family Science Center to honor Stanley Frank – a local community leader and a trustee of
the college from 1969-2006 – and his family.

The 54,000-square-foot facility was planned “from the inside out” to support Guilford’s
unique vision of science education. Laboratory design consultants worked with each member
of the science faculty to design laboratories which would enable hands-on learning with
intense student-teacher interaction. These facilities were then combined with student work
spaces, classrooms and easily accessible faculty offices to create learning communities for
each discipline – biology and life sciences; chemistry; geology and earth sciences; and physics
and astronomy. The result is a building that facilitates interactions among the disciplines and
so encourages the growth of interdisciplinary programs such as environmental science and
health professions.

Scientific Computation and Visualization Facility. The chemistry, geology and physics
departments host the Guilford Scientific Computation and Visualization Facility, which was

Guilford College
made possible by a grant from the National Science Foundation. This facility is equipped with a Silicon Graphics server and more than 20 Sun and Silicon Graphics workstations, running Unix. Students, ranging from first-year students to seniors, use these computers for class work, independent projects and senior theses. Specific uses include molecular modeling, geographical information system work, numerical modeling, development of computer graphics and computationally intensive calculations.

**Biology.** The biology department has six large, well-equipped laboratories on the first and lower floors of the Frank Family Science Center, a greenhouse, several instrument/prep rooms and faculty research space. A seventh laboratory in the Frank Center is designed specifically for biology majors who are conducting individual research projects. All of the teaching laboratories in the Frank Center are fully wired and equipped with computer projection facilities, audio-visual equipment, and multiple computer terminals for student use. The student research lab and the teaching laboratories are furnished with modern molecular biology equipment that gives students practical experience in research methods. The forensic biology laboratory is furnished with a GC-MS and a wide variety of new instrumentation used both in teaching and research. In addition, modern crime scene software and a collection of BoneClone replicas are available for student use. The physiology laboratory provides equipment and computer hardware and software for studies of animal and human functions. The Bailes Greenhouse provides opportunities for student and faculty research and also serves as a depository of typical vascular plants for observation and study. An herbarium is also available for botanical reference. An ornithological collection housed in the field biology laboratory dates back over a century to the work of Guilford alumnus T. Gilbert Pearson, one of the first presidents of the National Audubon Society. The department maintains a collection of specimens of vertebrates from North Carolina. The college woods and lake serve as a “living laboratory” with over 240 acres for research and study in forest ecology, ornithology, herpetology and limnology.

**Chemistry.** The chemistry department occupies the third floor of the Frank Family Science Center. The laboratories and other department facilities were designed by the faculty to allow access to students in all chemistry courses, including the introductory courses, to state of the art instructional and research facilities. The general chemistry lab is equipped with downdraft hoods for each student, as well as data ports at each station. The organic chemistry lab provides individual access to research-grade fume hoods that allow modern experiments to be performed safely. Both labs are equipped with computer projection systems to facilitate demonstration of laboratory techniques and concepts. The advanced chemistry lab is a flexible space that can be used by junior and senior chemistry students to perform more advanced procedures in physical, analytical inorganic and materials chemistry. A research lab permits students to pursue thesis research under the direction of a faculty member. Instrumentation available to students in these laboratories includes a 90 MHz NMR spectrometer, double beam UV-visible spectrophotometers, an FT-IR spectrophotometer, high-performance liquid chromatographs, a fluorimeter, calorimeters for solutions and polymer analysis, a potentiostat-galvanostat, and an ion chromatograph. Student offices give chemistry students spaces within the department to study, read journals or analyze data in a comfortable setting, near faculty offices.

**Geology.** Geology facilities support a complete field and laboratory program and complement Guilford’s student research program in geology. The Frank Family Science Center has eight state-of-the-art geology classrooms and laboratories, including ample and comfortable student research and study space, with excellent access to faculty. The department owns an extensive map, rock, mineral and fossil collection. The department is equipped with rock and mineral analysis capabilities, including polarizing.
petrographic microscopes, photomicrographic facilities, dissecting microscopes, sample preparation facilities, gem analysis equipment and basic sedimentation equipment. Field studies are enhanced by a portable magnetometer, gravimeter and a 12-channel seismograph. The department has outstanding facilities for hydrologic studies, including eight monitoring wells that have been installed on campus, dataloggers, pumps, water level tapes and other standard equipment. A small lake on campus is also available for study, and a permanent weir has been installed on the college creek for surface water studies. The department also maintains a geochemistry lab and has field equipment for environmental investigations, including a portable spectrophotometer for contaminant analysis. These are complemented by Geographic Positioning System hardware and software, and excellent computer facilities (UNIX and PC), image-processing capabilities (computer, software and images), and computer graphics and mapping capabilities, digitizing pad and color plotter.

Physics. The physics curriculum helps students to learn the science of physics and become physicists. To accomplish these goals, the physics department emphasizes undergraduate research – especially projects initiated and designed by students – as a critical element in the physics learning process. Beginning in the first year, students are asked to initiate and design their own investigations. More than 3,000 square feet of laboratory space within the department supports undergraduate research. Many of the experiments that students conduct here are independent projects that are not associated with any particular course. Equipment for these experiments is constructed and modified in the modern shop facilities in the basement of the Frank Family Science Center. The department offers two endowed physics awards, the Jeglinski Physics Award, in memory of Boleslaw Jeglinski and Michael Jeglinski, and the Helen and Winslow Womack Physics Research Award. These awards are given annually to students to support their research and fund their travel to professional scientific meetings such as the National Conference on Undergraduate Research.

The department’s introductory laboratories rely on a microcomputer-based data gathering and analysis system connected to the campus network. The advanced laboratories, created with support from the National Science Foundation, focus on experimental modern physics and include cryogenics, optics, atomic and nuclear physics, electronics centers and modern astronomical observing tools in the visible, Infra-red and 14 MHz radio frequencies. Students learn to control the sophisticated equipment in these centers using LabVIEW™ programs running on the department’s many personal computers. For more complicated computational studies, students use Sun and Silicon Graphics Unix workstations from Guilford’s Scientific, Computation and Visualization Facility.

In addition to the laboratory space, the physics department houses two rooms of student office space. Each physics major is given a desk and may use this space as a place to study or to store books. These rooms, provided by gifts from the physics alumni, are wired to the campus network and contain a personal computer and a Sun work station for student use.

OBSERVATORY

The Frank Family Science Center houses the J. Donald Cline Observatory and an astronomy lab, a photographic darkroom and an observatory support room. The principal instruments are a 16-inch Ritchey-Chretien optical telescope on a robotic mount and a seven-foot-diameter radio telescope on a fully motorized altazimuth mount. Instrumentation for the optical telescope includes CCD cameras, photometers and a spectrometer. This facility is used in the introductory astronomy and physics classes, for public viewing and for undergraduate student research. The college also shares a research-grade 32-inch telescope at the Three-College Observatory that is located about 33 miles from campus.
LANGUAGE LABORATORY
An important gift from the Price Family of Greensboro established the Price Language Laboratory in 1965. In 1995, AT&T generously contributed the Computer Laboratory Classroom through its University Equipment Donation Program. The lab space, on the third floor of Duke Memorial Hall, allows individual and group work with multimedia language learning programs, Internet access and large-screen projection capabilities.

CLASSROOM BUILDINGS
The three main classroom buildings are Duke Memorial Hall, Frank Family Science Center and King Hall. In addition to classrooms and faculty offices, Duke Memorial Hall also houses the foreign languages laboratory. Film viewing and demonstration lectures for groups up to 75 can be accommodated in Duke Memorial Hall’s C. Elmer Leak Audiovisual Center, with equipment for video projection of both computer graphics and videotape on a large screen.

The Frank Family Science Center houses a 135-seat domed auditorium that is a video, audio and computer multimedia facility used for lectures, films, concerts and student theater productions. In addition to classrooms and faculty offices the Frank Family Science Center also houses the Science Library and laboratories in biology, chemistry, geology and physics including a weather station and both optical and radio telescopes on the roof.

In addition to classrooms and faculty offices, King Hall also houses the Office of Multi-Cultural Education and the Center for Principled Problem Solving.

Classes are also held in Bauman Telecommunications Center, Dana Auditorium, Founders Hall, Hege-Cox Hall and the Ragan Brown Field House.

PHYSICAL EDUCATION CENTER
All students are encouraged to participate in intercollegiate and intramural sports. Guilford College’s Physical Education Center, dedicated in 1980, affords students the opportunity for physical development, recreation and athletic competition. The center consists of:
- Alumni Gym, built in 1940, which has one basketball court as well as offices for coaches and some faculty members.
- Ragan Brown Field House, which has a 2,500 seating capacity and three full-size basketball courts. Classrooms for physical education studies are also housed here.
- Swimming pool and dive tank.
- Weight room, featuring Hammer Strength equipment.

Adjacent outdoor athletic areas to the PE Center include:
- Fields for baseball, football and a running track, lacrosse, rugby, soccer, softball and ultimate Frisbee.
- Eight tennis courts.

FOUNDERS HALL
Rebuilt on the site of the original building of New Garden Boarding School, Founders Hall provides office space for many student service departments and Traditional-age student organizations. Its facilities include the college cafeteria, meeting rooms, lounges, an art gallery, a recreation room, Traditional-age mailroom, a snack shop, the college bookstore and a student-operated radio station.

Housed in the basement is the Department of Theatre Studies, including faculty offices, box office, costume shop, dressing rooms and a rehearsal hall.
PRACTICING, PERFORMING AND MEETING SPACE

Charles A. Dana Auditorium, completed in 1961, is a proscenium theatre that seats 1,000 and is used for major musical events as well as for lectures and conferences. The south wing houses teaching classrooms, music practice rooms and a large choir room for rehearsals and small informal concerts. The Mary Pemberton Moon Room is suitable in size and arrangement for worship, informal lectures and monthly faculty meetings. Dana Auditorium hosts classes from a variety of disciplines and houses offices for the music and the religious studies departments. In the summer, Dana is home to the Eastern Music Festival and the Eastern Philharmonic Orchestra.

Sternberger Auditorium, adjacent to Founders Hall, is a flexible performance space that seats up to 250 and is equipped for stage productions, concerts, lectures and dances.

STUDIOS AND GALLERIES

Hege-Cox Hall, contains the art department offices, outdoor kilns for firing ceramics, darkroom and studios for wood and mixed-media sculpture, welding, ceramics, printmaking, painting and drawing. There is a hallway gallery for the exhibition of student work. Gallery spaces in Founders Hall also exhibit work by students. In the Hege Library, the Guilford College Art Gallery houses a permanent teaching art collection and features exhibitions emphasizing modern and contemporary art reflecting social and cultural issues congruent with the college’s Quaker tradition. Art history classes are taught in the Bauman, Frank and Duke classrooms. Senior thesis students have private studio spaces in Hildebrandt House.

The Guilford College Art Gallery. Housed in Hege Library, the Guilford College Art Gallery opened in 1990 with more than 3,500 square feet devoted to exhibiting the college’s permanent art collection and occasional temporary exhibitions. In addition to an enclosed main gallery, there are eight atrium galleries, vitrines and an art storage area utilized by the college’s art curator.

As the “scholarly crossroads” of the Guilford campus, Hege Library offers an ideal location for the gallery. The addition of visual arts to the library enriches the environment for students who may view fine works of art while pursuing their studies. The original works of art on display function as a primary source of knowledge for faculty, students and the community at large. Students analyze and study these objects in a variety of contexts; creative artists draw inspiration from them; and faculty use them to reinforce their interdisciplinary approach to teaching. The Gallery’s exhibitions emphasize modern and contemporary art reflecting social and cultural issues congruent with the college’s Quaker tradition.

The college seeks to collect works of art representing a broad range of periods, styles and cultures. Formed in 1973, the permanent collection was significantly expanded in 1986 with generous contributions by Rachel and Allen Weller and by Ruth and Ira Julian, dedicated art collectors. The collection was further enhanced with a gift of important 19th and 20th century traditional African sculptures from Dr. A. Kelly Maness Jr.

Spanning more than 40 centuries and four continents, the collection now includes more than 1,100 objects by more than 450 artists, with an emphasis on 19th - and 20th-century American and European paintings, prints and drawings. The collection includes original works by Rembrandt, Picasso and Dali as well as an impressive selection of 20th-century American artists, featuring works by Grant Wood, Leon Golub, Sue Coe, Miriam Schapiro, Robert Bechtle, Josef Albers, Roger Brown, Joseph Stella and Abraham Rattner.
X. Admission and Fees for Traditional-Age Students

Guilford accepts applicants whose qualities of intellectual capability, personality and social awareness potentially enable them to benefit from both the academic program and campus life. Further, the college seeks students whose backgrounds and talents will enrich the experience of the college community and whose concerns promise constructive leadership and service in the society in which they live.

The college builds a community of individuals whose diverse geographic and ethnic origins and varying races, religions, ideologies, sexual orientations and socioeconomic backgrounds will enrich and enhance the educational experience at Guilford.

NOTE: For admission and fee information specific to CCE students, please see chapter VIII.

Admission Procedures

Criteria for Selection

The Admission Committee reviews each application individually, with consideration given to all aspects of an applicant’s record, keeping in mind the admission objectives set out above.

Academic Record

The Admission Committee examines an applicant’s past scholastic achievement, as demonstrated by course selection, grades, class rank and other presented materials.

There is no specific number or pattern of units required for entrance to Guilford. The college is primarily interested in the quality of a student’s overall academic performance. However, to be better prepared for academic success in Guilford’s liberal arts curriculum, a student should include among the 16 high school units at least 12 academic units (four units in English, three in mathematics, three or four in natural sciences and two to six in a foreign language). In the evaluation of applications, the admission office will recalculate the high school grade-point average using core high school courses (English, mathematics, natural and social sciences and foreign languages). This grade-point average will be utilized for evaluation.

In addition to their course work in high school, prospective students are urged to read widely outside of class to broaden their general background and acquaintance with contemporary issues. Students also are encouraged to increase their competence in writing and to develop the ability to express ideas accurately.

Entrance Tests

To assist the Admission Committee in evaluating a prospective student's academic potential, each applicant is expected to take the Scholastic Aptitude Test (SAT I) administered by the College Entrance Examination Board or the test of the American College Testing Program (ACT) and have scores sent directly to the college.

Portfolio

An applicant may choose to submit a portfolio instead of standardized test scores. A portfolio should reflect the student’s academic, creative and personal interests and
accomplishments. It must include, but is not limited to, three to five writing samples (at least one should be a graded expository written work) and, if available, a junior/senior reading list. If desired, students are welcome to submit additional artwork, poetry or DVD presentations of work.

Students must also schedule an interview (on-campus, alum or via phone) as well as submit a short response regarding the decision to submit a portfolio in lieu of standardized test scores. The content of a portfolio is limited only by the applicant's imagination; it must be sufficient, however, to provide evaluative information to substitute for standardized test scores. In this case, choosing to withhold SAT I or ACT scores will not prejudice the student's chances of admission.

Personal Characteristics

Personal characteristics are evaluated through recommendation forms and an interview, preferably on campus. Guilford encourages students to visit, have an interview with an admission officer, talk with different members of the college community, and become familiar with the campus. Personal contact also lets the admission staff become better acquainted with an applicant. Arrangements for a personal interview and a campus visit may be made by writing or calling the Office of Admission. Call (336) 316-2100 or (800) 992-7759 to arrange a campus visit.

Other Materials

All applicants are encouraged to submit for the committee's review a copy of a challenging expository writing assignment from any junior or senior level academic class that has been graded by a teacher, with an explanation of the context of the particular assignment. Additionally, applicants should submit information concerning unusual circumstances, achievements or abilities which would be relevant to the process.

International Student Applications

To be considered for admission, an international student must comply with certain special procedures. An applicant should complete the application form and return it with the following:

- a bank draft in payment of the application fee of $25 (U.S. dollars);
- one copy of an official transcript from each high school or college attended;
- one copy of an official TOEFL (Test of English as a Foreign Language) score (to be considered, a student must score 550 or above);
- a completed financial statement indicating adequate financial support to meet the expenses of the entire academic program at the college. Applications will not be processed unless such declaration can be made.

A provisional admission can be granted to a prospective international student who meets the following conditions:

- ranks in the upper 40 percent of his or her graduating class;
- has maintained a grade average equivalent of C or better;
- agrees to continue studying in an intensive English language program until s/he scores 550 or above on the TOEFL examination. Upon achieving a minimum TOEFL score of 550, the applicant is required to complete a statement demonstrating proficiency in written English.

All foreign transcripts must be evaluated by World Education Services, Inc. (www.wes.org) before any transfer credits will be awarded.
Transfer Applications

Qualified students from other accredited and approved colleges and universities are welcome to apply to Guilford. In order to be considered for admission to Guilford, a prospective transfer student needs at least a C average in all academic work taken at the college level. Consideration is given to the academic reputation of the college from which the student wishes to transfer and the type of courses taken at that institution. Transfer applications are evaluated according to the same criteria used for first-year applications.

The materials necessary to complete an application for transfer are:
- the transfer application for admission and the $25 application fee;
- if the student is transferring in with at least 30 hours of college credit: a transcript from every college attended;
- if the student is not transferring in with at least 30 hours of college credit: a transcript from every high school attended and results of one of the college entrance examinations (SAT or ACT scores earned while in high school are acceptable);
- a recommendation from the dean of students of each college the student has attended (this form is separate from the application for admission).

English and Foreign Language Evaluation

All first-year students are evaluated for proficiency in English and in the foreign language they wish to continue studying. On the basis of these evaluations, students are placed in the most advanced courses for which they are qualified. Students also will be evaluated for proficiency in mathematics.

Immunizations

North Carolina law requires that all students submit proof of immunization against diphtheria and tetanus (DT), polio, measles (rubeola), mumps and rubella within 30 days of enrollment. Students failing to do so must be suspended.

Advanced Placement, International Baccalaureate and ACE credit

Advanced standing may be earned through the Advanced Placement Program of the College Board or the College Level Examination Program (CLEP) for a total of 32 credits for those examinations that correspond to courses in the Guilford curriculum.

The required course First Year Experience 101 cannot be waived by examination. The appropriate department chairperson must approve placement and credit decisions in the student’s major.

Placement requires Advanced Placement scores of three or better, or CLEP scores of 50 or better; credit requires Advanced Placement scores of four or better, or general CLEP scores of 55 or better. Subject CLEP scores must be at least 50 for placement and at least 55 for credit. General examination scores may apply only to courses taken to satisfy the general college or distribution requirement. Students may obtain credit for other courses only by taking subject area examinations.

Guilford also recognizes the International Baccalaureate (IB) for admission purposes. IB credit will be awarded to students who have achieved scores of 4 through 7 on the Higher Level tests.

The college will also award up to 16 credits for educational experiences during military service according to the recommendations of the American Council on Education. All foreign transcripts must be evaluated by World Education Services, Inc. (www.wes.org) before any transfer credits will be awarded.

For further information, the student should contact the registrar’s office or the admission office. Continuing Education students should consult an academic advisor in the Center for

www.guilford.edu
Continuing Education.

**Early Entrance**

Guilford’s Early Entrance program welcomes applications through the normal admission process from qualified students who wish to pursue their educational objectives at an accelerated rate. Students of proven academic ability and exceptional motivation and maturity may be considered for admission before completion of the full four-year high school program. Any high school student with superior academic potential is eligible to apply. Usually these applicants wish to enroll after completion of the 11th grade, but capable students who wish to enter college even earlier may, in some cases, be considered. Minimum age for application is 14.

For details, contact the Office of Admission.

**Application Procedure**

Applications are processed as soon as an application form and all supporting materials are received in the Office of Admission. The materials needed are:

- the completed application form with a $25 application fee;
- a transcript of all secondary school work;
- results of one of the college entrance examinations (SAT I or ACT) or a portfolio;
- the School Report Form and at least one Teacher Evaluation (these forms are included with the application for admission);
- other recommendations at the discretion of the applicant.

Accepted students confirm their intention to enroll by paying a non-refundable $300 Enrollment Fee required of all students.

**For more information**

Inquiries concerning admission to Guilford should be addressed to:

Guilford College  
Office of Admission  
5800 West Friendly Avenue  
Greensboro, NC 27410  
(336) 316-2100 or (800) 992-7759  
admission@guilford.edu

**Early Action Plan**

To allow prospective Guilford students who clearly are interested in the college but have not yet determined that it is their first choice, Guilford offers an Early Action Plan. Students who also plan to apply for a merit award through the Guilford College Honors Scholarship program should choose this option.

Through this arrangement, students who have strong academic and personal qualities may have a decision from the Admission Committee by Feb. 15 of their senior year rather than April 1. Additionally, Guilford agrees to waive the $25 application fee for all Early Action applicants.

To apply to Guilford under the Early Action Plan, students should take the SAT I or ACT examination no later than December of their senior year in high school and submit their applications, with all supporting material, by Jan. 15 of that year.

Students choosing the Early Action Plan may apply to other colleges and are under no obligation, if accepted, to notify Guilford of their college choice until May 1.
## Traditional Age Students 2008-09 Semester Fees

<table>
<thead>
<tr>
<th>Housing Options</th>
<th>Residential Students</th>
<th>Residential Students</th>
<th>Residential Students</th>
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<tr>
<td></td>
<td>BASIC DOUBLE Room</td>
<td>LARGE SINGLE Room</td>
<td>SMALL SINGLE Room</td>
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<tr>
<td>Meal Plan Options</td>
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<td>Plan 3</td>
<td>Plan 4</td>
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<td>$165</td>
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<tr>
<td>Room &amp; Board</td>
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<td>Medical Insurance ***</td>
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<tr>
<td>Parking Fee</td>
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<tr>
<td>Totals</td>
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### Housing Options

<table>
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<tr>
<th>Meal Plan Options</th>
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<th>Off-Campus</th>
<th>Study Abroad</th>
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<td>Plan 4</td>
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<td>Activity Fee</td>
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</table>

A Deposit in ESCROW is a deposit held by Guilford College to offset outstanding student charges while the student is enrolled. It is required of all NEW students prior to enrollment. When the student graduates or withdraws from Guilford, the Deposit in ESCROW is refunded less any outstanding charges.
**Notes to Fees:**
* Meal Plan Three is available only to students who are either living in Guilford apartments or alternative housing.

** Discount given for balances settled by July 15 for the fall semester and Dec. 15 for the spring semester.

*** The $183 fee pays for coverage for one academic year. For Guilford students who only need medical coverage for Spring 2009, the charge is estimated at $107, subject to change. International students pay $475 for a year’s coverage and for those who only need coverage for Spring 2009 the charge is estimated at $278, subject to change and which includes a $50,000 major medical policy which is different from domestic coverage. All students involved in intercollegiate athletics are required to carry special athletic insurance and pay an additional premium of $2000 (subject to change). The basic insurance fee can be waived by completing and returning the insurance waiver card at the bottom of the Payment Worksheet.

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**Standard Fees**

- Tuition per Credit (less than 12 credits) ................................................................. $795
- Tuition Overload Fee per Credit (more than 18 credits) ........................................... $270
- Registration Fee (less than 12 credits) .................................................................... $15
- Motor Vehicle Registration
  - Residence Student (for one academic year) ...................................................... $70
  - Residence Student (for one semester ONLY) ................................................. $35
  - Day Student (for one academic year) .......................................................... $45
  - Day Student (for one semester ONLY) ....................................................... $25
- Bicycle Registration .................................................................................. $5
- Fee for Late Drop/Adds and Registration ..................................................... $50
- Audit Fee per Credit (If full-time traditional student – audit fee is charged for over 18 credits) .... $60

**Special and/or Non-Recurring Fees**

- Application Fee .......................................................................................... $25
- Orientation Fee 1st Time Students ONLY (Non-refundable) ......................... $75
- Deposit in ESCROW-1st Time Students ONLY (Non-Refundable if enrolled for less than full semester) $400
- Duplicate Diploma Fee ............................................................................... $50
- Returned Check Charge ........................................................................... $25
- Duplicate ID Charge ................................................................................ $25
- Key Replacement and Recoding Charge .................................................. $75

**Special Course Fees**

(subject to change)

- Modern Dance I .................................................................................. $65
- Modern Dance II ................................................................................ $70
- Horseback Riding .................................................................................. $415
- Education 440 (student teaching) ......................................................... $70
- Education 440 (student teaching for two teachers) ............................... $100
- Music Fees-Guilford; one ½ hour lesson per week ................................... $350
- Music Fees-Guilford; one 1 hour lesson per week .................................. $700
- Private Music Fees-Music Academy of North Carolina; one ½ hour lesson per week ...... $450
- Private Music Fees-Music Academy of North Carolina; one 1 hour lesson per week ...... $775
- Inter Networking Computer Fee ............................................................. $50
- Computer Security Course Fee ............................................................... $50
- Guitar Class .......................................................................................... $160
- Voice Class .......................................................................................... $160
- African Drumming Class Fee ................................................................. $160
Option Plans

Payment in full is due by July 15 for the fall semester and Dec. 15 for the spring semester.

1. Payment can be made by cash, check, cashier's check or money order.

2. Payment by Credit Card. The college will accept payment in full, subject to confirmation, by VISA, MasterCard, Discover or American Express.

   It may be convenient to pay education costs on a monthly basis. Guilford has partnered with AMS to provide an expanded payment plan program that offers services such as:
   • A flexible 10-month installment, interest-free monthly payment beginning June 5 for the academic year.
   • A monthly payment plan with an $80 annual enrollment fee includes tuition protection coverage (TPC), extended customer service hours, Internet access to your account, monthly statements mailed each month and Western Union phone-pay option.

   If you want to use the AMS program, contact them toll-free at (866) TUITION (884-8466) or (800) 635-0120 or visit the AMS Web site at http://www.tuitionpay.com to learn more about the AMS plan.

4. Financial Aid. Accounts may be settled with financial aid funds. Please contact the Office of Financial Aid at 336-316-2354 for more information or visit the financial aid Web site at www.guilford.edu/financialaid.

ONCE REGISTERED YOU ARE OFFICIALLY ENROLLED AT GUILFORD AND FINANCIALLY RESPONSIBLE FOR CHARGES. IF YOU DECIDE NOT TO ATTEND CLASSES, YOU MUST NOTIFY ONE OF THE OFFICES LISTED BELOW TO WITHDRAW OFFICIALLY.

Traditional Program First-Year students should contact the First Year Center. All other Traditional Program students should contact the Office for Campus Life, to process a withdrawal from school effective at the end of this semester.

Office of Student Accounts Office Hours: Hours are Monday to Thursday from 8:30 a.m.-5:30 p.m., Friday from 8:30 a.m.-5 p.m., exclusive of college holidays. E-mail address for the staff in the Office of Student Accounts: studentacct@guilford.edu,

Billing Information
   Semester invoices are mailed approximately one month prior to the due date of payment. Invoices are sent to students at their permanent residence. If you wish to have a student invoice sent to another party, it is your responsibility to forward the invoice to another address. In special cases, you may submit a request on a Special Billing Request form.

   Please make checks payable to Guilford College and send in the envelope included with your bill. Please return the enclosed payment worksheet with your payment indicating any changes in the amount of the invoice. Please include copies of any documents relating to outside awards, scholarships, loans, etc., which you have as payment on the balance due.

www.guilford.edu
Please mail payment in sufficient time to be received by the date due.

Subsequent bills will be sent during the first weeks of September, October and November for fall and during the first weeks of February, March and April for spring. Mid-semester bills will only be sent to those students with a balance due. You can query the status of your account through BannerWeb. Login to BannerWeb Æ Student and Financial Aid Æ Student Records Æ and select either Account Summary or Account Summary by Term. In the event that you need a copy of the statement of your account, you can request one from the Office of Student Accounts. An updated statement will be mailed to you.

Special Notes: Traditional Age Students

• Bills for the fall semester will be sent by the first week in June and should be settled by July 15. Bills for the spring semester will be sent by the third week in November and should be settled by Dec. 15. Students who have settled their accounts by July 15 for the fall and by Dec. 15 for the spring will receive a $200 on-time-payment discount.

• Students who have NOT settled their accounts in full by July 15 for the fall and by Dec. 15 for the spring will lose the $200 on-time payment discount.

• All outstanding balances after the first day of classes will be charged a $250 late fee.

• One week after the due date: If the outstanding balance on the student’s account is over $500, the student will receive a letter stating the status of the student’s account.

• If the balance is not settled by July 31 for the fall semester and by Dec. 23 for the spring semester, an accounts receivable hold will be placed on the student’s account. The student will receive a letter warning of potential administrative withdrawal unless the balance is settled immediately. Withdrawal occurs approximately one week after the letter date – course registration and room and board assignments will be canceled.

• Students who have been administratively withdrawn for non-payment will be charged a $450 processing fee for readmission. This fee will be charged to the student’s accounts and must be paid in addition to the balance due before the student can reapply and be considered for readmission.

• All administratively withdrawn students who have settled their outstanding balances must reapply for readmission. The application can be found at www.guilford.edu/forms. Please submit the completed form to Tania Rachkoskie, associate director of admission, via e-mail or fax. Feel free to contact Tania at 336-316-2220. When the student has been accepted for readmission, the e-mail account and ID card will be reactivated. The student must contact Steve Shapiro, associate academic dean, to add classes. Remember that the last day to add classes for fall 2008 without charges is Aug. 29, 2008 and for spring 2009, Jan. 26, 2009. The student must contact Kris Gray, housing coordinator, to request room and board assignment.

• If the balance is settled in full after withdrawal and the student is readmitted, the student will need to repeat the whole registration process, including course selection and room and board assignments.

Accounts Receivable Holds/Past Due Accounts

Accounts Receivable Holds are placed on a student’s account when the amount billed becomes past due. A student’s account becomes past due after the first day of classes at the
beginning of each semester. All charges incurred subsequent to the first day of classes are expected to be paid in full immediately. If those charges are not paid immediately, they then become past due at the time of the next billing period where the account will be listed as past due. An accounts receivable hold will remain on the student's account until the balance is settled in full. An accounts receivable hold will prohibit students from completing check-in at the beginning of the semester, making changes to current schedule, registering for future semesters and receiving grades and transcripts.

**Explanation of Fees**

**Student Activity Fee.** The student activity fee is charged to all residential students and full-time day students and administered by the student government to cover the budget of certain student organizations in which all students may participate or from which they receive benefits.

**Deposit in Escrow.** A $400 deposit is charged to all full-time traditional program students and is held in escrow while the student is enrolled. It is required of all new students prior to enrollment. When the student graduates or withdraws from Guilford, the Deposit in Escrow is refunded in full less any outstanding charges.

**Orientation Fee.** The orientation fee is a one-time mandatory charge for all entering first year and transfer students at Guilford, to provide funding for CHAOS programming, alcohol education, meals and small group sessions. This fee will be charged to all first-year and transfer students regardless of attendance at CHAOS.

**Tuition Overload Fee.** Students are charged tuition based on full-time enrollment (12-18 credit hours). If the student's course load exceeds 18 credit hours, there is a charge of $249 for each credit hour over 18 (this does not include special course fees). Exceptions to this policy are extra credit hours for private music lessons and students that have been on the dean's list for the previous three semesters.

**Injury and Sickness Insurance.** Guilford makes available a Student Injury and Sickness Insurance Plan. The basic policy features a $25 deductible and a $2,000 maximum per injury or sickness. Students may purchase optional major medical coverage which raises the plan maximum to $10,000. Details of the policy are subject to change each year. Information on details of coverage is provided during the summer preceding each academic year. The premium for insurance appears as a charge for the first semester. Students or parents must notify the Office of Student Accounts in writing by September 30 if the insurance coverage is not desired. For further information please contact ABCO100 at 800-222-5780, or e-mail info@abco100.com or www.abco100.com/guilford.

* International Student Insurance. International students attending Guilford full time are required to carry the basic sickness and accident/major medical coverage for the academic year by a United States based insurance carrier. If not accepting the college's insurance, proof of coverage with a United States-based insurance carrier must be provided prior to check-in day.

* Athletic Insurance is required of all students participating in intercollegiate athletics. The Athletic Department will send information about this coverage.

**Motor Vehicle Registration Fee.** For information on motor vehicle registration and regulations, refer to the Student Handbook. Parking registration is required for every vehicle on campus. Parking registration will be automatically charged to all students' accounts at the beginning of the school year. If parking is not desired, students must notify the Office of Student Accounts to waive the registration fee. A parking waiver form will accompany the
first bill for the semester.

**ID Replacement Charge.** If a Guilford-issued ID becomes lost or damaged beyond use, there is a $25 replacement fee. Replacement cards are issued at the Office of Public Safety during the academic year.

**Returned Check Charge.** Returned checks will be re-deposited one time unless the business office is notified otherwise. A $25 handling charge will be added to the student’s account each time a check is returned because of insufficient funds or other reasons. This is applicable to all checks written to Guilford College.

**Fee for Late Drop/Adds and Registration.** For information on fee for late drop/adds and registration, please refer to the college catalog, Student Handbook or Advising Handbook.

**Room and Board.** Guilford is primarily a residential campus; therefore, unmarried students are required to live on campus and eat in the college dining hall. Local students may commute from their homes but must specify when they apply that they intend to live at home with their parents and commute. Any exceptions to this policy must be approved through a petition submitted to the Office for Campus Life. If you have not been granted permission to live off campus and have not completed a housing contract, you will be assigned a room and must pay all related charges. If do not plan to live on campus, you must complete an Off-Campus Petition and Notification Form located in the Office for Campus Life. Direct any concerns to Kris Gray at kgray2@guilford.edu.

**Financial Aid Information**

**Incomplete Financial Aid.** If you have been awarded financial aid from Guilford that is not showing up on your student account invoice, please use the worksheet enclosed with the invoice and write in the name of the fund and the amount. Deduct any aid not already deducted from your balance due when making your payment. The worksheet is also available as a downloadable form at our website, www.guilford.edu/busoffice. **DO NOT DEDUCT WORK-STUDY AWARDS FROM THE BALANCE DUE AS THE FUNDS ARE PAID DIRECTLY TO THE STUDENT AS THEY ARE EARNED THROUGH A CAMPUS JOB.** Your aid could change after your invoice is sent. In this case, you will be sent a revised award letter from the Office of Financial Aid. You may adjust your payment due based on the revised aid since time may not permit the Office of Student Accounts to send a corrected invoice.

**Estimated Federal Pell Grants and Stafford Loans not received** are shown as “Total Expected Financial Aid” on the tuition invoice. The actual amount of the student loan is approximately three percent less than the applied amount. Any credit balances remaining on your account will be refunded within two weeks of the loan disbursement from the lender. Only refundable credit balances will be refunded to students. Estimated Federal Pell Grants will not be credited to your account until all required documentations are received in the Guilford Office of Financial Aid. Failure to submit the above documents within 15 days of the start of classes may result in the cancellation of the Federal Pell Grant, and you will be billed the amount of the grant award at that time.

**College Work-Study.** If you have been allocated work-study funds, you should be reminded that this is an authorization to work – it is not a guarantee of employment. It is your responsibility to secure employment through the college’s Student Employment Services. These funds are never credited to a student’s account in the Office of Student Accounts, but are paid directly to the student each month based on the number of hours worked. If
desired, a student can have their paycheck directly deposited to a bank of their choice. One cannot count on work-study funds for the purchase of books and supplies at the start of school.

**North Carolina Legislative Tuition Grant (NCLTG)** is awarded to all degree-seeking students who are enrolled full time (12 credits), with no previous four-year degree and who have been legal residents of North Carolina for one year or more. If you believe you are eligible for this grant and have not received the credit on your invoice, you must complete the required residency questionnaire and return it to the Office of Financial Aid.

Your invoice may show NCLTG as “Total Expected Financial Aid.” This means that your form has not been received. Students who fail to submit the form by the first day of classes will have the expected award removed from their record and will be billed for the amount that would have been paid by the NCLTG.

**Bonner Scholar Stipends:** Two checks that will be issued to the student for the Bonner work. These checks will be issued to the student, when authorized by the Bonner Office, if the balance due has been cleared. If the student has a balance due, the Bonner checks may be used as payment toward that balance. Students will need to sign a release form, authorizing the Office of Student Financial Services to use Bonner stipends to settle account balance due.

**Outside Scholarships and Loans:** A student who has been awarded any outside scholarships and loans must produce a letter of confirmation indicating the source of the money and the estimated date of payment. Make any corrections to the payment worksheet enclosed with the invoice. Please contact the Office of Financial Aid at 336-316-2354 with information about any additional scholarship or loan funds. Upon receipt of the letter the student's account will be credited. If the payment for the scholarship is not received by the end of the semester, the student's account will be debited and payment is required from the student.

**Please Note.** If your financial aid has been based on your status as a full-time enrolled residential student and you are granted permission to move off campus or your enrollment changes to less than 12 credits, your aid will very likely be revised. If such changes occur, you should check with a financial aid counselor to determine if your aid will be affected.

Additional information regarding financial aid options at Guilford is available on the Office of Financial Aid Web page at www.guilford.edu/finaid.

**Refunds and Adjustments**

Reimbursements of credit balances from loan disbursements or overpayments will be made approximately two weeks from the day credit is created. To the extent that funds paid to Guilford on behalf of the student exceed the total amount of tuition, fees and other expenses due from the student, Guilford will refund such excess payments (excluding any non-refundable financial aid) directly to the student, regardless of whether any funds were paid by the student, the student's parents or any other third party. Guilford assumes no responsibility for remitting such excess payments to any person other than the student. Reimbursements will not be processed in time to buy books before classes start. Write separate checks for books. Reimbursement checks for only those students with refundable credit balances as of August 31 for fall and January 31 for spring will be available the day after the last day to drop a regular/intensive class without a grade.

**Tuition Adjustments.** Subject to the advisor's approval, a student may change registration and add courses during the first week of classes. Students who reduce their course load to www.guilford.edu
below 12 credits during the first 21 calendar days will have their charges changed and be billed on a per-credit-hour basis.

A student who is billed for an extra-credit overload (in excess of 18 credits) may drop courses to reduce total credits to 18 or less through the 21st calendar day beginning with the first day of classes and receive 100 percent adjustment of the extra-credit charges. No adjustment of charges will be made after this date.

Adjustments are figured on the date the withdrawal or drop form is received in the registrar’s office. Any course change must be completed in the registrar’s office.

Withdrawal from the College. Students receive a pro-rata refund of tuition, room and board and fees up to the 60 percent point of the term based on the number of days attended as a percentage of the total number of days in the term. All refund checks are made payable to the student. Financial aid that requires half-time or full-time enrollment for the term will be canceled in accordance with state and/or federal requirements.

A refund schedule for complete withdrawal only can be obtained from the Office of Student Financial Services located in the basement of New Garden Hall. Withdrawal petition forms are obtained from and returned to the Office for Campus Life. A request to the registrar for a transcript of credits shall be considered neither a notice of withdrawal from the college nor a cancellation of room and/or board reservation.

Registration and Graduation Requirements

Refer to the Academic Calendar regarding registration for fall and spring semesters. Registration will not be allowed if you have any holds.

Graduation: Student Financial Services Office Requirements. A balance due on your account will prevent you from participating in commencement if not paid in full prior to commencement exercises. Personal checks to cover past due balances must be received 10 days prior to graduation to allow time to clear the bank.

Students who still have outstanding debts will not be issued diplomas or have transcripts forwarded.

The Deposit of Escrow will be refunded approximately six weeks after graduation less any outstanding charges. This allows for residence halls to be inspected and all room damage charges and charges for keys not returned to be received in the Office Student Financial Services.

Please notify the student financial services office of any address changes for where the escrow deposit should be mailed.

The Federal Tax Reform Act of 1997

The Tax Reform Act of 1997 created two tax credits, the Hope Scholarship Tax Credit and the Lifetime Learning Tax Credit. Due to this legislation, the college is required by the Internal Revenue Service (IRS) to issue the form 1098-T to students with transactions during the calendar year. The form 1098-T will report any eligible tuition and fees billed and qualified scholarships and/or grants credited during the calendar year.

Form 1098-T will be mailed by Jan. 31.

If you have any questions or concerns about the amounts reported please call the Student Financial Services Office at 336-316-2176 or 336-316-2354 or e-mail us at financialaid@guilford.edu. Remember, the college cannot offer any tax advice or assistance. Please direct any tax questions to the IRS at 1-800-829-1040 or refer to their Web page at www.irs.gov.
XI. FINANCIAL AID

Many students’ family resources are insufficient to meet the cost of a college education without special assistance. The Office of Student Financial Assistance and Planning and the Student Aid and Awards Committee of the faculty attempt to identify such students and arrange assistance for them consisting of scholarships, grants, loans and work opportunities.

About 60 percent of Guilford students receive need-based financial assistance (averaging $23,185 in 2006-07); another 32 percent receive other financial assistance, such as merit awards or entitlements. All students benefit from income from endowment funds, since tuition and other expenses are set below actual costs.

Basis of Awards

In granting or renewing financial aid, the Student Aid and Awards Committee takes into consideration both satisfactory academic performance and financial need, according to the terms of the particular scholarships available. Financial aid may be continued for students placed on academic probation. However, financial aid may be terminated unless a C (2.00) average is earned during each term of academic probation.

NOTE: Financial aid based on need is not automatically continued but must be applied for each year.

Application for Awards

Guilford evaluates financial need by the Free Application for Federal Student Aid (FAFSA). Completed FAFSA applications must be submitted to the government or a copy submitted to the Office of Student Financial Assistance and Planning at Guilford by March 1 for new students and May 1 for continuing students.

Forms may be obtained from a high school counselor or directly from Guilford’s Office of Student Financial Assistance and Planning. FAFSAs may be filed online at www.fafsa.ed.gov or by going to Guilford’s Web site at www.guilford.edu, clicking on Financial Aid, scrolling down the page and clicking on “Complete your FAFSA online!” The Guilford Federal School Code is 002931.

Applications for scholarships and other financial assistance, or requests for additional information, should be addressed to: Guilford College, Office of Student Financial Assistance and Planning, 5800 West Friendly Avenue, Greensboro, NC 27410 • (336) 316-2354.

SCHOLARSHIPS

Honors Scholarships

The college awards up to 30 honors scholarships at $2,500 each to students in each entering class. They are renewed for each of the four normal years of study, provided an overall grade-point average of 3.00 or better and full-time status is maintained. Honors scholarships are awarded to selected Presidential and Achievement Award recipients.

Presidential Scholarships

Incoming first-year students who have demonstrated outstanding leadership during high school are eligible for renewable Presidential Scholarships of $10,000 a year. Leadership criteria include achievement in areas such as the arts, civic affairs, student government or student publications. Minimum academic qualifications include a cumulative SAT score of 1100 (or ACT equivalent). Financial need is not a criterion. Continued eligibility beyond the first year depends on maintaining a grade-point average of 3.00 or better.

Guilford College Achievement Awards and Incentive Grants

First-year students and new transfer students are eligible for these awards. Students who

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may not meet the academic criteria for Presidential Scholarships or honors scholarships, but who possess superior extra-curricular activity records, are eligible. Awards are in the amount of $6,500 per year and require a 2.75 GPA to retain. Incentive grants are awarded at $4,000 and require a 2.50 GPA to retain. Both awards and grants are renewable for a total of eight semesters.

**Corella and Bertram F. Bonner Scholarships**

Guilford was selected by the Corella and Bertram F. Bonner Foundation in 1991 to be one of 11 liberal arts colleges to participate in a scholarship program funded by the foundation. Fifteen first-year students, ranking in the top 40 percent of their high school classes and qualifying for a high level of financial assistance, are awarded scholarship funds to replace work-study in their financial aid packages. In exchange for the scholarship, students participate in a variety of tutoring and other community service programs which must include summer program options. Eligible students must meet the established March 1 financial aid deadline.

*See Chapter XIV for scholarships available to students already enrolled.*

**AID FOR QUAKER STUDENTS**

To the extent that restricted Quaker funds are available, Guilford follows the guidelines below for financial aid to Quaker students and ministers.

**Quaker Leadership Scholarship Program**

In an effort to recognize leadership potential among young Friends and to cultivate that potential, Guilford offers an average of eight to 10 Quaker Leadership Scholarships to each entering first-year class. Scholars are selected on the basis of interest in the Religious Society of Friends, leadership and academic potential.

Students selected as Quaker Leadership Scholars receive financial awards ranging from $2,000 to $3,000 per year, renewable for four years. Selected QLSP recipients may apply for the “Sojourners” program after their first year. Sojourners undergo a more intense series of self-examinations and program requirements. Their financial aid award is also increased to range between $4,000-$5,000 based on financial need. In addition, the college will award another $500 per year if matched by the student’s monthly meeting or other Quaker agency. Quaker Leadership Scholars must participate in a variety of program activities that include mentoring, community service, internships, Quaker studies courses and involvement in campus groups. The program is coordinated through the Campus Ministry Office and Friends Center.

**Aid for Quaker Ministers**

Recorded Quaker ministers serving North Carolina Friends Meetings who are degree-seeking students are eligible for financial assistance equal to the cost of full tuition up to and including 18 credits per semester. If the student attends college full time and receives the North Carolina Legislative Tuition Grant, the amount of Quaker funds will be reduced accordingly.

**Aid for Quaker Ministry Candidates**

Candidates for Quaker ministry may qualify for up to $1,000 per year in loan/grant funds, according to need, if the sum awarded is matched by an equal contribution from the student’s monthly, quarterly or yearly meeting or a combination of these. If, after leaving Guilford, the student is employed full time in a professional capacity in North Carolina Yearly Meeting, s/he may have the loan canceled on a proportionate basis. Applications should be made to the director of student financial assistance and planning.
AID TO NORTH CAROLINA RESIDENTS

To qualify for North Carolina State grants, a student must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to the beginning of the semester. Grants are not available for students who have earned a bachelor's degree or have qualified for such a degree.

North Carolina Legislative Tuition Grant (NCLTG)

During the 2005-06 academic year, $1,800 was credited to each full-time North Carolina student's account. Need is not a determining factor. The student must be an undergraduate enrolled for 12 or more credits on Oct. 1 for the fall term and on the 11th day of the spring term.

Guilford matches for all main campus students the NCLTG, using funds from specifically targeted funds.

North Carolina State Contractual Scholarship Fund

The State of North Carolina provides scholarship assistance to needy N.C. students attending private post-secondary institutions. During the 2005-06 academic year, over $1,496,950 was distributed on the basis of need to Guilford students from North Carolina.

The Guilford Opportunity Alternative Loan (GOAL)

The Guilford Opportunity Alternative Loan is available to high-need North Carolinians as an alternative to borrowing from multiple federal loan sources. Recipients who qualify for this loan alternative can borrow up to $7,000 per year and have 35 percent of their total loan canceled upon graduation if they graduate in eight semesters with a cumulative grade-point average of 2.65 or better.

FEDERAL GRANTS AND LOANS

Guilford administers the Federal Pell Grant Program. The amount of each grant ranges from $400 to $4,050 and is determined by a congressionally approved schedule. Application for a Pell Grant is made via the Free Application for Federal Student Aid.

Federal Supplemental Educational Opportunity Grants (FSEOG) are available for students from low-income families with exceptional financial need who require these grants to attend college. Grants range from $200 to $4,000 a year, depending on need, for a maximum duration of four academic years.

The Federal Perkins Loan Program offers loans to be repaid within 10 years with an interest rate of five percent. Payments begin six months after the student leaves school. Deferments may be granted with no interest to be charged for up to three years for a variety of postgraduate study and working experiences.

Federal Stafford Student Loans

Guilford participates in the Federal Stafford Student Loan Program.

Federal Stafford loans are federally funded and insured. A completed Free Application for Federal Student Aid serves as the official application for a Federal Stafford Student Loan. If a Federal Stafford loan is awarded, it will be included on the Financial Aid Award and Agreement and an official promissory note will be issued. In order to receive the loan, simply sign and return the award letter and complete and return the Federal Direct Student Loan Promissory Note. Once the college's designated loan servicer receives these documents, the loan proceeds will be requested by the college from the lender selected by the student borrower. Funds will be transferred electronically to your tuition account. In instances where students are due a refund, a college check will be issued.

Unsubsidized Federal Stafford Student Loan

One version of the Federal Stafford Student Loan is based on need while another, the Unsubsidized Federal Stafford Student Loan, is not. Once the office has determined

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eligibility for either of these loans and indicated so in an award letter, the above-referenced letter and promissory note must be returned. If the award of either of these loans is declined, simply indicate the rejection of the loan on the signed award letter or the Stafford Loan Information Sheet, initial the change and return to the Office of Student Financial Assistance and Planning. The office will remove any reference to the loan(s), and the Business Office will not anticipate any funding from these sources.

WORK OPPORTUNITIES

Guilford operates a Student Employment Service to assist students who need to work while in school. Placements are made in a variety of jobs, both on and off campus.

The college also administers a federally funded work-study program as well as an institutionally funded work program for which students may qualify on the basis of need.

Part-time work is available in the library, cafeteria, offices, laboratories, physical education center and maintenance area.

SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL AID RECIPIENTS

Guilford seeks to provide a high quality educational experience for all who choose to benefit from this opportunity. Guilford is committed to extending all possible resources in pursuit of this goal. However, students have responsibilities in regard to their educational pursuits. These responsibilities include, but are not limited to, the completion of course work in a reasonable time and with a quality of performance that meets accepted grade point standards. These benchmarks are described in detail below.

In compliance with appropriate federal regulations, Guilford adheres to policies stated herein for determination of satisfactory academic progress compliance relative to eligibility for financial aid. This includes federal, state and institutional funds. Certain academic awards and some endowed scholarships may require higher academic performance than this Satisfactory Academic Progress (SAP) policy. Students must be maintaining satisfactory academic progress before financial assistance can be awarded.

SATISFACTORY ACADEMIC PROGRESS POLICY DEFINED

A Guilford student is maintaining Satisfactory Academic Progress towards the completion of a degree if he/she is meeting standards according to the following measurements:

1) QUALITATIVE MEASUREMENT OF ACADEMIC PROGRESS

GPA of 2.0 or greater after two or more terms of enrollment. GPA of greater than 1.0 after first term of enrollment.

Academic Probation. A Guilford student will be on academic probation if the cumulative grade-point average is below the level required for graduation: 2.00. Students placed on academic probation are not allowed any unexcused absences from classes. Their eligibility to continue at Guilford is contingent upon earning at least a C (2.00) average during each term of academic probation. Earning a C average during a given term may not remove a student from academic probation, but it will assure eligibility to continue at Guilford. Failure to meet the conditions of academic probation will result in suspension or dismissal. Academic probation is not considered a punitive measure, but rather an indication that the student needs to make greater effort. Students on academic probation are advised to seek special counseling from their academic advisor, staff of the Learning Commons or from the student life staff to help surmount difficulties that might lead to suspension or dismissal.

Academic Suspension or Dismissal. If a student fails to attain a term average of C while on academic probation, the student will either be suspended for an academic year or dismissed.
for academic deficiencies. Students recording a 1.00 or lower grade-point average during the first semester at Guilford will be suspended or dismissed without a probation period. Suspended students may apply for readmission through the associate academic dean after their suspension period. The associate academic dean has the authority to readmit students whom the college has previously dismissed. If they are readmitted, students who have been suspended or dismissed return on academic probation. These students may become eligible again for financial aid; the returning student must file an appeal with the Student Aid and Awards Committee. Similarly, readmitted students are permitted to resume athletic participation if all eligibility standards are met.

Disciplinary Suspension or Dismissal. The Student Handbook outlines rules and regulations for disciplinary suspension or dismissal.

2) QUANTITATIVE MEASUREMENT OF ACADEMIC PROGRESS
A. Successful Completion of 66 Percent of Hours Attempted for Academic Credit
In order to maintain Satisfactory Academic Progress a student must successfully complete with a grade D- or better at least 66 percent of all hours attempted for credit. At the end of each term all enrolled students’ credentials will be reviewed for compliance with this requirement. Any class enrolled in for which the student does not receive a 100 percent refund when withdrawing will be considered “attempted hours” for purposes of this policy. Any student who does not pass at least 66 percent of these attempted hours will be placed on financial aid probation. These students will be allowed to continue to receive financial assistance during the next term of enrollment. Students failing to meet the 66 percent threshold during this probationary term will not receive financial assistance in the subsequent term. Students on probation who meet the 66 percent threshold will continue on probation and eligible for assistance. Upon reaching a cumulative mark of hours passed equal to or greater than 66 percent students will be removed from Satisfactory Academic Progress probation.

B. Maximum Time-Frame for Degree Completion
Students are expected to enroll and satisfactorily complete the required number of credit hours for completion of their chosen degree. Federal regulations limit the maximum time frame for receipt of financial assistance to no more than 150 percent of the length of the academic program. Students are allowed to “attempt” a total number of credit hours not to exceed 150 percent of the total credit hours required for completion of their program. (At Guilford this regulation limits eligibility to 190 attempted hours. If a student exceeds this regulatory limitation, financial assistance will be discontinued.) Maximum allowable credit hours attempted includes all terms of enrollment at Guilford:
• Semesters during which students are not maintaining Satisfactory Academic Progress
• Semesters during which students are enrolled for less than half-time
• Semesters during which students do not receive financial assistance

NOTE: All credit hours for which students enroll for credit during any term of enrollment are included as “attempted hours,” whether or not the student successfully completes the course or officially withdraws. (Exception: Courses which a student drops and receives a 100 percent refund for are not included in “attempted hours”). Satisfactory academic progress will be evaluated on an academic year basis for determination of eligibility for assistance for the next academic year. Students on satisfactory academic progress probation will be evaluated at the end of each semester or summer school term.
REINSTATEMENT OF FINANCIAL AID ELIGIBILITY

Should a student have his or her financial aid eligibility revoked due to this policy, termination will continue until the student completes one full-time semester or the equivalent, without benefit of financial assistance, to reach the required performance threshold. Once satisfactory progress is achieved, eligibility may be re-instated for the next term. A student should request reconsideration of aid when he/she has met the satisfactory academic progress definition. Re-instatement of aid will depend on the type of funds requested and the availability of funds.

GENERAL INFORMATION

Transfer students: Transfer credits from other institutions are not used in determining satisfactory academic progress.

Incomplete Courses: Credits of incomplete courses are counted in the number of attempted hours and GPA calculations.

Course Withdrawals: W’s are not considered in computing grade-point averages. They are counted in attempted hours.

Withdrawal from the College: When a student withdraws from Guilford with grades of W in all courses, these courses will be counted in the number of attempted hours.

Audited Courses: Because students do not receive credit for audited courses, these courses are not counted as hours attempted or completed. (Financial aid is not awarded for classes taken on an audit basis).

Grades: In evaluating coursework for Satisfactory Academic Progress compliance, all coursework attempted for academic credit for which tuition charges are assessed will be counted in the number of attempted hours to determine the pass-rate percentage. All grades will be included in measuring the pass-rate, including W, WP, WF, F and XF.

Re-admitted students: Students who return to Guilford after an absence of one semester or more will have their Satisfactory Academic Progress status continued.

Enactment of Policy: This updated Satisfactory Academic Progress policy became effective with the 2001-02 academic year. The policy will be reviewed periodically to determine its effectiveness and compliance with federal regulations.

APPEALS OF FINANCIAL AID TERMINATION DUE TO SAP NON-COMPLIANCE

To appeal financial aid termination a student must be able to demonstrate unusual circumstances affecting his/her academic performance.

A student must appeal, in writing, to the director of student financial assistance and planning. This written appeal must include the reason(s) why the student did not make satisfactory academic progress and why financial assistance should be re-instated. This written appeal must be received in the Office of Student Financial Assistance and Planning within 30 days of the date of the letter of notification to the student informing the student of the termination of eligibility. Any pertinent documentation relative to the student’s appeal is recommended.

The director will review the appeal. This review should take place within three days of receipt of the letter of appeal. The director will notify the student, in writing, of the decision and the reason for the ruling.

A student wishing to appeal the decision of the director may do so, in writing, to the associate dean of enrollment, who is required to take this second appeal to the Student Aid and Awards Committee. This appeal must be received by the associate dean within 10 days of the date of the letter in response to the first appeal.

The student will be advised of the committee’s decision within five days of receipt of the letter of appeal. Decisions of this committee are final.
XII. Academic Regulations

Academic regulations are subject to change. Students graduate according to the academic regulations stated in the catalog at the time of their entrance or any one catalog in place between when they first enroll and their date of graduation. It is the responsibility of students, aided by their advisors, to familiarize themselves with academic regulations and to plan courses of study that meet all departmental and college graduation requirements.

REGISTRATION

Students who are not actively enrolled in Guilford are not allowed to take classes. All degree-seeking students are required to satisfy the Foundations requirements of the general education program in a timely manner after beginning their studies at Guilford. Specifically, students must satisfy all Foundations requirements within the first 40 credits they complete at Guilford. Students who have not done so are expected to register for at least one course that satisfies the remaining Foundations requirement(s) in the next fall or spring semester in which they would be enrolled.

Course Registration Restrictions:

First Year Traditional-age Students:
Students enrolled in FYE may not enroll in any of the following:
• Fast Track classes
• courses beginning later than 6 p.m. other than courses such as astronomy, learning strategies, music and theatre. For a complete list, contact the registrar’s office.
• consortium courses
• independent studies
• internships

Early College Students
Early college students may not enroll in any of the following:
• Fast Track classes
• courses beginning later than 6 p.m. other than courses such as astronomy, learning strategies, music and theatre. For a complete list, contact the registrar’s office.
• consortium courses
• independent studies
• internships

Enrolling in Fast-Track Courses.
Traditional-age and CCE students may enroll in Fast Track Courses only if they:
• have completed a minimum of 24 credit hours of approved college work
• have fulfilled the English 102 requirement
• are in good academic standing.

Saturday Classes
These are designed exclusively for Center for Continuing Education students, enabling them to attend full-time on Saturdays. NOTE: Not all major programs offer Saturday classes.
CCE-Only Classes

GST 101 Adult Transitions, SPAN 111 Spanish in the Workplace I and SPAN 112 Spanish in the Workplace II are restricted to CCE students only. Some special topic classes may also be restricted to CCE students only.

Every semester and during the summer, some courses are listed on the schedule as “Enrollment limited to CCE students.” This is done primarily to ensure class space for CCE students in evening classes. Traditional-age students may enroll for such classes beginning on the first day of class, on a space-available basis, with the written approval of the instructor.

Changes in Registration. Once registered, the student is responsible for all listed courses and may change registration only by delivering to the registrar's office an appropriately completed and signed drop-add slip. Students can drop or add courses with just an advisor’s signature until the last day to add without a fee. After this date, the instructor’s signature is also required. Adding courses that are full or closed also requires the instructor's signature. Refer to the academic calendar for specific registration-related dates such as the last day for students to add courses, drop courses without a grade, and drop courses with a W grade.

Requests for registration changes are dated according to when the request is received by the registrar's office.

Students should check BannerWeb for an updated schedule of classes in which they are registered and report any discrepancies to the registrar’s office within one week of submitting the drop/add form. Corrections will not be made after one week.

All registration or transcript-related petitions should be directed to the registrar, whose decision is final. A denial of a registration or transcript-related petition may only be appealed to the associate academic dean on procedural grounds.

Late Requests to Add a Course. All late adds must have the signature of the student’s advisor and instructor along with a written explanation stating why the instructor has allowed the student to attend class and not be officially listed on their Banner class roster. Students will not be allowed to register for a course they have not attended prior to the last day to add courses. For late requests to add a course made by the last day to add with a fee, the late fee is $50 for each action. After this date, late adds requested by the student and approved by the registrar are each subject to a $100 fee within a semester and $200 for the prior semester.

The only exceptions to this late fee policy are:

• registration changes mandated by a department to place a student in a more appropriate course level or to balance teaching loads (e.g., moving from one level of language or mathematics to a higher or lower one, shifting students from one course section to another).
• late adds mandated by a department when it was impossible to know by the deadline whether the student would be enrolled in a given course (e.g., students who receive credit for roles in theatrical productions when tryouts occur after the deadline to add courses).

Late Requests to Withdraw from a Course. After the published dates for withdrawing from a course, a regular grade will be given unless the academic dean, associate academic dean or dean of students issues an administrative withdrawal or the registrar approves a petition for a late withdrawal from a course. Medical withdrawals are applicable only when a student wishes to withdraw completely from the college (see section entitled Separation From The College below). Petitions to the registrar for late W’s in courses will not be considered except in the most extraordinary situations. If a student is concerned that s/he will be unable to obtain the necessary signatures by the last day to withdraw with a W grade, s/he must
contact the registrar before the deadline to arrange for an extension.

Students may request to receive a WF from any course, but a WF affects the GPA as if it were an F grade.

**Withdrawal from the College.** Students who receive a medical withdrawal from the college (see section entitled Separation From The College below) will be granted grades of W for all courses in progress at the date of withdrawal. After the last day to withdraw with a W grade, students who either withdraw voluntarily or are administratively withdrawn from the college will be awarded grades of WP (withdrawal with a passing grade, when a student has earned a D- or higher) or WF (withdrawal with a failing grade).

**CLASS STANDING: CLASSIFICATIONS OF STUDENTS**

Class standing for students admitted to the baccalaureate degree program is determined at the beginning of each semester. A **first-year student** has completed fewer than 24 credits toward a degree; a **sophomore**, at least 24 credits; a **junior**, at least 56; and a **senior**, at least 88.

An **unclassified student** is one who already holds a baccalaureate degree. Such students may or may not be seeking a second degree.

A **visiting student** is not seeking a Guilford degree, but is earning college credit to be applied to a degree program at another college or university. Students visiting only for summer do not need to go through the admission process. Instead, they need only complete the summer school registration form and submit it to the registrar’s office by the last day to add courses for that session.

An **auditor** is a student who attends class, listens to lectures and may participate in class discussion without receiving credit. These students do not file an application or furnish the credentials required of degree candidates. They are not required to fulfill course assignments. Auditors may enroll in any college course for which they have the stated prerequisites, with permission of the instructor and payment of a course fee where applicable. Students may not, however, audit classes with preparatory content other than class discussion, for example studio art courses, physical education activities, private music lessons, choir, theater production, theater practicums, laboratories, independent studies and internships. Auditors may not register until the first day of class and have until the last day to add classes with an approved registration form. Should a course be filled beyond capacity, students enrolled for credit will have priority over auditors, and the instructor may request the student withdraw the student from the course or the registrar will administratively withdraw the student from the course. A full tuition refund is made in such cases.

**NORMAL SEMESTER LOAD**

Traditional-age students working toward a degree normally carry 16 credits (four courses) each semester. In the fall and spring terms, credits greater than 11 are considered a full-time load. Students taking 12 credits during summer school are considered full-time. When figuring full-time status, the registrar’s office considers summer school as one term instead of looking at each summer session separately.

Guilford assigns course credit hours on the combination of student effort outside, as well as inside, the classroom. For example, in four-credit courses students are expected to spend 12 hours per week of consistent effort. This expectation is based on the faculty-approved standard that students are awarded one credit for every three hours per week that the typical student is expected to spend on course work. This policy stems from the college’s
Quaker heritage that encourages students to be active partners with faculty in the learning process. One of Guilford’s five academic principles, “student-centered learning,” means that Guilford expects faculty members to “serve less as lecturers and more as tutors, resource persons and critics.”

As a result, the college considers student interaction with faculty, other students, community members and organizations outside the classroom as vital to the learning experience. In addition to standard reading, research projects and papers, Guilford faculty members who teach courses that yield four credit hours and meet the standard 2.5 hours per week in classroom time are expected to include in their courses’ active learning activities which may include, but are not limited to, the following:

- Conferences and workshops
- Experiential and service learning incorporated into courses
- Fieldwork and field trips
- Foreign language conversation tables
- Group work or cooperative work
- Journaling
- On-line discussion groups
- Related labs
- Required attendance at lectures, performances and film showings
- Research projects that require substantial work outside of class.

OVERLOADS
Students who wish to take more than 18 credits in any semester must submit a petition to the registrar that has been approved by the student’s advisor. Students who have completed fewer than 24 credits at Guilford, have a cumulative GPA less than 2.5 or wish to take more than 20 credits must also receive the permission of the associate academic dean. Students are assessed charges for all credits over 18 per semester, with the exception of students taking music courses that require an extra music fee and students taking FYE 102.

Students who have made the full-time dean’s list for the previous three semesters (not including summer) and have approval from their advisor to register for 20 credits, will not be charged for the two-credit overload.

CLASS ATTENDANCE
Individual faculty members and academic departments are free to define individual requirements in regard to particular courses and they publish these requirements in their syllabi. Failure to meet such requirements may result in lowered grades, an involuntary withdrawal from a course and, if the last day for withdrawal has passed, a failing grade.

The college also grants the associate academic dean the right, following a consultation with the faculty member of record, to withdraw a student administratively from any course in which he or she has reached the number of absences listed below. In no way should students interpret these limits as maximum allowable absences. Instead, they represent the point at which college policy authorizes administrative withdrawal; a student with this number of absences will have missed 20 percent of given course, and fairness to other students dictates the administrative withdrawal.

- Courses meeting once per week, full semester: three absences
- Courses meeting twice per week, full semester: six absences
- Courses meeting three times per week, full semester: nine absences
- Courses meeting four or five times per week, full semester: twelve absences
Courses meeting once per week, Fast Track: two absences
Courses meeting twice per week, Fast Track: four absences
Summer school courses, five-week session: four absences
Summer school courses, ten-week session: four absences

Students on academic probation are allowed no absences unless approved by the associate academic dean. Students failing to meet this condition of academic probation are subject to suspension or dismissal. If administrative withdrawal occurs prior to the published last day to withdraw with a “W” grade, the student is awarded a grade of W. When withdrawal occurs later, the student is awarded either a WP (withdrawn passing) or WF (withdrawn failing) grade. A WP has no effect on the cumulative grade-point average, but a WF is figured into the cumulative grade-point average as a zero. No tuition refunds will be granted for administrative withdrawals other than those allowable under published policies.

NOTE: Laboratory attendance is considered an essential part of science and language courses. Also, the success of classes using discussion techniques and seminars emphasizing student participation depends on regular attendance by the participants.

CANCELLATION OF CLASSES
Classes are scheduled to assist students in the learning process, and it is the policy of the college to hold all classes as scheduled. Classes are normally not canceled in times of inclement weather. However, in case of severe weather hazards, the president and the vice president for academic affairs and academic dean will determine if scheduled classes will be held. Cancellations will be announced via campus voice mail and local radio and television stations, 316-CLOSE. Instructors may make arrangements for make-up classes if they choose to do so.

When classes are not canceled and commuting students miss classes because of hazardous driving conditions, their absences will be excused and special arrangements will be made to enable each student to make up missed work.

THE GRADING SYSTEM
A student’s grades are determined by daily preparation, participation in class discussion, the quality of written and laboratory work and the results of quizzes and examinations.

The grade of A represents exceptional achievement and is awarded for original insight, sound reasoning and the ability to evaluate the scope of the materials studied. The grade of B is granted for superior work and reflects interpretive skill on the part of the student and a clear understanding of the meaning and interrelatedness of the course materials. A grade of C is given for average work and indicates thorough familiarity with the basic facts and concepts considered in the course, even though underlying principles may not have been grasped. Although D is labeled a passing grade, it reflects a lack of fundamental knowledge of the subject. The grade of F is assigned for failing work. The grade for auditing is AU.

Plus (+) and minus (-) suffices to letter grades may be assigned and will be shown on the student’s permanent transcript. Plus (+) and minus (-) suffices may not be used when assigning the grade of F, and the plus (+) sufffix may not be used when assigning the grade of A.

There is no one numerical scale associated with these letter grades. Faculty assign grades based on requirements of their course syllabus.

Only grades of C- or better may be counted toward the major.
The possible grades for credit/no-credit classes are CR and NC, respectively. A grade of CR signifies that the student achieved at the C- level or better and should be given only to students that are taking a class for credit/no-credit. A grade of NC signifies that the student achieved below the C- level and should be given only to students that are taking a class for credit/no credit.

An “X” precedes a grade whenever, through unavoidable circumstances, the student is unable to complete the work in a course and the student qualifies for an extension. Unavoidable circumstances are defined as verifiable cases of extended personal illness, death or serious illness in the family, significant accident or other grave circumstances beyond a student’s control. Students must request approval for a provisional grade from her/his instructor as soon as possible and, for unavoidable circumstances that occur before the Friday before the last week of classes, no later than this date. In addition, beginning students (those with fewer than 32 Guilford credits) and students on academic probation must also obtain the approval of the associate academic dean for advising. This approval must be obtained following instructor approval but before the instructor submits the grade to the registrar’s office. To facilitate this process, faculty submits an electronic Provisional Grade Request Form.

Instructors must calculate provisional grades under the assumption that the student will complete no additional work (i.e., by awarding zeros on all outstanding assignments). Provisional grades may only be replaced with an equal or better mark upon the student’s completion of the remaining work. The provisional grade becomes the final grade if the course work has not been finished by the deadline set by the instructor. Instructors may not set a deadline that is later than interim of the next regular semester without first obtaining approval from the associate academic dean for advising. No student with an outstanding provisional grade can graduate. Graduating seniors who require a provisional grade must therefore notify the registrar’s office of their revised expected graduation date.

Provisional grades may only consist of one of the following: XB, XC, XD and XF. Plus (+) and minus (-) suffixes may not be used. Instructors should assign an I grade when a credit/no-credit course is incomplete. Provisional, not incomplete, grades may be given for students who have not completed a course with regular grading.

Occasionally, RD (report delayed) is recorded to indicate that the registrar’s office did not receive a grade from the instructor.

Once posted, final grades cannot be changed unless a faculty member discovers a computation or clerical error and the associate academic dean grants approval for such a change or an official grade appeal results in an approved change.

**Grades.** Grades are viewed online using BannerWeb. At the end of each semester, including the end of the summer term, final grades are posted to the permanent transcript. No grades for graduating seniors will be changed after 24 hours before the official graduation date.

Permanent transcripts are unabridged records of all academic work attempted by students at Guilford. Confidentiality of student records is maintained according to guidelines published by the Office for Campus Life.

**Grade Points (Quality Points).** One grade point is assigned for each credit of D work, two for C, three for and four for A; zero points are assigned for grades of F, XF, WF. Plus (+) and minus (-) suffixes add and subtract .3, respectively, to the numerical value of the grade affected. To be a candidate for a degree, except under the C credit accumulation plan, a student must have a cumulative C (2.00) average.

Cumulative grade-point averages are determined by dividing the accumulated grade points by the total credits attempted, minus credits in courses marked AU, W, WN, WP, CR
(credit), NC (no credit) or RD and transfer credits. Each time a course is taken or repeated, the attempted credits and grade points are entered into the statistics used to compute the grade-point average.

A grade of WP, which does not affect a student’s grade point average, shall be used only to indicate withdrawal while passing when a student who is passing the course (a) withdraws completely from the college or (b) is administratively withdrawn for poor attendance (see Attendance Policy). A grade of WF, which affects a student’s grade-point average as if it were an F, may be used to indicate withdrawal while failing when a student who is passing the course (a) voluntarily withdraws or is administratively withdrawn completely from the college, (b) is administratively withdrawn for poor attendance (see Attendance Policy) or (c) voluntarily withdraws or is administratively withdrawn from a class after the published last day to withdraw with a W grade and before the end of classes for that semester. The grade of WN, which does not affect a student’s grade point average, is given when a student registers for a course but neither attends nor withdraws (see Attendance Policy).

When a student repeats a course not previously passed, both grades are figured into the grade-point average, although the credits are only counted toward graduation once. Exceptions to the non-repeat policy are Special Topic courses, because content varies, and courses that may be repeated, such as practicum courses.

Numerical values assigned to grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>2.0</td>
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<tr>
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<tr>
<td>D+</td>
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<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Grade-point averages are computed at the end of each term and include all work done at Guilford plus work completed during fall and spring semesters at consortium institutions. Summer work completed at Guilford is included in the computation of a student’s grade-point average; summer work taken at other institutions is not included.

**Credit/No Credit Option.** To encourage students to broaden their course selections after the first year, the college offers students the opportunity to elect one course each semester (a maximum of eight credits a calendar year) on a credit/no credit basis.

Students electing credit/no credit grading by the last day to add classes, who meet all the normal requirements of the course at the C- level or above are awarded credit for the course with a grade of CR (credit). Unsatisfactory progress is indicated with a mark of NC (no credit). Neither grade affects the student’s grade-point average.

To elect credit/no credit grading for a regularly graded course, the student secures the consent of the instructor and files an election card or drop/add form with the registrar’s office by the last calendar day to add courses. Students who decide to adopt credit/no credit grading may not reverse the option.

The credit/no credit options may not be used in courses required in the student’s major, nor in any other required course (including the minor and general education requirements), nor by first-year students. Veteran benefits are not available for courses taken on a credit/no credit basis.

A few Guilford courses, as indicated in the catalog, are graded exclusively credit/no credit.
GRADE APPEAL PROCEDURE

The following procedures are followed by the Office of the Academic Dean in cases of student appeals of final course grades. In all cases, the appeal of a final grade must first be made to the instructor within 10 business days after the official due date for final grades at the close of any given grading period. In the event that the instructor is unavailable, the student must contact the department chair or associate academic dean within the 10-business-day period.

NOTE: Because transcripts are sealed and may not be changed for any reason after a student graduates, graduating seniors have only until 5 p.m. two days before the graduation date to appeal final regular, intensive, Fast Track II and Saturday course grades and have them corrected.

1. Either the student or the professor may contact the Conflict Resolution Resource Center to request assistance in their communication, or each may invite one individual from within the Guilford community to attend the discussion. If the student and/or the professor is uncomfortable with meeting face-to-face, even with the assistance of others, it is possible to have this discussion in writing.

2. If the student remains unsatisfied, she or he must then discuss the situation with the chairperson of the academic department involved, unless the faculty member is the chairperson. The student shall bring all relevant materials and information to this meeting, including papers, tests, syllabi, etc. The student must contact the department chair within five business days of having finished discussing the matter with the faculty member.

3. If still unresolved, the case may be appealed to the Office of the Academic Dean, where the associate academic dean will continue to try to achieve an appropriate resolution. The student must contact the associate academic dean within five business days of having discussed the matter with the department chair and present to the associate academic dean a complete, written account of the facts and an argument that explains the justification for a grade change.

4. If the student wishes to appeal the decision made by the associate academic dean, he or she must submit this appeal in writing to the academic dean within five business days of the date of the associate academic dean’s decision. This appeal must include a discussion of the grounds upon which the associate academic dean’s decision should be reviewed; such grounds could include the discovery of additional information or a procedural irregularity so substantial as to have compromised the student’s right to a fair hearing. The academic dean will review the matter and make a determination whether or not the appeal warrants calling together a special hearing board. If the academic dean decides there are no grounds on which to proceed further with the appeal, the decision of the associate academic dean will be considered final. If the academic dean decides otherwise, a special hearing board will be constituted.

5. At the discretion of the academic dean, a special hearing board will be instituted, composed of Guilford faculty and professional staff. The student and the instructor will each be asked to submit a list of requested faculty the academic dean might appoint to such a committee. Utilizing each list, the academic dean will appoint a group, drawing one individual from the student list, one from that of the faculty member and nominating a third. Both the student and the faculty member will have the opportunity to reject up to three proposed members of the projected hearing board, until a group of three individuals satisfactory to the academic dean, the faculty member and the student have been chosen and have agreed to serve.

6. The hearing board may meet with the student, the faculty member and anyone else appropriate and examine all relevant documentation. It will then make a final recommendation to the academic dean.
7. After receiving the recommendation of the hearing board, the academic dean will make the final decision regarding the student’s grade.

Registration Cancellation Policy. A student may request to have her/his complete semester course registration canceled up until 30 calendar days after the last day of final exams for that semester if and only if there is no evidence that the student engaged in any academic-related activity during the semester such as:

1. Attending a class
2. Communicating with an academic advisor
3. Using college resources (e.g., computer account, library, athletic facility)
4. Paying parking fines for parking
5. Dining in the cafeteria
6. Consulting a Learning Commons tutor
7. Using the Career and Community Learning Center

To request a registration cancellation, Traditional-age students should contact the Office for Campus Life. Adult students should contact the Center for Continuing Education.

If a Student Never Attends a Course.

Full Term Courses: If, by the deadline for reporting interim grades, a student has yet to attend one class, the instructor will award this student, at this time, a (final) grade of WN (withdrawn, never attended). This grade will not affect the student’s grade-point average but, because it represents a withdrawal from the course, may adversely affect the student’s subsequent financial aid eligibility. No tuition refunds will be granted for such administrative withdrawals other than those allowable under policies published in the college catalog.

Fast Track and Summer Courses: If, by the deadline for reporting final grades for this course, a student has never attended a class, the instructor will award this student a final grade of WN (withdrawn, never attended). This grade will not affect the student’s grade-point average but, because it represents a withdrawal from the course, may adversely affect the student’s subsequent financial aid eligibility. No tuition refunds will be granted for such administrative withdrawals other than those allowable under policies published in the college catalog.

THE ACADEMIC HONOR CODE

To foster individual responsibility, Guilford College subscribes to the principles of an honor system and encourages a mature understanding and acceptance of the code.

Honor Code. The statement, “I have been honest and have not observed any dishonesty,” gives testament to the honor system and should be pledged in writing on all academic work. Compliance is assumed even if the statement does not appear on college work. Faculty members may insist that the statement be written on all academic work and may refuse to extend credit for work on which it does not appear.

Student Responsibility to the Honor System. In addition to adherence to the honor code, students are expected to confront other students who have apparently violated the code and to report such violations. A failure to confront or report such violation may be considered a violation of honor code.
Violation of the Academic Honor Code. Academic honesty and integrity represent central elements of the liberal arts education at Guilford College. As scholars pursuing knowledge and truth, informed by the Quaker testimony on integrity, we seek a community where each member acts responsibly and honorably in all activities and at all times. Acts of dishonesty represent a serious offense at Guilford. The academic honor code is violated when anyone claims credit, implicitly or explicitly, for work and ideas that are not her or his own. Violations of the academic honor code include, but are not limited to, the list below:

Plagiarism. Guilford defines plagiarism broadly as presenting the interpretations, wording, images or original conceptions of others as one’s own without appropriate acknowledgement. Individual faculty members determine what constitutes “appropriate acknowledgement” within the context of their courses, either by specifically stating requirements or by acknowledging the standard practice within a given discipline. The charge of plagiarism applies to any and all academic work whether done inside or outside of the classroom and whether submitted as a rough draft or a final product.

Unauthorized Collaboration. Students may not combine efforts on any and all academic work, done inside or outside the classroom, submitted to an instructor as a rough draft or a final product, unless specifically permitted by the instructor. Although instructors should clearly define the limits of collaboration allowed, the absence of any instructions indicates that collaboration is not permitted. When uncertain, the student should seek clarification from the instructor.

In cases of unauthorized collaboration, any student giving aid is as responsible as the recipient, unless the former is unaware that she/he has provided aid. A student who seeks unauthorized aid is responsible for participating in unauthorized collaboration whether the aid was given or received. The charge of unauthorized collaboration applies to any and all academic work whether done inside or outside of the classroom and whether submitted as a rough draft or a final product.

Unauthorized Use of Materials. It is the student’s responsibility to ascertain what materials may be used in any and all academic work whether done inside or outside of the classroom and whether submitted as a rough draft or a final product. The submission for credit of the same written work in more than one course is not permitted without the prior permission of both instructors.

TRANSFER CREDITS

Students are required to provide official transcripts from all secondary and post-secondary educational institutions that they have attended. Falsification of information or failure to list a secondary or post-secondary school in a student’s application for admission will result in judicial charges. No transfer credits will be awarded for courses taken before a student enrolls at Guilford that are not listed on a student's application to Guilford.

Credit for courses completed with a grade of C- or above and that are appropriate to Guilford’s liberal arts curriculum may be transferred from accredited junior colleges, community colleges, senior colleges or universities. Courses to be applied to major, minor and general education requirements at Guilford must be approved by the appropriate chairperson. All foreign transcripts must be evaluated by World Education Services, Inc. (www.wes.org) before any transfer credits will be awarded.

A maximum of 48 credits may be transferred from accredited technical colleges, a maximum of 64 credits total may be transferred from all accredited two-year colleges and no
maximum is placed on the number of credits transferred from accredited four-year senior institutions. 

Guilford does not award academic credit for course work taken on a non-credit basis; nor does Guilford award credit for job-related experience or non-academic experiential learning.

The final evaluation of transfer of credits is approved by the registrar. Transfer students may receive 16 credits for each 15 semester hours applied to Guilford's degree.

Traditional-age transfer students entering Guilford College with 12 or more semester credits are waived from taking FYE 101 and 102.

Students who enter with appropriate credit for a second semester of first-year composition may take either a history course or a designated Historical Perspectives course to complete the Historical Perspectives requirement.

All students whose native language is not English are screened by either SAT or ACT scores or by an English placement essay, and their placement in English 101 or 102 is determined by scores on these tests.

A foreign language proficiency test is administered to transfer students who have not satisfied the foreign language requirement with at least 2.7 transfer credits in a language from a non-English speaking country. Through scores on this test, students may not be required to participate in further language study.

ACADEMIC PROBATION

A Guilford student is placed on academic probation if the student’s cumulative grade-point average is below the level required for graduation: 2.00.

Students placed on academic probation are not allowed any unexcused absences from classes. A student’s eligibility to continue at Guilford is contingent upon the student earning at least a C (2.00) average during each term that the student is on academic probation. Earning a C average during a given term may not remove a student from academic probation, but it will assure eligibility to continue at Guilford. Failure to meet these conditions of academic probation will result in suspension or dismissal from the college.

Students must have a cumulative grade-point average of 2.00 or greater to graduate from Guilford. Students cannot graduate from the college while on academic probation.

Academic probation is not considered a punitive measure, but rather an indication that the student needs to find a better strategy for academic success. Students on academic probation are encouraged to consult with her/his academic advisor, the staff of the Learning Commons or the campus life staff to help surmount difficulties that might lead to suspension or dismissal.

SEPARATION FROM THE COLLEGE

Academic Suspension or Dismissal. If while on academic probation a student records a semester grade-point average between 1.75 and 1.99, inclusively, the student will be academically suspended. If while on academic probation a student records a semester average below 1.75, the student will be academically dismissed from Guilford.

After any semester, if a student's term and cumulative grade-point averages are both a 1.00 or less, the student will be dismissed from the college without a probationary period.

Disciplinary Suspension or Dismissal. The Student Handbook outlines rules and regulations for disciplinary suspension or dismissal.
Voluntary Withdrawal. All students who wish to withdraw from the college during a semester or at the end of a semester must indicate their intentions through completion of an official withdrawal form. Withdrawal forms can be obtained through the Office for Campus Life for traditional students or at the Center for Continuing Education for adult students. All students who withdraw must complete and submit applications for readmission if they wish to re-enroll. If an official withdrawal form is not completed, it could result in “F” grades causing academic probation, suspension or dismissal. Students who voluntarily withdraw after the last day to drop a course with a W will receive a W (grade), reflecting the grade at the time of withdrawal, i.e. “WP” or “WF.”

Medical Withdrawal. When illness, injury or psychological/psychiatric disorders occurs while a student is enrolled, a student or guardian may request a medical withdrawal from school. The Dean of Students must approve all medical withdrawals. Documentation of the illness, injury or psychological/psychiatric disorder from a medical professional (employed by Guilford College or not) is required prior to this approval. Medical documentation supporting a request for a medical withdrawal must be submitted within 30 days of the last attended class unless medical documentation is provided that satisfactorily explains a longer time period. Students who are granted medical withdrawals receive grades of W (withdrawn) in all courses in progress at the date of the medical withdrawal. Specific conditions for re-admittance are stipulated at the time of withdrawal. These conditions may specify a minimum period of time for the withdrawal and/or may require a letter of medical clearance from a physician, psychologist or psychiatrist stating that in the professional expert’s opinion the student is now capable of handling the academic and social demands of college.

Leave of Absence. A Traditional-age student in good academic and financial standing may apply for a leave of absence for one or two semesters. A leave of absence may be approved for students with financial, personal or medical concerns, students participating in non-Guilford educational experiences and students who need a break. Students considering this option need to meet with a member of the campus life staff who will provide full details and assist in working out specific arrangements related to the leave. All students who withdraw must complete and submit applications for readmission if they wish to re-enroll.

Vacating Residence Halls. Students residing on campus who withdraw or take a leave of absence from the college are required to vacate residence halls within 24 hours of their effective date of withdrawal.

Readmission. All students receiving withdrawals or leaves of absence from Guilford who subsequently wish to return to Guilford as a student are required to reapply through the appropriate admission office (Center for Continuing Education, Early College or traditional student). Academically suspended and academically dismissed students may apply for readmission after one calendar year. Applications for Readmission are available on the Guilford Web site.

After reviewing a student’s application for readmission, the appropriate admission office (Early College, Center for Continuing Education [CCE], Traditional) may, at its discretion, refer the application to the associate academic dean for advising (AADA) for her/his advice.

However, if an applicant that is applying for readmission is otherwise admissible but had been academically suspended or academically dismissed from the college or has a pending academic honor code charge, the admission office must refer the person’s application to the AADA for her/his approval before the person may be offered readmission. The AADA may
either grant or deny such approval with or without soliciting advice from the Readmission Advisory Group.

If an applicant that is applying for readmission is otherwise admissible but had been suspended or dismissed from the college for judicial violations, has a pending judicial charge or left the college with a medical withdrawal, the relevant admission office must first refer the person’s application to the dean of students before then forwarding the application to the AADA for her/his approval.

In considering an application for readmission, the AADA and the Readmission Advisory Group may use information provided by the dean of students, and any other appropriate college officials. For an application following a medical withdrawal, the AADA and the Readmission Advisory Group may also consult the director of student health and/or the director of counseling services.

Readmission is not guaranteed. If readmitted following academic suspension or dismissal, a student will be required to satisfy the conditions of academic probation explained above. A student who withdrew while on academic probation returns on academic probation. A student returning from academic suspension or dismissal may become eligible again for financial aid; the returning student must file an appeal with the Office of Financial Aid. A readmitted student is permitted to resume athletic participation if he/she meets all athletic eligibility standards.

**Nonpayment of Tuition and Fees.** Students must pay tuition and fees according to the schedule established by the Office of Student Accounts. Students who do not fulfill their financial obligations to the college according to this schedule, or who fail to make satisfactory arrangements with the Office of Student Accounts to pay according to some other mutually agreed-upon schedule, may be dismissed from the college.

**STUDENT RECORDS**

Various records are maintained on each student. Original documents submitted to Guilford become a permanent part of a file and cannot be returned to the student or sent to another party. Guilford adheres to the privacy of student records as required by the Family Educational Rights and Privacy Act of 1974 (FERPA).

Student records and where they are housed:

- Academic Curricular Records – Office of the Registrar
- Academic Disciplinary Records – Associate academic dean’s office
- Admission Records – When the process for admission is completed, the Office of Admission will send appropriate documents to the appropriate office for maintaining of the student’s records
- Advising Records – the student’s assigned advisor
- Alumni Records – Office of Alumni Relations
- Course Records – the student’s instructor
- Disciplinary Records – Office for Campus Life
- Financial Aid Records – Office of Student Financial Services
- Health Records – Office of Health Services

**TRANSCRIPTS**

The registrar will release transcripts only upon the written request of the student. The cost for each official transcript requested in advance is $10; faxed copies are $20 each. The cost for transcripts needed immediately (on demand) is $20. The registrar will not issue
official transcripts of a student who has an outstanding financial or judicial obligation to the college.

DEGREE CANDIDACY

Diplomas are dated at the time of degree completion (May, July or December). Commencement exercise is held in May.

One semester before expected graduation, each degree candidate must submit an application for graduation to the registrar online. The registrar’s office evaluates the candidate’s transcript and must approve the application, indicating that the student could complete all degree requirements at the end of the next semester. A student who fails to complete all degree requirements by the scheduled graduation date will not graduate then and must reapply for graduation for a later graduation date.

To receive a diploma or participate in commencement, a student must have satisfied all academic requirements, must have cleared all outstanding accounts with the Office of Student Financial Services and must have no judicial action pending. Diplomas will not be awarded to any student against whom unresolved judicial charges exist.

Diplomas are issued for graduation date the student has applied to graduate.

Once all requirements for graduation have been completed, students are only allowed to participate in the ceremony for which they apply to graduate.

When a degree program is discontinued by Guilford, that degree may continue to be awarded for a subsequent five-year period, provided all requirements for the degree can be met. However, once the degree program has been terminated, the college is not obligated to continue offering courses necessary to complete that degree.

SECOND DEGREES

Any college graduate who desires a additional bachelor’s degree from Guilford must apply and register through the Center for Continuing Education.

To be awarded an additional degree, a student must complete, with an overall grade-point average of 2.00 or better, the following: a minimum of 32 credits beyond those used to fulfill the requirements for the first bachelor’s degree, all of which must be taken in residence at Guilford; all prescribed major requirements; and Guilford’s required general education courses.

When a Guilford graduate is awarded a second undergraduate degree from the college, notation of the new degree and the date it was awarded will be added to the permanent transcript. The general education requirements from the first degree satisfy those for the second bachelor’s degree.

A student receiving a bachelor’s degree from another accredited institution may receive a second degree from Guilford by fulfilling the conditions outlined above.

NOTE: Guilford’s required general education courses must be satisfied either by courses taken at Guilford or courses transferred from the prior institution.
XIII. **CAMPUS LIFE FOR TRADITIONAL-AGE STUDENTS**

Campus life at Guilford is influenced by the college’s Quaker heritage. College policies and regulations are designed to create an ordered environment conducive to learning and development in an atmosphere marked by personal integrity and respect for others. Campus living demands of students a sense of responsibility for their own actions and an awareness of their roles in the community.

Specific guidelines for campus life are available online at www.guilford.edu. It is the responsibility of every student to be informed of college policies and regulations and to abide by them in good faith.

**STUDENT GOVERNMENT**

Student government at Guilford College is organized around a Community Senate composed of representatives from various segments of the student body, members of the administration appointed by the president and faculty members selected by the faculty. Executive officers of the Senate are chosen each spring in campus-wide elections.

The Community Senate, within the policies and regulations established by the Board of Trustees, derives authority from the president of the college to govern the student body and to coordinate and direct the several subsidiary organizations of student government. The president of the Community Senate, with the consent of its members, appoints student representatives to Board of Trustees committees and to faculty committees. The Senate acts as a forum for campus concerns and determines the amount and distribution of student activity fees.

**RESIDENCE LIFE**

Residence life is a vital part of the Guilford’s educational mission. Residence life provides many points of interaction with others for friendship, the formulation of values and the exercising of communal and personal responsibility.

Because Guilford values the community of students in a residential setting, students are required to live on campus and eat in the dining hall. Local students may commute from their homes but must specify when they apply that they intend to live at home with their parents and commute. There are no opportunities for married or CCE students to live on campus.

During fall and spring breaks and Thanksgiving, residence halls are open; no meals are served at these times. The residence halls are closed during the winter break.

Upon notification of admission to the college, new students should reserve rooms by filling out the housing application online. Housing assignment requests become effective with the signing of the contract and payment of the admission deposit.

A subcommittee of Community Senate provides a forum for residence life issues and encourages student involvement in improving the quality of residential living at Guilford. Each residential hall or area has a hall council that sponsors activities for residents supported by the students’ activities fees.

For additional information on residence halls, please refer to the campus life Web site or the Student Handbook.

www.guilford.edu
RESIDENCE HALLS

• **Binford Hall**, (average room size: 17 ft. 4 in. x 11 ft. 9 in.), a coed residence hall completed in 1962, contains rooms for approximately 155 students, with lounges on each floor. Binford is the first hall on Guilford’s campus to implement the Community Agreements Initiative. It houses predominantly first-year students and features an entire floor dedicated to a healthy living/substance free environment. The hall has air-conditioning, carpeted rooms and central laundry facilities. The building is designed in a T-shape and has bathroom facilities, lounges and kitchens in the center of each floor and the room furnishings are all built-in.

• **Bryan Hall**, (average room size: 13 ft. 7 in. x 11 ft. 1 in.) a coed residence hall completed in 1968, is designed to house approximately 215 students in suites of eight. The hall is air-conditioned and is designed for eight students per suite (4 bedrooms) who share a bath and a common area (common area is unfurnished). Students may elect to smoke in their suite if all the occupants of the suite are in agreement. There are also central laundry and lounge facilities and a small kitchenette on the second floor. The central courtyard houses many social activities throughout the year, including quad dances. Bryan Hall is a mixed-class hall.

• **English Hall** (average room size: 16 ft. 4 in. x 11 ft. 8 in.), built in 1957, is an all-male designated quiet hall with approximately 50 students. The hall is air-conditioned with carpeted floors and has rooms on either side of a corridor with central bathroom facilities. Each room has a sink and there are kitchen, lounge and laundry facilities. Residents of English Hall are required to sign the Quiet Hall Agreement. Although a mixed class hall, it mainly houses upper-class students.

• **Mary Hobbs Hall**, (average room size: 13 ft. 6 in. x 12 ft.), built in 1907 and with more recent renovations in 1977, 2004 and 2005, houses approximately 54 female residents. This unique building is not only the oldest residential facility on campus, but home to a coffee cooperative in the recently renovated basement. The hall is air-conditioned with rooms on either side of long and short corridors with central bathroom facilities, a kitchen in the basement and three lounges. The lounges are carpeted and the halls and rooms have hardwood floors.

• **Milner Hall**, (average room size: 11 ft. 1 in. x 18 ft. 5 in.), completed in 1962, is a coed residence hall with approximately 250 students. The rooms are air-conditioned, carpeted and have sinks. Most bedrooms have a lofted bed set-up. There are rooms on either side of a corridor with central bathroom, kitchen, lounge and laundry facilities. The first floor of Milner is completely substance-free and students who desire a substance-free environment are required to sign the Substance-Free Living Agreement. Milner Hall is the largest of the residence halls and houses all classes of students.

• **Shore Hall**, (average room size: 13 ft. 7 in. x 11 ft. 9 in.), built in 1954 and recently renovated in 2003, is an all-female residence hall housing approximately 60 students. Shore is air-conditioned and has tiled floors on either side of a corridor with central bathrooms, kitchen, laundry facilities and a spacious lounge. Shore is a designated quiet hall, and residents of Shore Hall are required to sign the Quiet Hall Agreement.

• **Student Apartments North**. These 23 student apartments, completed in 1991 and housing 96 students in air-conditioned single rooms, are available for upper-class students. The apartments, shared by four students, are carpeted and feature furnished bedrooms, fully equipped kitchen and furnished dining room and living room. They
are located in a wooded area north of Milner Hall.

- **Student Apartments South.** These 35 student apartments, completed in 2005, house 140 students in air-conditioned single rooms. The apartments, shared by four students, are carpeted with furnished bedrooms, fully equipped kitchen and furnished living room; they contain two bathrooms per apartment. They are located between the Apartments North and Milner Hall.

All traditional residence halls feature air conditioning and at least one kitchenette for use by residents.

**Alternative Houses.** Guilford offers the opportunity for groups of students to live together in special interest housing or alternative houses. There are five houses that accommodate six to 13 students and are organized around common social or academic interests, such as the study of languages, science or cultural themes. Students may apply each spring for special interest housing for the following academic year. The houses are not available for first-year students. Students living in the alternative houses are not required to participate in the college meal plan.

**STUDENT SERVICES**

**Orientation**

The orientation of new students and their parents begins just prior to the opening of school with a two-part program called CHAOS—Community, Health, Advisement, Orientation and Services—giving students and parents an opportunity to meet faculty, administration and staff.

The first two days of the orientation program consist of intensive small-group community-building experiences designed to challenge students, help them think about themselves as learners and break down barriers by interacting in an experiential setting with several faculty members and upper-class students. Options include outdoor adventure experiences, service projects and leadership experiences.

During the remainder of CHAOS, new students work with trained student leaders in groups of 18 to get acquainted with campus resources, meet with their academic advisors, participate in social events and become acquainted with campus life so that they may begin college as smoothly as possible.

**Student Health Service**

Prior to attending classes, each new student is required by North Carolina law to submit certification of immunization to the Student Health Service. The required physical and immunization record must be completed by a physician, physician assistant or nurse practitioner. Students who fail to comply with this state law must be suspended.

The Student Health Service is located in Founders Hall. The service keeps daily hours during the week, and a physician assistant holds clinic visits on a scheduled basis. Emergency care is available after clinic hours at local walk-in clinics and hospital-based emergency rooms. The medical service included in the tuition charge for full-time traditional students covers routine illnesses and the cost of sick calls in the Student Health Service. An additional charge is made, however, for X-rays, lab work or off-campus referral.

An optional student health insurance plan is also available. See Chapter X.

**Counseling Center**

The Counseling Center is based on the premise that every person has the potential for continuous personal, intellectual and social growth. Seldom is that growth more accelerated or more vulnerable than during the college years. The Counseling Center is available to www.guilford.edu
provide support to the student throughout this all-important period.

Located in the basement of Founders Hall, the Counseling Center is staffed by certified clinical social workers trained in personal and group counseling and crisis assistance.

The service offers a confidential setting for students to plan life goals, resolve academic or personal difficulties and learn about new dimensions of themselves through workshops or individual and group psychotherapy. It also provides a referral service to sources of assistance in the Greensboro area.

**Student Employment Service**

The Office of Student Employment Service (SES), a part of the Career & Community Learning Center, assists students seeking part-time (on and off campus) and summer employment. Students have access to the on-line OPTIONS conference, which lists part-time opportunities in the greater Greensboro area as well as nationwide summer positions. SES also posts available on-campus jobs for students who have been awarded work-study as part of their financial aid package.

**Services for Students of Diverse Ethnicity**

Many services are available to students of diverse ethnic heritage.

The Office of African American Affairs serves as a primary point of contact for African American students regarding their curricular and co-curricular needs. The director provides administrative leadership in the development, coordination and delivery of a comprehensive range of social, cultural and educational services and activities.

The Native American Program provides for the recruitment, retention and support of Native American students. The director is also a member of the teaching faculty. In addition to providing support in all areas of campus life, the program also plans social activities and promotes cultural events which increase visibility and knowledge of native cultures.

The Multicultural Resource Center, located in Founders Hall, preserves and promotes the ethnic cultures of all Guilford community members, with a special focus on historically underrepresented populations. In order to achieve its aims, the center provides advocacy and educational programming and functions as a clearinghouse for culturally specific information. It is staffed by a part-time coordinator working collaboratively with student employees and volunteers.

Additionally, the college’s Cultural Pluralism Committee supports and promotes an appreciation of the value of cultural and intellectual diversity at an institutional level.

**CULTURAL OPPORTUNITIES**

**Campus Activities Board**

Campus Activities Board (CAB) is a student organization that sponsors campus social, recreational and cultural programs. CAB committees (Novelty Acts and Movie and Live Performances) plan recreation, films, concerts and dances. CAB’s purpose is to encourage community and provide a variety of out-of-the-classroom activities. The Guilford Formal in the fall and Serendipity in the spring are major weekends that CAB coordinates.

**CAMPUS ORGANIZATIONS**

Guilford has 50 clubs and organizations funded by Community Senate and supervised by the Office of Student Activities and Leadership. These clubs fall into six categories: religious, educational, awareness, club sports, publications and social. The clubs are all have representatives on the Inter-Club Council (ICC) and attend ICC meetings once a month.

A few of these clubs include:
The Performing Arts

The Revelers, Guilford’s extracurricular arts group, supports theatre and other art forms produced entirely by students. Activities include theatrical productions of all kinds, art festivals, trips to arts events and seminars with visiting artists. Projects are chosen on the basis of proposals made to the organization’s officers. Membership is open to all Guilford students.

The Guilford College Choir performs numerous concerts each season both on and off campus in addition to major concerts at Christmas and during the spring. The choir makes an annual tour, bringing the members into contact with varied audiences and communities. Membership in the choir is open to all students by audition. Choir scholarships are available to students meeting specific criteria.

Students interested in broadcasting maintain and operate radio station WQFS-FM (90.9), licensed to Guilford by the Federal Communications Commission. Annually recognized as one of the country’s best student-run college radio stations, the programming of WQFS-FM includes music, news, lectures and a variety of offerings providing an educational service to the people of Guilford College and the surrounding area.

Blacks Unifying Society (BUS) Previously the African American Culture Society (AACS), BUS was organized by the Guilford African American student community to foster unity among African American students while encouraging full participation in the academic, social and policy-making processes of the college community. BUS is open to all members of the Guilford community as it strives to sponsor projects and cultural activities that foster greater awareness of the African American experience in the United States and abroad.

The International Relations Club (IRC) provides an opportunity for students of various nationalities to interact and exchange ideas. Speakers, outings and special programs such as the International Fair and International Dinner offer a broader understanding of other cultures and world issues. In addition, the club attempts to aid international students in their adjustment to the United States and Guilford. IRC is open to all students.

Other Special Interest Groups. There are approximately 60 other special interest groups on campus including Amnesty International, Guilford Pride, Hillel, The Native American Club, Quaker Concerns, Forevergreen, Women’s Awareness and the Webserian Pre-Law Society. Information about these and other student groups is available from the Office of Student Activities and Events Planning in Founders Hall.

Departmental Clubs

Majors and other interested students in various departments such as biology, foreign languages, geology, history, physics, psychology, sociology and anthropology and sport studies have organized clubs for discussion of issues relevant to learning in their fields. Beta Beta Beta Biological Society endeavors to cultivate an interest in the life sciences and recognizes academic achievements in biology.

STUDENT PUBLICATIONS

The Guilfordian, a newspaper printed for and by students, serves as a forum for student and faculty opinion through its editorials, columns and letters to the editor. Each issue covers campus news events and provides publicity for various activities and cultural programs. The student staff, working with a faculty advisor, gains practical journalism experience in writing, editing, layout and publishing.
The Quaker, the college yearbook, is compiled by students and published annually. As a pictorial and literary representation of Guilford, The Quaker attempts to interpret and evaluate graphically campus activities and aspirations.

The Greenleaf Review, published by a student staff, features original poetry, prose and graphics contributed by students and faculty. Its purpose is to promote creative writing, develop artistic talents and provide opportunities for critical dialogue in the arts.

OTHER PUBLICATIONS

The Journal of Undergraduate Research in Physics, a publication of the American Institute of Physics, disseminates distinguished undergraduate student physics and physics-related research throughout the world. It is produced by the Guilford’s Department of Physics.

The Southern Friend: Journal of the North Carolina Friends Historical Society is a semi-annual periodical sponsored by the only Friends historical society in the Southeast. Edited by Carole Treadway, librarian of the Friends Historical Collection, the publication carries scholarly articles on various aspects of the history of the Religious Society of Friends.

RELIGIOUS LIFE

Guilford at first might appear to be a secular institution. No chapel dominates the campus; no religious symbols adorn the buildings and rooms; no religious services or courses are required. Upon closer scrutiny, however, one quickly learns that even the absence of overtly religious symbols is part of the college’s Quaker heritage. Friends seek to encourage an inward experience of religion within a community of respect for spiritual receptivity.

The Religious Society of Friends (Quakers) originated in a radical 17th-century Christian movement that sought to turn from an experience of God based on external authority to an inward experience of the Divine with the power to transform lives and society. Guilford remains committed to the importance of inward spiritual development. The college sustains Quaker principles of community service, respect for individual integrity, global understanding, moral decision-making and the fostering of equality, peace, simplicity and justice. Governance of the college is by the Friends’ tradition of seeking a “sense of the meeting.”

Consistent with Quaker faith and practice, Guilford seeks to enable students to harmonize their lives with their own religious tradition or to explore other forms of spirituality. Guilford dedicates itself to recognizing the universality of divine guidance and to fostering an awareness of the many ways in which spirituality is developed. The campus welcomes communities of many faiths.

The Office of Campus Ministry, located in the Hut, in cooperation with a student organization, the Guilford Council of Religious Organizations (GCRO), facilitates campus religious life through regular worship opportunities, small-group discussions, forums, speakers, service projects and an annual Religious Emphasis Week. Max Carter, director of Friends Center and campus ministry coordinator, and Deborah Shaw, associate in Friends Center and campus ministry, are available to all in the college community for conversation and counsel. The staff of the Guilford Initiative on Faith and Practice, Scott Pierce Coleman, director, are also available as a resource for spiritual discernment.

Active student organizations include the Guilford Catholic Community, Unitarian-Universalist Students, Hillel, Guilford Christian Fellowship, Quaker Concerns, Pagan Mysticism and Buddhist meditation. Quaker worship occurs daily and Catholic mass and College Meeting for Worship are held weekly on campus. Many students become...
active in the more than 400 churches, meetings, temples, mosques, synagogues and other congregations in the Greensboro area. New Garden Friends Meeting, First Friends Meeting and Friendship Friends Meeting, located near the college, welcome students of all faiths.

COMMUNITY INVOLVEMENT

Guilford recognizes the educational value of participation in the larger world of which the campus is a part. The college encourages students to use Greensboro and the surrounding community as an adjunct to the classroom. More than 300 students make a weekly commitment each semester in the wider community through internships, field work linked to an academic class or volunteer service.

Project Community, a student-run community service office, promotes a campus-wide ethic of service by sponsoring special service events on and off campus and by connecting students with opportunities in non-profit and community organizations. More than 50 agencies attend the Volunteer Fair held each fall to recruit Guilford volunteers to their programs.

Guilford students have made an ongoing commitment at 10 sites where they volunteer on a weekly basis, with transportation provided. Each of these ongoing commitments operates with a student project coordinator, who works with the volunteer training coordinator to recruit, train and support Guilford student volunteers. Ongoing commitments include: Pathways Shelter for homeless families; Prison Literacy at a minimum security prison; English as a Second Language tutoring with refugees at the Montagnard Dega Association and the Greensboro Buddhist Center; a.i.d.s. (acquiring information, destroying stereotypes) about AIDS; Environmental Outreach at High Point Environmental Center; HOME (repairs for low-income home owners); and Shelter Outreach working with adults who are homeless.

Some students gain practical experience by working with local political parties and political action groups. Other campus organizations, such as the African American Cultural Society and Forevergreen, an environmental organization, also pursue their special interests in the community at large.

ATHLETICS AND RECREATION

Guilford considers physical activity, growth and the well-being of the individual student to be important components of the educational mission. The college values participation, sportsmanship, quality competition, skill advancement, achievement and striving for excellence. The coaches take personal interest in every player on their teams and strive to create positive experiences for all team members.

Student athletes are amateurs and receive financial aid based only on need and academic excellence. Guilford and the Athletics Department share the philosophy of the NCAA Division III.

NCAA Division III Philosophy Statement

Colleges and universities in Division III place highest priority on the overall quality of the educational experience and on the successful completion of all students’ academic programs. They seek to establish and maintain an environment in which a student-athlete’s athletics activities are conducted as an integral part of the student-athlete’s educational experience. They also seek to establish and maintain an environment that values cultural diversity and gender equity among their student-athletes and athletics staff. To achieve this end, Division III institutions:

• Place special importance on the impact of athletics on the participants rather than on the spectators and place greater emphasis on the internal constituency (students, alumni,
institutional personnel) than on the general public and its entertainment needs;
• Award no athletically related financial aid to any student;
• Encourage the development of sportsmanship and positive societal attitudes in all
constituents, including student-athletes, coaches, administrative personnel and
spectators;
• Encourage participation by maximizing the number and variety of athletics opportunities
for their students;
• Assure that the actions of coaches and administrators exhibit fairness, openness and
honesty in their relationships with student-athletes;
• Assure that athletics participants are not treated differently from other members of the
student body;
• Assure that athletics programs support the institution’s educational mission by financing,
staffing and controlling the programs through the same general procedures as other
departments of the institution;
• Provide equitable athletics opportunities for males and females and give equal emphasis
to men’s and women’s sports;
• Support ethnic and gender diversity for all constituents;
• Give primary emphasis to regional in-season competition and conference championships;
and
• Support student-athletes in their efforts to reach high levels of athletics performance,
which may include opportunities for participation in national championships, by
providing all teams with adequate facilities, competent coaching and appropriate
competitive opportunities.

The purpose of the NCAA is to assist its members in developing the basis for consistent,
equitable competition while minimizing infringement on the freedom of individual
institutions to determine their own special objectives and programs. The above statement
articulates principles that represent a commitment to Division III membership and shall
serve as a guide for the preparation of legislation by the division and for planning and
implementation of programs by institutions and conferences.


Guilford sponsors 16 intercollegiate teams. Men may participate in baseball, basketball,
cross-country, football, golf, lacrosse, soccer and tennis. Women may participate in basketball,
cross-country, lacrosse, soccer, softball, swimming, tennis and volleyball.

The following teams have participated in national tournaments: baseball, men’s
basketball, women’s basketball, golf, volleyball and men’s and women’s tennis. The men’s
basketball team and women’s tennis team were national champions in 1973 and 1981,
respectively. The golf team won the NCAA Division II national championship in 2005 and
second in each of the years 1985-1987.

Guilford is a member of the Old Dominion Athletic Conference.

Students who are interested in other sports or in a less demanding time commitment
may choose to participate in one of the Guilford club sports programs. The Office of Student
Activities, located on the first floor of Founders Hall, manages these activities. Men’s rugby,
women’s rugby, track and ultimate Frisbee are the club sports currently offered. Anyone
interested in another athletic activity, however, is invited to initiate a new club sport by
working with the Office of Student Activities.
FAMILY ASSOCIATION
All parents are members of the Guilford College Family Association, which was formed in 1984. The association initiates programs related to Guilford families and assists in fund-raising and student recruitment. The association provides a direct channel of communication among parents, college faculty and staff via the Guilford Magazine, the Guilford Web site and the weekly e-mail edition of The Beacon. The Family Leadership Council assumes the leadership role of the Family Association. Parents, grandparents and other family members are invited to visit their students for the fall Family Weekend, which includes seminars, cultural and sporting events and the association’s annual meeting.

MOTOR VEHICLES AND PARKING
A Guilford student may operate a motor vehicle on campus provided it is properly registered. Students who operate motor vehicles on campus are required to pay a registration fee and park in a designated parking area. Students are required by law to comply with North Carolina state motor vehicle insurance requirements and all local, state and federal ordinances. Temporary parking permits may be obtained free of charge at the Office of Public Safety for vehicles operated by guests and visitors to the campus.

The Office of Public Safety is responsible for reporting violations of college motor vehicle regulations to Guilford officials. The Greensboro Police Department, the Guilford County Sheriff’s Department and the North Carolina Highway Patrol enforce North Carolina state laws pertaining to the operation of motor vehicles.

Details of traffic and parking regulations are included in the Student Handbook.
XIV. AWAREDS

Campus leadership at Guilford is recognized in various ways and is a factor in the awarding of scholarships and other honors.

ACADEMIC SCHOLARSHIPS

Charles A. Dana Scholarships. Dana Scholarships are awarded to rising junior and senior students on the basis of character, scholarship and leadership. The amount of each award is based on need and may provide up to half tuition. To apply for a Dana Scholarship, a student must have completed at least 40 credits (at least 30 of which must have been at Guilford), have a cumulative 3.25 grade-point average and be recommended by students, faculty, administrative staff or employers. Selection is made by a faculty committee that considers a student’s academic excellence, leadership and contribution to campus or community life. Dana Scholars who continue to meet these criteria may reapply for the award.

George I. Alden Excellence Scholarship. This scholarship was established by the George I. Alden Trust of Worcester, Mass. It provides an annual award of $2,500 to a rising junior who has been enrolled at Guilford for at least one year. Selection is based on outstanding character, intellect and scholarship.

Lawrence T. Hoyle Pre-law Scholarship. This scholarship was established by the S. LaRose Corporation to honor Lawrence T. Hoyle, an attorney in its employ. The scholarship carries a value of $500 and is awarded to a rising senior who is planning to attend law school. Candidates are expected to have a minimum grade-point average of 3.30, to demonstrate proficiency in written and spoken English and to be of high character. Selection is by the Student Aid and Awards Committee.

See Chapter XI for scholarships available to incoming first-year students.

SCHOLASTIC HONORS

Dean’s List. The Dean’s List, published at the end of each semester, consists of the names of students who carried at least eight credits of academic work for the part-time Dean’s List and at least 12 credits of academic work for the full-time Dean’s List in the previous semester and earned a 3.50 grade-point average.

Student College Marshals. The Convocations and Celebrations Committee presents candidates for the role of Student College Marshal to the faculty each spring. Eligible students are sophomores or first-semester juniors with at least a 3.50 grade-point average.

The marshals serve at commencement and public functions for the following two years. The student receiving the highest number of votes is designated chief marshal.

Guilford College Scholarship Society. The Guilford College Scholarship Society was organized in 1937, the centennial year of the college, to encourage and recognize high academic achievement. Students with cumulative grade-point averages of 3.50 are eligible for election upon passing 60 credits of academic work at Guilford.

Eugene S. Hire Award. Given to an outstanding upperclassman who exhibits a willingness
to help others in their learning efforts.

**Clyde A. Milner Academic Excellence Award.** Presented by the Guilford College Alumni Association to a rising senior, who has shown academic achievement and who has a cumulative grade-point average of at least 3.5.

**E. Garness Purdom Scholarship Award.** Presented by the Guilford College Alumni Association to a rising senior who has shown exceptional leadership in campus life and who has a cumulative grade-point average of at least 3.5.

**Who's Who in American Universities and Colleges.** Based on nominations, seniors excelling at leadership and scholarship are named to this national list of high-achieving students.

**Graduating Honors.** Honors are awarded to graduating seniors who have attained a grade-point average of 3.50. High Honors are awarded to seniors who have attained an average of 3.70.

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**EXTRACURRICULAR AWARDS**

**Board of Visitors Senior Excellence Award.** Recognizes an outstanding senior based on campus-wide nominations.

**David Caldwell Log College Award.** A $2,000 cash prize awarded to a rising senior whose work has focused on the field of religion and history. Administered by the Community Foundation of Greater Greensboro.

**Zvi Cohen Memorial Environmental Award.** Presented to a student who has shown a deep concern for the environment and a strong commitment to environmental action.

**Dick Dyer Memorial Awards.** Given for outstanding, behind-the-scenes contributions to the Guilford community.

**Nereus C. English Athletic Leadership Awards.** Named for one of the college's most loyal alumni, the English Award is the school's highest honor for athletic ability and leadership. It was first presented in 1977 to student-athletes who reached the highest ideals of athletic accomplishment, leadership and academic achievement.

**Judith Weller Harvey Award in Campus Ministry.** Given to a graduating senior who has been involved significantly in campus religious life and has promoted inter-religious respect and understanding.

**Charles C. Hendricks Scholarship.** Presented to a rising senior who has exhibited noteworthy character and achievement while at Guilford.

**Algie I. & Eva M. Newlin Social Concerns Award.** Given to a graduating senior who has contributed significantly in areas of peace, justice and social concerns.

**Eric Reid Leadership Award.** Acknowledges the contribution of a student leader who significantly enhances campus life.

**Hazel Steinfeldt / American Friends Service Committee Scholarship.** The Hazel Steinfeldt / American Friends Service Committee Scholarship supports students at Guilford who have demonstrated a commitment to work for peace and social justice, both at Guilford College and in the larger world. The scholarship is awarded to one or more rising juniors each year, with the expectation that the scholarship will be renewed for a student's senior year.
The scholarship is awarded and supervised by the Peace and Conflict Studies Committee and the scholarship recipients work with the committee during the period of the award. The scholarship is up to $4,000 a year, depending on the student’s financial aid package. For further information about the scholarship, contact Vernie Davis, director of peace and conflict studies.

**Algernon Sydney Sullivan Award.** Presented to a senior in recognition of distinguished service to others.

**Ezra F. Weis Memorial Award for Leadership in Choir.** Presented annually to a graduating senior choir member for exemplary commitment and leadership.

**OTHER CAMPUS AWARDS**

**Dean’s Award for First-Year Writing.** Presented to recognize superior writing by a first-year student.

**Dean’s Award for Narrative/Reflective Writing.** Presented to recognize superior narrative or reflective writing by a student beyond the first year.

**Dean’s Award for Scholarly/Critical Writing in the Humanities.** Presented to recognize superior scholarly or critical writing outside of the sciences by a student beyond the first year.

**Dean’s Award for Excellence in Science Writing for a General Audience.** Presented to recognize superior writing regarding scientific issues, controversies, phenomena or experiments.

**Dean’s Award for Excellence in Reporting a Scientific Investigation or Experiment.** Presented to recognize excellence in reporting a scientific investigation or experiment that the author has done while at Guilford.

**Dean’s Award for Fiction.** Awarded for the short story that best demonstrates mastery of that art.

**Betty Place Prize in Poetry.** Awarded annually for the poem that best demonstrates, with passion and precision, a control of the poetic art.

**Dubba Hughes Lucas Award.** Given annually to the Guilfordian staff member who makes the best writing contribution that school year.

**Outstanding Tutor Award.** Presented by the Academic Skills Center to recognize tutors who have contributed in the most positive, responsible and creative ways.

**Glaxo Wellcome Women in Science Scholarship.** Presented to recognize outstanding scholarship, to provide an incentive for women science students to enter the science profession and to provide all science students and majors with a woman science mentor at Glaxo Wellcome Inc.

**Accounting: Outstanding Student Award.** Presented by the department to recognize superior performance by senior accounting students.

**Accounting: Outstanding Achievement by a Continuing Education Student.** Presented by the department to recognize superior performance among senior Continuing Education students.
Art: Guilford College Art Appreciation Club Merit Award. First given in 1982, this award is presented to a local arts student upon the recommendation of community art instructors to recognize outstanding contributions to the arts.

Art: James S. Laing Art Award. Presented by the department to sophomores and juniors continuing their studies at Guilford who have shown excellent capabilities in the field of art.

Art: Merry Moor Winnett Art Scholarship in Photography. Established in 1995, this scholarship provides assistance to students who demonstrate academic success and financial need. Preference is given to art students, especially individuals studying photography.

Biology: Eva Galbreath Campbell Scholarship. Awarded to biology majors on the basis of scholarship and aptitude for a career in biology.

Biology: Nancy Pringle Jones Scholarship. To assist a student who has demonstrated excellence in biology and a special aptitude for the study of medicine.

Biology: Outstanding Senior in Biology. Presented by the department to recognize superior performance by a senior biology major.

Business Management: Fred I. Courtney Management Award. A competitive cash award given to selected management majors who have completed four management courses with a minimum GPA of 3.25. To date, individual students have received certified checks as large as $4,000.

Business Management: Outstanding Achievement by a Continuing Education Student. Presented by the department to recognize superior performance among senior Continuing Education students.

Business Management: Outstanding Senior Management Major. Presented by the department to recognize superior performance by senior accounting students.

Chemistry: American Institute of Chemists Senior Award. Presented by the department to honor an outstanding senior chemistry major for superior ability and academic achievement.

Chemistry: Chemical Rubber Company (CRC) Freshman Chemistry Award. Presented by the department for outstanding work in chemistry by a first-year student.

Chemistry: Harvey Ljung Scholarship. Presented to chemistry majors for scholarship and service to the department and college, in memory of Harvey Ljung.

English: Leona Sherrill O’Callaghan Scholarship for Excellence in English. Presented to a rising senior who is an outstanding English major.

English: Outstanding Achievement by a Continuing Education Student. Presented by the department to recognize superior performance among senior Continuing Education students.

French: Outstanding Student of French. Presented by the department in recognition of excellence in French language, literature and culture and of significant contribution to the French program.

Geology: Gem and Mineral Club Scholarship. Donated each year by their membership to recognize scholarship and promise of professional achievement in the earth sciences. Awarded to a rising junior and rising senior each year. A third award is given to support an
outstanding geology student in summer field study.

**German: Outstanding Advanced German Award.** Presented by the department for academic achievement in the study of the German language, culture and literature and for significant contribution to the German program.

**German: Outstanding Student of Intermediate German Award.** Presented by the department for excellence in all levels of language proficiency at the intermediate level.

**History: Algie I. Newlin Senior History Prize.** Presented to outstanding history majors, actively engaged in campus life, who have demonstrated scholastic excellence, conscientious performance and potential contribution to the field of history.

**History: Algie I. Newlin Scholarship for Rising Senior.** Presented to a rising senior who demonstrates high academic achievement in history and potential for future contribution in the field of history.

**History: Daughters of American Colonists History Prize.** Awarded to recognize the student who writes the best essay in the history research seminar on United States history.

**History: First-year Student Newlin Book Award.** Given to a first-year student who demonstrates outstanding potential in the field of history.

**History: Thomas Thompson Scholarship.** Established in the early 1970s as a memorial to a history student who died before graduating and presented to students who demonstrate high academic achievement and who evince promise for scholarly excellence in history.

**Justice and Policy Studies: Outstanding Senior in JPS.** Presented by the department to a graduating JPS senior with the highest academic achievement.

**Justice and Policy Studies: Outstanding Achievement for Continuing Education Student in JPS.** Presented by the department to recognize superior academic achievement among Continuing Education students.

**Justice and Policy Studies: Community Service Award.** Presented by the department in recognition of dedication and service to the community.

**Mathematics: The Pancoast Mathematics Award.** Given in memory of former mathematics professor J. Wilmer Pancoast to students who show exceptional promise in mathematics.

**Music: The Mary Ellen Cathey Award.** Given to a music student with outstanding academic standing and demonstrated financial need.

**Music: The Maxine Kirch Ljung Award.** Presented to an outstanding music major.

**Philosophy: C. Thomas Powell Award.** Presented by the department to recognize excellence in the field of philosophy.

**Physics: Helen and Winslow Womack Research Awards and Jeglinski Family Research Awards.** Presented to support undergraduate research in physics-related fields. These competitive awards, administered by the physics department, can include support for the purchase of equipment and supplies, travel to professional meetings to report on the research and a stipend.

**Political Science: Andrea Gerlak Senior Excellence Award in Political Science.** Awarded to recognize superior performance by a senior political science student.

**Psychology: Outstanding Senior in Psychology (Continuing Education).** Presented by
the department to recognize superior academic achievement among Continuing Education students.

**Psychology: Outstanding Senior in Psychology (Traditional).** Presented to a senior psychology major in recognition of outstanding academic achievement in the field.

**Religious Studies: Frederic and Margaret Crownfield Prize.** Awarded annually to the student writing the best paper in religious studies.

**Sociology and Anthropology: Andrew W. Gottschall, Jr. Senior Excellence Award.** Presented by the department for academic achievement in sociology and anthropology and significant service to the department. Awarded in memory of Andrew Gottschall, who was a much-loved member of the department from 1965 until his death in 1979.

**Sport Studies: Outstanding Athletic Training Major.** Awarded to recognize academic achievement, contribution to campus life, contribution to the Department of Sport Studies, and professional promise in athletic training.

**Sport Studies: Outstanding Exercise and Sport Studies Major.** Awarded to recognize academic achievement, contribution to campus life, contribution to the Department of Sport Studies and professional promise in exercise and sport studies.

**Sport Studies: Outstanding Sport Management Major.** Awarded to recognize academic achievement, contribution to campus life, contribution to the Department of Sport Studies and professional promise in sport management.

**Sport Studies: Outstanding Sport Medicine Major.** Awarded to recognize academic achievement, contribution to campus life, contribution to the Department of Sport Studies and professional promise in sports medicine.

**Spanish: Excellence in Spanish Award.** Presented to seniors who have persistently undertaken to attain a high level of achievement in their studies of Spanish and in their development as young scholars.

**Theatre Studies: Donald Deagon Achievement Award.** Presented to recognize outstanding commitment to academic and production work in theatre studies.

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**FACULTY/STAFF AWARDS**

**The Bruce B. Stewart Awards.** Named in honor of Stewart, a 1961 Guilford graduate who served the college as director of admissions, assistant professor of education, assistant to the president, acting academic dean, provost, acting president, associate to the vice president for development, trustee, chair of the Board of Trustees and trustee emeritus. Stewart is currently head of school at Sidwell Friends School in Washington, D.C. The awards of $5,000 each were generously established and endowed by Trustee Bill Soles ’81, his wife, Melanie, his sister, Jan Soles ’87 and their father, the late W. Roger Soles. The college awards three Stewart Awards: two teaching awards for faculty and one community service award for staff.
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