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

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 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 that 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 (PPS) is a central and unifying aspect of Guilford College's practical liberal arts educational experience. First identified and defined by faculty, staff and students as part of a campus-wide long-range planning process, PPS builds on the knowledge, skills, interests and life experience of the Guilford and local communities and seeks to address a broad range of problems and opportunities. PPS as philosophy and practice emerges from Quaker testimonies and is grounded in Guilford's seven articulated core values (above).

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

The Principled Problem Solving Scholars Program was established in the fall of 2008. Ten students are selected each year for this program that features a combination of required academic seminars, skills-development programming and PPS placements and internships. PPS Scholars take seven to 11 PPS academic credits extending over three semesters and including a six-week summer internship. Students from any discipline may apply for this program but must have a 3.2 GPA to be selected for it. A partial tuition scholarship and summer internship stipends are offered under this program.

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 351 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 other nations.

The student body is made up of traditional-age undergraduates, students 23 years of age or older who are enrolled in the Center for Continuing Education, and Early College students 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 un-timed 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 126 full-time members supplemented by a number of qualified part-time instructors.

The Guilford faculty has excellent professional credentials. Approximately 86 percent have earned 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 participate together in campus and community activities.

The faculty’s primary commitment is to undergraduate teaching. They view 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. The Friends Center also sponsors the Quaker Leadership Scholars Program.

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 Friends Center, the Office of Student Financial Services, 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 that 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 257,000, with slightly over 1.3 million people living in the larger 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 multi-generational community surrounding Guilford and provides additional internship and research possibilities.

www.guilford.edu
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 completion of at least one major and one minor.

Guilford also supports students in creating individualized programs and in selecting studies that will best contribute to their own development and interests. Faculty advisers 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, advisers 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 envi-
ronment. 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.

One course may meet a maximum of two general education, major and/or minor requirements. When students do double-count a course, they will only receive credits once toward the minimum 128 credits required for graduation, but both requirements will be satisfied.

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; stu-
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 plus an additional quantitative requirement, 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 and includes such topics as time management, choice of career and major, honor code and academic integrity. The instructor for FYE 101 serves as the student’s academic adviser until the student declares a major.

   Students who fail or withdraw from FYE 101 may not retake this course but instead must take and pass (D- or better) an additional Historical Perspectives course or take and pass (D- or better) an additional IDS (interdisciplinary) 400 course. FYE 101 cannot double-count in the major or minor.

   Students who fail FYE 102 in the fall, must repeat the course during the following spring semester. If a traditional-age transfer student enters with 12 or more transfer credits he or she is exempt from this requirement. Traditional-age transfer students entering the spring semester with fewer than 12 credits must take the FYE 101 and FYE 102, if offered, to satisfy the requirement. If FYE 101 and FYE 102 are not offered, the student must satisfy the requirement by taking FYE 101 and FYE 102 in the following semester.

   Minimum grade to satisfy this requirement: D-.

**Adult Transitions (GST 101).** This course, an equivalent of FYE 101, is limited to adults aged 23 years and older in their first term of courses at the college. Its curriculum is geared to first-time college students or students who performed less than optimally in their prior college experience. The course acclimates students to the rigor of academics at Guilford, orients students to the college and emphasizes critical thinking and analytical, critical reading and critical writing skills at the college level. The instructor of the course serves as the student’s academic adviser for the first semester, after which the student is assigned an adviser in the major.

   Minimum grade to satisfy this requirement: D-.

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 Department of English 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-. 

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3. Historical Perspectives (HP). (Offered by departments throughout the college). This course focuses on historical change and how individuals and groups both initiate change and respond to social, economic and political forces. 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. This course may not double-count with Breadth, but can double count with Critical Perspectives.

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. Students who place into a language class at the 102 level or above, are considered to have met the requirement and are not required to take a foreign language course. Such courses are offered in Chinese, French, German, Japanese and Spanish.

CCE students also may satisfy this requirement either by passing the foreign language placement exam or taking a 101-level course in Chinese, French, German, Japanese or Spanish. CCE students also may 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 Department of Foreign Language.

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 ARE NO PLACEMENT EXAMS FOR CHINESE AND JAPANESE. However, students who have studied Chinese previously are encouraged to speak with Däsa Mortensen, and those who have previously studied Japanese are encouraged to speak with Hiroko Hirakawa, before enrolling in a course in either of these languages.
5. Quantitative Literacy. Guilford has a Quantitative Literacy requirement. Students may satisfy it in several ways:
   1. Earning a Math SAT score of 650 or higher;
   2. Receiving a score of 15 or below on the Guilford Quantitative Literacy test;
   3. Successfully completing GST 110, a 2 credit course that focuses on quantitative literacy or
   4. Passing (D- or above) any mathematics course offered at Guilford or transferring in a course equivalent to a Guilford course.

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, Computing and Information Technology, Justice and Policy Studies, Sport Studies
   • Humanities: English, Foreign Languages, History, Philosophy, Religious Studies
   • Natural Sciences and Mathematics: Biology, Chemistry, Geology and Earth Sciences, Physics
   • Social Science: Economics, Education Studies, Political Science, Psychology, Sociology and 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 Perspectives 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 on-line in the college’s BannerWeb system by the time they have earned 32 credit hours.

   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, unless otherwise specified for professional licensure.

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 each major a student earns.

If a student returns to Guilford following graduation to complete a second major, but not a second degree, the designation of the original major will not be changed, but a notation will be made on the student's academic transcript 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 major's department in Chapter IV for all requirements for completing that major.

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

At least half of the major must be earned at Guilford.

**Double Majors**

A double major consists of two distinct majors, one of which 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.

At least half of each major 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 assistant dean for student academic affairs must approve the joint major (for consideration, the petition must be brought to the assistant dean for student academic affairs 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.

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.

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
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. At least half of each major 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, joint major, B.F.A. degree, or an integrative studies 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 complete 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 on-line in the BannerWeb system by the time they have earned 32 credit hours.
- 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 402 Business Ethics). Students may take an IDS 400 class before they have earned 88 credit hours; however, under no circumstances will the course satisfy the IDS General Education requirement if the student has not already completed 88 credit hours prior to the beginning of the course.

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.

The IDS may only double-count with Critical Perspectives, a major or minor.

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.

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 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 De-
REQUIRED GENERAL EDUCATION COURSES

<table>
<thead>
<tr>
<th>FOUNDATIONS</th>
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</thead>
<tbody>
<tr>
<td><strong>First-Year Experience</strong> – FYE 101, 102 – 2 courses (CCE students, graduates of The Early College at Guilford and Traditional-age transfer students with 12 or more transferred credits are exempted from this requirement)</td>
<td></td>
</tr>
<tr>
<td><strong>College Reading and Writing: Many Voices</strong> -- ENGL 102 – 1 course</td>
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<tr>
<td><strong>Historical Perspectives</strong> – 1 approved course; may double-count with major or minor</td>
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<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>
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<tr>
<td><strong>Quantitative Literacy</strong> – test placement, GST 120 Quantative Literacy, or 2-credit course or any Guilford math course or equivalent</td>
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</tbody>
</table>

| EXPLORATIONS – BREADTH |  |
|------------------------|  |
| **Arts** – 1 approved course |  |
| **Business & Policy Studies** – 1 approved course |  |
| **Humanities** – 1 approved course |  |
| **Natural Science & Mathematics** – 1 approved lab science course |  |
| **Social Science** – 1 approved course |  |

| EXPLORATIONS – CRITICAL PERSPECTIVES |  |
|--------------------------------------|  |
| **Intercultural** – 1 approved course |  |
| **Social Justice/Environmental Responsibility** – 1 approved course |  |
| **Diversity in the U.S.** – 1 approved course |  |

| CAPSTONE (IDS 400) |  |
|--------------------|  |
| **Interdisciplinary Studies** (IDS 400) – 1 approved course |  |
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 with grades of C- or better;
- 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 waves the minimum 2.00 cumulative grade-point average requirement and requires prior approval of the assistant dean for student academic affairs and the completion of 128 semester hours of credit. Sixty-four of these credits must be completed at Guilford with a grade of C (2.00) or higher. While only grades of C (2.00) and better count toward graduation, a grade below C results in permanent dismissal. Transcripts for students on the plan indicate actual grades.

Commencement is held once per year, in May. July and December graduates may participate in the following May ceremony.

Degrees Offered

Guilford offers four baccalaureate degrees. The Bachelor of Arts degree may be awarded in any of 38 major fields; the Bachelor of Science, in 15; the Bachelor of Fine Arts, in one and the Bachelor of Music 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 degree and a music major may pursue a Bachelor of Arts or a Bachelor of Music degree.

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 adviser of the program before their first semester. Adviser: Thomas P. Espinola, Department of Physics.

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. Adviser: Lynn J. Moseley, Department of Biology.

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 advisers 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 adviser 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. Advisers: Anne G. Glenn, chemistry department, Lynn J. Moseley and Charles G. Smith, Department of Biology.

**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. Adviser: Lynn J. Moseley, Department of Biology.

**Pre-Law**

Students planning to attend law school are urged to contact Guilford’s pre-law adviser and to participate fully in the activities of the Websterian Pre-Law Society. Students are encouraged to contact the adviser 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 Websterian 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 adviser. Adviser: Lisa J. McLeod, Department of Philosophy.

**Pre-Ministerial**

The Department of Religious Studies 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. Adviser: Eric Mortensen, Department of Religious Studies.

**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 Offered</th>
<th>Evening Major</th>
<th>Major Requires 2nd Disciplinary Major</th>
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<tr>
<td>Accounting</td>
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<td>ACCT</td>
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<tr>
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</table>

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Peace & Conflict Studies PECS A.B.
Philosophy PHIL A.B.
Physics PHYS B.S.
Political Science PSCI A.B. E
Psychology PSY A.B. E
Religious Studies REL A.B.
Sociology & Anthropology SOAN A.B.
Spanish SPAN A.B.
Sport Management SPST B.S.
Theatre Studies THEA A.B.
Women’s Studies WMST A.B. Yes

Course offerings of departments and interdisciplinary programs are listed in this section. The following order is observed: course number, descriptive title, any cross-listing(s) of the course and credits awarded for the course. Noted at the end of the course description are prerequisites and any general college requirements to which the course applies in the current curriculum.

ACCOUNTING (ACCT)
William A. Grubbs, Sulon Bibb Stedman Professor of Accounting, Chair
H. Garland Granger III, Associate Professor
Raymond E. Johnson, 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—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 Department of Accounting.

CPA Examination. Guilford 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 Department of Accounting offers a series of five two-semester-hour credit modules 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 DVDs and on an independent study basis.

The major advantage of the 138-hour program is that it allows the student to attend

Guilford College
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 4 credits
2. ACCT 301 Intermediate Accounting I 4 credits
3. ACCT 302 Intermediate Accounting II 4 credits
4. ACCT 303 Intermediate Accounting III 4 credits
5. ACCT 311 Cost Accounting 4 credits
6-8. any three 300 or 400 level accounting courses 12 credits
    (except the following Forensic Accounting courses: ACCT310, ACCT320, ACCT 330, and ACCT412)

The five Common Body of Knowledge courses are:

9. BUS 241 Computers and Management with a grade of C- or better 4 credits
10. BUS 332 Financial Management with a grade of C- or better 4 credits
11. ECON 221 Macro: US in World Econ with a grade of C- or better 4 credits
12. One course from:
    - MATH 112 Elementary Statistics with a grade of C- or better 4 credits
    - MATH 121 Calculus I with a grade of C- or better 4 credits
13. IDS 402 Business Ethics with a grade of C- or better 4 credits

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 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, understanding human behavior that might lead to fraud and developing excellent oral and written communication skills.

Guilford 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 Advanced Fraud Investigations 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 Procedures
   - PSY 232 Introduction to Personality
   - SOAN 101 Principles of Sociology
   - SOAN 103 Cultural Anthropology

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

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

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.

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 – Fraud Prevention and Detection. 4. This course provides a basic understanding of the nature of occupational fraud and abuse: its nature, techniques, and indicators. Students will learn how to prevent and detect fraud as well as some of the basic techniques of fraud investigations.

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

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

320 Criminology and Legal Issues for Forensic Accountants. 4. This course will help students understand human behavior related to fraud. Students will examine theories of why individuals commit fraud, legal issues related to fraud, evidence-gathering, and the code of ethics for forensic accountants.


330 Computer Forensics. 4. This course teaches students how individuals use the computer to perpetrate fraud as well as how to utilize the computer to detect it in financial statements and control systems. Students will also learn evidence-gathering and the legal elements of computer evidence.

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 Advanced Forensic Investigations. 4. This course examines the techniques for properly executing a forensic investigation for the purpose of prosecution. Students will learn interviewing theories and skills as well as data analysis, the proper tracing of illicit transactions and report writing. Prerequisites: ACCT 310 and ACCT 320.

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 (AFAS)
Edwins Gwako, Associate Professor, Chair

The African American Studies major is interdisciplinary and it celebrates the achievements of people of African descent in Africa and the Diaspora while addressing their pursuit of justice, equality and self-determination. The major focuses on cultures, societies, histories and concerns of people of African descent in Africa and the Diaspora including North America, 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 stu-
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. It provides a basis for better understanding among people in multicultural societies and multiracial nations, and prepares students for a wide range of careers in such fields as criminal justice, education, law, health care, human relations, management, marketing, sports management and social work. It also 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) with no more than five from a single department and no more than two of these courses may be at the 100 level and at least two courses must be taken at the 300 level. Other requirements are as follows:

1. Historical Dimensions: one course 4 credits
   - HIST 225 African American History
   - SOAN 106 Introduction to African Heritage

2. Creative Voices: one course 4 credits
   - ENGL 230 African American Literature
   - ENGL 331 Black Women Writers
   - ENGL 332 Black Men Writers
   - THEA110 Jazz Appreciation

3. Theoretical Frameworks: one course 4 credits
   - PHIL 261 Philosophy and Race
   - PSY 242 Psychology of African Americans
   - PSY 349 Multiculturalism and Psychology
   - SOAN 265 Racial and Ethnic Relations

4. African Connections: one course 4 credits
   - ENGL 334 African Women Writers
   - FREN 311 The Francophone World
   - HIST 241 Africa before 1800
   - HIST 242 Africa since 1800
   - HIST 343 Women in Modern Africa
   - PSCI 222 African Governments and Politics
   - SOAN 215 Anthropology of Slavery
   - SOAN 234 Culture and Sexuality in Africa
   - SOAN 235 African Families in Transition
   - SOAN 358 African Cultures in Film

5. The Americas: one course 4 credits
   - ENGL 151 HP: Black Women's History and Literature
   - ENGL 378 Caribbean Literature
   - HIST 308 The Underground Railroad
   - HIST 315 The Civil Rights Movement
   - JPS 365 Race in Criminal Justice
   - JPS 439 Understanding Oppressive Systems
   - PHIL 333 Individual Philosopher: W.E.B. Du Bois
   - PSY 213 Class, Race and Gender
   - REL 234 African American Religion and Theology
   - SOAN 267 Race and Gender in Media Focus

6. IDS: one course from: 4 credits
IDS 411 Gender and Development in Africa
IDS 412 Race, Ethnicity, Psychology and Law
IDS 422 Harlem Renaissance
IDS 435 Understanding Poverty

7-8. Independent study* or internship* and/or elective course(s) 8 credits
    AFAS 260, 360, 460; AFAS 290, 390 plus one course at the 100-level or
    Any two additional courses above the 100-level or
    An eight-credit two-semester AFAS Thesis

Total credit hours required for A.B. degree in African American studies 32 credits
* Supervised by a faculty member teaching regularly in the African American Studies Program.

150 Special Topics. 4. May also be offered at 250, 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, Associate Professor, Chair
Adele Wayman, H. Curt and Patricia S. Hege Professor of Art
Roy H. Nydorff, Professor
Kathryn Shields, Associate Professor
Maia Dery, Half-time Instructor
Charles Tefft, Half-time Instructor

The Department of Art 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 major 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 the Bachelor of Arts both without and with senior thesis
1. ART 102 Two-dimensional Design 4 credits
2. ART 104 Drawing 1 4 credits
3. ART 106 Three-dimensional Design 4 credits
ART

Three studio courses in focus area:

<table>
<thead>
<tr>
<th>Painting</th>
<th>Sculpture</th>
<th>Printmaking</th>
<th>Ceramics</th>
<th>Photo</th>
<th>Drawing</th>
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<tr>
<td>ART 211</td>
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<td>221</td>
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<td>ART 212</td>
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<td>ART 311</td>
<td>453</td>
<td>422</td>
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7-8. Two approved art history courses from:

ART 100 Introduction to Visual Arts
ART/HIST 235 Renaissance in Florence
ART 250 Special Topics in Art History
ART 271 Art History Survey
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

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

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

9. ART 479 Professional Practices for Art

10. ART 480 Senior Thesis I

11-12. Two art elective courses different from focus

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

Major Requirements for the B.F.A. degree: This major, which emphasizes a more intensive 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 minor.

1. ART 102 Two-dimensional Design

2. ART 104 Drawing I

3. ART 106 Three-dimensional Design

4. ART 205 Drawing II

Seven studio courses

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<tr>
<th>Painting</th>
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<td>ART 481</td>
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8. ART 479 Professional Practices for Art

12. ART 479 Professional Practices for Art

13-15. Three approved art history courses from:

ART 100 Introduction Visual Arts
ART/HIST 235 Renaissance in Florence
ART 250 Special Topics in Art History
ART 271 Art History Survey
ART 275 Modern Art
ART 276 Contemporary Art

16-21. Six art elective courses different from focus

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


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

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. 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.

ART


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.

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 History Survey. 4. The history of art from the Renaissance in Europe to global art of the present day.

275 Modern Art. 4. Major artists and art movements from late 19th to mid-20th century. Fulfills arts requirement.

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

290 Internship. 4. Majors with advanced standing may petition the department to receive academic credit for internship experiences. Adviser 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.

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 II, 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-to-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.
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 A.B. 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 A.B. degree in biology is recommended for those students interested in the biological sciences whose career goals do not require courses in physics or calculus, e.g., wildlife or medical illustrators, or science writers. 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 (will not be accepted as transfer credit and may not be taken at a consortium school) 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 other 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 biology B.S. major is recommended for students planning to pursue graduate study in any area of biology, or in the medical, dental, veterinary or allied health professions.

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 (will not be accepted as transfer credit and may not be taken at a consortium school) 4 credits
4-8. Five biology elective course chosen in consultation with adviser 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: 8 credits
   MATH 112 Elementary Statistics
   MATH 115 Elementary Functions
   MATH 121 Calculus I
   MATH 122 Calculus II or MATH 123 Accelerated Calculus (counts for both math requirements)

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 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. Emphasize 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.

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

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 all types, 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. Alternate years. Spring.

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. Fall.

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 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. Introduction to 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, the chemistry of explosives, drug identification, PCR for DNA profiling and STR analysis. Prerequisite: BIOL 245 or permission of instructor. Alternate years. Spring.

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, 112 and Historical Perspectives.

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. Fall.

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 112. 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. Fall.
\textit{BIOL}

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. Fall.

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.


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. Prerequisites: Either two courses in biology or one course in biology and one course in psychology. Alternate years. Fall.

349 Forensic Anthropology. 4. The study of human osteology and skeletal anatomy. Students learn how to collect and process skeletal remains, use tables, and to use tales and apply formulae 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; and selected topics in comparative vertebrate physiology. Prerequisite: BIOL 111. Offered when demand and scheduling permit.


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

475 Research Seminar (CHEM475). 2. This course introduces the principles and concepts of presenting scientific research. Emphasis is placed on the preparation of oral and poster presentations and the implementation of proper etiquette for undergraduate symposia. This course also covers the preparation of funding proposals, curriculum vitae, Statements of Intent, and the interview process for post-undergraduate programs. Students are required to present their research at two undergraduate meetings including the Guilford Undergraduate Symposium.

490 Departmental Honors. 4-8.

BUSINESS MANAGEMENT (BUS)
Deena Burris, Assistant Professor, Chair
Peter B. Bobko, Associate Professor
Betty T. Kane, Assistant Professor
Darryl Samsell, Assistant Professor
Alvin Gibson, Visiting Assistant Professor
Richard Hackworth, Visiting Assistant Professor
Vicki Foust, Visiting Instructor
Mini Ranganathan, Visiting Instructor

The Department of Business Management 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 minor that provides students with an introduction to business concepts and tools and offers additional course work in a variety of interesting areas. This minor 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 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, the 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: the general track or the 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 pre-requisites 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 adviser, a student may choose to emphasize a particular area of study within the department while meeting major or minor 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 minor.

**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 Principles of 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. Business course at the 300 or 400 level 4 credits *(not required for Pre-MBA Track)*

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 311, ECON 221, ECON 222, 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.

**NOTE:** business management majors may not use courses taken at other institutions to satisfy their 300- or 400-level requirements. In addition, BUS 120 and BUS 141 cannot be used toward the major.
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. BUS 344 e-Business 4 credits
4. CMIT 140 Introduction to Computer Programming 4 credits
5-7. Twelve approved elective credits in advanced topics in management and computing. Special topics courses listed as BUS or CMIT 250, 350 or 450 may be used as elective courses with permission of the business department chair. At least two of the electives must be 300-level or above. Areas of study include application development, World Wide Web, e-business, information systems management, computer hardware and operating systems, networking and telecommunications, and theory and implementation of database management systems.

CMIT 144 VB.Net
CMIT 223 Computer Hardware Construction
CMIT or BUS 250 Special Topics
CMIT/THEA 274 Digital Graphic Design
CMIT 321 Operating Systems
CMIT 322 (Inter)Networking Computers
CMIT 331 Information Design
CMIT/BUS 342 Database Systems
CMIT 440 Computer Graphics and Animation or
BUS 343 Computer Graphics
CMIT or BUS 350 Special Topics
CMIT or BUS 450 Special Topics
8. BUS 448 CIS Capstone, another approved capstone course, or a one-semester four-credit senior project approved by the coordinator of the major.

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 that 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. Does not count toward the major. Fulfills business and policy studies requirement. This course is not open to Business and Accounting majors

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

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

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. Preferred prerequisites: BUS 141 or equivalent and MATH112 recommended. Fulfills business and policy studies requirement.

249 Principles of 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.

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: ACCT 201, ACCT 311, ECON 221, ECON 222, MATH 112 or 121 (all with grades C- or better).

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: ACCT 201, ACCT 311, ECON 221, ECON 222, MATH 112 or 121, and BUS 241(all with grades C- or better).

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: ECON 221 or permission of instructor.

341 Management of Information Systems. 4. This course prepares a potential manager, CEO, and/or IT professional to manage and optimize information resources. Course topics include computer hardware and software, telecommunications, and database concepts and emphasize the e-business and Internet-based business models. Students explore and solve real IT and business problems and cases using systematic and organized problem-solving methodologies.

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 140, 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-Business. 4. Explores electronic commerce and business applications of Internet tech-
nology. Special emphasis is placed on planning, design and development, 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. Required prerequisite: BUS 241 or CMIT 140 or equivalent.

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.

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 (all with grades C- or better).

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 pro-
As the science of matter 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 Guilford chemistry major 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 science’s interdisciplinary nature.

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. 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
CHEM

11. One course from: 4 credits
   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.

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
   MATH/PHYS 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 or CHEM 332.
- PHYS 121 and 122 Classical and Modern Physics I and II or PHYS 211 and 212 College Physics I and II. 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, as well as 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. Prerequisite: satisfaction of quantitative literacy requirement. Fulfills natural science and mathematics and social justice/environmental responsibility requirements.

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. Prerequisite: satisfaction of quantitative literacy requirement. 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. Prerequisite: satisfaction of quantitative literacy requirement. 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. Prerequisite: satisfaction of quantitative literacy requirement. Fulfills natural science and mathematics requirement.

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

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 with a grade of C- or better.

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.
CHEM

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 121 and 122 or MATH 123 with a grade of C- or better, PHYS 121 and 122 or PHYS 211 and 212 with grade of C- or better; 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 121 and 122 or MATH 123 with grade of C- or better, PHYS 121 and 122 or PHYS 211 and 212 with grade of C- or better; 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 121.

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 232 and PHYS 121 or PHYS 211.

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. Focuses on 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 minors. Prerequisite: Any three chemistry courses that count for the chemistry major or minor. 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 permission 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 or permission of instructor.

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 neurotransmitters, 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.

475 Research Seminar (BIOL 475). 2. This course introduces the principles and concepts of presenting scientific research. Emphasis is placed on the preparation of oral and poster presentations and the implementation of proper etiquette for undergraduate symposia. This course also covers the preparation of funding proposals, curriculum vitae, Statements of Intent, and the interview process for post-undergraduate programs. Students are required to present their research at two undergraduate meetings including the Guilford Undergraduate Symposium.

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 re-
lated 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
4-5. Software Engineering Focus
   - CMIT 201 Data Structures and Algorithms
   - CMIT 340 Software Engineering
   - 4 credits

4-5. Information Technology Focus
   - CMIT 321 Operating Systems
   - CMIT 322 (Inter)networking Computers
   - 4 credits

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-Business
- CMIT/THEA 274 Digital Graphic Design
- 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 272 Digital Sound Design

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

9. Capstone. Students must complete one of the following:  
   - CMIT 421 Computer Security and Information or  
   - 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 minor 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.

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

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.

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: CMIT141

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. 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.

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. 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.

ECONOMICS (ECON)

Robert G. Williams, John K. Voehringer Jr. Professor of Economics, Chair
Robert B. (Bob) Williams, Professor
Natalya Sheklova, Assistant Professor

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 Econ 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 adviser. 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 Department of Mathematics. 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.

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

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.

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. Class assignments and projects enable students to develop their proficiency in using descriptive and inferential statistics to analyze and interpret data. Prerequisite: ECON222 or instructor permission.

302 Economic History of the United States (HIST 302) 4. Examines key issues in economic history in the United States, 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”. 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 in-depth semester-long research. Prerequisite: ECON 221, 222, or consent of the instructor. Alternate years.

336 Economic and Social Development: “Beneath’ the United States”. 4. U.S. policymakers 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 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. 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)
David Hildreth, Associate Professor, Chair
Julie Burke, Assistant Professor
Anna Oerther, Assistant Professor
Caryl Schunk, Assistant Professor

The primary goal of the Education Studies program is to develop educators who are 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 perspective using 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 in interactive learning experiences in the classroom and in the field, incorporating practical application with theoretical discussion and exploration. The tutorial sessions, a unique and integral part of the program, engage students and faculty members in one-on-one interchanges in the first- and second-year courses.

Other central components of the program include the cross-cultural internship and inquiry, usually in another country, and the capstone experience after student teaching in which students reflect on their student teaching experiences in relationship to their theoretical and philosophical grounding and explore leadership roles that 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 or joint 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 five licensure tracks in the Education Studies major:
- Elementary licensure, grades kindergarten through six
- Secondary licensure, grades nine through 12, in English
- Secondary licensure, grades nine through 12, in Social Studies
- Comprehensive licensure, grades K-12, in Spanish
- Comprehensive licensure, grades K-12, in French

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

Major Requirements. Education studies requires a second disciplinary major and a variety of field experiences. It is highly recommended that students engage in 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 can 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.**

Students must apply to a licensure program the semester prior to enrollment in EDUC 312, 313 or 307, 308, 309.

In order to be accepted into a teacher licensure program, students must meet the following requirements:

- complete EDUC 201 with a minimum grade of C;
- complete or be currently enrolled in EDUC 202;
- complete the Application for Admission to Education Studies while enrolled in EDUC 202;
- complete the Statement of Interests and Goals while enrolled in EDUC 202;
- have 3 recommendations mailed directly to the Education Studies Administrative Assistant;
- have a cumulative grade point average of 2.5 or higher. If their cumulative grade-point average is between 2.50 and 2.74; students must take and pass PRAXIS I before the first day of licensure classes (EDUC 307-309 or 312/313). If their cumulative grade-point average is 2.75 or higher; students are exempt from PRAXIS I. Other exemptions from PRAXIS I include: SAT scores above 1150 (old test) or ACT score above 65;
- a grade of C or above in each of at least 6 four-credit courses in their education major
- for secondary and K-12 licenses, earn a C or above in at least 24 hours in their second major (English, History, French, or Spanish);
- clear a criminal background check.

**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 Department of Education Studies intentionally keeps students informed on state and national policies that affect their eligibility for licensure and makes the appropriate accommodations in the program.

Secondary Social Studies and English education candidates must take the PRAXIS II prior to student teaching. Candidates are more apt to succeed in student teaching with the successful completion of PRAXIS II. Students who do not pass will have to retake the test, but the department will be better able to establish a plan-of-work for them based on those scores than if a decision is made to wait until they finish student teaching.

All candidates in each licensure area will need to be proficient in every element of each standard on the 21st Century Professional Teaching Standards rubric before being recommended for licensure by Guilford.

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

1. PSY 224 Developmental Psychology 4 credits
2. EDUC 201 Philosophical & Ethical Reflection in Education 4 credits
3. EDUC 202 Education Psychology in Classrooms 4 credits
4. EDUC 203 Contemporary/Historical Issues in Education 4 credits
5. EDUC 302 Field Study in Cross-Cultural Education 4 credits
6. EDUC 440 Student Teaching 12 credits
EDUC

7. EDUC 410 or 420 Student Teaching Seminar 4 credits

NOTE: For secondary majors, 420/440 is only offered in the fall

Additional required courses for Elementary Licensure:
(A double major in Education Studies and a disciplinary major is required)

8. MATH 103 Math for Elementary School Teachers 4 credits
9. An HP course with an HIST prefix 4 credits
10. EDUC 306 Processes in Teaching Elementary School Science 4 credits
11. EDUC 307 Literacies Across the Curriculum 4 credits
12. EDUC 308 Internship in Leadership, Collaboration and Community 4 credits
13. EDUC 309 Planning for Teaching and Learning 4 credits

NOTE: EDUC 307, 308, and 309 are co-requisites and must be taken together

Total credit hours required for A.B. degree with elementary licensure 60 credits

Additional requirements for Secondary Licensure in English
(A double major in Education Studies and 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 Secondary and K-12 Teaching: Theory into Practice (offered in 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 K-12 Licensure in French or Spanish
(A double major in Education Studies and French or Spanish 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 Secondary and K-12 Teaching: Theory into Practice (offered in Spring semester only) 4 credits

Total credit hours required for A.B. degree with K-12 licensure in French or Spanish 44 credits

Additional requirements for Secondary Licensure in Social Studies
(A double major in Education Studies and 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 Secondary and K-12 Teaching: Theory into Practice (offered in 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

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

201 Philosophical and Ethical Reflection in Education. 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 Educational Psychology in Classrooms. 4. An interdisciplinary introduction to learn-
ing and teaching. Theories of knowledge, development and learning provide a context for experiences with individual students in the schools, interviews with Guilford faculty and observation and analysis of learning processes. Prerequisite: PSY 224 or may be taken concurrently with PSY 224.

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.

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.

302 Field Study in Cross-Cultural Education. 4. Combines coursework with a 72-hour cross-cultural internship to deepen students’ understanding of both their own and others’ cultures. Students may choose to travel abroad or to work locally to complete the cross-cultural fieldwork requirement. Students who choose to travel abroad may complete the course work (i.e. readings, papers, etc) for EDUC 302 either from their overseas location or upon their return to the United States the following semester. With prior approval from the Department, students who do their field work locally may also complete their field work prior to or simultaneously with enrollment in the course.

306 Processes in Teaching Elementary School Science. 4. May be taken separately from or in combination with the EDUC 307, 308, and 309 block. Prerequisites: Successful completion (a grade of C or better) in EDUC 201, 202, and 203; completion of Natural Science and Math requirement or equivalent lab science.

NOTE: The following three courses, EDUC 307, EDUC 308, and EDUC 309, must be taken together and 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.

307 Literacies Across the Curriculum. 4. This course includes the study of how teachers facilitate the development of literacy skills in the language arts with elementary school-aged children. Corequisites: EDUC 308 and EDUC 309.

308 Internship in Leadership, Collaboration and Community. 4. This course includes an internship that is working two days a week in a public school classroom for 15 weeks. Unless the candidate is a full time employee of the public school system, Guilford College faculty will make placements for the internship in one of our partner schools. Corequisites: EDUC 307 and EDUC 309.

309 Planning for Teaching and Learning. 4. This course is meant to develop candidates’ professional skills, knowledge and dispositions in instructional planning, assessment and classroom management. Corequisites: EDUC 307 and EDUC 308.

NOTE: The following two courses, EDUC 312 and EDUC 313, must be taken together and are only offered in the spring semester.

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 empha-
EDUC

sized. Corequisite: EDUC 313.

313 Seminar in the Processes of Secondary and K-12 Teaching: Theory into Practice. 4. Students 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 and re-examine themselves as educators. Corequisite: EDUC 312.

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


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. Corequisite: EDUC 410 or EDUC 420.

NOTE: Student teachers may not take additional credits, participate in a varsity sport in season or work without written permission from the department.

470 Senior Thesis. 4.

490 Departmental Honors. 4-8.

Licensure Only: Individuals who hold a bachelor’s degree from a four-year, regionally accredited college or university may complete teaching licenses in each of the five licensure tracks. Licensure Only students typically complete just the courses listed for an education student’s major; however, additional coursework may be required. For licensure only in Secondary or K-12 licensure areas, if the first degree is not in English, history, Spanish or French, the additional coursework may be extensive.

Secondary Social Studies: must complete one 200-level or above HIST course at Guilford. Students who completed an upper-division history research seminar at another accredited college or university may petition the Department of History to waive this requirement.

Secondary English: must complete at least one 300-level or above ENGL course at Guilford. If the previous degree is more than five years old, the Department of English strongly recommends ENGL 200 Introduction to Literary Studies.

Licensure Only students are exempt from PRAXIS I if their cumulative grade-point average for their first degree is 2.75 or greater. Guilford’s cumulative grade-point average does not count towards exemption from PRAXIS.
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. 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. Advisers 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 awarded annually to a rising traditional-age senior who has excelled in English and the Outstanding Achievement by a Continuing Education Student is given to a senior CCE student for superior performance.

**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) (ENGL 221, 223, 225, 230, 288, 306, 309, 327, or 342).
ENGL

**General Track:**

1. ENGL 200 Introduction to Literary Studies  
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 334, ENGL 336, ENGL 342, ENGL 372, ENGL 376, ENGL 378,  
   - IDS 409, IDS 422  
4. ENGL 400 Senior Seminar  
5-7. Three ENGL upper-level literature, writing, film courses, or approved  
    internship from:  
   - ENGL 205, ENGL 206, ENGL 207, ENGL 210, ENGL 211*, ENGL 212**,  
   - ENGL 215, ENGL 221, ENGL 222, ENGL 223, ENGL 225, ENGL 226,  
   - ENGL 228, ENGL 230, ENGL 234, ENGL 270, ENGL 272, ENGL 282,  
   - ENGL 285, ENGL 286, ENGL 287, ENGL 288, ENGL 290, ENGL 306,  
   - ENGL 309, ENGL 327, ENGL 328, ENGL 331, ENGL 332, ENGL 334,  
   - ENGL 336, ENGL 342, ENGL 372, ENGL 376, ENGL 378, ENGL 380,  
   - ENGL 382, IDS 409, IDS 422  
   *requires ENGL 206 or permission of instructor as prerequisite  
   ** requires ENGL 207 or permission of instructor as prerequisite  
8. One emphasis course at the 300 level from:  
   - ENGL 306, ENGL 309, ENGL 327, ENGL 328, ENGL 331, ENGL 332  
   - ENGL 334, ENGL 336, ENGL 342, ENGL 372, ENGL 376, ENGL 378,  
   - ENGL 380, ENGL 382  

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

**Writing Track:**

1. ENGL 200 Introduction to Literary Studies  
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 336, ENGL 342, ENGL 372, ENGL 376, ENGL 378, IDS 409,  
   - IDS 422  
4. ENGL 400 Senior Seminar  
5-6. Two courses from:  
   - ENGL 205 Introduction to Creative Writing  
   - 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:  
   - ENGL 372 Modern Poetry  
   - ENGL 376 Contemporary Fiction  

* requires ENGL 206 or permission of instructor as prerequisite  
** requires ENGL 207 or permission of instructor as prerequisite
ENGL 300 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 336, ENGL 342, ENGL 372, ENGL 376, ENGL 378, IDS 409,
   IDS 422 4 credits

4. ENGL 400 Senior Seminar 4 credits

5-7. Three ENGL upper-level literature, writing, film courses, or approved
   internship from: 12 credits
   ENGL 205, ENGL 206, ENGL 207, ENGL 210, ENGL 211*, ENGL 212**,
   ENGL 215, ENGL 221, ENGL 222, ENGL 223, ENGL 225, ENGL 226,
   ENGL 228, ENGL 230, ENGL 234, ENGL 270, ENGL 272, ENGL 282,
   ENGL 285, ENGL 286, ENGL 287, ENGL 288, ENGL 290, ENGL 306,
   ENGL 309, ENGL 327, ENGL 328, ENGL 331, ENGL 332, ENGL 334,
   ENGL 336, ENGL 342, ENGL 372, ENGL 376, ENGL 378, ENGL 380,
   ENGL 382, IDS 422

* requires ENGL 206 or permission of instructor as prerequisite
** requires ENGL 207 or permission of instructor as prerequisite

8. One emphasis course at the 300 level from: 4 credits
   ENGL 306, ENGL 309, ENGL 327, ENGL 328, ENGL 331, ENGL 332,
   ENGL 334, ENGL 336, ENGL 342, ENGL 372, ENGL 376, ENGL 378,
   ENGL 380, ENGL 382, IDS 422

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 334, ENGL 336, ENGL 342, ENGL 372, ENGL 376, ENGL 378,
   IDS 409, IDS 422 4 credits

4. ENGL 400 Senior Seminar 4 credits

5-7. Three ENGL upper-level literature, writing, film courses, or approved
   internship from: 12 credits
   ENGL 205, ENGL 206, ENGL 207, ENGL 210, ENGL 211*, ENGL 212**,
   ENGL 215, ENGL 221, ENGL 222, ENGL 223, ENGL 225, ENGL 226,
   ENGL 228, ENGL 230, ENGL 234, ENGL 270, ENGL 272, ENGL 282,
ENGL

ENGL 285, ENGL 286, ENGL 287, ENGL 288, ENGL 290, ENGL 306, ENGL 309, ENGL 327, ENGL 328, ENGL 331, ENGL 332, ENGL 334, ENGL 336, ENGL 342, ENGL 372, ENGL 376, ENGL 378, ENGL 380, ENGL 382, IDS 422

*requires ENGL 206 or permission of instructor as prerequisite
** requires ENGL 207 or permission of instructor as prerequisite

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: 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 334, ENGL 336, ENGL 342, ENGL 372, ENGL 376, ENGL 378, IDS 409, IDS 422
4. ENGL 400 Senior Seminar 4 credits
5-9. Five ENGL upper-level literature, writing, film courses or an approved internship from: 20 credits
   ENGL 205, ENGL 206, ENGL 207, ENGL 210, ENGL 211*, ENGL 212**, ENGL 215, ENGL 221, ENGL 222, ENGL 223, ENGL 225, ENGL 226, ENGL 228, ENGL 230, ENGL 234, ENGL 270, ENGL 272, ENGL 282, ENGL 285, ENGL 286, ENGL 287, ENGL 288, ENGL 290, ENGL 306, ENGL 309, ENGL 327, ENGL 328, ENGL 331, ENGL 332, ENGL 334, ENGL 336, ENGL 342, ENGL 372, ENGL 376, ENGL 378, ENGL 380, ENGL 382, IDS 409, IDS 422

*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: 4 credits
    ENGL 306, ENGL 309, ENGL 327, ENGL 328, ENGL 331, ENGL 332, ENGL 334, ENGL 336, ENGL 342, ENGL 372, ENGL 376, ENGL 378, IDS 422

Total credits hours required for A.B. degree in credits 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 or presenting research at a local or other conference;
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, Guilfordian Practicum and Playwriting. ENGL 250 and 350 Special Topics courses may fulfill literature or writing course requirements, depending upon topic.

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.

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

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.

205 Introduction to Creative Writing. 4. Introduction to the fundamentals of writing creatively in various genres. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills arts requirement.

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.

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.

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 individuals’ 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.

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 editing, layout, photography, web work or advanced writing for The Guilfordian. No journalistic experience required. Prerequisite: permission of the instructor. 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 and the nature of consciousness. Prerequisites: ENGL 102 and Historical Perspectives. 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. These include 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. The course also draws attention to 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.

336 The Elizabethan Age (ENGL 336). 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.

342 American Romanticism. 4. Study of Irving, Cooper, Emerson, Thoreau, Hawthorne, Melville and Whitman, as well as the painting of the era. 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.

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 practice of the profession of technical communications; designed for students from many disciplines. Includes work at off-site non profits. 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, Associate Professor of Geology and Earth Sciences
Kyle Dell, Associate 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 such fundamental issues as 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 integration 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 adviser 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 (one course from each of three levels) 12 credits

Level 1
- BIOL 112 Integrative Biology: Organisms, Ecology and Evolution
- CHEM 105 Chemistry of Recycling
- CHEM 110 Real World Chemistry
- CHEM 111 Chemistry Principles I
- GEOL 121 Geology and Environment
- GEOL 141 Oceanography

Level 2
- BIOL 212 Environmental Science
- BIOL 224 Field Botany
- BIOL 233 NC Freshwater Fishes
- BIOL 235 Vertebrate Field Zoology
- CHEM 341 Instrumental Analysis
- MATH 112 Elementary Statistics*

Level 3
- BIOL 334 Animal Behavior
- BIOL 336 Ornithology
- BIOL 438 General Ecology
- ENVS 330/GEOL 230 Environmental Pollution
- GEOL 223 Hydrology
- GEOL 340 Images of the Earth
- GEOL 416 Sedimentology and Stratigraphy
- BIOL/GEOL 242 Natural Science Seminar
ENVS

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 Environment Resource Economics
   ENGL 225 American Literature Survey I
   ENGL/REL 228 American Nature Writing
   ENVS/ART 220 The American Landscape
   PECS246 Mediation & Conflict Intervention
   PHIL 242 Environmental Ethics
   PSCI 318 Environmentalism in Early America
   PSY 344 Environmental Psychology
   SOAN 225 Culture and the Environment

8. One additional course from any of the science or non-science support courses listed above, or from the following list: 4 credits
   IDS 437 Barrier Islands: Ecology and Development
   IDS 482 Ecofeminism and Environmental Justice

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 to addressing environmental topics and issues. This course is intended to introduce students to a broad array of environmental issues and conflicts using a case study, problem-solving approach. Fulfills social justice/environmental responsibility requirement.

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

220 The American Landscape (ART 220). 6. 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.

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, and must include sufficient academic rigor and focus to qualify for credit. 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. If students seek to have this apply for the Environmental Studies major or minor, internship must be approved by the program coordinator in advance and must include sufficient academic content and rigor. 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. Offered on demand.

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
Olivia Elias, Assistant Professor of Spanish
Laura Ibarra, Visiting Instructor of Spanish
Janet Starmer, Visiting Instructor of French

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 prerequisite for higher-level 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
FOREIGN LANGUAGES

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 minor in education studies and then acquiring certification at a graduate institution.

Course prerequisites: Except for courses in translation, a student is required to complete French/Spanish 220 or German 202, 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.

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, Siena, Seville, Alcala de Henares, London, Munich, Paris, Rennes, Tokyo and Osaka, 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 minor 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 at the 200 level or above
   FREN 260, 290, 360, 390, 460 with departmental permission 20 credits
6. FREN 220 Intro to Literary and Cultural Analysis 4 credits
7. Any FREN 300 level course; FREN 360 or FREN 390 w/ dept permission 4 credits
8. FREN 400 Senior Seminar 4 credits
Total credits required for A.B. degree in French 32 credits

German Major Requirements:
1-5. Five German at the 200 level or above
   GERM 260, 290, 360, 390, 460 with departmental permission 20 credits
6. Any GERM 400 level course; GERM 460 with departmental permission 4 credits
7. GERM 202 Intermediate German II 4 credits
8. Any GERM 300 level course; GERM 360 or 390 w/ dept permission 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 at the 200 level or above
   GERM 260, 290, 360, 390, 460 with departmental permission 12 credits
5. Any GERM 400 level course; GERM 460 with departmental permission 4 credits
6-8. Three courses in Munich 12 credits
Total credits required for A.B. degree in German Studies 32 credits

Spanish Major Requirements:
1-4. Four Spanish courses at the 200 level or above
   SPAN 260, 290, 360, 390, 460 with departmental permission 16 credits
5. SPAN 220 Intro to Literary and Cultural Analysis 4 credits
6. One course from:
   SPAN 310 Contemporary Latin America 4 credits
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: 4 credits
   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; SPAN 460 with departmental permission 4 credits

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

Assessment of Foreign Language Majors.
Speaking proficiency will be assessed in an oral exam in an intermediate course (201 or 202). The 202/220 final will be a language proficiency exam. The exam will test 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 write a paper on a cultural theme tracing its importance through historical, cultural and literary contexts. 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.

111 French Around the World, Communication and Cultures. 4. Basic building blocks of grammar, emphasis on oral communication and culture. For CCE students only. Fulfills foreign language requirement. Students may not receive credit for both FREN 101 and FREN 111.

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

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.

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. Consideration will be given to 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 1. 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.

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

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.

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.

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

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.

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 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. Pre-requisite SPAN 111 or SPAN 101.

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

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. Students cannot receive credit for both SPAN 201 and 211. 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). Class is conducted in Spanish. Students cannot receive credit for both SPAN 202 and 212. Prerequisite: SPAN 201 or permission of instructor.

211 Intermediate Spanish for Business I. 4. SPAN 211 parallels SPAN 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 using culture-oriented materials related to the workplace and stressing practices in the Hispanic business world. Students may not receive credit for both SPAN 201 and 211. 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 using a wide range of cultural texts related to the workplace. Class is conducted in Spanish. Students may not receive credit for both SPAN 202 and 212. Prerequisite: SPAN 211 or placement or permission of instructor.

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. It includes the 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. Class is conducted in Spanish. Students may not receive credit for both SPAN 220 and 221. Prerequisite: SPAN 202 or exam placement.

221 Advanced Spanish for Business. 4. SPAN 221 parallels SPAN 220 in its study of grammar at the advanced level. 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. Class is conducted in Spanish. Students may not receive credit from both SPAN 220 and 221. Prerequisite: SPAN 212.

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), students will explore different themes relating to situations in contemporary Spanish America. Utilizing art, literary texts and public speeches to illustrate these themes and to form connections between the various countries. Class is
conducted in Spanish. Prerequisite: SPAN 220 or SPAN 221. 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. Class is conducted in Spanish. Prerequisite: SPAN 220 or SPAN 221. 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. 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. 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, biculturalism, bilingualism, 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. Prerequisites: 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.**
101 Adult Transitions. 4. For CCE students in only their first term at Guilford. 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.

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

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

217 Literacy Seminar 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 Medieval People. 1. This course meets six times each semester. It is intended to convene 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.

253 Reflection and Journaling. 1. This experiential course looks at the how’s and why’s of journal writing and reflection and will provide students with practical ways for developing reflection and journaling into life-long practices. A variety of techniques will be explored through weekly reflection and journaling assignments. CR/NC

254 Let Your Life Speak. 1. This experiential course is designed to assist students in identifying their sense of passion and purpose related to career and vocation. Students will gain a deeper understanding and awareness of their own inner and outer motivations and obstacles in exploring future personal and professional options. Weekly assignments include self-reflection, journaling, and class discussion. CR/NC.

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. 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. 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.

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.

GEOL

Geology, the study of the Earth, encompasses a variety of topics, including earth materials, earth history, climate, ground and surface water, natural hazards and environmental science. Guilford geology students are involved in hands-on field experiences, inquiry-based laboratory work, and in undergraduate research. The geology major serves as a foundation for graduate study, professional geology, teaching, environmental science, environmental 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. Students pursuing either an A.B. or B.S. in geology may also opt for a track in environmental geology.

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

The Bachelor of Arts degree allows more flexibility for students interested in working in the environmental field, teaching, law, museums, and technical writing. For graduate studies in geology, the graduate could 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:

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

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

Students will work with their advisers 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 or are seeking employment in fields such as geology, environmental science, geography, oceanography, paleontology, hydrology, or geophysics. 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

**Related Field Courses (included within the major):**

10. CHEM 111 Chemistry Principles I 4 credits
11. CHEM 112 Chemistry Principles II 4 credits
12. MATH 121 Calculus I 4 credits
13. MATH 122 Calculus II 4 credits
14. PHYS 121 Classical and Modern Physics I or PHYS 211 College Physics I 4 credits
15. PHYS 122 Classical and 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 an A.B. or B.S. 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/ENVS 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 and Modern Physics I or PHYS 211 College Physics I 4 credits
15. PHYS 122 Classical and 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 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.

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

**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.

**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 students over age 21. Must provide proof of age and sign a waiver. Fulfills natural science and mathematics requirement. This course is not accepted as an elective for the A.B. or the B.S. in Geology, or for the minor in Earth Sciences. Fulfills natural science and mathematics requirement.

**223 Hydrology.** 4. This course is focused on the dynamic nature of the water cycle, and includes investigations on human reliance and impacts upon this vital resource. Course content will include investigation of both surface and ground water systems, including flow dynamics, precipitation, surface runoff, stream restoration, streamflow monitoring and data analysis, ground water geology, and basic well design. Laboratory included. Prerequisite: GEOL 121 or permission of instructor and an understanding of algebra. 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. Offered based upon demand.

**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; trip includes research project. When course is offered for a minimum of 2.7 semester credits, the course will fulfill the natural science and mathematics requirements.
and social justice/environmental responsibility requirements.

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; introduction to the field of tectonics. 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. Can also count toward the CMIT major.

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 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; Earth history and the origin and history of life; application of paleontology to geologic problems, especially its use in stratigraphic studies. Includes a focus on scientific writing in geology. 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 (HSCI)
Anne G. Glenn, 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 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.

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
**HSCI**

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 and 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

150 **Special Topics.** 4. May also be offered at 250, 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 addi-
tion, 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.

HISTORICAL PERSPECTIVES (HP:)

Offered by departments throughout the college. This course focuses on historical change and how individuals and groups both initiate change and respond to social, economic and political forces. 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. This course may not double-count with Breadth, but can double-count with Critical Perspectives.

BIOL 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 all types, and examining species relationships through DNA analysis. Prerequisite: ENGL 102.

ENGL 151 HP: Title Varies. 4. Prerequisite: ENGL 102.

GEOL 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. Prerequisite: ENGL 102.

HIST 101 HP: 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. Prerequisite: ENGL 102.

HIST 102 HP: 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. Prerequisite: ENGL 102.

HIST 103 HP: 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 new democratic political institutions evolved, the complex place of African enslavement and how Reconstruction-era politics and reform traditions fostered a new industrialized nation state. Prerequisite: ENGL 102.

HIST 104 HP: 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. Prerequisite: ENGL 102.

HIST 205 HP: American Imperialism, American Progressive. 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. Prerequisite: ENGL 102.

HIST 212 HP: American Frontiers. 4. Defining frontiers as contested places where people met and struggled over control of natural resources, the labor necessary to exploit those resources and the right to define the boundaries of society, the course examines various frontier regions across North America from the late eighteenth century through the early twentieth. The course also focuses on the importance of the mythology of the frontier in American society up to the present. Prerequisite: ENGL 102.

HIST 221 HP: North Carolina: Demographic History. 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. Prerequisite: ENGL 102.

HIST 237 HP: Europe in Revolution, 1789-1918. 4. A study of the main issues in 19th-century Western Europe—industrialization, growth of nationalism, socialism and imperialism—and their impact on Europe by the eve of the war in 1914. Prerequisite: ENGL 102.

HIST 238 HP: War and Peace: 20th-Century Europe, 1914-present. 4. 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. Prerequisite: ENGL 102.

MUS 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. Prerequisite: ENGL 102.

MUS 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. Prerequisite: ENGL 102.

REL 283 HP: Religions of the Minorities of Southwest China. Studies the religious traditions of the Naxi, Tibetans, Yi, Lisu, Moso, & Bai peoples of Yunnan Province in Southwest China. The Chinese “Cultural Revolution” (1966-1976), which systematically devastated the religious lives of these peoples, serves as the course central historical focus. Prerequisite: ENGL 102.
SOAN 216 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. Prerequisite: ENGL 102.

SPST 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. Prerequisite: ENGL 102.

THEA 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. Prerequisite: ENGL 102.

THEA 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. Prerequisite: ENGL 102.

HISTORY (HIST)
Sarah S. Malino, Professor, Chair
Adrienne Israel, Professor
Timothy Kircher, Professor
Damon Akins, Assistant Professor
Zhihong Chen, Assistant Professor
Joy Coates, Assistant Professor
Alvis Dunn, Assistant Professor
Philip Slaby, 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). Four 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 Department of History, 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.).

1-2. Any two 100-level history courses  8 credits
(score of 4 or 5 on an AP history exam will count as one 100-level history course)

3. One history course before 1800 from:  4 credits
   HIST 101 The Medieval Web
   HIST 233 Medieval Civilization: Crusades and Chivalry
   HIST/ART 235 The Renaissance and Florence
   HIST/REL 236 Reformation: Luther to Fox
   HIST 241 Africa before 1800
   HIST 271 Colonial Latin America
   HIST/ENGL 336 The Elizabethan Age
   HIST 383 Imperial China
   HIST 385 Medieval Japan
   IDS 452 ancient Greece: Homer - Socrates

4. One US history course from:  4 credits
   HIST 103 U.S. Origins: From Pre-Colonial Times to 1877
   HIST 104 Modern Times: The U.S. from 1877 to the Present
   HIST 205 American Imperialism/American Progressivism
   HIST 221 Changing Face of the South
   HIST 222 North Carolina History
   HIST 225 African American History
   HIST 223 Gender and Power in US History
   HIST 302 Economic History of the United States
   HIST 303 US Social History and Social Memory
   HIST 308 The Underground Railroad
   HIST 311 The US since 1945
   HIST 312 Indians in American History since 1800
   HIST 313 War, Reconstruction & the State in the 19th C US
   HIST 315 The Civil Rights Movement

5. One Europe course from:  4 credits
   HIST 101 The Medieval Web
   HIST 102 The Web of Europe since 1400
   HIST 233 Medieval Civilization: Crusades and Chivalry
   HIST/ART 235 The Renaissance and Florence
   HIST/REL 236 Reformation: Luther to Fox
HIST 237 Europe in Revolution
HIST 238 War and Peace
HIST 255 The Second World War
HIST/ENGL 336 The Elizabethan Age
IDS 452 ancient Greece: Homer - Socrates
6. One non-Western history course from: 4 credits
   HIST 241 African before 1800
   HIST 242 African since 1800
   HIST 264 The Asian Pacific in Modern Times
   HIST 266 Contemporary Chinese Society in Film
   HIST 268 History of Chinese Women
   HIST 271 Colonial Latin America
   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 new democratic political institutions evolved, the complex place 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.
150 Special Topics. 4. Topics may include: The French Revolution, Vietnam Wars, American Rivers, Latin American History in Film. These courses fulfill requirements for the history major and minor. May also be offered at 250, 350 and 450 levels.

205 American Imperialism, American Progressive. 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 humanities requirements and may fulfill historical perspectives requirement.

212 American Frontiers. 4. Defining frontiers as contested places where people met and struggled over control of natural resources, the labor necessary to exploit those resources and the right to define the boundaries of society, the course examines various frontier regions across North America from the late eighteenth century through the early twentieth. Fulfills humanities and social justice/environmental responsibility requirements; may fulfill historical perspectives requirement.

212 North Carolina: Demographic History. 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; may fulfill historical perspectives requirement.

221 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 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 debates, 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 in the U.S. 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 diversity in the U.S requirements.

233 Medieval Civilization: Crusades and Chivalry. 4. Investigates medieval civilization through some of its most intriguing characters—crusaders, pilgrims and knights. The course also will explore 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 requirement.

235 The Renaissance in Florence (ART 235). 4. 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 requirement.

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 the 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 and Peace: 20th-Century Europe, 1914-present. 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 socioeconomic 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 Tekrur, 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 sub-Saharan Africa, exploring change in the southern region from both pan-African and global perspectives. Fulfills humanities and intercultural requirements.

245 Europe since World War II. 4. This class traces the political, diplomatic, economic, and socio-cultural development of Eastern and Western Europe from the close of World War II in 1945 to European unification and the transition from Communism in the late 20th and the early 21st centuries. It also sheds light on the emergence of mass consumerism, immigration and the tensions of multiculturalism, and the nature of everyday life in Western and in Eastern Europe. Fulfills humanities and social justice/environmental responsibility requirement.

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 advisers; 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 intercultural 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 guerillas; men and women—in making their own history. Fulfills intercultural requirement.

289 The French Revolution and Napoleon. 4. Examines the French Revolution and Napoleon's rule from 1789 to 1814, exploring origins of the revolution, its moderate and radical phases, the rise and fall of Napoleon, and the period's legacy. The course particularly illuminates tensions between tradition and change, democracy and dictatorship, justice and terror, and political ideologies and social realities. Fulfills humanities and intercultural requirements.

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 history majors. Students select their own topics and, using primary sources, engage in a semester-long project, which culminates in an oral presentation. Enrollment limited to junior or senior history majors who have successfully completed two history courses at or above the 200 level at Guilford.

302 Economic History of the United States (ECON 302). 4. Examines key issues in U.S. 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.

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 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.

314 Immigration & a Multicultural Europe, 1800-Present. 4. This class analyzes migration and immigration in Europe as both a cause and consequence of wider historical change from the Industrial Revolution in the early 1800s, through the upheaval of the World Wars, to the ethnic clashes of the 21st century. It will examine the engines of migration: the pull of employment, the push of poverty, the demands of terror and of war, the will of governments, and the choices of individuals. Further, it will consider how ethnicity, nationalism, class, race and gender shaped the ability of immigrants to integrate into their new homes. Additionally, it will assess how the influx of new peoples reshaped the localities, regions and nations in which they arrived. Fulfills humanities requirement.

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 social justice/environmental responsibility requirement.

319 Europe Between the Wars. 4. This course focuses on one of the most turbulent and significant periods of modern European history: the period between the two World Wars from approximately 1919 to 1939. The course will deal primarily with the Soviet Union, Germany, Italy, Great Britain and France, though students may explore other nations through independent research projects. Fulfills humanities requirement.

324 American Rivers. 4. Fulfills humanities and social justice/environmental responsibility requirements.
336 The Elizabethan Age (ENGL 336). 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 (Mao Tse-Tung) (1949-1976). 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 (ITGR)

Kyle Dell, Associate Professor, Interdisciplinary Division Chair

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'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 advisers 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 division chair, 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 adviser and a consultant reader. The interdisciplinary division chair works with the student’s advisers 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 division chair and potential faculty advisers. A student’s application to the program must be completed and turned in to the interdisciplinary division chair 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 division chair. 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 advisers. One adviser must commit to being the project adviser. 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 advisers, who must approve it and consider it in their recommendations. The proposal is then sent to the interdisciplinary division chair, who presents it to the Curriculum Subcommittee. The Curriculum Subcom-
mittee may (and often does) ask the student to revise the proposal. The Curriculum Sub-committee 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 adviser to the interdisciplinary division chair by the end of the third week of the penultimate semester. The interdisciplinary division chair discusses the initial prospectus with the student, the project adviser and the appropriate department chairs and decides whether the senior project is an appropriate culmination for the major and is sufficiently interdisciplinary. The IDS division chair may ask for revisions or additions to the project before it is approved.

The project adviser, the interdisciplinary division chair 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 adviser with the IDS division chair’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. No work after the deadline will be accepted or considered by 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 adviser determines the project’s grade.

**150 Special Topics. 4.** May also be offered at 250, 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.**

**INTERDISCIPLINARY STUDIES (IDS)**

*Kyle Dell, Associate Professor, Interdisciplinary Division Chair*

IDS 400 courses represent a capstone for a student’s general education at Guilford. This course will require students to engage in problem-focused, interdisciplinary learning. Topics for IDS 400 courses represent a wide variety of interests, disciplines and problem-based learning; different courses and topics are available each semester. As these courses also represent the fourth and final tier of the college’s writing program, students will be required to synthesize interdisciplinary material for a general audience through intensive writing assignments. Finally, although students may take an IDS 400 course before they have earned 88 credit hours, under no circumstances will the course satisfy the IDS 400 requirement if the student has not already completed 88 semester credits hours prior to when the course began.
402 Business Ethics. 4. This seminar course addresses current ethical issues in business and frameworks for addressing them. The main objective is for each student to discover for her/himself the core of his/her moral and ethical basis for decision-making in the workplace. The course utilizes a case-study approach to assist students in applying the principles discussed in class.

403 Culture/Travel/Writing. 4. Students examine and compare literary, anthropological, and political theories of culture and travel, as well as explore the critical, creative, and journalistic practices of late 20th/early 21st century travel writers. Two central questions the course engages are: What is travel writing, and can it be seen as a distinctive genre? How are definitions of travel and travel writing inflected by gender and influenced by particulars of cultural history and social class?

405 Quakers, Community and Commitment. 4. Draws on the disciplines of Quaker studies, religious studies, history, anthropology, sociology, and economics to explore a core Quaker testimony of community. The course introduces historical intentional communities as a preliminary to exploring contemporary religious, political, and socio-economic intentional communities. Field trips, with occasional extra fees for participation, are included.

408 East Asian Theater. 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.

409 Gay, Lesbian, Queer Studies. 4. An intensive study of the literature and culture of gay, lesbian, bisexual, transgender and queer movements in 20th-century American with particular focus on the intersections among queer theory, women’s studies and African American studies.

410 Power, Politics, and Public Schools. 4. The purpose of this course is to explore the origin and nature of inequities in American public education, and the processes through which communities have come together to address them, drawing on the lenses of the history of education, sociology of education and education organizing. Prerequisite: Historical Perspectives.

411 Gender & Development in Africa. 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.

412 Race, Ethnicity, Psychology and Law. 4. Consists of an interdisciplinary approach to the study of African Americans and other racial/ethnic minorities as it relates to psychology and the legal system. Counts as capstone for African American Studies major. Prerequisites: Historical Perspectives, PSY 100, or 2 courses in African American Studies.

415 Understanding Eating Disorder. 4. Examines eating disorders, using multidisciplinary knowledge to deepen and broaden students’ understanding of ways in which eating disorders are, as Bordo says, “a crystallization of culture” as well as individual responses to that culture. Students will interrogate sociological, philosophical, medical and psychological literature along with personal memoir to gain understanding of disturbed eating.

416 Biotechnology and Society. 4. Examines a wide range of innovations in the area of biotechnology including immortal cell lines, transgenic organisms, gene therapy and clon-
ing. Students will consider current and future applications of these technologies and their impact on human health, the environment and society.

417 Ethics of Capitalism. 4. Explores the historical business, economic, political and ethical foundations of capitalism, considered by some to be the “engine” for prosperity. Capitalism is both an economic and social system, in which the individual and the government assume specific responsibilities and roles. In “pure” capitalism, production and distribution are private operations; individuals exchange goods and services through markets; and they do so in order to achieve profits. Capitalism raises ethical questions about wealth and poverty, globalization, allocation of resources, utility, freedom, equality, fairness, individualism and social justice. This course provides an interdisciplinary overview of capitalism as a system and presents opportunities for students to think critically about related ethical issues.

418 Science, Sex and Nature. 4.

419 Artificial Intelligence and Artificial Life. 4. Concepts and techniques involved in building artificial systems that claim 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. Prerequisite: CMIT 141.

422 The Harlem Renaissance. 4. This critical thinking-based discussion course introduces students to the “Jazz Age” from an Afro-centric perspective and explores the significance of the era to the development of the African American literary and historical traditions. We consider issues of race, gender and class and question notions of aesthetic standards.

423 Ethical Issues Biology and Medicine. 4. This course explores the ethical implications of a number of recent advances in the fields of biology and medicine. The course is designed to be thought provoking, argument provoking, and mentally stimulating. The course provides a time and format for you to grapple with the issues you see flashing by in the news headlines.

426 Legal Decisions. 4. This course provides an upper-division introduction to the interdisciplinary study of legal decision-making and explores the nature and scope of our rights as citizens and some of the legal principles and procedures that limit and guide interactions in the American legal system.

435 Understanding Poverty. 4. Examines the underlying multiple causes, and compares anthropological, sociological, political, ecological, and economic theories, of poverty. Explores methodological issues in the measurement of poverty and institutional approaches to its alleviation, including both national and international development strategies.

437 Barrier Islands: Ecology & Development. 4. Focuses on coastal processes (the science of wind and waves, tides and currents), coastal habitats (from the high-energy beach to the salt marsh) and coastal problems (caused when humans attempt to control natural coastal processes in order to live on a fragile island) as seen on the barrier islands of North Carolina. The course includes a required field trip to the North Carolina coast.

440 The American Upper Class. 4. Examines, from an interdisciplinary perspective, the American upper class throughout the twentieth century and into the twenty first, looking at the distribution of wealth in this country, and the extent to which that distribution changed during the twentieth century. The course considers how perceptions held about upper class life affect the lives of the vast majority of those not in the upper class.
442 International Development. 4. Uses the perspectives of history, politics, economics, geography and religion to investigate the factors that determine whether or not developing countries reap the benefits of globalization and development. The course explores the various conclusions reached by different theorists and policy-makers.

443 Leadership: East and West. 4. Analyzes and compares Eastern and Western perspectives of leadership. By using cross-cultural approaches, it examines how culture, religion, philosophy, and political ideology cause different understandings of power, legitimacy, and justice and therefore shape different leadership styles.

452 Cultural History of Ancient Greece from Homer to the Death of Socrates. 4. Introduces students to the history of culture in archaic and classical Greece (ca. 800-400 BCE). The methods and materials for investigating this period are interdisciplinary, drawing on literary, philosophical and historiographical sources, including Homeric epics, Greek drama and histories, and Platonic dialogues.

455 Human Sexuality. 4. An interdisciplinary study of human sexuality that draws most prominently from the academic disciplines of biology, psychology, sociology, and health education. Focused topics include male and female sexual anatomy and physiology, birth control, pregnancy and childbirth, sexually transmitted diseases, gender development & identity, and sexual orientation.

461 Nothin’ But Disasters. 4. Looks at how the natural world operates, how natural processes can harm humans and their works, and how we can avoid these disasters, such as volcanos, earthquakes, hurricanes, floods, tsunamis, landslides, meteorite impact and mass extinctions. Course elements include science, myth, religion, literature, film, economics and public policy to help us understand the natural systems and human reactions and responses to disasters.

463 Explorations of Consciousness. 4. Course participants will peer into individual experience, grapple with philosophical insights about the nature of consciousness and probe experimental observations about consciousness, brain and behavior, using scholarly inquiry, research, argument and introspection.

469 Leadership. 4. Provides students with a leadership practicum in which to assess their leadership skills and then work on developing and improving these skills. Focuses include leadership theories, leadership traits, ethics, personal/work habits and problem solving and interpersonal skills.

472 Environmental Planning. 4.

474 Creativity, Vocation, and Success. 4. Focuses on concepts of creativity and success as they apply to a variety of disciplines and professions. Substantial academic and reflective writing are required. Additionally, all classes are held outside, in the Guilford woods, regardless of weather. Preparation for life beyond the classroom is a metaphorical and literal class goal. There are two mandatory backpacking trips with appropriate clothing required.

475 Perceptions of Mental Illness. 4. Develops an integrated understanding of how sociology, biopsychiatry, psychology, the general public and people with mental illness view mental illness and how these approaches can be utilized to comprehend the subject in a broad, social context.

476 Beethoven and the Age of Revolution. 4. The life and work of Ludwig van Beethoven (1770-1827) bridges the classical and the romantic periods. This course will compare and
seek connections between the philosophical, the artistic (both musical and visual) and the historical aspects of this era.

477 Magic, Science and Religion. 4.

478 Aging and Economics. 4.

481 Notions of Beauty in 20th Century Culture, Art & Fiction. 4. Examines intentions and manifestations of beauty in various cultural practices, the valuation and departure from ideal depictions in visual and textual sources, and the way these conceptions come to life through the vehicles of history, sociology, contemporary art, advertising and fiction.

482 Ecofeminism and Environmental Justice. 4. Examines the contributions of religion to the environmental movement and the way in which the current environmental crisis and the movement responding to this crisis are reshaping religion. Prerequisites: Senior status and Historical Perspectives and at least one course in women's studies, religious studies, environmental studies, or African American, Native American, Pacific Islander/Asian-American or Latino/a studies. Exceptions only by arrangement with instructor.

483 The Politics of Difference. 4. Examines the production, negotiation and valuation of difference within postcolonial and liberal multicultural societies. How do societies that claim to accommodate diversity treat cultural, ethnic, racial, religious and sexual difference? Students should have some familiarity with critiques of colonialism and with social theory (ideally including post-structuralism).

484 Democratic Law. 4.

485 Arab and Islamic Feminisms. 4. Examines the nature, development and articulations of Arab and Islamic feminisms over the last 100 years. The course will explore the history of the status of women in the Arabo-Islamic world, the variations in feminist movements among various Arab and Islamic countries and the debates around Islamic feminism.

INTERNATIONAL STUDIES (INTR)
Hiroko Hirakawa, Associate Professor, 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. 8 credits
   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 Comparative Economic Systems
   ECON 336 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 206 Challenges of Global Democratization
   PSCI 330 International Political Economy
   PSCI 345 Avoiding War, Making Peace
   PSCI 391 Globalization and Its Discontents
   SOAN 103 Cultural Anthropology
   SOAN 216 The Anthropology of Colonialism
   SOAN 321 Development Anthropology

   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
   IDS 411 Gender and Development in Africa
   PSCI 222 African Government and Politics
   SOAN 215 Anthropology of Slavery
   SOAN 234 Culture and Sexuality in Africa
   SOAN 235 African Families in Transition
   SOAN 358 African Cultures in Film

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
IDS 408 East Asian Theatre
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 286 Buddhist Pilgrimage in East Asia
REL 319 Buddhist Emptiness

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
- HIST233 Medieval Civilization: Crusades and Chivalry
- HIST/REL 236 Reformation: Luther to Fox
- HIST 237 Europe in Revolution 1789-1918
- HIST 289 The French Revolution and Napoleon
- HIST/ENGL 336 The Elizabethan Age
- IDS 452 Ancient Greece from Homer to Socrates
- MUS 310 Music History I
- PHIL 310 Ancient Western Philosophy
- PHIL 320 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 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.

**150 Special Topics. 4.** May also be offered at 250, 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)**

*William C. Pizio, Assistant Professor, Chair*
*Jerry Joplin, Associate Professor*
*Hollyce C. Giles, Associate Professor*
*Laurin Flynn, Assistant Professor*
*Barbara Lawrence, Assistant Professor*
*Sanjay Marwah, 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, to emphasize understanding public service organizations, problem-solving, values in public service, and the role of the justice and policy studies in the community.
policies, civic activism and strategies for changing organizations. Graduates of the Community and Justice Studies major have pursued graduate study and careers in urban affairs, public administration, law and related vocations. Graduates also have undertaken careers in community organizing, and in nonprofit community service organizations focusing on mediation and conflict resolution, spouse and child abuse and similar issues. Many students look forward to civic activism, influencing policy in their communities and supporting their communities through service.

The Criminal Justice major focuses on policies, history and problems of the American criminal justice system. Graduates of the major may choose to pursue graduate study or careers in law, urban studies, public administration, law enforcement, courts, corrections, or juvenile justice. Nonprofit community service organizations focusing on mediation, conflict resolution and spouse and child abuse are other options. Many students look forward to involving themselves in policy-making, careers in related criminal justice fields.

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 or 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 4 credits
   (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  4 credits
   - JPS 203 Punishment and Corrections  4 credits
   - JPS 204 Courts: Prosecution and Trials  4 credits
6. Two courses from:  8 credits
   - 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. Fulfills business and policies studies and social justice/environmental responsibility requirements.

150 **Special Topics.** 4. Advanced public policy topics, studied in depth for advanced students. May also be offered at the 250, 350 and 450 levels with examination of current public policy topics, issues and problems at a sophisticated introductory level.

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 and 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.

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. They also 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.

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. Also includes 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.

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 officers 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
Daniel Katz, 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 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/PHYS 320 Mathematical Physics 4 credits
4. One course from: 4 credits
   MATH 335 Topology
   MATH 430 Algebraic Structures
   MATH 435 Real Analysis
   MATH 475 Seminar in Mathematics
5. One course from: 4 credits
   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 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. Prerequisite: passing score on Guilford’s Quantitative Literacy test, passing grade in MATH 110, or another math course approved by the education studies department. 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.

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

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 hy-
pothesis, 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.

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 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 and 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 engages 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, group participation and service to the greater community. Seminar-style settings take the place of formal lectures; repertory classes, ensemble performances, recitals, opera scenes, master classes and competitions prepare students for the application of their discipline.

A variety of academic and performance-based courses inspire and challenge the music student. The department provides numerous opportunities for both solo and ensemble performance through concerts, weekly repertoire classes, monthly Midday Musicales and junior and senior recitals. Lesson scholarship is awarded to music majors who contribute to the department community and remain in good academic standing. Private lessons, class piano and class voice, ensembles and general music classes are open to the non-major as well.

The College Choir presents several major performances throughout the year focusing on both old and new gems of the choral repertoire. An auditioned ensemble of approximately 50 singers, the College Choir occasionally collaborates with the Greensboro Choral Society and the Greensboro Symphony Orchestra to perform large works such as Carmina Burana. In recent years, the college Choir, along with the Chamber Singers and Guitar Ensemble, has traveled to Washington, D.C., Charleston, S.C., Atlanta, G.A., and Ireland. Scholarship funding is available to singers who are elected to the Choir Council.

The Chamber Singers is 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 in addition to the semester concerts. Auditions for both choral ensembles are held at the beginning of each semester.

The Jazz Ensembles provide young musicians the opportunity to rehearse and perform within a small combo setting. Students study and learn the techniques of improvisation as well as the style and tradition of the jazz idiom. The ensembles perform on campus and in the Greater Greensboro area throughout the academic year.

The Guilford College Guitar Ensemble is a performing group open to all classical guitarists. The ensemble's repertoire spans all musical periods and includes a variety of musical
genres. The Guitar Ensemble often tours with the college Choir and performs on-campus for special events and locally with other community and college ensembles. In the past, the Guitar Ensemble has participated in the Mid-Atlantic (Virginia) and Mid-America (Illinois) Ensemble Festivals.

Other group performance opportunities available to the Guilford student include the String Ensemble, African Drumming Class, and Opera Scenes. Students also may join the community-based Greensboro Concert Band and the orchestra Philharmonia, both of which rehearse off-campus.

Guilford’s ability to service a variety of musical interests is evidenced through the successes of our alumni. Students with music degrees from Guilford have pursued graduate studies at competitive graduate programs at major institutions such as the Peabody Conservatory, Eastman School of Music, San Francisco Conservatory, the college Conservatory of Music at Cincinnati, Florida State and UNC-Chapel Hill. Some graduates are making a living as working musicians; others have entered the teaching field. Still others have pursued experiences with programs such as Teach for America and Americorps.

**Degrees Offered.** The Bachelor of Arts and Bachelor of Music degrees are offered in music.

**Scholarships.** Several scholarships are available through the Department of Music. 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 for A.B. degree in music.** 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 42 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 310 Music History I 4 credits
6. MUS 311 Music History II 4 credits
7. 2 credits of Class Piano: MUS 141, 142, 143, 144 2 credits
8. credits in private lessons: MUS 270’s and MUS 280’s 8 credits
9. 8 credits in ensemble music: MUS 120, 121, 122, 124, 125, 127, 129 8 credits

Total credit hours required for A.B. degree in music 42 credits

**Major Requirements for B.M. degree in music.** The major requires a minimum of 60 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 310 Music History I 4 credits
6. MUS 311 Music History II 4 credits
7. MUS 141, 142, 143, 144 Class Piano I-IV 4 credits
8. 16 credits in private lessons: MUS 270’s and MUS 280’s 4 credits
9. MUS 302 Junior Recital 16 credits
10. MUS 402 Senior Recital 1 credit
11. MUS 210 Conducting 2 credits
12. MUS 410 Jazz Theory 4 credits
13. 8 credits in ensemble music: MUS 120, 121, 122, 124, 125, 127, 129 8 credits

Total credit hours required for B.M. degree in music: General Track 60 credits

Additional requirements for Voice Track
14. MUS 103 Diction I 1 credit
15. MUS 104 Diction II 1 credit

Total credit hours required for B.M. degree in music: Voice Track 62 credits

Additional requirements for Guitar Track
14. MUS 205 Guitar Pedagogy and Literature 4 credits

Total credit hours required for B.M. degree in music: Guitar Track 64 credits

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.

112 The History of Rock. 4. This course covers half a century of popular music, beginning with the birth of rock and roll out of rhythm and blues. We examine diverse genres, including rockabilly, blues, soul, the British Invasion, folk and folk-rock, psychedelia, funk and disco, classic rock, punk-rock, New Wave and indie-rock. Popular music’s evolution is also linked to historical events and societal trends. Fulfills arts and diversity in the U.S. requirements.

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 String Ensemble. 1. This course is designed for string instruments to experience playing together while studying rehearsal techniques and learning standard repertoire. This course will culminate in a performance experience each semester.

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 minoring in music or through an audition process of all other traditional-age students.

123 Jazz Combo. 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.

124 Jazz Ensemble. 1. Provides musicians the opportunity to rehearse and perform within a large jazz ensemble setting. Students are expected to read music, perform within their section, and develop their soloing skills through practice. Music selections studied and performed will include jazz standards as well as new arrangements and compositions. Techniques for improvising will also be explored as well as the role of each instrument in the jazz tradition.

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. Weekly rehearsals of standard concert band literature with the Greensboro Concert Band in the Cultural Arts Centre (transportation required, carpooling is often available). Most performances take place in Dana Auditorium on the Guilford campus.

129 Orchestra. 1. Weekly rehearsals of standard orchestral literature with the Philharmonia of Greensboro in the Cultural Arts Centre (transportation required, carpooling is often available). Most performances take place in Dana Auditorium on the Guilford campus.

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.

133 Jazz Improvisation Fundamentals. 1. This course is designed for instrumental musicians seeking to develop a basic understanding of the fundamentals of jazz improvisation. Students will meet in small groups led by the instructor to practice basic jazz concepts (scales, chords, arpeggios, form, melodic paraphrase, etc). Students will learn how to create an improvisation over a set of basic chord changes using these concepts. Topics covered will be reinforced by listen to classic jazz recordings. Students will also study basics of jazz style and history as it pertains to the material covered. Students enrolled in this course must be able to read music.

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. This course is designed to teach the basic foundations of the Alexander Technique including posture, body awareness and body alignment. Students will study ways of avoiding and dealing with music-related injuries associated with RSI, tension and tendonitis. 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.

141 Class Piano I. 1. This course in group piano instruction is the first in a four-semester series of performance studies courses required for beginning piano students. Successful completion of the four-semester course, or permission of the instructor, is a prerequisite for Performance Studies in Piano (MUS 270, private piano instruction). One (1) credit. Students should expect to spend approximately three hours per week of individual effort in preparation for this class.

142 Class Piano II. 1. This course in group piano instruction is the second in a four-semester series of performance studies courses required for beginning piano students. Successful completion of the four-semester course, or permission of the instructor, is a prerequisite for Performance Studies in Piano (MUS 270, private piano instruction). One (1) credit. Students should expect to spend approximately three hours per week of individual effort in preparation for this class.

143 Class Piano III. 1. This course in group piano instruction is the third in a four-semester series of performance studies courses required for beginning piano students. Successful completion of the four-semester course, or permission of the instructor, is a prerequisite
for Performance Studies in Piano (MUS 270, private piano instruction). One (1) credit. Students should expect to spend approximately three hours per week of individual effort in preparation for this class.

144 Class Piano IV. 1. This course in group piano instruction is the fourth in a four-semester series of performance studies courses required for beginning piano students. Successful completion of the four-semester course, or permission of the instructor, is a prerequisite for Performance Studies in Piano (MUS 270, private piano instruction). One (1) credit. Students should expect to spend approximately three hours per week of individual effort in preparation for this class.

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

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 minor, 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.

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.

270 Performance Studies in Piano. 1-2. Private instruction in foundations of piano technique, musicality and literature. Weekly lessons one-on-one occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits).
271 Performance Studies in Jazz Piano. 1-2. Private instruction in foundations of jazz piano technique, musicality, and literature. Focus on improvisational skills and chart-reading. Weekly lessons one-on-one occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits).

272 Performance Studies in Voice. 1-2. Private instruction in foundations of vocal technique, musicality and literature. Weekly lessons one-on-one occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits). Prerequisite: MUS 132 or instructor’s permission.

273 Performance Studies in Guitar. 1-2. Private instruction in foundations of guitar technique, musicality and literature. Weekly lessons one-on-one occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits).

274 Performance Studies in Saxophone. 1-2. Private instruction in foundations of saxophone technique, musicality and literature. Weekly lessons one-on-one occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits).

275 Performance Studies in Brass. 1-2. Private instruction in foundations of brass instrument (trumpet, horn, trombone, tuba) techniques, musicality and literature. Weekly lessons one-on-one occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits).

276 Performance Studies in Winds. 1-2. Private instruction in foundations of wind instrument (oboe, flute, clarinet, bassoon) techniques, musicality and literature. Weekly lessons one-on-one occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits).

277 Performance Studies in Bass Guitar. 1-2. Private instruction in foundations of electric bass technique, musicality and literature. Weekly lessons one-on-one occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits).

278 Performance Studies in Percussion. 1-2. Private instruction in foundations of percussion technique, musicality and literature. Weekly lessons one-on-one occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits).

279 Composition. 1-2. This course is designed to instruct students in the craft of classical music composition including: basic compositional techniques, theoretical concepts and study of the foundational tools of composing. Weekly lessons one-on-one occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits).

280 Performance Studies in Violin. 1-2. Private instruction in foundations of violin technique, musicality and literature. Weekly lessons one-on-one occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits).

281 Performance Studies in Viola. 1-2. Private instruction in foundations of viola technique, musicality and literature. Weekly lessons one-on-one occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits).

282 Performance Studies in Cello. 1-2. Private instruction in foundations of cello technique, musicality and literature. Weekly lessons one-on-one occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits).

283 Performance Studies in Double Bass. 1-2. Private instruction in foundations of dou-
ble bass technique, musicality and literature. Weekly lessons one-on-one occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits).

284 Performance Studies in Jazz Improvisation. 1-2. Private instruction in foundations of jazz improvisation techniques, musicality and literature. Weekly lessons one-on-one occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits). Prerequisite: MUS 133 or instructor permission.

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 adviser, 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.

410 Jazz Theory. 4. Jazz Theory explores the fundamental musical concepts of the American musical art form, Jazz. Students will study jazz notation and nomenclature, jazz chord and scale structures and relationships, voice-leading and guidetones, melodic conception and melodic paraphrase, common forms, tonicization, common chord substitutions and basic reharmonization. This course is intended for students pursuing the Bachelor of Music degree. Students enrolled in this course must have completed all four semesters of music theory.

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, Professor of Peace and Conflict Studies and
Director of 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). 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
2-4. Three core courses from:
   - PECS 103 Voices of Liberation
   - PECS 235 Peacebuilding in Divided Societies
   - PECS 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
   - PECS 363 Reconciliation and Justice
5. 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
6. PECS 465 Senior Seminar 4 credits
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.

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
IDS 405 Quakers, Community, Commitment
IDS 435 Understanding Poverty
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 216 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

Personal / Interpersonal
JPS 244 Conflict Resolution Strategies
JPS 424 Trust and 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. Fulfills social justice/environmental responsibility requirement.

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

201 Mediation Training. 1.

235 Peacebuilding in Divided Societies. 4. This course explores the various methods and techniques of peacebuilding and conflict resolution that have been applied in the midst of deep-rooted conflicts in divided societies. Several case studies (such as the Israeli-Palestinian conflict; Cyprus; Northern Ireland; and South Africa) will be critically reviewed and examined to distill essential elements of peacebuilding during on-going conflict.

246 Mediation & Conflict Intervention. 4. 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.

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 (SOAN 345). 4. 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.

363 Reconciliation and Justice. 4. This course explores the multidimensional aspects of the relationship between reconciliation and justice in a post-conflict context. The course examines case studies of reconciliation projects in several different countries to explore the tension between the demand for reconciliation and the demand for justice as well as the challenges such tension poses for the application and design of reconciliation projects to promote sustainable peace rather than short-term settlement.

401 Mediation Trainers Practicum. 2.

445 Culture, Conflict, Negotiation (SOAN 445). 4. 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.

465 PECS Senior Seminar. 4. Provides a capstone experience for PECS majors. Includes independent research project built on students’ prior scholarship; a forum for sharing research;
reflection, planning and preparation for next steps after graduation. This course is required for senior Peace and Conflict Studies majors. Limited to senior PECS majors or minors.

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.

PHILOSOPHY (PHIL)
Nancy V. Daukas, Associate Professor, Chair
Jonathan W. Malino, John A. Weisenfluh Professor of Ethics and Religion
Vance A. Ricks, Associate Professor
Lisa J. McLeod, 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.

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

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

1. PHIL 111 Ethics 4 credits
2. PHIL 200 Informal Logic or 292 Formal Logic 4 credits
3. PHIL 310 Ancient Western Philosophy 4 credits
4. PHIL 320 Modern Western Philosophy 4 credits
5. PHIL 333 Individual Philosopher 4 credits
6. PHIL 401 Topics in Contemporary Analytic Philosophy 4 credits
7-8. Two other PHIL courses 8 credits

Total credit hours required for A.B. degree in philosophy 32 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.

150 Special Topics. 4. Recent examples include Philosophy of Science, Free Will and Moral Responsibility. May also be offered at 250, 350 and 450 levels.

200 Informal Logic. 4. General aspects of reasoning and argumentation, including inferences, evidence and the construction and evaluation of arguments.

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 Philosophy and Gender. 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 individual experience? How do other aspects of peoples’ identities (e.g., race, sexuality) enter the conversation? How do individuals 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 people 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 one’s 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.

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 individuals’ experience of social realities while avoiding scientific errors? What conception of race and racism are needed in order to help dismantle systemic racism? Fulfills humanities and 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.

310 Ancient Western Philosophy. 4. Historical development of philosophical thought in Western civilization in terms of the main periods and thinkers of ancient Greek philosophy. Prerequisites: Historical Perspectives, and at least one prior philosophy course. Fulfills humanities requirement.

320 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. Prerequisites: Historical Perspectives, and at least one prior philosophy course. Fulfills humanities requirement.

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. Prerequisite: Historical Perspectives.

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. Prerequisite: Historical Perspectives. 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. Prerequisite: Historical Perspectives. 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. Prerequisite: Historical Perspectives. Fulfills humanities requirement.

377 Agency, Action and Motivation. 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. Prerequisite: Historical Perspectives.

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.
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 minor in astronomy for students preparing for graduate study in astrophysics

Major Requirements. The major requires a minimum of 37 credit hours (nine courses).

1-2. Two courses from:
- PHYS 231 Experimental Physics I
- PHYS 232 Experimental Physics II
- PHYS 331 Experimental Physics III
- PHYS 332 Experimental Physics IV

3. PHYS 370 Physics Research 1-4 credits
4. PHYS 470 Senior Thesis or PHYS 490 Departmental Honors
5. Any Physics course at the 400 level 4 credits
6-9. 20-24 credits of additional Physics courses 20-24 credits

Total credit hours required for B.S. degree in physics 37-40 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.


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.

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

210 Observatory Practice. 4. For physics majors and others interested in learning to use the J. Donald Cline Observatory at Guilford. 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.
PHYS

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.

243 Introduction to Astrophysics. 2-4. The introduction to the application of physical principles to astronomical systems. How do we use what we’ve learned on Earth about light, matter, heat, gravity and quantum mechanics to deduce what is happening in space? Topics may include the electromagnetic spectrum, mechanisms of radiation, gravitation and large-scale structure, dark matter and dark energy, planetary structure and radiative transfer. Offered in alternate years.

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.

370 Physics Research. 1-4. The presentation of independent research projects completed during summers (e.g., the National Science Foundation-sponsored Research Experience for Undergraduates) or industrial internships. Students who are unable to undertake research at other institutions may design and complete their research on campus under the guidance of Guilford faculty.

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.

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, with 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, with 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*
*Kyle D. Dell, Associate Professor, Chair*
*Kent John Chabotar, President and Professor*
*George X. Guo, Associate Professor*
*Maria Rosales, Assistant Professor*
*Robert Duncan, Visiting Assistant Professor*

The Department of Political Science 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 following goals for the BA 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, 4 credits
    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: PSCI 204 Public Policy & Administration, PSCI 225 The American Presidency, PSCI 301 Politics of State and Local Government, PSCI 305 Politics of Gender, PSCI 317 The American Founding, PSCI 318 Environmentalism in Early America, PSCI 319 Modern Environmental Problems, PSCI 335 America & the World, PSCI 355 Constitutional Law and Civil Rights, PSCI 365 Terrorism in America, PSCI 389 National Security Policy.

**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 minor 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 minor. 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: PSCI 240 American Political Thought, PSCI 305 Politics of Gender, PSCI 364 Race, Ethnicity & Politics, PSCI 367 Violence & Politics.

**DEPARTMENTAL HONORS IN POLITICAL SCIENCE**

Majors must enroll in PSCI 465 Senior Independent Project or PSCI 470 Senior Thesis. Upon completion of PSCI 470, students may petition the department to grant Departmental Honors (PSCI 490). 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) substantial scholarly 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. 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. Students interested in pursuing Departmental Honors must consult with the department in the student’s junior year in order to develop an approved proposal (generally spring semester, junior year). Students pursuing a Senior Thesis or Departmental Honors will then successfully complete a PSCI 460 Independent Study in the fall semester of senior year, which will serve as a research semester in preparation for writing a senior thesis or honors thesis in spring semester of the student’s senior year.

**INTERNSHIPS AND INDEPENDENT STUDY**

Students may apply only up to eight credits from any 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 indepen-
dent 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. Students interested in pursuing an internship or independent study must obtain approval of a full-time faculty member of the department to serve as a sponsor. Approval of internships or independent studies is at the discretion of the departmental faculty.

Internship Requirements: In order to qualify for an internship, students must have: a) completed at least two of the five 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: five-20 pages of writing (depending upon the number of credits) of the internship that addresses the learning objectives listed in the proposal and that conforms to the standards and conventions of the discipline. Students are responsible for meeting all deadlines and submitting all paperwork for an internship on time; failure to do so will result in a failing grade for the internship.

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 five core courses; b) a 3.0 or better grade-point average within the department. Requirements for completing an independent study include: five-20 pages of writing (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. Students are responsible for meeting all deadlines and submitting all paperwork for an independent study on time; failure to do so will result in a failing grade for the independent study.

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 ideolo-
gies, 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.

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

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.

206 Challenges of Global Democratization. 4. Examines issues and challenges relating to democracy and democratization in a variety of historical and contemporary settings across the world. The course uses the basic principles, theories, conceptual tools and comparative methods of political science to understand the underlying drivers of democratization and the various paths that countries go through on the road to democracy. Fulfills intercultural and social science requirements.

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 people believe what they believe?) to institutions (what incentives encourage defining problems in certain ways?). Strategies for solving political problems are also examined.

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.

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. For a complete list of prerequisites, please see the detailed description above.

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 and post-Cold Ward competition in Asia. Fulfills intercultural requirement.

290 Internship. 1-4. Recommended for all majors. 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. For a complete list of prerequisites, please see the detailed description above.

301 Politics of State and Local Government. 4. 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. To be discussed are 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. 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. 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. Studies the way in which some of the most celebrated features of American government became either settled questions or continue to be debated today. Topics examined include 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. 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. 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 man-
angement of national parks. 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. 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. 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. Examines several theories about race and ethnicity. Among these theories are ideas about how race and ethnicity shape our political identities. 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 United States. Fulfills diversity in the U.S. requirement.

365 Terrorism in America. 4. 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 Constitutional rights and freedoms. Fulfills social justice/environmental responsibility requirement.

366 Global Terrorism. 4. 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. 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. For a complete list of prerequisites, please see the detailed description above. Also offered at the 260 and 360 levels.

465 Senior Independent Project. 4. 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 and a specific PSCI 460 the previous semester. For a complete list of prerequisites, please see the detailed description above.

490 Departmental Honors. 4. For a complete list of prerequisites, please see the detailed description above. Prerequisite: PSCI 230 and a specific PSCI 460 the previous semester.

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
Karen Hayes, Associate Professor
Karen M. Tinsley, Associate Professor
Sarah Estow, Assistant Professor
Christopher Henry, Assistant Professor
Eva K. Lawrence, 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 advisers 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 adviser 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.

150 Special Topics. 4. Recent offerings include “The American Upper Class” and “Family Ghosts.” Prerequisites vary. May also be offered at 250, 350 and 450 levels.

213 Class, Race and Gender. 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.

224 Developmental Psychology. 4. Psychological aspects of human growth and develop-
ment 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 people conceptualize the world, and the impact of mass media human behavior. 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, 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).

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.

303 Research Methods and Analysis Practicum. 4. This practicum is designed to supplement and expand on course material covered in PSY 301. It is strongly recommended that students enrolled in PSY 301 also enroll in the practicum during that semester. The activities in the practicum should deepen students’ understanding and increase their familiarity with methods and statistics used in psychological research. Ethical issues involved in research in psychology will be discussed throughout the course. CR/NC.

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 100 or 232. Alternate years.

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. 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.

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 or 232.

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 partici-
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:
   - REL 120/ENGL 228 American Nature Writing
   - REL 222 Feminist Theology
   - REL 415 Contemporary Theology (required of students in the Western track)
   - REL 422 Contemporary Religious Problems
   4 credits

2. **Biblical Studies** – REL 215 Hebrew Bible or REL 216 New Testament
   4 credits

3. **Ethics** – one course from:
   - REL 222 Feminist Theologies
   4 credits

4. **Comparative Religions** – a minimum of one course and a maximum of two courses from:
   - REL 200 Native American Religions
   - REL 204 Islam
   - REL 208 Hinduism
   - REL 310 Islam and Modernization
   4 credits

5. **Western History** – one course from:
   - REL 101 History of Religion in America
   - REL 110 Quakerism
   - REL 234 African American Religion and Theology
   - REL 235 Quaker Origins
   4 credits

6. **Interdisciplinary Perspectives** – one course from:
   - REL 310 Islam and Modernization
   4 credits

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 advisor 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. This 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 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.

101 History of Religion in the United States. 4. Explores the varieties of religious experience in U.S. with attention to both the majority religious movements of Protestantism and the movements, practices, and beliefs of Catholic and Orthodox Christians, Jews, Muslims, Native Americans, Buddhists, Hindus and other religious communities both ancient and new. Fulfills humanities and diversity in the U.S. requirements.

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.

150 Special Topics. 4. May also be offered at 250, 350 and 450 levels. Possible offerings include Sufism; Gendered Spiritualities; Religion in the Media; Music in the Muslim World; Exodus from Moses to Bob Marley; Feminine Images in Biblical and Christian Literature; Social Reform and Personal Therapy; 19th- and 20th-century American Religion.

161 Religion in the New Media. 4. Religion is in the news. It informs our perspectives and feeds our search for answers to many ethical questions about how individuals construct meaning and relevance in daily life. The quick answers to burning questions are often sought by the click of a button. Thus, media and its “televisual” renditions inform religion as much as religions permeate life. Fulfills the humanities requirement.

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.
REL

204 Islam. 4. Introduces the Islamic religion in its various aspects, including its origins, cultures, rituals, beliefs and practices. The course aims to provide a holistic analysis of Muslim civilizations by exploring some aspects of their rich and diverse contributions through historical and current expressions. 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 its acceptance of diverse and often contradictory beliefs and practices. Fulfills intercultural requirement.

209 QLSP Sophomore Seminar. 1. CR/NC

215 Hebrew Bible/Old Testament. 4. The Hebrew Bible occupies a unique position in relation to the conventional dichotomies between modernity and tradition, East and West. This course will explore the “book” and the contradictions that envelop it, examining the Bible as a multifaceted compilation of ancient Hebrew (and Aramaic and Greek) literature and considering its various roles in contemporary life. 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.

222 Feminist Theologies. 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 Religious Ethics. 4. This course explores the varieties of ethical concepts in different religions, while teaching how to think critically about the applicability of “ethics” as a category and showing how many ethical concepts including notions of “truth” often reflect multiple “truths” in the narratives of the religions, cultures and societies. Fulfills humanities and social justice/environmental responsibility requirements.

234 African American Religion and Theology. 4. This introductory course examines African American Christianity both chronologically and thematically from slave religion to the present and various expressions of Islam in U.S. Black communities during in the same period of time. It also pays attention to West African influences and to other religious expressions among African Americans, e.g. Judaism, Buddhism and Humanism. 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. A one-semester survey of the history of the world Christian movement focusing on four centuries (4th, 12th, 16th, 19th). The course combines three approaches, history of institutions, history of spirituality and history of ideas, and pays close attention to the relationship between religion and culture and the social context of Christian churches. 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 and Worship; Existential Psychology; Alchemy; Contemporary Social Change in the Church; Creativity and Imagination; or Women in Modern Japanese Religion.

281 Animals in Religion. 4. Fulfills humanities requirement.

283 HP: Religions of the Minorities of Southwest China. The course explores the religious traditions of the Naxi, Tibetans, Yi, Lisu, Moso, & Bai peoples of Yunnan Province in Southwest China. The Chinese “Cultural Revolution” (1966-1976), which systematically devastated the religious lives of these peoples, serves as the course’s central historical focus. Prerequisite: ENGL 102. Fulfills intercultural 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. The course will focus on the early development of Daoist ideas and practices from their inception and eventual institutionalization in China up to the present day. Fulfills intercultural requirement.

286 Buddhist Pilgrimage in East Asia. 4. The course investigates the role of sacred geography in the religious traditions of East Asia. Taking pilgrimage as the central topic of study, we will read in-depth accounts of religious travel and experience in several regions of East Asia. Fulfills humanities and intercultural requirements.

288 Witches, Ghosts and Demons. 4. This course examines the religious roles of witches, ghosts, and demons. It is also, fundamentally, a course about death, dying, the fear and anxiety surrounding the dark, the night, death, and the problem of evil. Fulfills humanities 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. Sample topics: Freud, Jung, Rank (with psychology); science and religion (with chemistry or geology); 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.

317 Women in Tibetan Buddhism. 4. The course focuses on the religious roles and lives of women of Tibet and the Himalaya from the seventh through the twenty-first centuries. Also examined are some contemporary “Western” feminist political-philosophical theory and its
problematic applicability to the traditional situation of Tibetan women throughout the last 1,300 years. Prerequisite: Historical Perspectives. Fulfills humanities and intercultural requirements.

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 and the ethics of ego-lessness. Counts for a major/minor in International Studies – East Asia. Prerequisites: Historical Perspectives, and either one course in PHIL or REL 284, 286, or 318, or instructor permission. Fulfills intercultural requirement.

340 Radical Theologians of Europe and North 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.

341 Liberation Theologies of Latin America, Africa, and Asia. 4. Seminar on Catholic and Protestant Christian theologies from the perspective of poor and disenfranchised women and men. Works from Latin America (Peru, Brazil, El Salvador), Africa (Ghana, South Africa, and their regions), and Asia (Philippines, India, Hong Kong). Includes ecofeminist and postcolonial perspectives. Fulfills intercultural requirement.

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.

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.

445 Shamanism. 4. In this discussion-style seminar, students read the entirety of Eliade’s seminal and controversial work, *Shamanism: Archaic Techniques of Ecstasy*, and problematize the applicability of the term Shamanism to specific religious traditions. Course issues include: initiation; trance; the role of animal messengers and helpers; altered states of consciousness; healing in Shamanism; and others.

470 Senior Thesis. Credit variable. Individual study culminating in a thesis, which, in consultation with the adviser, 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 grade-point average in courses in religious studies and a senior thesis or the equivalent.

SOCIOMETRY AND ANTHROPOLOGY (SOAN)
Maria Luisa Amado, Assistant Professor, Chair
Edwins Gwako, Associate Professor
Thomas Guthrie, Assistant Professor
Naadiya Hasan, Assistant Professor
Julie Winterich, Assistant Professor

Sociologists and anthropologists 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.

SOAN 337 Social Research Methods, SOAN 342 Social Theory, and the 400-level capstone course will not be accepted as transfer credit and may not be taken at a consortium school.

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 4 credits
   SOAN 102 Social Problems
2. SOAN 103 Cultural Anthropology 4 credits
3. One elective at the 200 level 4 credits
4. One elective at the 300 level 4 credits
5. One elective at any level (excluding SOAN 101 and 102) 4 credits
6. SOAN 337 Social Research Methods 4 credits
7. SOAN 342 Social Theory 4 credits
8. One course from IDS 411, SOAN 425, 429 or 450 taken either in senior year, or after all other requirements have been fulfilled 4 credits

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. Students may train for a wide range of careers, prepare for graduate school or may seek certification for elementary school teaching. Students considering graduate school in sociology or social work are strongly encouraged to take an elementary statistics course at Guilford or elsewhere. A minor, arranged with the help of an adviser, can support and broaden the emphasis in the major.

NOTES:

A student may substitute one internship or independent study at the 200 or 300 level for one elective at the same level. Students may not receive credit at the 400 level for an independent study (except in the case of seniors who begin an honors thesis that ultimately does not meet the standards for an honors thesis).

Under special circumstances, with the approval of the department chair, a student may substitute a second 300-level elective for the required 200-level elective.

Credit for courses taken at other institutions or while studying abroad: Before attending other institutions, students should obtain a “Request to Take Coursework at Another Institution” form from the Registrar’s Office and have their courses approved in writing by the SOAN department chair. Departmental approval to take a course off campus is contingent upon the content and evaluation requirements of the course (which should meet SOAN departmental standards), whether the course is regularly offered by the SOAN Department, the student’s academic standing and level, and the extent to which the course is consistent with the student’s educational goals.

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. Fulfills 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. Fulfills 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. Fulfills social science requirement.

106 Introduction to African Heritage. 4. Course serves as an introduction to the geographical roots and cultural heritages of the peoples of African ancestry. It will help students to begin to explore and understand the diverse lifestyles, experiences as well as the dispersion, opportunities, challenges and concerns of peoples of African ancestry in the U.S. multicultural setting. Fulfills diversity in the U.S. and social science requirements.

150 Special Topics. 4. May also be offered at 250, 350 and 450 levels.
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 social justice/environmental responsibility requirement.

216 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.

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. Fulfills social justice/environmental responsibility requirement.

229 **The Social Organization of Work.** 4. Analyzes 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 requirement.

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 and explores their representations in folklore, art and religion. Special attention is given to large Amerindian and Afro-Latino communities and following the evolution of racial/ethnic paradigms from the 15th century to the present. Fulfills intercultural requirement.

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

261 **Native North America.** 4. Introduces the complexity and diversity of native North American societies from an anthropological perspective. Emphasizes contemporary Indian communities and the dynamic process of maintaining distinctive cultural identities. Fulfills diversity in the U.S. requirement.

262 **Popular Culture and Media Studies.** 4. The course introduces the sociological study of popular culture and media products with a focus on the contemporary United States. The course will explore the content of popular culture products, the significance of the institutional environments of production, and patterns of audience consumption and interpretation.
SOAN

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.

267 Race and Gender in Media Focus. 4. This course will examine the mass media as a social institution that reinforces the perception and construction of race and gender in contemporary American society. The class will discuss race and gender as socially constructed identities that can be internalized through interaction with media products. Fulfills diversity in the U.S. requirement.

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 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.

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.

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. 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 (PECS 345). 4. 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.

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. Prerequisites: SOAN 337 and SOAN 342 or permission of instructor.

470 Senior Thesis. 4.

490 Departmental Honors. 4-8. Honors and credit for grade of B or above; credit only for grade less than B.

SPORT STUDIES (SPST)
Robert Malekoff, Assistant Professor, Chair
Kathleen A. Tritschler, Professor
Lavon Williams, Associate Professor
Craig A. Eilbacher, 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 minors in sport administration, sport marketing and dance. These programs emphasize the development of critical thinking, writing and oral communications skills, which are necessary for effective problem solving to succeed in professions related to human movement and

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The Department of Sport Studies 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 in physical/occupational 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.

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 knowledge, skills, and aptitudes for service in careers in exercise, sport and health venues or for graduate study in the field of ESS (e.g., exercise physiology, sport and exercise psychology) or in related professional programs (e.g., physical/occupational therapy, athletic training). Students will select either the sports medicine or health and fitness track.

The sports medicine track educates students about the prevention, treatment and rehabilitation of injuries/illnesses to the athletes and other active populations. This track is designed to develop students who are grounded in the liberal arts while also having 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 NATA BOC certification. This program offers a route for students to engage in co-curricular activities (e.g., athletics, student government) while gaining valuable hands-on experiences with our athletic training staff.

The department recommends a double major with the health sciences major for students who are interested in health professions such as physical/occupation therapy, medicine, and physician assistant. The ESS-sports medicine and health sciences double 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 or professional program of their choice.

The health and fitness track focuses on understanding the maintenance and improvement of physical health and fitness while preparing 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 an ESS-related field such as public health education, health promotion or nutrition. When paired with a health science major, this track also provides another avenue for application to physical therapy, occupational therapy, and physician assistant (see Anne Glenn x2234 in health science for admission requirements to these professional programs).
Embedded within the health/fitness track is the opportunity to pursue a specialization in strength and conditioning. Many required courses include focused study related to the knowledge, skills and aptitudes (KSAs) that have been identified by the National Strength and Conditioning Association as requisite for employment in strength and conditioning. An internship in a strength and conditioning setting that is supervised by a Certified Strength and Conditioning Specialist (CSCS) will further develop the KSAs for strength and conditioning. SPST 455: The Science of Strength and Conditioning, taken in the senior year, will prepare students to sit for the CSCS exam. Students who are interested in the strength and conditioning specialization should consult Kathy Tritschler (x2145).

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 academic advisers.

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 Biomechanics 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 ESS-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. Adviser 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 432 Legal Aspects of Sport and Exercise 4 credits
13. SPST 455 Science of Strength and Conditioning**** 4 credits
14. Four credits of Health/Fitness skill-based courses, for example:
   - 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)
15. SPST 485 Health/Fitness Internship (in field of interest) or SPST 445 Research Methods in Sport Studies 4 credits

Total credit hours required for B.S. degree in exercise and sport sciences: health/fitness track 60 credits
Additional Courses Required for ESS-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 Sports Medicine 4 credits
10. SPST 320 Organization and Administration of Sport Exercise and Health Programs or SPST 432 Legal Aspects of Sport and Exercise 4 credits
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 Sports Medicine Internship (in field of interest) 4 credits

Total credit hours required for B.S. degree in exercise and sport sciences: sports medicine track 56 credits

* Historical Perspectives is a prerequisite and the course is limited to juniors and seniors.
** A grade of C- or better is required in these biology courses, which are prerequisites for SPST 246 and SPST 311.
*** SPST 211 is a prerequisite for SPST 314.
**** It is strongly recommended that ESS majors with a health/fitness 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 in Sport Studies 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 in World Econ or 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

* SPST 431 (Sport Marketing) is an acceptable substitute for this requirement
** SPST 335 (Sport Communication) is an acceptable substitute for this requirement
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 are limited to four elective activity courses. 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: SPST 114 or THEA 100. 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).

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

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 the prevention, recognition and management of common injuries and illnesses in athletes and the physically active population. A co-requisite laboratory course enables students to practice and apply principles and techniques.

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


246 Biomechanics of Sport and Exercise. 4. A study of the neuromuscular and biomechani-
cal 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 requirement.

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: Adviser 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. Prerequisite: SPST 211.

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 also included. 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.

383 Teaching Elementary Physical Education II. 4.

384 Teaching Secondary Physical Education II. 4.

430 Integrative Sport Management. 4. This is the 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. 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: adviser permission.

490 Departmental Honors. 4.

THEATRE STUDIES (THEA)
John Zerbe, Professor, Chair
David Hammond, Professor
Timothy Hanna, Visiting Assistant Professor
Chad Phillips, 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 play-script 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 world. Participants included Tony Kushner, Maria Irene Fornes, Gerald Freedman 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.
**THEA**

**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 8 credits
   - 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 6 credits
   (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.
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 credits

**Additional Courses Required for Students Selecting a Performance Track**

10-11. Two courses from the following intermediate options 8 credits
   - THEA 227 Acting 2: Play the Action
   - THEA 228 Acting 2: Creating the World
   - THEA 229 Acting 2: Voice and Diction
12. One course from the following advanced options 4 credits
   - THEA 320 Acting 3: Shakespeare
   - THEA 325 Acting 3: Modern Realism
   - THEA 381 Play Direction

Total credit hours required for A.B. degree in theatre studies: acting track 46 credits

**Additional Courses Required for Students Selecting a Design/Tech Track**

10-11. Two courses from the following intermediate options 7-8 credits
   - THEA 271 Set Design
   - THEA 272 Sound Design
   - THEA 275 Costume Design
   - THEA 370/THEA 376 Stage Lighting (3 credits/ available only at UNCG)
12. One course from the following 4 credits
   - THEA 295 Any four additional practicum credits chosen in consultation with major adviser 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
   - THEA 244/ENGL 210 Playwriting Workshop
   - ENGL 223 Shakespeare or ENGL 288 Shakespeare and Contemporary 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 theatre stage craft through experiential learning. Students work directly in support of a department production as both individuals and members of a collaborative team. Focuses on the elements of planning, drafting, tools, and scenic construction. Limited outside reading, but laboratory work required outside class time. Fulfills arts requirement.

**120 Public Presentation. 4.** Introduction to the skills required for effective speaking within a public contest. Includes basic instruction in PowerPoint digital presentations. Focus on research, organization, ethical communication, physical presence and vocal delivery. Requires four 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.

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

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 influeced 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 playscript 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 com-
completed. Prerequisite: SPST 114 or THEA 100. 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. 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.

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.
THEA

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. 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.

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 minor. 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, pictur-
ization, 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. Fulfiling 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 of Philosophy
Anna Oerther, Assistant Professor of Education Studies

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: 4 credits
   - HIST 223 Gender and Power in US History
   - REL 222 Feminist Theology
   - WMST110 Introduction to Women's Studies

2. One course from: 4 credits
   - 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 213 Class, Race and Gender
   - REL 222 Feminist Theology
   - SOAN 235 African Families in Transition
   - THEA 262 Gay & Lesbian Cinema
   - WMST110 Introduction to Women's Studies
   - WMST 217 Literacy Seminar
   - 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
   - FREN 311 The Francophone World
   - HIST 343 Women in Modern Africa
   - IDS 409 Gay, Lesbian, Queer Studies
   - JAPN 310 Media, Gender & Nation in Japan
   - PSCI 305 Politics of Gender
   - PSY 351 Psychology and Gender
   - 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
   - IDS 411 Gender & Development in Africa
   - JAPN 220 Women in Modern Japan
   - JAPN 310 Media, Gender & Nation in Japan
   - SOAN 235 African Families in Transition
   - SOAN 267 Race and Gender in Media Focus
6. One course from:
   IDS 409 Gay, Lesbian, Queer Studies
   IDS 411 Gender & Development in Africa
   IDS 418 Science, Sex and Nature
   IDS 455 Human Sexuality
   IDS 481 Notions of Beauty
   IDS 485 Arab and Islamic Feminisms

4 credits

7. One course from:
   IDS 409 Gay, Lesbian, Queer Studies
   IDS 411 Gender & Development in Africa
   IDS 418 Science, Sex and Nature
   IDS 455 Human Sexuality
   IDS 481 Notions of Beauty
   IDS 485 Arab and Islamic Feminisms
   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
   WMST 490 Departmental Honors

4 credits

8. One course from:
   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
   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 409 Gay, Lesbian, Queer Studies
   IDS 411 Gender & Development in Africa
   IDS 418 Science, Sex and Nature
   IDS 455 Human Sexuality
   IDS 481 Notions of Beauty
   IDS 485 Arab and Islamic Feminisms
   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
   PSCI 305 Politics of Gender
   PSY 213 Class, Race and Gender
   PSY 351 Psychology and Gender
   REL 222 Feminist Theology
   SOAN 235 African Families in Transition
   SOAN 267 Race and Gender in Media Focus

4 credits
WMST

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 or WMST 110, to begin the major.

110 Introduction to Women's Studies. 4. This course will acquaint students with some of the basic questions, concepts and problematic issues that drive women's studies scholars, as well as the historical, political and social contexts in which these concerns and the various answers to them have arisen. Fulfills diversity in the U.S requirement.

150 Special Topics. 4. May also be offered at 250, 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.
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:

Students cannot choose a minor that has the same name as their major. For example, English majors cannot choose an English minor.

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.

The minors:

Accounting
African American Studies
African Studies
Anthropology
Astrophysics
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 & Society
German Language & Society
History
Human Resource Management
Integrated Science
International Business Management
International Political Economy
Interpersonal Communication
Japanese Language & Society
Latin American Studies
Mathematics for the Sciences
Medieval/Early Modern Studies
Money & Finance
Music
Non-Profit Management
Organizational Communication
Peace and Conflict Studies
Philosophy
Philosophy of Mathematics
Physics
Political Science
Psychology
Quaker Studies
Religious Studies
Sociology
Spanish for the Workplace
Spanish Language & Society
Sport Administration
Sport Marketing
Theatre Studies
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 major 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: Edwins Gwako, Department of Sociology and Anthropology

The African American Studies minor is interdisciplinary and it celebrates the achievements of people of African descent in Africa and the Diaspora while addressing their pursuit of justice, equality, and self-determination. It focuses on cultures, societies, histories and concerns of people of African descent in Africa and the Diaspora including North America, 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 multicultural societies, multiracial nations and helps prepare students for a wide range of careers in such fields as criminal justice, education, law, health care, human relations, management, marketing, sports management 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. No more than one of these courses may be at the 100 level. Other requirements are as follows:
1. Historical Foundation: one course from:
   - HIST 225 African American History 4 credits
   - SOAN 106 Introduction to African Heritage
2. African Connections: one course from:
   - ENGL 334 African Women Writers 4 credits
   - 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 358 African Cultures in Film
3. The Americas: one course from: 4 credits
   ENGL 151 HP Black Women’s History and Literature
   ENGL 230 African American Literature
   ENGL 331 Black Women Writers
   ENGL 332 Black Men Writers
   ENGL 378 Caribbean Literature
   HIST 308 The Underground Railroad
   HIST 315 The Civil Rights Movement
   JPS 365 Race in Criminal Justice
   JPS 439 Understanding Oppressive Systems
   MUS 110 Jazz Appreciation
   PHIL 261 Philosophy and Race
   PHIL 333 W.E.B. Du Bois
   PSY 213 Class, Race, and Gender
   PSY 242 Psychology of African Americans
   PSY 349 Multiculturalism & Psychology
   REL 234 African American Religion and Theology
   SOAN 265 Racial and Ethnic Relations
   SOAN 267 Race and Gender in Media Focus
4. IDS: one course from: 4 credits
   IDS 411 Gender & Development in Africa
   IDS 412 Race, Ethnicity, Psychology & Law
   IDS 422 Harlem Renaissance
   IDS 435 Understanding Poverty

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 re-
gion. 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 Government and 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
IDS 411 Gender and Development in Africa
PSCI 222 African Government and Politics
SOAN 215 Anthropology of Slavery
SOAN 234 Culture and Sexuality in Africa
SOAN 235 African Families in Transition

Total credit hours required for African 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 4 credits
2. One elective in anthropology at the 200 level from the following: 4 credits
   SOAN 215 Anthropology of Slavery
   SOAN 216 Anthropology of Colonialism
   SOAN 225 Culture and the Environment
   SOAN 234 Culture and Sexuality in Africa
   SOAN 235 African Families in Transition
   SOAN 250 Special Topics*
   SOAN 261 Native North America
3. Two electives in anthropology at the 300 level from the following: 8 credits
   IDS 425 Economic Anthropology
   IDS 435 Understanding Poverty
   SOAN 321 Development Anthropology
   SOAN 337 Social Research Methods
   SOAN 342 Social Theory
   SOAN 345 Social Change: Promoting Peace
   SOAN 350 Special Topics*
   SOAN 358 African Culture in Films

Total credit hours required for anthropology minor 16 credits

* NOTE: Only certain SOAN special topic courses can count toward the anthropology minor; check course listings and syllabi to make sure.

Internships and independent studies cannot count toward the minor.

A student interested in taking a 400-level anthropology course must receive permission from both the instructor and department chair; if the course is successfully completed it may then count for one of the 300-level elective requirements.
Credit for courses taken at other institutions or while studying abroad: before attending other institutions, students should obtain a “Request to Take Coursework at Another Institution” form from the registrar’s office and have their courses approved in writing by the SOAN department chair. Departmental approval to take a course off campus is contingent upon the content and evaluation requirements of the course (which should meet SOAN departmental standards), whether the course is regularly offered by the SOAN Department, the student’s academic standing and level, and the extent to which the course is consistent with the student’s educational goals. SOAN 337 Social Research Methods, and SOAN 342 Social Theory, will not be accepted as transfer credit and may not be taken at a consortium school.

**ASTROPHYSICS**

*Coordinator: Thomas P. Espinola, Department of Physics*

The astrophysics minor introduces the student to the universe beyond Earth and to the application of physics to astronomical problems. 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. The minor is not intended, by itself, to prepare a student for a career in astronomy. Students completing physics major and a minor in astrophysics 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 astrophysics 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 (four courses).

1. PHYS 210 Observatory Practice 4 credits
2-4. 12 credits from:
   - PHYS 107 Solar System
   - PHYS 108 Realm of the Stars
   - PHYS 243 Introduction to Astrophysics
   - PHYS 443 Astrophysics

Total credit hours required for an astrophysics minor 16 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 the interdisciplinary/
experiential component in on of three ways: 1) an approved business-related IDS 400 class; 2) an internship that is focused on the student’s particular area of interest; or 3) for students with prior applicable work experience may do an independent study that requires them to integrate their coursework with the work experience.

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 Introduction to Accounting  4 credits
2. BUS 120 Introduction to Business or Bus 249 Principles of Management  4 credits
3. BUS 215 Business Law  4 credits
4. One focus course from:
   - BUS 241 Computer and Management
   - BUS 310 Professional Communications
   - BUS 320 Organizational Behavior
   - BUS 321 Human Resource Management
   - BUS 331 Sales Management
   - BUS/ECON 333 Money and Capital Markets
   - BUS 346 International Business
   - BUS 349 International Management
   - BUS 371 Nonprofit Management
   - SPST 130 Introduction to Sport Management
   4 credits

5. One course from:
   - IDS 402 Business Ethics
   - IDS 442 International Development or any approved 290/390 Internship
   1-4 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 ACCT 322 Taxation of Corporations and Partnerships  4 credits
3. One course from:
   - ACCT 422 CPA Law
   - BUS 321 Human Resource Law and Management
   - JPS 201 Criminal Law
   - JPS 204 Courts: Prosecutions & Trials
   4 credits

Total credit hours required for a business minor  16-20 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 Chemistry Principles I 4 credits
2. CHEM 112 Chemistry 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. Two courses from:
   - 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 the Cinema
   - THEA 262 Gay & Lesbian Cinema
   - THEA 265 Artistry in Film

   8 credits

3. Any 290/390 Internship approved by minor coordinator
   4 credits

Total credit hours required for communications minor: 16 credits

COMMUNITY STUDIES  
Coordinator: Sherry Giles, 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 and Policy Studies
   - JPS 424 Trust and Violence
   - PHIL 377 Agency, Action and Motivation
   - PSY 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 and 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 and Management
   - BUS 341 Management Information System
   - CMIT/THEA 274 Digital Graphic Design
   - CMIT/BUS 342 Database Systems
   - BUS 344 e-Business
   - 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. 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: 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 The 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. Majors in the other sciences, including physics, chemistry and biology 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 intersections 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 or 4 credits
   GEOL 141 Oceanography

2-3. 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

4. One course from: 4 credits
   - GEOL 335 Structural Geology
   - GEOL 416 Sedimentology and Stratigraphy
   - IDS 437 Barrier Islands: Ecology & Development
   - IDS 461 Nothin' But Disasters
   - IDS 472 Environmental Planning
   - Other advanced geology or geology-related IDS courses may also be approved

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
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 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,
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 students 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 minor: 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 Philosophical and Ethical Reflection in Education 4 credits
2. EDUC 202 Education Psychology in Classrooms 4 credits
3. EDUC 203 Contemporary/Historical Issues in Education 4 credits
4. EDUC 302 Field Study in Cross-Cultural Education 4 credits
Total credit hours required for education studies minor 16 credits

ENGLISH
Coordinator: James Hood, 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 minors at Guilford 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. Minors 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.

Students 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 (literature survey) from:  
   4 credits
   ENGL 221 British Literature I
   ENGL 222 British Literature II
   ENGL 225 American Literature Survey I
   ENGL 226 American Literature Survey II
   ENGL 230 African American Literature
   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 342 American Romanticism
   ENGL 372 Modern Poetry
   ENGL 376 Contemporary Fiction
   ENGL 378 Caribbean Literature
   ENGL 400 Senior Seminar
   IDS 409 Gay, Lesbian, Queer Studies
   IDS 422 Harlem Renaissance

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 205 Introduction to Creative Writing
   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
4. One course from the following (students may not repeat any course taken in #2-3 above):  
   4 credits
   ENGL 205 Introduction to Creative Writing
   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 and 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 (or three courses plus internship). Students will submit this portfolio to the English minor subcommittee of the Department of English.

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 ENGL 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: Angela 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), and at least 10 of those credits must be completed at Guilford. 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 212 Environmental Science
   BIOL 224 Field Botany
   BIOL 233 NC Freshwater Fishes
BIOL 235 Vertebrate Field Zoology
BIOL 242/GEOL 242 Natural Science Seminars
BIOL 334 Animal Behavior
BIOL 336 Ornithology
BIOL 438 General Ecology
CHEM 105 Chemistry of Recycling
CHEM 110 Real World Chemistry
CHEM 111 Chemical Principles I
ENVS 330/GEOL 230 Environmental Pollution
GEOL 121 Geology and the Environment or GEOL 141 Oceanography
GEOL 223 Hydrology
GEOL 340 Images of the Earth: GIS and Remote Sensing
GEOL 416 Sedimentology and Stratigraphy
MATH 112 Elementary Statistics or ECON 301 Research Methods

4. One course from:  4 credits
   ART 254 Sculpture and the Environment
   ECON 222 Micro: Public Policy
   ECON 344 Environmental and Resource Economics
   ENGL 225 American Literature Survey I
   ENVS/ART 220 ‘The American Landscape
   PECS Mediation and Conflict Intervention
   PHIL 242 Environmental Ethics
   PSCI 318 Environmentalism in Early America
   PSCI 319 Modern Environmental Problems
   PSY 344 Environmental Psychology
   REL 120/ENGL 228 American Nature Writing
   SOAN 225 Culture and the Environment

5. One course from:  4 credits
   IDS 437 Barrier Islands: Ecology & Development
   IDS 472 Environmental Planning

Total credit hours required for environmental studies minor 20 credits

Appropriate internships or independent studies with sufficient academic content and rigor may be substituted for a science or a non-science course, but must be approved in advance by the program coordinator.

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 cours-
es, 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 North Carolina 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.

The minor in forensic science is not available to forensic biology majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. BIOL 245 Introduction 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 and Francophone cultures as well as insights into our own. The program focuses on language-learning as a living, functioning and exciting process, 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 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 Introduction to Literary and Cultural Analysis**  
   4 credits

2. **One course from:**  
   4 credits

   - FREN 310 Contemporary France
   - FREN 311 The Francophone World
   - FREN 315 French and Francophone Cinema
   - Any French course at the 200 level or above taught in French in a French-speaking country

3-4. **Two French courses at the 200 level or above**  
   8 credits

   - FREN 260, 290, 360, 390, 460 with department permission
   - FREN 201 Intermediate French
   - FREN 220 Introduction to Literary and Cultural Analysis
   - FREN 310 Contemporary France
   - FREN 311 The Francophone World
   - FREN 315 French and Francophone Cinema
   - FREN 365 Literature and Culture: Period
   - FREN 375 Literature and Culture: Theme
   - FREN 385 Literature and 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 or 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 Intermediate German II**  
   4 credits

2. **One course from:**  
   4 credits

   - GERM 310 Contemporary German Culture
GERM 311 German Youth Culture
GERM 320 Culture and Society: The Weimar Republic
Or 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; GERM 260, 290, 360, 390,
460 with department permission 8 credits
Total credit hours required for German language and society minor 16 credits

HISTORY
Coordinator: Sarah Malino, Department of History

The history minor focuses on understanding the relevance of past events to contempo-
rary 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 department encourages history minors to
design their program of study in consultation with a member of the department.
The minor in history is not available to history majors.

Minor Requirements. The minor consists of four courses 16 credit hours (four courses) in
one of the following four coherent clusters of study. Each student taking the history minor
must take at least one 300-level course within their chosen region.

**Minor Requirements for focus in Early World History**
1-4. Four courses from: (Only one course permitted from each of the four regions:
Europe, Africa, Asia and Colonial Americas.) 16 credits
   HIST 101 The Medieval Web
   HIST 103 The US to 1877
   HIST 233 Medieval Civilization: Crusades and Chivalry
   HIST 235/ART 235 The Renaissance in Florence
   HIST 236/REL 236 Reformation: Luther to Fox
   HIST 241 Africa Before 1800
   HIST 271 Colonial Latin America
   HIST/ENGL 336 The Elizabethan Age
   HIST 383 Imperial China
   HIST 385 Medieval Japan
   Any HIST 250, 350 or 450 course before 1800
   IDS 452 Ancient Greece: Homer - Socrates
Total credit hours required for history, Early World History focus minor 16 credits

**Minor Requirements for focus in Modern World History**
1-4. Four courses from: (Only one course permitted from each of the five regions: Europe,
Africa, Asia, Latin America and the United States.) 16 credits
   HIST 104 The US since 1877
   HIST 205 American Imperialism / American Progressivism
   HIST 237 Europe in Revolution
   HIST 238 War and Peace: 20th-Century Europe
   HIST 242 Africa Since 1800

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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 302/ECON 302 Economic History of the United States
HIST 311 The U.S. Since 1945
HIST 312 Indians in American History since 1800
HIST 313 War, Reconstruction and the State in the 19th Century U.S.
HIST 384 China in Revolution
HIST 386 Japan: The Road to War
Any HIST 250, 350 or 450 course from the 19th and 20th Century

Total credit hours required for history, modern world history focus minor 16 credits

Minor Requirements for focus in European History
1-4. Four courses from: 16 credits
   HIST 101 The Medieval Web
   HIST 102 The 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/ENGL 336 The Elizabethan Age
   Any HIST 250, 350 or 450 course with a European theme
   IDS 452 Ancient Greece: Homer - Socrates

Total credit hours required for history, European history focus minor 16 credits

Minor Requirements for focus in U.S. History
1-4. Four courses from: 16 credits
   HIST 103 The US to 1877
   HIST 104 The US since 1877
   HIST 205 American Imperialism /American Progressivism
   HIST 221 Changing Face of the South
   HIST 222 North Carolina History
   HIST 223 Gender and Power in U.S. History
   HIST 225 African-American History
   HIST 303 U.S. Social History and Memory
   HIST 308 Underground Railroad
   HIST 311 U.S. History Since 1945
   HIST 312 Indians in American History since 1800
   HIST 313 War, Reconstruction and the State in the 19th Century US
   HIST 315 Civil Rights Movement
   Any HIST 250, 350, or 450 course with a US theme

Total credit hours required for history, US 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 prerequisites 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 Principles of Management 4 credits
3. One course from:
   - BUS 310 Professional Communications 4 credits
   - BUS 320 Organizational Behavior 4 credits
   - JPS 244 Conflict Resolution Strategies 4 credits
   - JPS 310 Public Management and Organizational Theory 4 credits
   - JPS 323 Diversity at Work 4 credits
   - PSY 332 Industrial and Organizational Psychology 4 credits
   - SOAN 229 Social Organization of Work 4 credits
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, requires 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:  
  BIOL 111 Integrative Biology: Molecules and Cells  
  BIOL 112 Integrative Biology: Organisms, Ecology and Evolution  
  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 and Modern Physics I  
  PHYS 122 Classical and 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 437 Barrier Islands: Ecology & Development  
  IDS 461 Nothin’ But Disasters  

Total credit hours required for integrated science minor  16 credits

INTERNATIONAL BUSINESS MANAGEMENT  
Coordinator: Deena Burris, 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: US in World Econ  4 credits  
2. BUS 346 International Business  4 credits  
3. BUS 349 International Management  4 credits  
4. One course from:  4 credits  
   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
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—require 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: US in World Econ 4 credits
2. PSCI 330 International Political Economy 4 credits
3. One course from: 4 credits
   - ECON 335 Comparative Economic System
   - ECON 336 Economic and Social Development of Latin America
   - ECON 432 International Economics
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
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 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:

- ECON 336 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: Timothy Kircher, Department of History

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
   - ENGL 151 King Arthur
ENGL 151 Fairies, Witches, Rebels, Caribs
ENGL 221 British Literature I
ENGL 223 Shakespeare
ENGL 288 Shakespeare & Film
ENGL 306 Medieval Literature
ENGL 309 Early Modern Literature
HIST 101 The Medieval Web
HIST 233 Medieval Civilization: Crusades and Chivalry
HIST/REL 236 Reformation
HIST 241 Africa before 1800
HIST 271 Colonial Latin America
HIST/ENGL 336 The Elizabethan Age
HIST 383 Imperial China
HIST 385 Medieval Japan
PHIL 310 Ancient Western Philosophy
PHIL 320 Modern Western Philosophy
PSCI 106 Classics in Political Thought
REL 236 Reformation: Luther to Fox
REL 240 History of Christianity
REL 288 Witches, Ghosts, & Demons
SPAN 323 Culture and Society
THEA 130 Theatre and Culture I

Total credit hours required for medieval/early modern studies minor 17 credits

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*

*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 Econ 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


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 Introduction to Accounting 4 credits
2. BUS 120 Introduction to Business or BUS 249 Principles of Management 4 credits
3. BUS 371 Nonprofit Management 4 credits
4. One course from:
   ECON 222 Micro: Public Policy 4 credits
   JPS 244 Conflict Resolution Strategies 4 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 and 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, Department of Peace and Conflict Studies

The interdisciplinary field of peace and conflict studies examines 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.

The minor in peace and conflict studies is not available to peace and conflict studies majors.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).

1. PECS 110 Introduction to Peace & Conflict Studies 4 credits
2. One course at the 200 level or above from: 4 credits
   - PECS235 Peacebuilding in Divided Societies
   - PECS246 Mediation/Conflict Intervention
   - PECS 250 Special Topics
   - PECS 315 Human Rights
   - PECS 316 Globalization: Economics & Social Justice
   - PECS 330 Nonviolence: Theories and Practice
   - PECS 345 Social Change: Promoting Peace
   - PECS 350, 450 Special Topics
   - PECS 360, 460 Independent Study
   - PECS 363 Reconciliation and Justice
   - PECS 390 Internship
3-4. Two courses at the 300 or 400 level from: 8 credits
   - PECS 315 Human Rights
   - PECS 316 Globalization: Economics & Social Justice
   - PECS 330 Nonviolence: Theories and Practice
   - PECS 345 Social Change: Promoting Peace
   - PECS 350, 450 Special Topics
   - PECS 360, 460 Independent Study
   - PECS 363 Reconciliation and Justice
   - PECS 390 Internship

Total credit hours required for peace and conflict studies minor 16 credits

Credit for courses taken at other institutions or while studying abroad: Before attending other institutions, students should obtain a “Request to Take Coursework at Another
Institution” form from the registrar’s office and have their courses approved in writing by the PECS department chair. Departmental approval to take a course off campus is contingent upon the content and evaluation requirements of the course, whether the course appropriately fits the PECS curriculum, the student’s academic standing and level, and the extent to which the course is consistent with the student’s educational goals.

PHILOSOPHY
Coordinator: Nancy Daukas, 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 310 Ancient Western Philosophy or PHIL 320 Mod Western Philosophy 4 credits
3. Any Philosophy course 4 credits
4. PHIL 401 Contemporary Analytic Philosophy or PHIL 336, 375, 376, 377 (Other 300-level philosophy courses may be substituted, with departmental approval) 4 credits

Total credit hours required for philosophy minor 16 credits

PHILOSOPHY OF MATHEMATICS
Coordinators: Nancy Daukas, Department of Philosophy
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 4 credits
   MATH 122 Calculus II 4 credits
   MATH 123 Accelerated Calculus 4 credits
   MATH 225 Multivariable Calculus 4 credits
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 310 Ancient Western Philosophy or PHIL 320 Modern Western Philosophy  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
   PHYS 232 Experimental Physics II
   PHYS 210 Observatory Practice
4. Any Physics course (except as noted above)  4 credits

Total credit hours required for physics minor  16 credits

OR

1-2. One courses from:
   PHYS 231 Experimental Physics I
   PHYS 232 Experimental Physics II
   PHYS 210 Observatory Practice
3. One Physics course at 300 level or above (other than PHYS 461)  4 credits
4. Two additional Physics courses (except as noted above)  8 credits

Total credit hours required for physics minor  16 credits
POLITICAL SCIENCE
Coordinator: Kenneth E. Gilmore, Department of Political Science

The minor in political science is not available to political science majors.

Minor Requirements. The minor requires a minimum of 16 credit hours (4 courses). It is expected that students will plan their course of study with an adviser in the department. Students are encouraged to select minors related to their special interests or career plans after graduation. It is highly recommended that at least two of these courses be at the 300 level or above to ensure depth. Independent study and internship credits may not apply to the minor in political science.

1-2. Two courses from: 8 credits
   PSCI 101 The American Political System
   PSCI 103 International Relations
   PSCI 105 Comparative Politics
   PSCI 106 Classics of Political Thought
   PSCI 230 Politics of Problem Solving
3-4. Two 300 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. Department faculty will grade the reflective paper pass/fail and a pass is necessary for successful completion of the minor.

PSYCHOLOGY
Coordinator: Richard L. Zweigenhaft, 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 adviser, 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 adviser, 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 and coordinator, Office of Campus Ministry

The Quaker studies minor 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/THEA 215 Play Analysis
   - 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 The Civil Rights Movement
   - IDS 423 Ethical Issues in Biology and Medicine
   - JPS 244 Conflict Resolution
   - JPS 313 Law and Society
   - JPS 425 Family Violence
   - PECS 103 Voices of Liberation
   - PECS 330 Nonviolence Theories and Practice
PHIL 111 Ethics
PHIL 247 Philosophy of Law
REL 120/ENGL 228 American Nature Writing
REL 222 Feminist Theology
SOAN 313 Sociology of Sex and Gender
SOAN 265 Racial and Ethnic Relations

Or 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.

Students work with the department chair or minor adviser to determine a specific focus, which brings together four courses around a specific topic. They sign up for their focus when they sign up for the minor. 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

SOCIOLOGY
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 sociology/anthropology majors.
Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).

1. SOAN 101 Principles of Sociology or SOAN 102 Social Problems 4 credits
2. One elective in sociology at the 200 level:
   SOAN 229 The Social Organization of Work 4 credits
   SOAN 245 Race and Ethnicity in Latin America
   SOAN 250 Special Topic*
   SOAN 265 Racial and Ethnic Relations
   SOAN 262 Popular Culture and Media Studies
   SOAN 267 Race and Gender in Media Focus
2. Two electives in sociology at the 300 level: 8 credits
   SOAN 313 Sociology of Sex and 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*

Total credit hours required for sociology minor 16 credits

* NOTE: Only certain SOAN special topic courses can count toward the sociology minor; check course listings and syllabi to make sure.

Internships and independent studies cannot count toward the minor.

A student interested in taking a 400-level anthropology course must receive permission from both the instructor and department chair; if the course is successfully completed it may then count for one of the 300-level elective requirements.

Credit for courses taken at other institutions or while studying abroad: Before attending other institutions, students should obtain a “Request to Take Coursework at Another Institution” form from the registrar’s office and have their courses approved in writing by the SOAN department chair. Departmental approval to take a course off campus is contingent upon the content and evaluation requirements of the course (which should meet SOAN departmental standards), whether the course is regularly offered by the SOAN department, the student’s academic standing and level, and the extent to which the course is consistent with the student’s educational goals. SOAN 337 Social Research Methods, and SOAN 342 Social Theory, will not be accepted as transfer credit and may not be taken at a consortium school.

SPANISH FOR THE WORKPLACE
Coordinator: Sylvia Trelles, Department of Foreign Languages

The minor in Spanish for the workplace is not available to Spanish majors.

As the Spanish-speaking population in the United States continues to grow and business becomes more global, the ability to communicate in Spanish will remain a necessity for many individuals, and at least a large advantage for others, in their work environment. Those working in social services, the court system and law enforcement, health services, and education encounter the need to communicate in Spanish practically on a daily basis, while people in the manufacturing and agricultural businesses will find it advantageous to be able to communicate with workers in the native language of the employees, and those working with companies that deal in international business will find it to their advantage to be able to communicate in another one of the most spoken languages in the world.
The Spanish for the workplace minor should be particularly appealing to students in the business management, justice and policy studies, education studies, psychology and health sciences programs at Guilford. This minor might also interest students in sociology and anthropology and economics.

In a set of four sequenced courses students pursuing the Spanish for the Workplace minor and certificate program learn the Spanish language with an emphasis on business vocabulary and cultural practices that they will encounter in a Hispanic environment. These are not business courses but rather language courses where students learn the four skills of listening, speaking, reading and writing emphasizing vocabulary of various work situations and using relevant cultural material while learning Spanish grammar. The minor in Spanish for the workplace is open to day as well as traditional students.

Prerequisites: SPAN 111 or 101 and SPAN 112 or 102, or placement by exam. Students will take, in sequence, the following courses:

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. **SPAN 211 Intermediate Spanish for Business I** 4 credits
2. **SPAN 212 Intermediate Spanish for Business II** 4 credits
3. **SPAN 221 Advanced Spanish for Business** 4 credits
4. **SPAN 310 Contemporary Latin America or SPAN 311 Contemporary Spain** 4 credits

Total credit hours required for Spanish for the workplace minor 16 credits

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**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** 4 credits
2. **One course from:** 4 credits
   - **SPAN 310 Contemporary Latin America**
   - **SPAN 311 Contemporary Spain**
   - **SPAN 340 Film, Life and Literature of Latin America**
   - Any SPAN course at the 200 level or above taught in Spanish in a Spanish-speaking country.
3-4. **Two SPAN courses at the 200 level or above excluding** 8 credits
   - **SPAN 260, 290, 360, 390, 460**
   - **SPAN 201 Intermediate Spanish**
   - **SPAN 202 Intermediate Conversation and Composition**
   - **SPAN 211 Intermediate Spanish for Business I**
   - **SPAN 212 Intermediate Spanish for Business II**
   - **SPAN 220 Introduction to Literary and Cultural Analysis**
   - **SPAN 221 Advanced Spanish for Business**
   - **SPAN 310 Contemporary Latin America**
   - **SPAN 311 Contemporary Spain**
SPAN 320 Culture and Society: Mexico, Central America and Caribbean
SPAN 321 Culture and Society: Golden Age of Spain
SPAN 322 Culture and Society: South America
SPAN 323 Culture and Society: Beginnings of a Nation
SPAN 340/IDS 447 Film, Life and Literature of Latin America
SPAN 342/IDS 449 Latino Culture in the United States
SPAN 402 Senior Seminar: Latin America
SPAN 403 Senior Seminar: Spain
SPAN 250, 350, 450 Special Topics

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 Introduction to Sport Management 4 credits
2. SPST 430 Integrative Sport Management 4 credits
3. One course from:
   - SPST 231 Facility Design and Management 4 credits
   - SPST 234 Sport Finance
   - SPST 335 Sport Communication
4. One course from:
   - 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 market-
ing of sport programs and products.

The minor in sport marketing is not available to sport management majors.

**Minor Requirements.** The minor 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 4th 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 for 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  
   4 credits
   THEA 171 Introduction to Theatrical Design  
   4 credits

2. One course from:
   ENGL 210 Playwriting Workshop  
   4 credits
   IDS 408 East Asian Theatre  
   4 credits
   THEA 130 Theatre and Culture I  
   4 credits
   THEA 131 Theatre and Culture II  
   4 credits
   THEA 151 HP: Birth of the Avant-Garde  
   4 credits
   THEA/ENGL 215 Play Analysis  
   4 credits

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

**Minor Requirements for 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: 4 credits
   - 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
5. THEA 295 Practicum: Film Festival Staff or 1 credit
   THEA 366 Filmmaking Capstone

Total credit hours required for film and video track minor 17 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, 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. The visual art minor in a studio area 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. Students obtaining an A.B. or B.F.A. degrees in art may minor in art history.

**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: 4 credits
   - ART 100 Introduction to Visual Arts
   - ART 271 Art History Survey

2-3. Two courses from the following list or approved art history courses: 8 credits
   - ART/HIST 235 Renaissance in Florence
   - ART 275 Modern Art
   - ART 276 Contemporary Art

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 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 353 Sculpture II 4 credits  
4. Any Art course 4 credits  

**Total credit hours for visual arts, sculpture track** 16 credits

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*Guilford College*
WOMEN'S STUDIES
Coordinators: Lisa McLeod and Anna Oerther, directors 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:
   - IDS 409 Gay, Lesbian, Queer Studies
   - IDS 411 Gender & Development in Africa
   - IDS 418 Science, Sex and Nature
   - IDS 455 Human Sexuality
   - IDS 481 Notions of Beauty
   - IDS 485 Arab and Islamic Feminisms
   4 credits

2. One course from:
   - 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
   - IDS 411 Gender & Development in Africa
   - JAPN 220 Women in Modern Japan
   - JAPN 310 Media, Gender, and Nation in Japan
   - SOAN 235 African Families in Transition
   - SOAN 267 Race and Gender in Media Focus
   4 credits

3-4. Two courses from:
   - 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
   - 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 409 Gay, Lesbian, Queer Studies
   - IDS 411 Gender & Development in Africa
   - IDS 418 Science, Sex and Nature
   - IDS 455 Human Sexuality
   - IDS 481 Notions of Beauty
   - IDS 485 Arab and Islamic Feminisms
   8 credits
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
PSCI 305 Politics of Gender
PSY 213 Class, Race, and Gender
PSY 351 Psychology and Gender
REL 222 Feminist Theology
SOAN 235 African Families in Transition
SOAN 267 Race and Gender in Media Focus
SOAN 313 Sociology of Sex and Gender
SOAN 429 Gender in Organizations
SPAN 403 Senior Seminar: Spain
THEA 262 Gay & Lesbian Cinema
WMST110 Introduction to Women's Studies
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

CHN 250 China Culture Course. 3.

CHN 450 Intensive Chinese. 10. Fulfills language requirement.

CHN 450 Special Topic (To be announced). 3. Offered by faculty leader. May fulfill intercultural requirement.

BRUNNENBURG, ITALY

BRUN 102 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

HIST 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.

ENGL 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.

SOAN 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

ENGL 240 African Literature. 3. Historically, Africa has undergone three major transformations: the pre-colonial, colonial and post colonial eras. African literature reflects these multiple historical transformations and their associated experiences. The course will explore the literature from three perspectives: the aesthetic, the linguistic and the thematic. The thematic studies will reveal the commonalities and differences in the various issues that have preoccupied Africans at different historical periods. Required. Fulfills humanities and intercultural requirements.

GHAN 102 Orientation. 2. This course is designed to introduce students to Ghana with special reference to its culture, belief systems, geography and history. Once students are on site, 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.

GHAN 104 Fante Proficiency. 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.

GHAN 250 Community Project. 3. This course 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

Introduction

All coursework in Guadalajara taken at the University of Guadalajara’s Center for For-
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 text provided by CEPE to all participants prior 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 adviser 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 Department of Foreign Languages 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.

**GUAD 102 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.

**GUAD 252 Mass Media in Mexico. 3.** Fulfills intercultural requirement.
GUAD 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 and Political History of Latin America. 3. Fulfills intercultural requirement.

HIST 226 Economics and 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.

PSCI 236 The Mexican Political System. 3. Fulfills intercultural requirement.

SOAN 332 Prehispanic Cultures. 3. Fulfills intercultural requirement.

SPAN 131 Level I. 2.

SPAN 134 Level IV. 2. Fulfills foreign language requirement.

SPAN 232 Level II. 2. Fulfills foreign language requirement.

SPAN 233 Level III. 2.

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.

LOND 102 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.

LOND 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.

LOND 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.

LOND 250 Elective courses (normally 2 for each student). 4. Various other courses are available through the London program. Students may petition to appropriate department chair to have these courses count toward Guilford majors or minors.

PSY 347 Social Psychology. 4. Factors affecting the behavior of the individual in the social setting; laboratory and field research in social interaction.

REL 204 Understanding Civilizations: Islam and the West. 4. Explores the sources of conflict that have led towards “a clash of civilizations.” Fulfills humanities and intercultural requirements.

MUNICH, GERMANY
ART 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.
GERM 101 Communicating in German. 4. Introduction to understanding, speaking, reading and writing German. Fulfills foreign language requirement.


GERM 312 German Composition. 4. Discussion of and practice in German language composition with analysis of diverse related readings.

HIST 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.

MUN 102 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.

PSCI 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.

SIENA, ITALY

ART 250 Art and Spirituality. 4. Examines spirituality through the physicality of various arts—frescoes, sculpture, painting, festivals, landscape—in an interdisciplinary way.

MUS 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.

SIEN 101 Italian Language. 4. Introduction to understanding, speaking, reading and writing Italian. Required. Fulfills foreign language requirement.

SIEN 102 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.

THEA 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.

JAPN 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 Web page (www.guilford.edu). The development of a learning plan and approval by the student’s faculty adviser, 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. Students may enroll in 1-4 credit hours half-semester independent studies. Fast Track deadlines apply to all half-semester independent studies.

Because each credit corresponds to three hours of dedicated work per week, assistant dean for student academic affairs must approve independent studies of five or more credits. To request such approval, students must first obtain the approval of the student’s academic adviser, 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 150, 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.

Quality Enhancement Plan (QEP)
Guilford has adopted Writing in the Academic Programs as the focused topic of a quality enhancement plan. Based on the premise that in an excellent undergraduate education, all students are expected to produce representative forms of writing common to their fields of study, Writing in the Academic Programs aims to improve student writing in the participating academic programs, as well as to improve student writing overall. As an integral part of the QEP, the Writing Studio, housed in the Learning Commons, offers professional and student tutors (Writing Fellows) trained in discipline-specific genres, and serves as the repository for all Web-based program-specific writing guidelines and resources related to writing. In addition, Hege Library provides students with program-specific bibliographic support and instruction in information literacy in order to enhance student writing. Writing in the Academic Programs also provides students with opportunities to participate in nationwide academic conferences related to their fields of study.

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 adviser, 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. Based on standardized test scores, high school achievement, writing samples and 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 almost all of the students in the program. Scholarships are normally awarded when students are admitted to the college.

THE EARLY COLLEGE AT GUILFORD

Liaison for Early College at Guilford: Gail Webster

The Early College at Guilford College is a collaborative venture of Guilford College and 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 is ranked among the nation’s best high schools in *U.S. News and World Reports*. It is situated on the Guilford campus.

ECG students in ninth and 10th grades 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 on the college campus. They have access to the college’s library, information technology and services, computer labs, Learning Commons and the cafeteria. By the end of tenth grade, students complete most requirements for high school graduation.

Junior and senior high school students 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. In grades 11 and 12, 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 adviser and also work with a high school guidance counselor. Upon high school graduation, students may apply to Guilford or another college to complete their final college degree.

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 eleventh and twelfth grade students 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., at The Washington Center. A full-time internship and seminar provide 12 credits and, in special cases, a student may earn four additional credits by registering for a second course through The Washington Center. Last-semester seniors must obtain special approval before applying.

The cost of a TWC semester is equal to full-time tuition for traditional-age students. Housing is optional and available through TWC. All financial aid normally awarded a student applies to the costs. Students are also encouraged to apply for any scholarships offered through The Washington Center. Additional information is available through Career and Community Learning (CACL) and on The Washington Center’s Web site.

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’ hold-
ings 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 online 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 education, major and minor requirement 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 exist during the regular academic year. Dismissed and suspended students must normally wait at least one full-calendar year before petitioning for reinstatement and are not eligible to enroll in Summer School during that period. However, students who have been suspended may petition early to attend Summer School. Contact the Center for Continuing Education for further information.

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.

Students who want to attend another institution as a visiting student during the summer must process an “Authorization for Study at Another Institution.” The form is available online and at the registrar’s office. It approves coursework equivalency so that transfer credit applies to Guilford as agreed and also serves as a letter of good standing to the host institution.

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 and weekend study. Faculty and staff assist adult students in the re-entry process and throughout their time at Guilford.

The adult degree program at Guilford is characterized by quality academic instruction, a liberal arts tradition, convenient day, evening and weekend 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 office 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.

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.

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.

ADMISSION

Applicants are required to submit an application, official transcripts from all schools previously attended and a $25 application fee. An admission statement (essay) also may
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 previous institutions attended submitted directly to the CCE admission office at Guilford. 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. 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.

**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. (See Class Standing: Classification of Students section of catalog.)

**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, computing 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 as well as journaling and academic skills.

**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:
- 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 Introduction to Forensic Accounting
- ACCT 320 Criminology and Legal Issues for Forensic Accountants
- ACCT 330 Computer Forensics
- ACCT 412 Advanced Forensic Investigations

Two courses from:
- BUS 215 Business Law
- BUS 241 Computers and Management
- IDS 402 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:
  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 develop
  knowledge and skills without academic credit. Topics might address grant writing, financial
  education, standardized test preparation, workplace competencies, self-assessment and im-
  provement and topics of interest to older adults. Programs leading to certified financial plan-
  ner (CFP), paralegal certification and notary public workshops are also available. 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 quar-
  ter to three hours in length. Evening classes are available one to four nights a week between
  6 p.m. and 10:10 p.m. during the fall and spring semesters and summer school.

Saturday Classes. These are designed exclusively for CCE students, enabling them to attend
on Saturdays. NOTE: Not all major programs offer Saturday classes.

CCE STUDENT SERVICES
Adult Student Government
  The CCE Student Government Association (SGA) is composed of all students regis-
  tered for college-credit work through CCE. The association exists to serve the welfare and
  interests 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 SGA 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 alloca-
  tion 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 clubs, departmental clubs and activities, intramural sports and the campus fine arts series, as well as 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 welcome to participate in other traditional student clubs and organizations upon payment of a CCE Plus activity fee of $25.00 per semester.

**Center for Continuing Education 2010-2011 Semester Fees**

<table>
<thead>
<tr>
<th>Credits</th>
<th>4 Credits</th>
<th>8 Credits</th>
<th>12 Credits</th>
<th>16 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$1,192.00</td>
<td>$2,384.00</td>
<td>$3,576.00</td>
<td>$4,768.00</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Activity Fee*</td>
<td>40.00</td>
<td>40.00</td>
<td>40.00</td>
<td>40.00</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>30.00</td>
<td>30.00</td>
<td>30.00</td>
<td>30.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,277.00</strong></td>
<td><strong>$2,469.00</strong></td>
<td><strong>$3,661.00</strong></td>
<td><strong>$4,853.00</strong></td>
</tr>
</tbody>
</table>

*includes fees for SGA, Learning Commons, and Career and Community Learning

**Other Fees**

- Tuition per Credit: $298.00
- Application Fee: $25.00
- Duplicate Diploma Fee: $50.00
- Athletic Facilities Usage Fee: $26.00
- Returned Check Charge: $25.00
- Duplicate ID Charge: $25.00
- Motor Vehicle Registration:
  - For one Academic Year: $45.00
  - For one Semester ONLY: $25.00
- Bicycle Registration: $5.00
- CCE Audit Fee (per credit): $65.00
- Senior Citizen Audit Fee (per course): $50.00
- Student Health Insurance Fall 2010 to Summer 2011: $477.00
- Student Health Insurance Spring 2011 to Summer 2011: $325.00
- Transcript Processing Fee: $10.00
- Transcript Processing Fee (On-Demand, Immediate Processing): $20.00

**Special Course Fees**

- Modern Dance I: $80.00
- Modern Dance II: $85.00
- Horseback Riding: $445.00
- Education 440 (student teaching): $80.00
- Education 440 (student teaching for two teachers): $110.00
- Music Fees-Guilford; one ½ hour lesson per week: $370.00
Music Fees-Guilford; one 1 hour lesson per week $740.00
Private Music Fees-Greensboro Academy of Music; one ½ hour lesson per week $475.00
Private Music Fees-Greensboro Academy of Music; one 1 hour lesson per week $820.00
Inter Networking Computer $50.00
Guitar Class $175.00
Voice Class $175.00
African Drumming Class Fee $175.00

** The North Carolina Legislative Tuition Grant (NCLTG) is awarded to all degree-seeking students enrolled full-time as of Oct. 1 for the fall semester, and Jan. 20 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 $925.00 from your balance (amount subject to change pending state funding). If you drop below 9 credit hours or withdraw from the college prior to Oct. 1 for the fall or Jan. 20 for the spring, you will receive no portion of the NCLTG.

PAYMENT OPTION PLANS

Payment in full is due by Aug. 1 for the fall semester and Jan. 2 for the spring semester.

Payment can be made by cash, check, cashier's check or money order.

Payment by Credit Card. The college will accept payment in full, subject to confirmation, by VISA, MasterCard, Discover or American Express.

Payment by Academic Management Services (AMS) TuitionPay – Monthly Payment Plan. 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 to learn more about the AMS plan.

Financial Aid. Accounts may be settled with financial aid funds. Please contact the Office of 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.

Billing Information.

Semester invoices are mailed approximately one month prior to the payment due date. 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.

Checks should be made payable to Guilford College and submitted in the envelope provided with your bill, along with the payment worksheet indicating any changes in the amount of the invoice. Include copies of any documents relating to outside awards, scholarships, loans, etc., which you have as payment on the balance due. Payments should be submitted in sufficient time to be received by the due date.

Subsequent bills will be sent during the first weeks of September, October and Novem-
ber 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. Log in 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 registering for future semesters and receiving transcripts.

**IF YOU REGISTER BUT DO NOT PLAN TO ATTEND:**

Once registered, you are officially enrolled at Guilford and financially responsible for charges. If you decide not to attend classes, you must meet with a CCE adviser in Hendricks Hall and complete an official Withdrawal Form.

Withdrawal from Guilford is official only after a Withdrawal Form is completed and submitted to the registrar by the Center for Continuing Education. 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 to the student; they may be viewed online in BannerWeb.

Office of Student Financial Services, located in the basement of New Garden Hall, holds office hours Monday, Thursday and Friday 8:30 a.m.–5 p.m. and Tuesday and Wednesday 8:30 a.m.–5:30 p.m., exclusive of college holidays. A staff member of the Office of Student Financial Services is available in Hendricks Hall between 4:30 p.m. and 8 p.m. on Monday and Tuesday. The student financial services e-mail address is 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.** CCE students who remain enrolled at Guilford for at least four credit hours may obtain a full refund for courses dropped through the last day to add courses without a fee. No adjustments or refunds are made after this day.

**Fast Track Enrollees.** CCE students who remain enrolled at Guilford for at least four credit hours may obtain a full refund for Fast Track courses dropped through the last day to add Fast Track courses, without a fee. No adjustments or refunds are made after this 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 CCE student use of the Learning Commons and the Career and Community Learning Center.

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 to learn more about the AMS plan.


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 336-316-2354 or e-mail this office 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.

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.

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 provides a wide range of services for the college community, including general circulation, interlibrary loan, reserves, reference assistance and instruction. The library shares a catalog with its NC-PALS consortium-member partners, Bennett College, Greensboro College, and Salem College. Reciprocal borrowing is available with the NC-PALS consortium libraries as well as with most member libraries in the Triad, including the University of North Carolina at Greensboro and North Carolina Agricultural and Technical University. Desktop computing is available in the library’s Information Village and the Betty Place Classroom. Wireless connectivity is available throughout the building and laptops are available for checkout.

Hege Library comprises 53,000 square feet of space and, in addition to the regular collection, houses the Friends Historical Collection and Archives, the Learning Commons and the Art Gallery. 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. It underwent a major renovation in 1989.

The library collection includes about 250,000 books, periodicals and media materials, and the library provides study space for 400 users.

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 (NC-PALS). This organization includes Bennett College, Greensboro College, Guilford College and Salem College. The most significant cooperative efforts of the consortium are a shared library catalog and reciprocal borrowing agreements that serve all member colleges.

COMPUTING AND INFORMATION TECHNOLOGY

Computing Resources. Guilford features a fully wired networked campus with connectivity to academic and administrative buildings and residence halls. The campus has fiber-optic connectivity between all buildings within the main campus. Wireless networking is available in Hege Library, Archdale Hall, Milner residence hall, most of Founders Hall and parts of the Bauman Telecommunication Center. Each residence hall and most of the student houses has a data connection per resident and cable TV connection per room. Local phone service is provided and voicemail service is available upon request. The campus has a high-speed connection to the Internet.
Computer labs are available to Guilford students and community. Two 24-hour computer labs and three computer classrooms are available in the Bauman Telecommunications Center. Guilford also maintains multimedia and computer classrooms across campus. Guilford supports both Windows and Macintosh computers. The Guilford 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 printercopiers. 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 are employed at 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 provides the campus with multimedia resources. Media Services are provided for classroom activity and special events only by contacting the Help Desk. Equipment such as data projectors, laptops, sound, projection screens, conference phones, recording devices and digital media-playing devices can be reserved for checkout or setup when a multimedia room is not available. Students may check out digital video and still cameras plus external hard drives for class projects and may use the recording equipment at the Help Desk to transfer video media from one format to another (i.e. VHS, Hi8 to DVD).

**LEARNING COMMONS**

The Learning Commons (LC) 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 skills and learning differences; peer tutors who assist with coursespecific needs; Writing Fellows who assist with discipline--specific needs in academic majors; Learning Strategies and Alternative Learning Strategies classes; group and class presentations on a variety of topics, such as writing process and time management; and a campus reading series for creative writers.

The LC also has a variety of resources: the Study and the Writing Studio, where students can write and study independently or in groups, as well as work with tutors; books, handouts and other valuable resources, such as semester-at-a-glance calendars; a helpful link on the Guilford Web site, as well as support technology such as Kurzweil Reader (scans texts and reads them), JAWS (screen reading software for PCs) and a magnifier for use with printed texts.

The LC provides guidance and additional instruction as students strive to learn more effectively and efficiently across the curriculum and throughout their lives. It is not a remedial center; rather, the staff provides support for all students, including Early College, adult,
traditional, honors, under-prepared, those with special needs, and on academic probation, as well as 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, Disability Services or online at www.guilford.edu. 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 if you are approved, you will receive a copy of your confidential 504 Accommodation Plan that you may share with instructors, resident advisers, 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 resumé, 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, public schools, 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. The SES also maintains lists of students who are available for childcare and tutoring employment. These lists are distributed to Greensboro-area residents upon request.

INTERNATIONAL STUDENT SERVICES

Services are available to international students through the international student adviser, 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 to aid international students in their transition to Guilford and the Greensboro community.

Guilford is authorized under federal law to enroll non-immigrant students under the F-1 visa program. A pre-orientation program for international students is held prior to the general orientation program.

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 Garry Trudeau, Yo-Yo Ma, Christiane Amanpour, Salman Rushdie and Khaled Hosseini. For more information, visit www.guilford.edu/bryanseries.

FRANK FAMILY 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 the late 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 forensic biology; 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 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 Department of Biology 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. Two additional laboratories are 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 gas chromatograph-mass spectrophotograph (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 Bone Clone 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. A 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 Department of Chemistry 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 depart-
ment 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), that include image-processing capabilities (computer, software and images), computer graphics and mapping capabilities, and a 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 Department of Physics 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 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 workstation 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**

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 people 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 Center for Principled Problem Solving, the Career and Community Learning Center, the academic dean’s office and the Multicultural Education Department.

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.
- Fitness center, featuring Hammer Strength equipment.

Adjacent outdoor athletic areas to the PE Center include:

- Fields for baseball, football, 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 people 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 people and is equipped for stage productions, concerts, lectures and dances.

STUDIOS AND GALLERIES
Hege-Cox Hall houses the Department of Art 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.

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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 seeks to build 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 Office of Admission office will use the unweighted 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/Standardized Test Optional Plan

To assist the Admission Committee in evaluating a prospective student’s academic potential, each applicant is expected to either 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 or submit a portfolio of written work in lieu of standardized test scores.

Guilford is an SAT/ACT-optional institution. For students who feel that their standardized test scores, such as the SAT or ACT do not provide an accurate indication of their ability to be successful in college, we provide the option to submit an academic portfolio of written work in lieu of standardized test scores. The academic portfolio must include 3 - 5 writing samples (at least one should be a graded expository written work) and, if available, junior/senior year reading lists. Applicants who choose Guilford’s Test Optional Policy must also submit the Test Optional Form and have an admission interview, either on campus or...
by telephone. Students are responsible for scheduling an interview. For more information about Guilford’s Test Optional Policy, please contact your admission counselor.

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 calling the Office of Admission. Call (336) 316-2100 or (800) 992-7759 to arrange a campus visit.

Other Materials

Applicants should submit information concerning unusual circumstances, achievements or abilities which would be relevant to the process.

International Student Applications

To be admitted to Guilford, international students must fulfill the following requirements:

• Submit a completed application along with all supporting documentation, including records of prior academic work and recommendations. If records are not in English, an official translation must be included.

• Achieve a minimum TOEFL score of 213, 550 paper test, or 80 Internet-based test.

• In lieu of TOEFL, students can submit a minimum IELTS score of 6.5.

• SAT or ACT scores (optional, but can be beneficial for obtaining scholarships)

• Provide a complete and true Certificate of Finances.

• Transfer students must also complete the Visa Clearance Form

• $25 application fee. If the application is submitted online, we will waive the application fee.

NOTE: Students who are Americans living abroad do not need a Certificate of Finances. They do need a TOEFL if English is not their first language. Both Americans living abroad and international students use the same application form.

Application Deadlines:

Fall Admission – Feb 15; Spring Admission – Dec 1; Transfer – April 1

The goal of the Guilford admission process is to select those international applicants who will benefit most from a Guilford education and contribute significantly to the Guilford community. The Admission Committee thoroughly reviews each applicant to determine academic preparation as well as to evaluate other qualities such as leadership, creativity, and school and community involvement.

For first-year applicants, we consider your coursework and grades, with the expectation that you will have at least four college-preparatory courses each year and the hope that you have challenged yourself with advanced courses where available. To the extent that we can, we also consider the level of competition in your secondary school. Along with your test scores, academic record, and extracurricular activities, Guilford also looks at a personal essay as well as school recommendations from a counselor and a teacher.

Guilford welcomes applications from international students as either first-year students or transfer students from other universities. Transfer students may transfer up to 64 credit hours from another university.

All foreign transcripts must be evaluated by World Education Services, Inc. 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, 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 (fees are waived for online applications);
- 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), in addition to a transcript from every college attended;
- 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 courses, First Year Experience 101, 102 and IDS 400 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 four through seven 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. before any transfer credits will be awarded.

For further information, the student should contact the registrar’s office or the Office
of Admission. Continuing Education students should consult an academic adviser in the Center for Continuing Education.

Early Entrance

Guilford’s Early Entrance program welcomes applications through the normal admissions 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 (fees are waived for online application);
- a transcript of all secondary school work;
- results of one of the college entrance examinations (SAT I or ACT) or a test-optional 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 $400 Enrollment Fee required of all students by May 1, National Candidates Reply Date.

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.

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.

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.

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 2010-2011 Semester Fees

<table>
<thead>
<tr>
<th>Housing Option</th>
<th>Residential Students</th>
<th>Residential Students</th>
<th>Residential Students</th>
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</table>

A Deposit in Escrow is a deposit held by Guilford 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 Four 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 $477 fee (subject to change) pays for coverage for one academic year. For Guilford students who only need medical coverage for Spring 2011, the charge is estimated at $325.00, subject to change. All students involved in intercollegiate athletics are required to carry special athletic insurance and pay an additional premium of $270 (subject to change). The basic student health insurance fee can be waived by completing the on-line insurance waiver with UnitedHealthcare insurance.

### Standard Fees

- Tuition per Credit (less than 12 credits) .................................................................$885.00
- Tuition Overload Fee per Credit (more than 18 credits) .........................................$298.00
- Registration Fee (less than 12 credits) .......................................................................$15.00
- Motor Vehicle Registration
- Residence Student (for one Academic Year) ..............................................................$70.00
- Residence Student (for one Semester ONLY) ...........................................................$35.00
- Day Student (for one Academic Year) .......................................................................$45.00
- Day Student (for one Semester ONLY) ....................................................................$25.00
- Bicycle Registration ....................................................................................................$5.00
- Student Health Insurance Fall 2009 to Summer 2010 (subject to change) ..............$415.00
- Student Health Insurance Spring 2010 to Summer 2010 (subject to change) .........$258.00
- Audit Fee per Credit (If full-time traditional student – audit fee is charged for over 18 credits) ..............................................................................................................................$70.00

### 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 a 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 .........................................................................................................80.00
- Modern Dance II .......................................................................................................$85.00
- Horseback Riding .......................................................................................................$445.00
- Education 440 (student teaching) .............................................................................$80.00
- Education 440 (student teaching for two teachers) ..................................................$110.00
- Music Fees-Guilford; one ½ hour lesson per week .................................................. $370.00
- Music Fees-Guilford; one 1 hour lesson per week ....................................................$740.00
- Private Music Fees-Music Academy of North Carolina; one ½ hour lesson per week $475.00
- Private Music Fees-Music Academy of North Carolina; one 1 hour lesson per week $820.00
- Inter Networking Computer Fee ................................................................................$50.00
- Computer Security Course Fee ................................................................................$50.00
- Guitar Class ...............................................................................................................$175.00
- Voice Class .................................................................................................................$175.00
- African Drumming Class Fee .....................................................................................$175.00
Option Plans
Payment in full is due by July 15 for the fall semester and Dec. 15 for the spring semester.

Payment can be made by cash, check, cashier's check or money order.

Payment by Credit Card. The college will accept payment in full, subject to confirmation, by VISA, MasterCard, Discover or American Express.

Payment by Academic Management Services (AMS) TuitionPay – Monthly Payment Plan. 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 to learn more about the AMS plan.

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.

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-age First-Year students should contact the First Year Center. All other Traditional- age students should contact the Office for Campus Life, to process a withdrawal from school effective at the end of this semester.

Student Financial Services office hours for services in the basement of New Garden Hall are: Monday, Thursday, and Friday from 8:30 a.m.-5:00 p.m., Tuesday and Wednesday from 8:30 a.m.-5:30 p.m., exclusive of college holidays. E-mail: sfs@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. 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 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 December 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. This action means 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. 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 the assistant dean for student academic affairs to add classes. Remember that the last day to add classes for fall 2010 without charges is Sept. 24, 2010 and for spring 2011, Jan. 24, 2011. 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 College makes available a Student Injury and Sickness Insurance Plan with UnitedHealthcare Insurance Company. The basic policy features a $100 deductible and a $50,000 maximum per injury or sickness. 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 complete the on-line electronic insurance waiver process with UnitedHealthcare. The on-line waiver petition must be completed and approved by September 30th if the insurance coverage is not desired. If the on-line insurance waiver petition is denied, the charge for student health insurance remains on the student's account. For further information please contact UnitedHealthcare Insurance Company at 800-237-0903, or fax 727-570-9128 or email scraven@uhcsr.com.

* 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 ahousing contract, you will be assigned a room and must pay all related charges. If you 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 Web site, www.guilford.edu. **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 reimbursed within two weeks of the loan disbursement from the lender. Only refundable credit balances will be reimbursed to students. Estimated Federal Pell Grants will not be credited to your account until all required documentations are received in the Student Financial Services office. 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 at least ¾ time (nine 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 eligi-
ble 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 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 bal-
dance 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 scholar-
ships 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 en-
closed with the invoice. Please contact the Student Financial Services office 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. It is the student’s responsibility to follow up with the source of the scholarship
or loan, regarding disbursement.

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 your student financial services counselor to determine if your aid will be affected.

Additional information regarding financial aid options at Guilford is available on the

REFUNDS AND ADJUSTMENTS

Registration in Guilford College is considered a contract binding the student for charg-
es for the entire semester. The College makes plans regarding teaching faculty, housing and
board amounts based on student registrations. It is the policy of Guilford College to give
partial refunds when students officially withdraw from the college. A “refund” is defined as
a reduction in assessed charges. Cash reimbursements are only available to students with
credit balances on their accounts. However, students who are removed from the residence
halls at the College for disciplinary reasons will not be entitled to any refunds.

Tuition Adjustments. Subject to the adviser’s approval, a student may change registration
and add courses through the end of the Drop/Add period – defined as one week and one
class day after the first official day of classes. Students who reduce their course load to below
12 credits during the Drop/Add period will have their charges re-assessed, and they will then
be billed on a per-credit-hour basis. As a result of such reduction, if the student is no longer
eligible for financial aid requiring half-time or full-time enrollment for the term, then the fi-
nancial aid will be reduced or canceled in accordance with state and/or federal requirements.

A student who is billed for an extra-credit overload (in excess of 18 credits) may drop
courses to reduce the total to 18 or less credits through the end of the Drop/Add period and
receive 100% adjustment of the extra-credit charges. No adjustment of charges will be made after the end of the Drop/Add period.

Adjustments are calculated based on the date the withdrawal or drop form is officially received in the registrar’s office. Any course change must be completed in the registrar’s office.

Withdrawal from the College. Students who officially and completely withdraw from Guilford College before the first official day of classes will receive a full refund of tuition, room and board, and academic and student activity fees assessed. However, any non-refundable deposits and/or registration fees will not be refunded. The first official day of classes each semester is defined on the academic calendar.

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.

For students who officially and completely withdraw after the beginning of classes, their assessed tuition, room and board charges will be prorated according to the schedule below. All academic and student activity fees assessed are not refundable after classes begin.

- First day of class through the end of the Drop/Add period - 90% Adjustment
- One to seven days beyond the end of the Drop/Add period - 75% Adjustment
- Eight to fourteen days beyond the end of the Drop/Add period - 50% Adjustment
- Fifteen to twenty one days beyond the end of the Drop/Add period - 25% Adjustment
- Twenty two or more days beyond the end of the Drop/Add period - No Adjustment

Students should be aware that withdrawal from classes may result in adjustments to financial aid awards, including eligibility for the North Carolina Legislative Tuition Grant. For withdrawing students who are receiving federal financial aid through Guilford College, the aid adjustment is dictated by federal regulations.

Reimbursement of Credit Balances. Reimbursement of credit balances from overpayments will be made within 10 days from the day the credit is created. To the extent that funds paid to Guilford College on behalf of the student exceed the total amount of tuition, fees and other expenses due from the student, the College will reimburse such excess payments (excluding any non-refundable financial aid) directly to the student, regardless of whether funds were paid by the student, the student’s parents or any other third party. Guilford College assumes no responsibility for remitting such excess payments to any person other than the student.
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 financial-aid@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.
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; 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.

FAFSAs may be filed online 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**

**Merit Scholarships**

Incoming traditional students are awarded merit scholarships, by the Office of Admission, based on their academic performance in high school.

**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.

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.

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 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. 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 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)

The NCLTG is awarded to all degree-seeking students who are enrolled at least 3/4 time, with no previous four-year degree and who have been legal residents of North Carolina for one year or more. Need is not a determining factor. The student must be enrolled for nine or more credits on Oct. 1 for the fall term and on the 11th day of the spring term.

Guilford matches the NCLTG for all traditional campus students, using resources from specifically targeted funds.

North Carolina State Contractual Scholarship Fund

The State of North Carolina provides scholarship assistance to needy North Carolina students attending private post-secondary institutions.

The Guilford Opportunity Alternative Loan (GOAL)

The GOAL offers needy (as determined by the FAFSA) traditional campus students from North Carolina an interest-free loan while they are enrolled full-time at Guilford for a period not to exceed eight academic semesters. The interest rate of 8.25 percent goes into effect six months after the last day of enrollment and remains in effect for the life of the loan. The maximum loan amount a student can borrow is $7,000 per academic year ($3,500 per semester). GOAL loans are need-based and cannot exceed a student’s demonstrated financial need; other financial assistance is taken into account when calculating GOAL loans. A co-signer is required for GOAL loans. The co-signer must be a parent or legal guardian of the student borrower and must be a U.S. citizen.
FEDERAL GRANTS AND LOANS

Guilford administers the Federal Pell Grant Program. The amount of each grant 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.

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. Deferrals 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 also 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 for a student to receive the loan, he or she should 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 the student’s 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 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, the student should simply indicate the rejection of the loan on the signed award letter or the Stafford Loan Information Sheet, initial the change and return it to the Office of Student Financial Assistance and Planning. The office will remove any reference to the loan(s), and the office will not anticipate any funding from these sources.

WORK OPPORTUNITIES

Guilford operates a Student Employment Services office 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 adviser, staff of the Learning Commons or from the campus 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. 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. Suspended students may apply for readmission through the assistant dean for student academic affairs after their suspension period. The assistant dean for student academic affairs 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 assistant dean for student academic affairs 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 established by the faculty to ensure the academic integrity of Guilford College. It is the student's responsibility to be familiar with all academic regulations of the college.

Academic regulations are subject to change. Students may choose to graduate according to the academic regulations stated in the catalog that is active their first semester of enrollment or in any later catalog that becomes active before they graduate. However, students are not permitted to satisfy requirements by mixing catalogs. Students must choose one catalog and meet all graduation requirements from that catalog. It is the responsibility of students, aided by their advisers, to familiarize themselves with academic regulations and to plan courses of study that meet all departmental and college graduation requirements.

THE ACADEMIC HONOR CODE

To foster individual responsibility, Guilford 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. 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.
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.

CLASS STANDING: CLASSIFICATIONS OF STUDENTS

Class standing for students admitted to a 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 in spring or fall semesters must go through the admission process, but students visiting only for summer are not required to do so. Summer visiting students 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 go through the admission process. 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. However, students may not 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 before the first day of class and the deadline to register is the last day to add a class. Should a course be filled beyond capacity, students enrolled for credit will have priority over auditors, and the instructor may request that the student withdraw from the course or the registrar will administratively withdraw the student from the course. A full tuition refund is made in such cases.

CLASS ATTENDANCE

Individual faculty members and academic departments define individual requirements for their particular courses and publish these requirements in their syllabi. Failure to meet such requirements may result in lowered grades or an involuntary withdrawal from a course and, if the last day to withdraw with a W has passed, a failing grade.

The college also grants the assistant dean for student academic affairs 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 acceptable or automatically allowable. 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 and half of semester: two absences
- Courses meeting twice per week, Fast Track and half of semester: 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 unexcused absences unless approved by the assistant dean for student academic affairs. Students failing to meet this condition of academic probation are subject to suspension or dismissal.

If administrative withdrawal occurs by 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 calculated 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.

Registration Cancellation Policy. A student who has registered for one or more classes but has not attended any classes may request a complete registration cancellation. A registration cancellation will delete the student’s entire schedule and no tuition is owed.

To request a registration cancellation, traditional-age students should contact the Office for Campus Life. CCE students should contact the Center for Continuing Education.

CCE students are not charged for registration cancellations completed before the first day of class for the courses being cancelled; however, there is a $200 late fee for registration cancellations received the first day of class or later.

Course registrations may be cancelled no later than 30 calendar days after the last day of final exams for the courses being cancelled; after this date, no registration cancellation is allowed and the student is financially responsible for all tuition and fees incurred.

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 cancelled 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, local radio and television stations, 316-CLOS and on the college Web page. Instructors may make arrangements for make-up classes if they choose to do so.

When classes are not cancelled and commuting students miss classes because of hazard-
ous driving conditions, their absences will be excused and special arrangements will be made to enable each student to make up missed work.

NORMAL SEMESTER LOAD

Traditional-age students working toward a degree normally enroll in 16 credits (four courses) each semester. Enrollment in 12 or more credits is considered a full-time load. When calculating full-time status in the summer, the three sessions of summer school into one term rather than calculating each 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 outside the classroom. 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 incorporate learning activities outside of the classroom which may include, but are not limited to:

- Conferences and workshops
- Experiential and service learning
- Fieldwork and field trips
- Foreign language conversation tables
- Group work and cooperative work
- Journaling
- Online discussion groups
- Labs
- Lectures, performances and film showings
- Research projects

REGISTRATION

Students new to Guilford must apply and be admitted to the college before they are allowed to register for classes, with the exception of auditors and visiting summer school students. Students who have attended Guilford but withdraw or skip one or more semesters, not including summer, must be readmitted before they are allowed to register.

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 their next immediate fall or spring semester of enrollment.
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
- Consortium courses
- Independent studies
- Internships

Early College Students
Early College students may not enroll in any of the following, unless approved by their adviser:
- Fast Track classes
- courses beginning later than 6 p.m. other than courses such as astronomy, learning strategies, music and theatre
- consortium courses
- independent studies
- internships

Fast-Track Courses.
To enroll in a Fast-Track course students must:
- have completed a minimum of 24 credit hours of approved college work;
- have fulfilled the English 102 requirement; and
- be in good academic standing.

Saturday Classes
These are designed exclusively for Center for Continuing Education students, enabling them to attend on Saturdays. There are no exceptions to this policy. NOTE: Not all major programs offer Saturday classes.

CCE-Only Classes
GST 101 Adult Transitions, SPAN 111 Communicating in Spanish for Business I and SPAN 112 Communicating in Spanish for Business II are restricted to CCE students only. Some special topic classes may also be restricted to CCE students only.

During fall and spring semesters, many evening courses are limited to CCE students only. This is done primarily to ensure class space for CCE students in evening classes.

Changes in Registration. Once registered, the student is academically and financially responsible for all listed courses and may change registration using BannerWeb until the first day of classes or by delivering to the Registrar’s Office an appropriately completed and signed drop-add slip. Students can drop or add courses with just an adviser’s signature until the last day to add. 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 or completed in BannerWeb. Students are financially responsible for courses dropped after the last day to drop a course without a grade.

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 assistant dean for student academic affairs on procedural grounds.

**Late Requests to Add a Course.** A request to add a course is considered late when the drop/add slip is received by the Registrar’s Office after the last day to add the class (see college academic calendar). All late adds require the registrar’s approval. The drop/add slip must have instructor and adviser signatures, and the request must include a written explanation stating why the instructor has allowed the student to attend class when they were not on the official class roster. Students will not be allowed to register for a course they have not attended prior to the last day to add the course. 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.

**Late Requests to Drop a Course.** A request to drop a course is considered late when the drop/add slip is received by the Registrar’s Office after the last day to drop the class with a W grade (see college academic calendar). All late drops will receive a regular grade unless the academic dean, assistant dean for student academic affairs 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. It is calculated into the cumulative grade-point average as a zero.

**Withdrawal from the College.** 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). Students who receive a medical withdrawal from the college will be granted grades of W for all courses in progress at the date of withdrawal. (For further information on withdrawal from the college see section entitled Separation From The college below).

**OVERLOADS**

Students who wish to take more than 18 credits fall or spring semester, or more than (12 during ten weeks and 8 during each five weeks), 16 credits in summer school, must submit a petition to the registrar requesting permission to overload. The petition must include the approval signature of the student’s adviser. 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 assistant dean for student academic affairs.

Traditional-age students are assessed additional 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 adviser may petition to register for 20 credits and not be charged for the two-credit overload.
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. There is no one numerical scale associated with these letter grades. Faculty assign grades based on requirements in their course syllabus.

Plus (+) and minus (-) suffixes to letter grades may be assigned and will be shown on the student’s permanent transcript. Plus (+) and minus (-) suffixes may not be used when assigning the grade of F, and the plus (+) suffix may not be used when assigning the grade of A.

Only grades of C- or better may be counted toward the major.

The possible grades for credit/no-credit graded classes are CR and NC, respectively. A grade of CR signifies that the student achieved at the C- level or better and is 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 or better and is given only to students that are taking a class for credit/no-credit.

A WN (Withdrawn, Never Attended) grade is given by an instructor when a student registered for a class but failed to attend a single class. For 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. For half semester 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. A WN grade does 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.

Provisional grades are preceded by an X (i.e., XB, XC, XD, and XF). A provisional grade is a temporary grade which an instructor may choose to give whenever, through unavoidable circumstances, the student is unable to complete the work in a course by the end of the semester. The student must receive instructor’s approval to qualify for the 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. A student 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 assistant dean for student academic affairs. This approval must be obtained following instructor approval but before the instructor submits the grade to the registrar’s office. To facilitate this process, the instructor 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 assistant dean for student academic affairs. 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” (incomplete) grade when a credit/no-credit graded course is incomplete. Provisional grades affect a student’s grade point average as if the “X” was not there.

A WP (withdrawn passing) has no effect on the cumulative grade-point average, but a WF (withdrawn failing) is figured into the cumulative grade-point average as a zero.

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 (D- or above) (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, calculated into the grade-point average as a zero, 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).

Occasionally, RD (report delayed) is recorded to indicate that the Registrar’s Office did not receive a grade from the instructor. The grade for auditing is AU.

Once posted, final grades cannot be changed unless a faculty member discovers a computation or clerical error and the assistant dean for student academic affairs grants approval for such a change or an official grade appeal results in an approved change (See Grade Appeal Procedure section).

Grades. Interim and final 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. 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, second-half semester and Saturday course grades and have them corrected.

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.

Numerical values assigned to grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>B+</td>
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<td>B</td>
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<td>1.0</td>
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<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Grade Points (Quality Points). One grade point is assigned for each credit of D work, two for C, three for B, and four for A; zero points are assigned for grades of F, XF, and WF. Plus (+) and minus (-) suffixes add and subtract .3, respectively, to the numerical value of the
grade affected. To graduate, 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 attempted 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.

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.

When a student repeats a course 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.

**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 by obtaining the instructor’s signature on a completed drop/add form, then submitting the form to the Registrar’s Office by the last day to add the course. 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 students enrolled in FYE. 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.

**Good Academic Standing**

Students with a cumulative grade point average of 2.00 or better are in good academic standing at Guilford. A student new to Guilford is considered to be in good academic standing.

**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 assistant dean for student academic affairs 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, second-half semester and Saturday course grades and have them corrected.

www.guilford.edu
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 assistant dean for student academic affairs will continue to try to achieve an appropriate resolution. The student must contact the assistant dean for student academic affairs within five business days of having discussed the matter with the department chair and present to the assistant dean for student academic affairs 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 assistant dean for student academic affairs, he or she must submit this appeal in writing to the academic dean within five business days of the date of the assistant dean for student academic affairs’ decision. This appeal must include a discussion of the grounds upon which the assistant dean for student academic affairs’ 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 assistant dean for student academic affairs 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.

TRANSFER CREDITS

Students are required to provide official transcripts from all secondary and post-secondary educational institutions that they have attended. All foreign transcripts must be evaluated by World Education Services, Inc. Falsification of information or failure to list a secondary or post-secondary school on 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 regionally accredited junior colleges, community colleges, senior colleges or universities. Sixty-four credits total may be transferred from all regionally accredited two-year colleges. No maximum is placed on the number of credits transferred from regionally accredited four-year senior institutions. Transfer credit from two-year colleges is limited to courses taken prior to student reaching junior classification standing. Guilford may transfer up to 32 credits from non-regionally accredited educational institutions if the coursework is deemed similar in content, level and scope to courses offered at Guilford. Courses to be applied to major, minor and general education requirements at Guilford must be approved by the appropriate chairperson. The final evaluation of transfer credits is approved by the registrar. Students transferring from educational institutions on a 3-credit per course or quarter hour system, may receive 16 credits for each 15 semester hours applied to Guilford’s degree. All transferable credits will be listed on a student’s Guilford transcript.

Guilford does not award academic credit for courses completed at non-accredited educational institutions, for work taken on a non-credit basis, for job-related experience or for non-academic experiential learning. Guilford does not allow students to be enrolled at Guilford and another institution at the same time. Unless prior approval has been granted, transfer credit will not be awarded for dual enrollment.

Traditional-age transfer students entering Guilford 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 academic suspension or academic 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 adviser, the staff of the Learning Commons or the campus life staff to help surmount difficulties that might lead to academic suspension or academic dismissal.
SEPARATION FROM THE COLLEGE

Involuntary Withdrawal

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. Suspensions from the college are nominally for at least one calendar year. If, while on academic probation, a student records a semester grade-point average below 1.75, the student will be academically dismissed.

If a student begins a semester in good academic standing but ends the semester with a cumulative grade-point average of 1.00 or less and a semester grade-point average between 0.75 and 1.00, inclusively, the student will be academically suspended from the college without a probationary period. Suspensions from the college are nominally for at least one calendar year. If a student begins a semester in good academic standing but ends the semester with a cumulative grade-point average of 1.00 or less and a semester grade-point average less than 0.75, the student will be academically dismissed from the college without a probationary period.

To be reinstated as a student at Guilford, academically dismissed and academically suspended students must reapply and be readmitted to the college following the guidelines in the Student Handbook. Readmission, though, is not guaranteed. A student who has been academically suspended from Guilford may, however, apply to take summer courses at Guilford. If readmitted to Guilford for attendance in summer school, an academically suspended student would be required to work with an academic advising liaison (traditional-age students) or a student success and persistence coordinator (CCE students) to select and enroll in two approved four-credit academic courses. During the summer, students would be required to obtain the approval of the academic advising liaison (traditional-age students) or the student success and persistence coordinator (CCE students) before the student could make any changes in her/his summer course registration. A student who earns a “C” average (summer term GPA greater than or equal to 2.00) would qualify to continue her/his study at Guilford as a full-time student at Guilford beginning that fall semester.

Disciplinary Suspension or Dismissal. The Student Handbook outlines rules and regulations for disciplinary suspension or dismissal.

Voluntary Withdrawal

Regular Withdrawal. All students who have attended class but wish to withdraw from the college during a semester or at the end of a semester must complete 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. If an official withdrawal form is not completed, it could result in “F” grades causing academic probation, academic suspension or academic 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.” All students who withdraw must complete and submit applications for readmission if they wish to re-enroll.

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 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 take a leave of absence must complete and submit applications for readmission when 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-age 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, Traditional-age) may, at its discretion, refer the application to the assistant dean for student academic affairs 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 who 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 student
financial services. 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 Financial Services. 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 Financial Services 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 – Registrar’s Office
- Academic Disciplinary Records – assistant dean for student academic affairs’ office
- Admission Records – When the process for admission is completed, the Office of Admission and the Center for Continuing Education will send appropriate documents to the appropriate office for maintaining of the student’s records
- Advising Records – the student’s assigned adviser
- 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

**NAME CHANGES**
A name change will only be made when legal documentation is provided; driver’s license and Social Security cards are not acceptable.

**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 a student’s official transcripts when there is a hold on their Guilford account (e.g., there is 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 exercises are 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 as scheduled and must reapply 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 the graduation date for which the student has applied.

Once all requirements for graduation have been completed, students are only allowed to participate in the ceremony that applies to the graduation date they applied 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 an 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 all of Guilford’s general education requirements. At least half the major courses must be completed at Guilford after completion of the first degree. General education requirements may be satisfied either by courses taken at Guilford or courses transferred from a prior institution.

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 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. Resident advisers (RAs) and hall directors maintain a constant presence in all residence hall areas to aid students’ successful transition through life at Guilford.

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. Traditional-age students wishing to live off campus must acquire prior approval from the Office of Campus Life. There are no opportunities for married or CCE students to live on campus.

During fall and spring breaks and Thanksgiving, residence halls are open to students who have registered to remain in the halls; no meals are served at these times. The residence halls are closed and vacated during the winter break.

Upon notification of admission to the college, new students should complete the housing application online through “My Housing” in BannerWeb. 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. Residence Life staff members sponsor 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.
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 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 11ft. 1 in.) in suites of eight, a coed residence hall completed in 1968, is designed to house approximately 215 students. The hall 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 has carpeted floors and 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 has 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 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 renovated in 2003, is an all-female residence hall housing approximately 60 students. Shore 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, each 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 advisers, 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 Center. The required health form and immunization form must be completed by a physician, physician assistant or nurse practitioner. International students are required to have a physical and TB skin test. Students who fail to comply with this state law must be suspended.

The Student Health Center is located in the Milner Student Health and Counseling Center (former Milner Guest House—1203 Rachael Carson Ct.). The office keeps daily hours during the week, and a physician assistant holds clinic visits on a scheduled basis. After-hours emergency care can be accessed through local walk-in clinics, hospital emergency rooms, or by contacting Campus Security at 336-316-2911. The medical service included in the tuition charge for full-time traditional students covers routine illnesses and the physician assistant appointments in the Student Health Center. Additional charges for lab work are billed to the student’s account.

If a student does not have insurance that is accepted in this area, he or she must purchase the policy provided through United Health Care Student Resources. See Chapter X.
Counseling Center
The Counseling Center seeks to provide students with opportunities for personal growth and exploration in a safe and caring environment. The staff is committed to helping students navigate the transitions and challenges of college life, including relationship concerns, feelings of anxiety or depression, alcohol or drug issues, issues with food and body image, academic and social pressures and other concerns. The center provides crisis intervention, assessment and short-term counseling, with referral into the community for longer-term or more specialized treatment. This work with students is confidential and free of charge.

The center is located in the Milner Student Health and Counseling Center and is open from 8:30 a.m. - 5 p.m. Monday - Friday. Please call 336-316-2163 to make an appointment.

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 student organizations funded by Community Senate and supervised by the Office of Student Leadership and Engagement. These student organizations fulfill students’ co-curricular interests including engaged citizenship and awareness issues, student
publications and media, diverse religious observances, social connections and club sports teams. Student organizations are all represented on the Inter-Club Council (ICC) and greatly enhance the programming, involvement and leadership opportunities at Guilford.

A few of these clubs include:

**WQFS-FM (90.9).** Licensed to Guilford by the Federal Communications Commission, WQFS allows students interested in broadcasting to maintain and operate a radio station. Annually recognized as one of the country’s best student-run college radio stations, WQFS-FM offers programming that includes music, news, lectures and a variety of offerings providing an educational service to the college community and people in 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.

**Other Special Interest Groups.** There are approximately 60 other special interest groups on campus including Guilford Pride, Hillel, Forevergreen, and Guilford Peace Society. Information about these and other student groups is available from the Office of Student Leadership and Engagement 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 produced 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 adviser, 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 depict 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 PUBLICATION**

*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.
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 Community of Religious Observance (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, assistant director of Friends Center and campus ministry, are available to all in the college community for conversation and counsel. The staff of the Quaker Leadership Scholars Program are also available as a resource for spiritual discernment, counsel and conversation.

Active student organizations include the Guilford Catholic Community, Unitarian-Universalist Students, Hillel, Guilford Christian Fellowship, Quaker Concerns, St. Mary’s House (Episcopal), Pagan Mysticism and Buddhist meditation. Each week day begins with Quaker worship and ends with Vespers. College Meeting for Worship is held weekly on campus, with occasional Taize services. 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 Department of Athletics 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 — 2003-2004 NCAA Manual

Guilford sponsors 16 intercollegiate teams. Men may participate in baseball, basketball, cross-country and track, football, golf, lacrosse, soccer and tennis. Women may participate in basketball, cross-country and track, 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. More recently, in 2009 the men's basketball team finished in third place in the national Division III NCAA Tournament, and in 2010, the men's basketball team finished tied for third place in the same national tournament. The golf team won the NCAA Division II national championship in 2005 and 2002, finishing second in 2001, and the NAIA national championship in 1989, finishing 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 Leadership and Engagement, located on the second floor of Founders Hall, manages these activities. Archery, 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 Leadership and Engagement.

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 fundraising 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 with the Department of Public Safety. 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 and state laws and 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 Department of Public Safety is responsible for reporting violations of college motor vehicle regulations to Guilford officials.

Details of traffic and parking regulations are included in the Student Handbook.
XIV. Scholarships and Other Awards

Scholarships

Bradford Ross Adams Endowed Scholarship Fund. The fund was begun in 2001 to provide scholarships to Guilford students with demonstrated financial need and majoring in history.

George I. Alden Excellence Scholarship Fund. Established in 1981 to provide scholarships to rising juniors without regard to need, with a GPA greater than or equal to 3.25.

Dr. Malcolm U. Alexander Scholarship Fund. Established in 1996 to provide scholarship assistance for female students in good academic standing majoring in education studies, with preference given to minister-of-music students.

Alumni Association Scholarship Endowment Fund. Established by the Alumni Association in the names of E. Garness Purdom and Clyde A. Milner. Awards are made to each of two rising seniors.

Karen Baldwin Endowed Quaker Scholarship. Established in 2008 to provide one scholarship annually to a financially deserving Quaker student selected by Guilford College.

The Beaman Family Scholarship Fund. Established to provide unrestricted scholarships.

B. J. Beason Scholarship Fund. Established to provide scholarship grants to Quaker students enrolled at Guilford with preferential consideration given to, but not limited to, Quaker students from North Carolina.

Anthony and Barbara Blake Scholarship Fund. Established in 2001 to provide scholarships to students with demonstrated financial need studying in the areas of humanities, natural sciences and mathematics, and social sciences at Guilford.

Ada, Emma, Martha & Elva Blair Endowment Fund. Established to provide aid for worthy members of Springfield Meeting.

Bonner Scholars Endowment. Established to provide scholarships to 60 Bonner Scholars. The Bonner Scholars Program provides four-year community service scholarships to students with high financial need and a commitment to service.

J.R. and Margaret Boyd Scholarship in Mathematics. Established to provide financial aid to Guilford mathematics majors. Students eligible for awards from the fund are defined as full-time students having (1) completed at least one academic year with a minimum of 24 credits hours at Guilford prior to the semester(s) of the award; (2) declared a major in mathematics and making progress toward completion of that major; and (3) demonstrated through academic work at Guilford exceptional promise in becoming a mathematician.

Joseph M. Bryan Sr. Scholarship Fund. Established in 1995 to provide scholarships to Guilford students.

Dr. John T. and Mary Louise Lowe Burns Scholarship Fund. Established to provide scholarship assistance for Guilford students who have exhibited outstanding academic ability and who have a demonstrated financial need with preference to students exhibiting an interest in dance, particularly popular dance and musical theater.

Dr. Edward Flud Burrows Endowed Service Scholarship. Established in 2006. Recipients shall be upperclass (juniors and seniors) Guilford students who in their first two years have demonstrated community service in the areas of peace studies, racial justice or gay and lesbian issues.

Eva Campbell Fund. Established to provide aid for biology majors.

M.L. Carr Scholarship Fund. Established in 1986 to provide scholarships to support full-time Guilford students.
Jesse C. Carson, Jr., Endowed Scholarship Fund. Established in 2004 to provide financial aid to Guilford students, with preference to students who are residents of Rowan County and/or Stokes County, N.C.

Mary Ellen Cathey Scholarship for Music. Established in 1995 to provide financial assistance to Guilford music students in good academic standing with financial need, and with preference to a minority student.

Ethel J. Chadwick Scholarship. Established in 2001 to provide scholarships to students with economic need and with preference to students from Guilford County, N.C..

Dr. Robert E. Clark ’49 Endowed Math Scholarship. Established in 2002 to provide two scholarships per year: 1) a math scholarship for a traditional student and 2) one to a CCE student not limited to any major.

Class of 1937 Scholarship Fund. Established to provide an annual award to an outstanding member of the first-year class.

Zvi Cohen Scholarship Fund. Established in 1990 to provide a prize awarded to a student with serious interest in environmental issues.

The Center for Continuing Education Scholarship Fund. Established to provide scholarship assistance to CCE students.

Continuing Education Endowed Scholarship. Established in 1992 to provide financial aid for CCE students with preference given to women with working experience and/or raising families.

Elwood Cox Scholarship Fund. Established in 1920 to provide scholarships to members of North Carolina Yearly Meeting who are taking Biblical courses at Guilford and who have a call of God to the ministry of Jesus Christ.

Frank L. & Ethel W. Crutchfield Scholarship Fund. Established in 1988 to provide scholarships with preferential consideration given to, but not limited to, students majoring in the physical sciences.

Raymond E. and Nan B. Cummings Scholarship Fund. Established to provide scholarships for Guilford students.

Sarah T. Curwood Scholarship. Established in 1992 to provide scholarships to African-American students majoring in education studies.

Charles A. Dana Scholarship Fund. Established to provide scholarships for students demonstrating academic excellence with potential for future leadership.

Carrie Perkins Davis Fund. Established to provide scholarships for Guilford students.

J. Franklin Davis Endowment Fund. Established to provide unrestricted scholarships.

Mary E. M. Davis Memorial Scholarship Fund. Established in 1932 to provide a scholarship to the best candidate of the three girls with the highest average grades graduating from Western Guilford High School, taking into consideration not only scholarship, but participation in extra-curricular activities and personality.

J. Gurney & Thomas C. Dixon Scholarship Fund. Established in 1949 to provide scholarship assistance to a student with financial need.

Laura Kelley Dobbins Scholarship Fund. Established in 1973 to award annual scholarships with preference to students especially interested in preparing for service as part- or full-time ministers of music.

J. Wilbert and Marianna Dow Edgerton Scholarship. Established in 1999 to provide scholarship assistance for deserving students selected by Guilford, with preference given to members of the Society of Friends in North Carolina.

Nereus C. English Trust Fund. Established to provide scholarships for Guilford students. In granting such scholarships first consideration is to be given to students nominated by the Quaker Club, provided such nominees meet the qualifications of the college for receiving scholarships.
Nereus C. & Mae Martin English Scholarship Fund. Established to provide scholarships to worthy students.

Mary M. and Ray L. Evans Scholarship Fund. Established in 1996 to provide scholarship assistance for Guilford students who are in good academic standing and who have demonstrated financial need, with preference given to students in the natural sciences or students who are Quakers, particularly those in the Quaker Leadership Scholars Program.

Newton F. & Laura Farlow Fund. Created to provide scholarships for descendants of the donors Newton F. and Laura M. Farlow.

James Maynard Farris Endowment Scholarship Fund. Established in 1983 to provide financial assistance to students demonstrating acceptable academic performance, financial need and some potential of becoming a leader in his or her chosen field; applicants must be residents of North Carolina.

A. Brown Finch Scholarship Fund. Established in 1945 to provide scholarships for Guilford with preference given to residents of Randolph and Davidson Counties.

First Union Scholarship Fund. Established in 1995 to provide scholarship assistance to deserving upper-class students who qualify for need-based assistance.

Jessica T. Fogle Scholarship Fund. Established in 1962 to provide scholastic, music and art scholarships.

The Stanley and Dorothy Frank Fellows Program at Guilford. The program was established to nurture and support Guilford juniors and seniors who aspire to a career in business or industry. Scholarships are awarded to one or more students who are current full-time juniors or seniors with preference given to candidates who have shown leadership in student activities and community or other public service, as well as unusual initiative through some type of entrepreneurial endeavor.

Franklin G. Frazier Scholarship Fund. Established to provide financial assistance to worthy and needy members of the Quaker Church or Society of Friends to aid them in securing an education at Guilford.

Melvina A. Frazier Fund. Established in 1936 to aid worthy and needy girls who are members of the Quaker Church or Society of Friends to aid them in securing an education at Guilford.

Adalia Taylor Futrell Scholarship Fund. Established to provide scholarship assistance with preference given to students from Wayne and Northampton counties, N.C., with demonstrated financial need.

Hannah Katherine Gibson Fund. Established in 2006 to provide financial assistance on the basis of need to Guilford students.

Glaxo Women in Science Scholars Program. Established in 1994 to recognize outstanding scholarship, to provide an incentive for women science students to enter the science profession and to provide students with a woman scientist mentor at Glaxo, Inc. Recipients must be full-time women students at Guilford with a grade-point average of 3.0 or better.

The Guilford College Scholarship Endowment for QLSP. Established to provide scholarships with preference to Quakers.

The Guilford College Support Endowment for QLSP. Established to provide direct scholarships with preference to Quakers and may include conferences, books and other direct student support at the discretion of the director of Friends Center.

J. Robert and Rhetta English Hardin Endowment Fund. Established to provide aid to deserving young men and women to secure an education which will make them more efficient workers in the Society of Friends.

Cyril Harvey Scholarship Fund. Established to provide scholarships to students chosen by the chair of the Department of Geology and Earth Sciences with preference given...
to rising juniors and seniors majoring in a natural science.

**Byron Haworth Scholarship Fund.** Established in 1995 to provide scholarship assistance for Guilford students in good standing with preference given to Quaker students with principal residence in Guilford County, N.C..

**Horace S. Haworth Sr. Memorial Scholarship.** Established to provide scholarships to Guilford students with preference given to Quaker students from North Carolina.

**Howard & Patricia Haworth Honors Scholarship Fund.** Established in 1983 to provide scholarship grants to students of the highest academic caliber.

**Samuel L. & Evelyn M. Haworth Fund.** Established in 1967 to provide scholarships to members of North Carolina Yearly Meeting to attend Guilford.

**Jan Lippincott Healy Scholarship Fund.** Established in 1993 to provide a scholarship to a financially needy Guilford student who participates in a work-study program.

**William Randolph Hearst Endowed Scholarship Fund.** Established in 1997 to provide scholarships to African American and Native American students who intend to reside in the United States after completing their studies.

**Charles C. Hendricks Scholarship Fund.** Established to provide financial aid to a senior student in good academic standing of noteworthy character and achievement.

**H. I. CR. IA Anonymous Scholarship.** Established to provide scholarships to qualified students who are Native Americans, or who are from Hawaii, Costa Rica or Iceland.

**Rev. D. Rayborn Higgins Scholarship Fund.** Established in 1989 to provide an annual scholarship awarded to one or two students based on financial need.

**Hinshaw Education Fund for North Carolina Quakers.** Established in 1991 to provide a source of financial aid to enable North Carolina Quakers to attend Guilford, to promote scholarship, leadership and the development of Quaker ideals.

**Eugene S. Hire Memorial Award Fund.** Established to provide a scholarship award to a student completing the junior year who has demonstrated the highest standards of scholarship.

**Gertrude E. and A. William Hire Fund.** Established to provide scholarships for junior and senior students who are preparing for careers in teaching.

**James L. Hopkins Scholarship Fund.** Established in 1990 to provide financial aid to students graduating from East Forsyth High School.

**The Emily S. Howard Scholarship Fund.** Established in 1955 to provide scholarships based on financial need with attention to morality, physical well-being, mentality and scholarly standing.

**Herbert & Virginia H. Howard Scholarship Fund.** Established in 1978 to provide scholarships to deserving Guilford students.

**Lawrence T. Hoyle Scholarship Fund.** Established in 1979 to provide scholarships for students in good standing in either their senior or junior year who have demonstrated a strong interest together with a level of excellence in the courses of study in English (3.0 or above) and an interest in preparing for a career in law. The recipient must be a genuine applicant for admission at two or more accredited law schools in this country.

**Alan Walter Hull Memorial Scholarship.** Established in 1982 to provide financial aid for worthy and needy students preparing for a service vocation.

**Jefferson-Pilot Scholarship.** Established in 1990 to provide scholarship assistance to Guilford students.

**Jeglinski Physics Award.** The award was established in 1990 to provide scholarships to those selected by the faculty of the Guilford Department of Physics, based on academic achievement and promise in applied physics or astronomy.

**Charles B. and Nancy Pringle Jones Scholarship Fund.** The fund was established in 1972 to provide scholarships to a sophomore, junior or senior student demonstrating...
excellence in biology and special aptitude for the study of medicine.

**Carlton R. Kerner Scholarship Fund.** Established to provide scholarships to worthy and needy students.

**Rose McGinnis Wilkerson King Scholarship.** Established in 2006 to provide scholarships with the following preferences: (A) entering or continuing students with financial need, (B) continuing students majoring in any of the social sciences, (C) entering students expressing an interest in majoring in the social sciences.

**Roxie Armfield King Fund.** Established to provide scholarship assistance for North Carolina women with preference being given to women from Guilford County.

**W. F. King and Lorraine Hayes King Scholarship Fund.** Established in 2000 to provide scholarship assistance for Guilford students of outstanding financial need. Preference given to students from Halifax County or Northampton County, N.C.

**William A. & Anne L. Klopman Endowment Fund.** Established in 1989 to provide financial aid on the basis of need to Guilford students with preference being given to those who are participating in overseas study programs sponsored by Guilford.

**James Sampson Laing Art Scholarship Fund.** Established in 1983 to provide scholarships for students with excellent capabilities in the field of art.

**Miriam C. Lindau Scholarship Fund.** Established in 1988 to provide scholarships to Guilford students.

**Barbara Hagy Lindsay Scholarship Fund.** Established in 1991 to provide need-based scholarships to Guilford students.

**Arthur & Ethel L. Lineberry Scholarship Fund.** Established in 1979 to provide scholarships for students from Chatham County enrolled at Guilford.

**Harvey A. & Maxine K. Ljung Scholarship Fund.** Established to provide an annual scholarship to a chemistry major and a music major.

**Ethel H. & Philip D. Lord Fund.** Established in 1980 to provide scholarship assistance to a student or students selected by the president of Guilford.

**Edward Lowe Endowment Fund.** Established in 2000 to provide scholarship assistance for music students to be selected by the Department of Music chair in consultation with other members of the music faculty.

**Helen Margaret Dukes Mann Scholarship Fund.** Established in 1995 to provide scholarship assistance to Guilford students with strong academic achievement in high school, strong character, acceptable SAT scores, and with preference to students from North or South Carolina. Recipients will be known as Margaret Mann Scholars.

**Mary H. Marley Scholarship Fund.** Established to provide scholarships to students with demonstrated financial need with preference given to students preparing for careers in Christian ministry and service.

**Robert K. Marshall Scholarship Fund.** Established in 2001 to provide need-based scholarships to Guilford students.

**Joseph McMenamin Memorial Scholarship Fund.** Established to provide scholarships to Guilford students with preference to those enrolled at the Center for Continuing Education.

**Dorothy Ragsdale McMichael Scholarship Fund.** Established in 1993 to provide scholarship assistance for Guilford students who have exhibited outstanding academic ability and who have a demonstrated financial need with preference to students from Rockingham County, N.C.

**Nereus & Oriana Mendenhall Math Scholarship.** Established in 1931 to aid worthy students who have completed one year with good records, with demonstrated financial need and with a desire to do higher work in mathematics and allied sciences.

**Kenneth J. & Deborah Miller Scholarship Fund.** Established in 1986 to provide
unrestricted scholarships for full-time Guilford students from countries that recognize the State of Israel, with priority to students who are full-time U.S. residents. This excludes students from countries that participate in any economic boycott of the State of Israel.

**Eugene Earnest Mills Scholarship Fund.** Established in 1980 to provide unrestricted scholarships.

**Clyde A. & Ernestine C. Milner Scholarship.** Established to provide financial assistance for Guilford students, with preference being given to Milner relatives enrolled at the college.

**James E. & Katheryn W. Mims Scholarship Fund.** Established in 1986 to provide scholarships to students majoring in economics, business management or business finance-related majors.

**Mitchell Family Scholarship Fund.** Established in 2001 to provide scholarship assistance to Guilford students in good standing.

**Alma Chilton Moore Scholarship Fund.** Established in 1983 to provide scholarships to students who demonstrate financial need and who are making satisfactory progress toward their degree.

**Joseph & Mary Thorne Moore Science Fund.** Established in 1968 to provide scholarships for science majors.

**Algie I. Newlin Scholarship Fund.** Established to provide scholarship assistance to full-time history majors carrying at least 12 hours, with preference to a rising senior or rising junior.

**Elizabeth M. Newlin Memorial Scholarship Fund.** Established to provide scholarship assistance to Guilford students with preference given to, but not restricted to, Quaker students from Alamance and Chatham Counties.

**H. R. & Elizabeth Newlin Scholarship Endowment Fund.** Established to provide scholarship assistance for Guilford students.

**J. Curtis & Eugenia Wilson Newlin Scholarship.** Established to provide scholarship assistance to the most promising, deserving, financially needy, direct descendants of Charles and Nina Newlin or descendants of Robert Bullington Wilson.

**News & Record Sophomore Leadership Scholars Fund.** Established in 1998 to acknowledge a rising sophomore for her or his leadership potential in the Guilford College and/or greater Greensboro communities.

**Thomas Lorenzo O’Briant Endowed Scholarship Fund.** Established in 2002 to provide scholarship assistance to Guilford students who are in good academic standing and have demonstrated financial need.

**Susanna Osborne Fund.** Established to provide scholarship assistance to girls residing in Mary Hobbs Hall.

**William H. & Margaret Davis Overman Memorial Fund.** Established in 1953 to provide scholarships to “worthy girls and boys to acquire an education at Guilford College.”

**George C. and Elizabeth G. Parker Family Scholarship Fund.** Established in 1995 to provide scholarship assistance for Guilford students who are in good academic standing and who have demonstrated financial need. Recipients shall be members of the Religious Society of Friends with preference given to students from northeastern North Carolina.

**John Kerr Pepper Scholarship Fund.** Established in 1982 to provide scholarships to students possessing a good character and a reputation for honesty and integrity, an above-average academic standing, demonstrated financial need and dedication to the republican form of government, the free enterprise system of commerce and industry and the right of each individual to freedom in person and property.

**Curtis and Katherine M. Price Scholarship Fund.** Established in 1986 to provide scholarships for Guilford students with first preference to be given to residents of Union County, N. C., and second preference given to students preparing for the field of education.
J. Hampton & Sallie Hester Price Scholarship Fund. Established to provide an honors scholarship grant to students of the highest academic caliber.

E. Garness Purdom Fund. Established in 1991 to provide an annual merit award to an outstanding junior at Guilford with high academic standing in physics or math.

Quaker Leadership Scholarship Program Endowment. Established to provide scholarship and/or program costs as determined annually by the QLSP director and senior college staff.

Amos and Martha Ragan Family Memorial Scholarship Fund. Established in 1943 to provide able and worthy young men and women members of North Carolina Yearly Meeting with preference to young Friends from the Trinity and Archdale communities.

Herbert T. and Elizabeth H. Ragan Fund. Established in 1968 to provide scholarship aid to Guilford students studying in the area of sports management or sports medicine or other related areas.

William G. and Mary Perry Ragsdale Endowed Scholarship Fund. Established in 1989 to provide scholarships to financially needy students.

Marion L. Ralls Scholarship Fund. Established in 1986 to provide sports medicine scholarships.

Haul M. and Elizabeth W. Reddick Scholarship Fund. Established in 1979 to provide scholarships.

David Troll Rees Scholarship. Established in 1949 to provide scholarships for worthy students attending Guilford.

Robert Register Scholarship Fund. Established in 2001 to provide scholarships to students with demonstrated financial need with preference to majors in English or communications or participating in the college’s overseas study program.

Eric Reid Memorial Leadership Fund. Established in 1991 to provide an award to a rising senior who must be in good academic and judicial standing throughout his/her years at Guilford. The recipient should exhibit leadership involvement that enhances campus life, sustain a sense of contribution through his/her years as a student leader at Guilford, be recognized by peers as one who encourages community, and conduct himself/herself with a balanced sense of humor and an energy about life that inspires others.

J. Paul Reynolds Scholarship Fund. Established in 1984 to provide scholarships to one or more students enrolled at Guilford. The recipients must show particular potential in the arts or sciences and have a need for financial assistance.

Lola Monroe Richardson Endowment Fund. Established in 1984 to provide scholarship assistance with preference given to incoming first-year students who wish to pursue a course of study in the area of first, business; second, math; and third, science. The recipients shall be of good academic ability with preference shown to students from first, Montgomery County; second, Randolph County; third, North Carolina; and fourth, the United States.

Lunsford Richardson Jr. Scholarship Fund. Established in 1991 to provide a scholarship for students with demonstrated financial.

Charlotte M. Roberts Fund. Established in 1996 to provide support for Quaker students, particularly the Quaker Leadership Scholars Program, at Guilford.

Rudd Scholarship and Loan Fund. Established to provide scholarships or loans to Guilford students demonstrating financial need and with preference to students from Alamance and Caswell Counties, N.C., and to boys who are above average in scholarship and extra-curricular activities. Students receiving such scholarships must be active members in a church of a Protestant Evangelical denomination and have exhibited qualities of leadership, high ideals and great willingness to be helpful to others.

Clyde G. and Mattie K. Rush Scholarship Fund. Established in 2000 to provide scholarships for students who are members of the United Methodist Church in North

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Carolina or The Religious Society of Friends (Quakers) in North Carolina. Additionally, these students shall have demonstrated a commitment to their respective church or Meeting and shall have graduated from any secondary school program in North Carolina which has been approved by the State of North Carolina. The recipient will be selected based on academic standing or potential, community service, character, leadership and financial need. Preference shall be given to recipients who have demonstrated a willingness to support their financial need through the work-study program or any other work program administered by Guilford. Preference also shall be given to recipients who have expressed a desire to become upon graduation involved professionally in working with mentally retarded residents of North Carolina or with the United Methodist Church in North Carolina or with the Religious Society of Friends (Quakers) in North Carolina.

**J. Henry Scatteredgood Scholarship Fund for Black Students.** Established by the Friends’ Freedmen’s Association of Philadelphia to provide scholarships for black students.

**Lucy Stella Schieffelin Scholarship.** Established in 1988 to provide scholarships for Guilford students.

**Mary Ina Shamburger Scholarship Fund.** Established in 1983 to provide scholarships to Guilford students to recognize academic excellence.

**Joseph H. Sherrill Jr. Scholarship Fund.** Established in 1989 to provide scholarships to Guilford students with demonstrated financial need. The recipients are to be financially needy students from Forsyth County and other counties in northwest North Carolina.

**The B. Clyde Shore Endowment Fund.** Established to provide scholarships for North Carolina Quakers.

**Marvin H. & Pansy D. Shore Scholarship Fund.** Established in 1981 to provide scholarships to young people seeking Quaker higher education at Guilford.

**Wesley C. and Kathryn H. Siler Scholarship Fund.** Established to provide scholarships for students of Guilford.

**Beulah H. Smith Scholarship Fund.** Established in 1970 to provide scholarship for needy Protestant students.

**Elvira Lowe Smith Scholarship Fund.** Established in 1970 to provide scholarships for “worthy students at Guilford College.”

**William Frazier Smith Scholarship Fund.** Established in 1985 to provide financial aid with preference given to (1) the children of the pastor at New Garden Friends Meeting; (2) heirs of Patricia Johnston Faherty and T. J. Faherty; (3) Ross Kendall and Ryan Kendall, sons of Gary and Sheila Kendall; (4) Jason, Jamie and Melissa McClellan, children of Charles Richard McClellan Jr. and Peggy McClellan.

**Elisha T. and Louisa B. Snipes Scholarship Fund.** Established in 1952 to provide scholarship for lineal descendants of Elisha and Louisa Snipes attending Guilford and if none, then to “worthy” members of the Society of Friends attending Guilford.

**Hazel Steinfeldt Scholarship Trust.** The trust was established in 1991 to provide scholarships to one or two of Guilford’s current junior or senior students, preferably students having financial need. The recipients must have a commitment to work for peace and justice in the world and it should be reflected in their career plans and goals.

**Bruce Stewart Scholarships at Guilford College.** These scholarships support honorees from a pool of eligible first-year candidates based upon need and merit. While financial need will be a prerequisite for consideration, an excellent academic record is expected of all Stewart Scholars. A recipient may receive the scholarship in subsequent years until graduation (maximum of four years) provided they maintain a grade-point average of at least 3.25.

**David L. Stumpf Scholarship Fund.** Established in 1996 to provide one annual scholarship to a student who demonstrates financial need and has a strong record of academic achievement. The scholarship would be renewable each year during an undergraduate
student's career at Guilford as long as the student remains in good academic standing.

**Ella and Les Swindell Scholarship Endowment Fund.** Established in 1994 to provide scholarship assistance for Guilford students who meet the normal admission standards and are in good academic standing. Preference will be given to students from split families or single-parent families.

**Algeron Sydney Sullivan Foundation Endowed Scholarship Fund.** Established in 2001 to provide scholarships for Guilford students of demonstrated financial aid eligibility, academic promise, demonstrated high personal character and a commitment to public service.

**J. Spotswood Taylor Scholarship Fund.** Established in 1996 to provide tuition for needy students.

**Thomas Thompson Memorial Scholarships.** Established in 1995 to provide scholarship assistance for Guilford students who have a record of academic excellence and who have a demonstrated financial need. Preference is to be given to students with a declared major in history or the humanities.

**Sidney H. Tomlinson Sr. Aid to Foreign Students.** The award was established in 1974 to provide scholarship assistance to foreign students.

**Board of Trustees Scholarship.** Established in 1978 to provide scholarships, one for minority students and one for foreign students.

**Ulmer Family Scholarship Fund.** Established in 1990 to provide scholarships for students based on financial need.

**VanLeer-Campbell Scholarship Fund.** Established in 1996 to provide two scholarships annually: one to a Continuing Education student and one to a traditional-aged student. The recipient should have demonstrated financial need, a strong record of academic achievement and a commitment to community involvement during or immediately after college.

**Vick Scholarship Fund - Vick Manufacturing Co.** Established in 1945 to provide two annual scholarships to young men and women with proficient academic records in high school, ability for leadership and interest in chemistry or allied fields. Preferences will be given to residents of Greensboro, N.C.

**Wachovia Fund for Leadership.** Established to provide scholarships to juniors and seniors with financial need. The recipients must demonstrate leadership skills through active participation on campus and in the community.

**JM Ward North Carolina Fund.** Established in 1948 to be used for the following: (1) JM Ward Scholarships to Guilford students from Ohio, Tennessee, and North Carolina who appear qualified for training as prospective leaders in the Society of Friends; (2) Friends community service; (3) annual J. M. Ward Lecture; (4) research grants.

**Elton and Edith Hedgecock Warrick Scholarship.** Established in 1968 to provide scholarships to deserving students from Wayne County, NC.

**Kenny R. Watson ’61 Scholarship Fund.** Established in 1982 to provide scholarships to Guilford students with financial need with preference to those students from Surry County.

**Mickey Dean Watson ’62 Scholarship Fund.** Established in 1982 to provide scholarships to students with financial need, with preference to those students from Surry County.

**Van L. Weatherspoon Jr. Scholarship Fund.** Established in 1989 to provide scholarships for students with outstanding attributes.

**Harry A. & Esther L. Wellons Scholarship Fund.** Established in 1983 to provide scholarships based on evidence of academic promise and demonstrated financial need.
Frank Erwin and Ava Roberts Werner Endowed Scholarship Fund. Established to provide scholarships with preference given to students majoring in education studies (with an intent to enter careers in teaching or educational administration); business (economics, management or accounting); or foreign languages (French, German, Spanish and Japanese). Additional preference shall be given to students from Judeo-Christian traditions. Recipients will be Guilford students with documented financial need.

David J. White Memorial Fund. Established to provide scholarship assistance to Guilford students with demonstrated financial need.

Henryanna H. White Scholarship. The scholarship was created in 1923 to provide scholarships to aid deserving students seeking an education.

Nell Chilton White Scholarship. Established in 1987 to provide tuition scholarships for Guilford students who are members of First Friends.

V. R. and Ruth L. White Scholarship Fund. Established in 1968 to provide scholarships to Guilford students.

Robert and Lottie Wall Wildman Scholarship Fund. Established in 1977 to provide scholarships to Guilford students.

Merry Moor Winnett Scholarship Fund. Established in 1995 to provide scholarship assistance for Guilford students who are in good academic standing and who have a demonstrated need, with preference given to students studying art, especially photography.

Woodland Friends Scholarship Fund. Established in 1995 to assist Quaker students studying at Guilford in the field of Christian service (ministry, music, Christian education, or missions).

Thomas Wesley Wooten Scholarship Fund. Established in 1964 to provide scholarships for students preparing for Christian service, preferably members of the Society of Friends.

Atha C. Wright Endowment Fund. Established in 1994 to provide scholarships for Guilford students.

William L. Yates Scholarship Fund. Established in 2001 to provide scholarships to worthy students from North Carolina and South Carolina who need financial assistance to attend Guilford.

LOAN FUNDS


Charles Fletcher Allen Endowed Student Loan Fund. The loan fund was established in 1993.

Robert A. Blaylock Endowed Loan Fund. Established to provide a loan fund for Guilford students with the following guidelines: (A) Recipient(s) will be Guilford students with demonstrated financial need (as determined by the director of Student Financial Services) with preference given to U.S. citizens. (B) Recipient(s) will be working while attending college and will provide proof of employment. (C) Recipient(s) will maintain at least a C grade-point average. (D) Recipient(s) will agree to repay the loan upon leaving the college and under the same terms as outlined in the Community Senate Loan Fund.

Argyle Elliott Brown '31 Student Loan Fund. Established in 1988 to provide loans to students enrolled at Guilford.

Seth C. and Hazel M. Macon GOAL Student Loan Fund. The fund is designed to duplicate the existing GOAL fund currently being administered by Guilford that offers needy students an interest-free loan while they are enrolled full-time at Guilford for a period not to exceed eight academic semesters. The Macon GOAL loans offer the opportunity to have a portion of the debt cancelled for academic achievement.

Sarah B. Price Educational Loan Trust Fund. The fund was created to provide loans
to students or parents of students to meet educational expenses while at Guilford. Selection of students is based on academic performance and financial need.

**Mamie G. Richardson Memorial Loan Fund.** Established to provide loans to students enrolled at Guilford with preferential consideration given to, but not restricted to, students who are members of the Religious Society of Friends.

**George & Nita Roughgarden Loan Fund.** Established in 1990 to make loans to deserving students to enable them to continue their education while attending Guilford.

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**PRIZES AND CASH AWARDS**

**Fred I. Courtney Fund for Scholars in Management.** Established to provide scholarship grants to one or more students based primarily on academic excellence in management and demonstrated leadership potential.

**Frederic and Margaret Crownfield Religious Studies Fund.** Established in 1982 to provide an annual prize to the student who submits the best paper in the field of religious studies as judged by the religious studies faculty.

**Leora Sherril O’Callaghan (Class of 1924) Memorial Fund.** Established in 1953 to provide a cash prize to a graduating senior excelling in English with a preference to English composition. Each member of the junior class is to be eligible for the prize on the record of his junior year in English or on the judging of an English composition, as determined by committee approval.

**E. Garness Purdom Memorial Fund for Women in Physical Science.** Established to encourage female students enrolled at Guilford to consider a major in the physical sciences or in science education. Students of physics, chemistry, mathematics, environmental studies, geology, astronomy and physical science education will submit proposals for consideration by a faculty committee from the physical science and mathematics departments. The award may be used for, but not limited to, funding travel to a meeting, seminar or workshop, travel or equipment or materials for research. Students would be encouraged, under the guidance of a faculty member, to propose creative and appropriate uses for the award.

**Womack Research Award.** Established in 1997 to provide awards to encourage students, with demonstrated financial need, to continue their studies in the field of physics through a research project. The award recipient or recipients will be chosen by the Guilford Department of Physics faculty and the selection should be independent of prior academic performance. This award or awards will usually be made annually and a recipient can receive this award more than once.

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**STUDENT AWARDS**

**Eugene S. Hire Award.** Given to an outstanding upperclassman who exhibits a willingness to help others in their learning efforts.

**Guilford College Scholarship Society.** The Society was organized in 1937, the centennial year of the college, to encourage and recognize high academic achievement. Students with a cumulative grade-point average of 3.50 are eligible for election upon passing 60 credits of academic work at Guilford.

**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.

**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.

FACULTY/STAFF AWARDS

Bruce Stewart Teaching and Community Service 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.

PROFESSORSHIPS

Raymond Binford Memorial Professorship Fund. The professorship is to be used to provide, as a part of the core curriculum, such functioning knowledge of the scientific bases of physical and mental health as will enable the student to appreciate the significance of these fundamentals, and to make practical use of them in the intelligent direction of his own life and the maintenance of all phases of his personal health.

Charles A. Dana Professorship. Established to subsidize four Dana professors’ salaries.

J. S. and M. D. Cox Fund. Established in 1927 to provide for the maintenance of a chair for the teaching of the English Bible.

Eli Franklin and Minnie Phipps Craven Professorship of Religion. Established to be used for the purpose of promoting the teaching of religion at Guilford.

Glaxo Wellcome Professorship in the Natural Sciences. The professorship was established in 1997.

H. Curt and Patricia S. Hege Professorship in the Humanities. The professorship was established in 1985.

Jefferson-Pilot Professorship Fund. The professorship was established in 1970. It may be awarded in any academic discipline within the college.


Sulon Bibb Stedman Professorship. The professorship was established in 1990 to be used toward the compensation and benefits of an outstanding faculty member in the academic areas of accounting, economics or management.

John A. Von Weissenfluh Chair of Ethics and Religion. The chair was established with preference given to senior faculty in areas of religion, philosophy, ethics or psychology. The chair is concerned with the interdependence of the culture of any society and its religion with special emphasis on that function of religion which deals with the definition and maintenance of the mores of that society.
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