

# V. POLICIES AND PROCEDURES

## i: Academic Regulations

### a. FERPA (<https://catalog.guilford.edu/student-handbook/college-policies-procedures/student-records-policy/>)

FERPA is a federal law that protects the privacy of student education records. It provides students (or parents of dependent students) the following rights:

- The right to inspect and review the student's education records maintained by the school.
- The right to request that a school corrects records the student or parent believes to be incorrect. If the school does not elect to revise the student record, the parent or student may request a formal hearing.
- The right to prevent the school from disclosing information from a student's education record, with specific exceptions.
  - These exceptions allow school officials access to students' education records if such access is due to legitimate educational interest, such as in teaching, advising, educational support, financial aid, or institutional research.

Guilford College may release grades and academic progress information to parents and/or legal guardians if a student provides written consent to the Registrar's Office or if either parent has claimed the student as a dependent on the parent's most recent income tax statement. Students may provide written consent by submitting a FERPA Disclosure & Consent Form to the Registrar's Office.

Guilford College may release financial aid and student accounts information to parents and/or legal guardians if a student provides written consent to the Registrar's Office, has designated parents and/or legal guardians as Authorized Users on TouchNet, or if either parent has claimed the student as a dependent on the parent's most recent income tax statement. Students may provide written consent by submitting a FERPA Disclosure & Consent Form to the Registrar's Office (pdf of Catalog. 149-150)

### b. Title IX (<https://catalog.guilford.edu/student-handbook/title-ix-policies-procedures/>)

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination on the basis of sex in any educational programs or activities that receive federal funding, whether they take place in the facilities of a school or at an event sponsored by the school at another location. While perhaps best known for its application to program equity, such as in athletics, Title IX also applies to sexual harassment (including sexual assault) that prevents students from participating fully and equitably in educational opportunities. Guilford College is committed to upholding the principles of Title IX by responding promptly and thoroughly to all complaints/reports of sex discrimination, harassment or violence.

### c. Student with Disability/ARC (<https://catalog.guilford.edu/catalog/academic-resources/students-disabilities/>) PROCESS FOR REQUESTING ADA ACCOMMODATIONS

1. Any student seeking ADA accommodation(s) due to a documented disability must complete the ARC Registration Agreement form. This

form can be located on the ARC website (<https://www.guilford.edu/academics/accessibility-resource-center/>).

2. Students can submit the ARC Registration Agreement form along with the current appropriate disability-related documentation to the Director of the Accessibility Resource Center (ARC), Guilford College, 5800 W. Friendly Ave., Greensboro, NC 27410. Faxes may be sent to 336-316-2946. Disability documentation, relevant email correspondence, and questions regarding accommodation and services may also be sent to [accessibility@guilford.edu](mailto:accessibility@guilford.edu).

3. Once the ARC Registration Agreement form and the necessary disability-related documentation are received by the ARC, students will need to schedule an intake interview appointment to meet with the Director or Assistant Director. This meeting is designed to develop their individual academic accommodation plan and needs in order to determine what are deemed reasonable and appropriate academic accommodations and adjustments.

4. Once the intake appointment is complete and an individual academic accommodation plan is assigned by the ARC Director(s), students will need to communicate in person or in writing with the Director or the Assistant Director to complete their individual accommodation letter request. This is not an automatic process, and therefore, students will need to request a new academic individual accommodation letter request each term they wish to receive their academic and/or classroom accommodation needs for their enrolled course(s).

5. The Director or Assistant Director will provide the student and their requested professor(s) an electronic copy of their individual accommodation letter request. Students are responsible for communicating and negotiating with each professor about their individual academic accommodations and/or classroom needs.

6. The Directors strongly recommended that students discuss their accommodations and individual needs with their advisor and/or other College personnel, where appropriate, so that appropriate course, campus recommendations and/or referrals may be made.

### d. Satisfactory Academic Progress (<https://www.guilford.edu/SAP/>) (SAP)

#### Academic Standing

**Pace Requirement:** Both undergraduate and graduate students must earn at least 67% (no rounding up) of the credits attempted each semester. A full-time student who attempts 16 credits in a semester must successfully complete 10.72 credits to maintain their pace requirement (16 credits x .67 = 10.72 credits).

Satisfactory academic progress is based on meeting academic checkpoints based on minimum cumulative GPA requirements and credit hours completed. In order to progress each semester at Guilford College, students must meet the academic checkpoints outlined below:

**Note:** The following checkpoints are representative of satisfactory academic progress for full-time students enrolled in a minimum of 12 credits in the fall or spring semester. Part-time students enrolled in less than 12 credits are only responsible for meeting the cumulative GPA requirements. If a part-time student becomes full-time in either the fall or spring semester, both the GPA and credit hours requirements will apply based on the number of credits earned at the beginning of the semester.

**Note:** New students entering with transfer credit accepted by Guilford College must meet the corresponding checkpoint based on the number of credits earned.

The following table is representative of Satisfactory Academic Progress for full-time students enrolled in a minimum of 12 credits.

## Unsatisfactory Academic Progress

Students who miss a checkpoint once are granted a support semester to complete the minimum requirements for that checkpoint to maintain satisfactory academic progress. During that semester the student is on Academic Recovery (with a status of Support Semester or Slip Semester). If a student fails to meet the minimum requirements for the missed checkpoint twice, he/she/they may be placed on Academic Suspension and therefore ineligible to return for the subsequent semester. Students may elect to register for summer courses to improve their cumulative GPAs and to take additional credits. However, summer coursework does not impact a student's academic status.

We understand that students sometimes find themselves in academic trouble because they have not connected to the many campus and academic resources available to support students. To learn more about the variety of services at Guilford College, check out the Campus Resources Website (<https://sites.google.com/guilford.edu/aasa/services/>)

## Academic Recovery

### a) Slip Semester

Slip Semester simply means that a student is not on pace to meet their required checkpoint for good academic Standing before the completion of the academic year and they have time to make corrections before landing on Support Semester at the end of Spring Semester.

*Slip Semester Requirements and Recommendations:*

- Students on slip semester are required to complete Academic Recovery Self Assessment and Contract (<https://forms.gle/tg3AmESXcQki6Uux7/>)
- Slip semester also requires regular meetings with CAPE advisor (Learn more about CAPE (<https://www.guilford.edu/CAPE/>))
- It is recommended that students complete a set of approved academic recovery options (Learning Lab Students-two (2) credit course on academic and personal skill building, Learning & Writing Center workshops, Academic Recovery Modules, Regular Tutoring, etc.).

### b) Support Semester

- Students who miss a checkpoint once are granted a support semester to complete the minimum requirements for that checkpoint to maintain satisfactory academic progress. If a student fails to meet the minimum requirements for the missed check point twice, that student may be ineligible to return for the subsequent semester (see further Academic Suspension section below).
- When Students are notified that their academic standing is changing to "Support Semester," they are required to Complete a Support Semester Contract (<https://docs.google.com/forms/d/e/1FAIpQLScn3MQzRj-Dd4Ct7oIIQPeJSXyckpAKn3zEbo1vSUwOovuSwQ/viewform/>) with

their academic advisor to make plans to return to good academic standing.

*Support Semester Requirements and Recommendations:*

- Students on support semester are required to complete Academic Recovery Self Assessment and Contract (<https://forms.gle/tg3AmESXcQki6Uux7/>)
- Instructors are required to report all absences for students on Support Semester, administrative withdrawal possible for excessive absences.
- Required Meeting with Assistant Dean of Student Support
- It is recommended that students complete a set of approved academic recovery options (Learning Lab Students-two (2) credit course on academic and personal skill building, Learning & Writing Center workshops, Academic Recovery Modules, Regular Tutoring, etc.).
- Required completion of an End of Semester Review

### c) Successful completion of Academic Recovery after Support Semester or Slip Semester:

- Completing the minimum requirements to meet the appropriate checkpoint enables a student to return to (or maintain) satisfactory academic progress and earn good academic standing.

## Academic Suspension

Students who miss their checkpoint twice and do not show appropriate improvement will be placed on Academic Suspension and be required to take time away from Guilford (typically one semester). Students with an academic standing of Suspension are not active students. They may elect to register for summer courses to improve their cumulative GPAs or pace requirements by taking additional credits. However, summer coursework does not impact a student's academic standing status.

**Note:** Summer coursework does not affect the academic status of a veteran and/or dependent of a veteran. However, summer courses may impact VA educational benefits for veterans and dependents of veterans - see section on "Veterans." VA benefits are terminated when a student is under suspension due to Unsatisfactory Academic Progress OR earns a cumulative GPA below a 2.0, the minimum required cumulative GPA to graduate from Guilford College, for two consecutive semesters. VA benefits are reinstated if the student is eligible to be readmitted into Guilford College and after a minimum cumulative GPA of 2.0 is reached.

When students are notified that they have been academically suspended they receive the following letter: Letter Upon Academic Suspension re: readmission (<https://docs.google.com/document/d/1N5HHTVVH4tNKHZblWVmd5XSHT7oI6sXNN3WL-gO0zke/edit?usp=sharing>) It includes recommendations for the time away and instructions about returning to Guilford College after the period of suspension.

To be reinstated after the conclusion of the semester in which a student is ineligible to return, students must reapply and be readmitted to the College following the guidelines in the Student Handbook. Applications for readmission are available on the Guilford College Admissions Web page and are referred to the Readmissions Committee and an associate academic dean. To avoid further separation from College after readmission, readmitted students must meet the requirements of the missed academic checkpoint at the conclusion of the semester

## Satisfactory Academic Progress Policy Defined

In accordance with federal regulations, all recipients of federal financial aid must maintain a satisfactory rate of progress toward the completion of a degree (i.e. pace) and must be in good standing based on a cumulative grade point average (GPA), regardless of whether financial aid was received previously. A Guilford College student is maintaining Satisfactory Academic Progress (SAP) (<https://www.guilford.edu/SAP/>) towards the completion of a degree if he/she is meeting standards according to the measurements listed below. Students are evaluated annually at the end of the spring semester to determine if they are meeting these requirements.

The following definitions apply to this policy:

- **Financial Aid Programs:** All federal programs to include loans, grants and work study, NC State grant programs, outside programs offered from other states and private organizations and institutional aid.
- **Earned and Attempted Credit Hours:** Satisfactory Academic Progress uses credit hours to measure both the pace and maximum timeframe requirement. It is important to understand the difference between the two types of credit hours.
  - “Earned” credit hours are courses in which the student receives a letter grade of “D” or higher or “CR” in a Pass/Fail course.
  - “Attempted” credits are courses in which the student enrolls and remains enrolled after the add/drop period of each semester – even if the student later withdraws or fails the course. Courses dropped during the drop/add period defined by the college at the beginning of each term are not counted as attempted hour.
- **Pace Requirement:** Both undergraduate and graduate students must earn at least 67% (no rounding up) of the credits attempted each semester. A full-time student who attempts 16 credits in a semester must successfully complete 10.72 credits to maintain their pace requirement (16 credits x .67 = 10.72 credits).
- **Maximum Time Frame:** The maximum period in which students may receive financial aid based on the degree program in which they are enrolled. Students have a maximum period of 150% of the credits required to complete the program to remain eligible.
  - Bachelor degree program that requires 128 credits to graduate will have a total of 190 attempted credits allowed, not to exceed six calendar years from the beginning of the initial semester including periods of non-enrollment.
  - Graduate degree program that requires 40 credits to graduate will have a total of 60 attempted credits allowed, not to exceed 4 calendar years from the beginning of the initial semester including periods of non-enrollment.
  - There are limited appeals or extensions of the 150% maximum time frame rule. Students may continue to receive limited federal financial aid assistance and will also be able to apply for private loan funding or participate in a tuition payment plan for their educational expenses.
- **Cumulative Grade Point Average:** The grade point average calculated at Guilford from all credits taken.

- For undergraduate students they must meet the following:
  - The required minimum cumulative GPA requirement is 1.6 for students who have earned 53 credits or less.
  - The required minimum cumulative GPA requirement is 1.8 for students who have earned 54 to 86 credits.
  - The required minimum cumulative GPA requirement is 2.0 for students who have earned 87 credits or more.
- For graduate students they must meet the following:
  - A cumulative GPA of 3.0 must be maintained.

## SAP Review Process

- **Frequency:** Satisfactory Academic Progress will be evaluated at the end of the spring term regardless of whether the student received financial aid in that enrollment period. Students not meeting SAP requirements will be notified by letter and an email sent to their Guilford College account. If a student fails to meet SAP, they will immediately be placed on financial aid suspension.
- **Financial Aid Suspension:** Suspension of financial aid eligibility occurs the semester immediately following the spring review period. Under suspension, a student is not eligible for federal and state financial aid. In addition, students will lose their eligibility for Guilford College scholarships or grant aid. Students have two options to reestablish their federal and state financial aid eligibility.
  - These options are:
    - Pay for the next semester or session on their own and have the SAP status reevaluated after successful completion of the semester, or
    - Submit a completed Satisfactory Academic Progress Appeal Form (<https://www.guilford.edu/media/18241/>).
- **Maximum Time Frame Suspension:** Any student who has exceeded the maximum time frame requirements for the appropriate degree program will be placed on a maximum time Financial Aid suspension. Students in this group will be required to appeal and provide the Office of Financial Aid with an academic plan that has been approved by their Faculty Advisor. The academic plan must be followed as prescribed and will be reviewed at the end of each semester until graduation from Guilford College. Students will not be permitted to receive institutional grants or scholarships unless approved through the Office of Financial Aid in conjunction with the institutional scholarship or grant provider's approval. In most cases, aid will be limited to federal financial aid only.
- **Notification:** Letters explaining the SAP status along with instructions on the appeal process will be mailed to the student's permanent home address on file with Guilford College. It is recommended that students keep their permanent home address up to date with the Registrar's Office. Email notifications to the student's Guilford College email account will also be sent.

### SAP Appeal Process

Students are permitted to appeal their financial aid suspension; however, the right to appeal must be based on extraordinary, personal circumstances that contributed to the student's inability to meet the SAP requirements. If the initial appeal is approved, appeals for future semesters must be based on a different circumstance as the student's previous appeal. Acceptable circumstances include:

- The death of an immediate family member or close relative (i.e. mother, father, grandparent, sibling or immediate family such as a related aunt or uncle)
- A serious injury or illness (physical or mental) of the student which required medical intervention
- Significant, unanticipated family obligations due to medical issue or illness
- A catastrophic loss due to fire, flood or natural disaster that affects the student's academic attendance or performance

**\*\*The appeal of a financial aid suspension is a separate process from an appeal of academic suspension. The two processes are not related and approval of an academic suspension does not automatically remove the suspension from financial aid.\*\***

Students who wish to appeal must complete and submit a Satisfactory Academic Progress Appeal Form (<https://www.guilford.edu/media/18241/>) together with all required documents. The Office of Financial Aid reserves final authority in SAP appeal decisions. If the appeal is approved, the student will be placed on financial aid probation. SAP appeal forms received without appropriate supporting documentation, or appeals that contain or reveal conflicting information, will be not be reviewed until either all documentation is received or the conflicting information is resolved.

SAP Appeals should be submitted to the Office of Financial Aid either by mail, fax, scanned and emailed or in person to:

Guilford College  
5800 West Friendly Avenue  
Greensboro, NC 27410  
336.316.2942  
financialaid@guilford.edu

- **SAP Appeal Notification:** The student will be notified by email to their Guilford College email account.
- **If the Appeal is Approved:** Aid is continued for one term
  - The student should carefully review the SAP appeal notification which will outline the unique, individualized SAP requirements that the student must meet in order to maintain eligibility for federal and state financial aid. It is possible that the student will still lose their eligibility for Guilford College scholarships or grants depending on the requirements of those programs.

Frequently Asked Questions (FAQ) About Satisfactory Academic Progress (SAP) (<https://www.guilford.edu/sites/default/files/2020-06/Guilford%20College%20FAQ%20About%20SAP%20-%2006-5-20.pdf>)

### e. Financial Aid Guidance (<https://www.guilford.edu/admission-and-aid/financial-aid-and-costs/>)

- All students (undergraduate and graduate level) must be enrolled at least half time to be eligible for their federal loans.
- For undergraduate students, this would be 6 credits.

- For graduate students, it would be 4.5 credits- but practically, this equates to at least two classes
- Undergraduate students must be enrolled in 12 credits (full time) in order to receive their Guilford Aid (merit scholarships, endowed scholarship, etc.) and receive their full amount of PELL eligibility.
- Undergraduate students who are also NC Need-Based Scholarship (NCNBS) recipients must be in at least 15 credits to receive the full amount of this fund eligibility.

### f. Credit By Exam (<https://catalog.guilford.edu/catalog/admission-fees/credit-examination/>)

Guilford College awards credit for Advanced Placement (AP), International Baccalaureate (IB), and CLEP examinations. Students may receive academic credit for up to a total of 32 credits for those examinations that correspond to courses in the Guilford curriculum. Credit is awarded for AP scores of four or five, IB scores of four through seven on the Higher Level tests, and CLEP subject exam scores of 55 or higher (p. 164)

### g. Transfer Credit (<https://catalog.guilford.edu/catalog/academic-regulations/transfer-credits/>)

Guilford College accepts for transfer credit undergraduate courses from regionally accredited institutions, as long as the following criteria are met:

- The grade earned is C- or higher
- The course is similar to an existing Guilford course or otherwise compatible with Guilford's curriculum

Courses to be applied to major, minor and general education requirements at Guilford must be approved by the appropriate chairperson, following the learning outcomes, course descriptions, and syllabi for both the proposed transfer course and the corresponding Guilford course or curriculum. The final evaluation of transfer of credits is approved by the registrar. All transferred credits will be listed on a student's Guilford transcript. Only credits are transferred, not grades.

There is no maximum on the number of credits transferred from regionally accredited four-year institutions. A maximum of 64 credits total may be transferred from regionally accredited two-year institutions. Guilford does not award academic credit for courses completed at nonaccredited educational institutions, for work taken on a non-credit basis, for job-related experience, or for non-academic experiential learning (p. 154).

### h. Credit Overloads (<https://catalog.guilford.edu/catalog/academic-regulations/overloads/>)

No student may be registered to take more than four credits of coursework in any three-week session. Students can consult with the Associate Academic Deans for permission to combine coursework at other institutions with an experience in the three-week session.

Students must submit a petition to the registrar requesting permission to overload under the following circumstances:

The student wishes to take more than

- 14 credits in a fourteen-week session
- 6 credits in summer school
- 12 credits during the eight-week summer term
- 8 credits during a four weeks summer term

Please note that no overload petitions for the 14-week session will be approved without students being registered for a course in the corresponding 3-week session.

## ii. Internships and Independent Studies (<https://catalog.guilford.edu/catalog/special-study-opportunities/>)

### Internships

Designated by the course numbers 290 and 390 in the curriculum and carrying 1 – 4 credits, internships 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 2.5.

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 register 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 1-4 credits.

## iii. Double majoring, minoring, double-counting course credits (<https://catalog.guilford.edu/catalog/guilford-college-curriculum/the-major/>) minors (<https://catalog.guilford.edu/catalog/minors/>)

### Disciplinary Majors

A disciplinary major is a major in a traditional academic discipline. A student selecting a disciplinary major completes the number of credit hours in that field as specified by the program. At least half of the course credits in a major must be completed at Guilford.

### Interdisciplinary Majors

An interdisciplinary major utilizes theoretical perspectives for analysis from more than one traditional academic discipline. A student selecting an interdisciplinary major completes the number of credit hours in courses specified by the program. Some interdisciplinary majors must also complete a second disciplinary major. At least half of the major must be completed at Guilford.

### Double Majors

A double major consists of two distinct majors. A student must complete the number of discrete credits required for each major, but courses can double count between the two majors. Also, to earn a double major, a student must complete all requirements for each of the two majors.

All Guilford College graduates are awarded one degree. Students may complete the requirements for more than one major. When students have completed the requirements for more than one major, and those majors offer different degrees (A.B., B.S., B.M., B.F.A.), a student will select which degree will be awarded. Although each graduate is awarded only one degree, all majors completed by a student are listed on a student's permanent academic transcript.

For a student to earn a major at Guilford, the student must complete at least half of the major credit hour requirements at Guilford. This requirement applies to each major a student earns. The minimum grade to satisfy a major is a C- in each of the courses required for a major, unless otherwise specified for professional licensure. In order for credit/no credit courses to count toward a major, they must be explicitly designated as such in the Guilford College Catalog.

### Minors

The Guilford curriculum features interdisciplinary and disciplinary minors that provide coherent plans of study for students with special interests apart from their majors or who wish to pursue further study related to the major. Minors normally consist of four courses.

Students must take at least 48 credit hours to meet this requirement: at least 32 discrete credits for the major and at least 16 discrete credits for the minor. The discrete credits counting in the major are not allowed to count in the minor and the discrete credits counting in the minor are not allowed to count in the major. In the case where a student wishes to use a single course to fulfill requirements for both a major and a minor, she or he may do so as long as the 48-hour minimum is maintained (this may require taking additional courses).

There are two restrictions on choosing a minor in relationship to majors: 1) Students cannot choose a minor that has the same name as their major. For example, English majors cannot choose an English minor. 2) Students cannot satisfy the minor requirement with a minor that has a note in its catalog description prohibiting students from combining this minor with their chosen major. For example, the forensic science minor description prohibits students from combining this minor with the forensic biology major.

## iv. The Writing Program Placement Process (<https://catalog.guilford.edu/catalog/guilford-college-curriculum/critical-bases/>)

We use an informed Self-Placement model at Guilford College. With guidance, students choose among the options below to begin their writing sequence.

At Spring into Guilford (SIG) and Guilford Orientation (GO), faculty and staff in the Writing Program lead students through some reflective exercises and questions about their past experiences with reading and writing, as well as their habits and dispositions. Students will use these reflections to evaluate the courses we offer and the different levels of support they can choose from.

In addition to selecting between ENGL 101 and ENGL 102, students also decide what additional layers of support they prefer. Students will record on their card (and bring it to a later orientation session) which of the

following combinations they are choosing. Their choice is also shared on a CAPE advising survey form prior to class registration. Additional information is shared in advising sessions as students select their Writing class.

AP/IB/Transfer rules still apply:

If they received a score of 3 on an AP or IB exam in Language/Composition or Literature/Composition, they likely have the experience and confidence to do well in English 102 or English 102 Plus.

If they received a score of 4 or higher on an AP or IB exam, they are exempt from taking any English 101 or English 102 course; they may move directly to HP.

All students may still opt to take an English class if they want to practice college-level reading and writing skills before taking HP. Financial aid WILL pay for a class for which they have already received credit, though they should be enrolled in 16 credits that semester.

### v. Modern Language Placement (<https://catalog.guilford.edu/catalog/guilford-college-curriculum/critical-bases/>)

Consult the College Catalog (<https://catalog.guilford.edu/advising-manual/policies-procedures/modern-language-placement/>) for detailed placement information.

The Modern Language requirement is a two-course or equivalent sequence that prepares students to be lifelong learners of languages and cultures. Modern language courses are taken in order (first the language 101 course, followed by language 102 or the approved study away or immersive experience). They focus on learning through developing novice-level skills in comprehending and producing speech and writing in a non-English natural language, and familiarity with some of the communities for whom that is a first or primary language. A student may also satisfy this requirement through one of the following means, all subject to final approval by the Department of Modern Language Studies:

- Pass two semesters of a modern, spoken or signed language at another accredited university. The chosen language must have cultural components. ASL can satisfy the language requirement.
- Place into language 201 (German & Spanish), 203 (French) or higher on one of Guilford's language placement tests.
- Score four or higher on an AP modern language exam.
- Provide documentation of completion of at least one year of high school (9th or 10th grade) in a non-Anglophone country with all instruction in a language other than English. Completion of lower levels of education in another language is not sufficient.

Placement scores from exams at other universities do not meet this requirement.

Placement in modern language classes varies by program. Please read carefully as MLS has made several changes this year.

#### Spanish

Only students who have taken **four or more years of Spanish in high school or who are native or heritage speakers of Spanish (speak it at home or with family)** need to take the placement test. Students who have taken less than four years of any modern language in high school can sign up for a language at the 101 level without testing.

If a student completes the placement exam and places into SPAN 201 or higher, they DO NOT have to take a modern language. The foreign language requirement will be complete, but no credits awarded. Nevertheless, they should strongly consider studying Spanish at Guilford to continue to build their language skills and might consider minoring in Spanish.

#### French

No placement exam. The French minor and major are on hiatus for the 2024-2025 academic year. No students may declare a French minor or major. No introductory or intermediate French courses will be offered this year.

#### German

No placement exam. If a student believes they belong in a level above 101, they should email Dave Limburg, German professor, at [dlimburg@guilford.edu](mailto:dlimburg@guilford.edu).

#### Japanese

No placement exam. If a student believes they belong in a level above 101, they should email Hiroko Hirakawa, Japanese professor, at [hirakaw@guilford.edu](mailto:hirakaw@guilford.edu).

#### Additional Modern Languages Advising Guidance:

Students on the 2019 Curriculum are required to take ML 101 and 102 (or test into 201). Courses start to count toward the Major at 102, and toward the Minor at 201.

For the modern language requirement to be waived, a student must qualify for a learning disability as defined by the state of North Carolina. If the modern language waiver is granted, the student must substitute Modern Language 101 and 102 with courses with an international or intercultural emphasis that have been approved by the Department of Modern Language Studies. Students must contact the coordinator of the Accessibility Resource Center to process the waiver. The coordinator of Accessibility Resource Center maintains the list of approved substitute courses for 101. Substitute courses cannot double-count with other general education requirements.

International students whose native language is not English, and who completed secondary school in a non-Anglophone country and in a language other than English will be exempt from the modern language requirement. No credit will be awarded for their native language unless they wish to enroll in an advanced-level course.

### vi. Guilford Mathematic Guidelines

In general, the students taking a mathematics course are doing so to satisfy the Numeric & Symbolic Engagements credit. There are a variety of entry points, depending on ability & interest.

#### Backgrounds

The following sequencing of high school courses is approximate and recent naming trends do not always communicate content.

- Pre-Algebra
- Algebra I
- Algebra II
- Geometry
- Trigonometry
- Pre-Calc (may supersede Trigonometry)
- AP Calc (AB or BC)

For information on advising guidance for particular student experience and interest, see Guilford Math Advising Suggestions (<https://docs.google.com/document/d/1It5xlayWnqEqZTdX5vgYeUYt7mnuMM2Y1TGisjqrk/edit?usp=sharing>).

#### Guidelines for Calculus

Many students have a class called calculus from high school. This is in part a question of prestige for the high school. Unfortunately, the quality varies so much that we generally only accept credit for courses that the student takes an AP exam for. This might change in the future, if a placement test were developed.

AP Calculus courses come in two varieties - AB & BC. In the traditional three semester sequence, these correspond exactly to Calculus I & Calculus II, meaning those with AB credit used to place into our MATH 222 and those with BC credit into our MATH 225 (appears as Math 224 in Fall 2023, should return to 225 thereafter).

We have undergone a structural revision very recently, meaning calculus courses for Fall 2023 & Spring 2024 will have different numbering than Fall 2024 & Spring 2025. We will revise this document appropriately.

If students have had a high school calculus course that was not accompanied by an AP exam or if they earned a 3 on either exam, it would be best to send them to me (Ben Marlin) or someone else in the Math Department for help. We can usually see where to place them by talking through a few problems.

#### Guidelines for Transfer Credit- What Comes Next?

Most community colleges and 4-year schools have very similar names for their courses. The transfer matrix should be pretty complete, but the following is meant to help you in understanding some of the confusion of weird course names that crop up, or at least those I have seen. It may also help you figure out how to make students feel comfortable with the course choices presented.

*Intermediate Algebra* - This is uniformly a pre-algebra course. It does not transfer in as credit for any 4-year school. Refer the student to College Algebra or Elementary Functions.

*Pre-Intermediate Algebra* - This is generally a very remedial course, as the name implies. It does not transfer for college credit at any 4-year school. Unless these students intend to do a major that requires a math course, suggest MATH 110 Math for the Liberal Arts.

*Finite Math* - This name is thrown around a lot, and can mean anything from pre-pre-intermediate algebra to an applied discrete math course. We will need to see a syllabus or (at the very least) a course description on the sender school's website.

*Discrete Math* - This name gets thrown around a lot as well. In general, we'll take it as our MATH 212 course without much question, but if the sender school has numbered it with a 1XX or especially 0XX designation, we really need to look into it.

*Survey of Math* - This is one of a thousand creative names for what we call Math for the Liberal Arts. Interpret this liberally as MATH 110. Other names might include Mathematics for Citizens, Mathematics for Human Flourishing, etc.

*College Algebra* - This course covers about half the material of our MATH 115. If the student intends to take Calculus I at some point, they may benefit from taking Precalculus. We try to occasionally run MATH 116

Trigonometry to bridge the gap with less repetition, but the demand is not very high. Additionally, many students are OK with having a class with a little review in it.

*Precalculus* - This is equivalent to our MATH 115, which we are in the process of renaming Precalculus. Our previous name was Elementary Functions. You may encounter this course name or College Algebra & Trigonometry as a single class or two separate classes.

*Business Calculus, Survey of Calculus, Calculus for the Life Sciences* - This is essentially Calculus I without trigonometry and includes more business & economics examples. While it does not map exactly, it works as Calculus I. Students using this to satisfy the Calculus I prerequisite for Calculus II may be at some disadvantage because they are not used to dealing with trigonometry, but otherwise should be fine.

*Calculus for Engineers* - Usually this will be a more rigorous version of our Calculus I or Calculus II. Depending on the sender school, it may make sense to put these students in Calculus II or Calculus III. Send them to me (Ben Marlin) or someone in the Math department for safety's sake. We can usually sort this out by asking them to discuss a couple of problems for us.

*Calculus I, II, III* - You will have to research the sender school and see what their sequence is. If they have a 4-semester sequence, just map it directly to ours (this will need revision for Fall 2024). The student will be fine in the next course. If, however, the school has a 3-semester sequence, the following guidelines may help.

- Student has credit for Calculus I but not Calculus II. Enroll them in Calc II in Spring 2025. For Fall 2024, encourage them to sign up for MATH 212 Discrete Math or a Physics course to keep their skills sharp.
- Student has credit for Calculus II with a D. Talk to them about it first, but suggest they enroll in Calculus II in Spring 2025. Point out that it will be a review and that most students with a D in our classes re-take them to replace the grade. If they seem amenable, you might also suggest auditing Calculus I in Fall 2024 to keep in practice. Before letting such a student take Calculus III, contact the teacher.
- Student has credit for Calculus II with a decent grade. Enroll them in Calculus III. Warn them that the course moves pretty quickly. There is no longer a Calculus IV to follow it up with, and the material of that course has been moved to others.
- Student has credit for Calculus III. The safest thing to do here is send them to talk to someone in the Math Department. They are undoubtedly prepared for MATH 212 Discrete Math, and are very likely good candidates for Physics 121 or above (although please note Physics 211 is LOWER level, not higher level).
- Student has credit for Calculus III and an interest in engineering. Enroll them in MATH 212 Discrete Math for Fall 2024, and recommend they talk to Ben Marlin to find good placement for future interests. This will be very complementary to the physics majors. Urge students to look into Physics 121 in Fall 2024, Physics 122 in Spring 2024. Please note that Physics 211 is NOT a good fit for the student.

#### vii. Business Math Refresher & Test

Taking and passing the online business math refresher is required as a prerequisite to take BUS 332, BUS 347, ACCT 302, and ACCT 303.

The online Business Math Refresher ([www.aleks.com](http://www.aleks.com)) is self-paced and can be taken from most PCs with internet access. The course begins with an initial assessment of approximately 28 questions and takes about

2 hours. The initial assessment identifies those areas in which you need to be refreshed and will open to students in tutorials.

Students must pay for the access code (approximately \$75 depending on your choice of weeks of access) during the registration process. On average students are able to complete 80% of the topics by spending 15 - 20 hours in the tutorial.

Once students have completed at least 80% of the topics, they are ready to take a proctored assessment at the college. This assessment is identical in format to the assessments in the online course. The passing score on the proctored assessment is 75%.

### **viii: Honors (<https://catalog.guilford.edu/catalog/academic-departments-majors/honors-program/>)**

The Honors Program at Guilford College provides a supportive community for students who are committed to achieving academic excellence and have demonstrated their passion for learning. Through seminars, activities, and one-on-one collaboration with faculty, the program provides students with opportunities to deepen their knowledge and develop their problem solving skills.

Honors Program students come from all majors and disciplines; they are driven by intellectual curiosity and are eager to share their research with others. High-achieving students are invited to apply to this competitive program when admitted to the College and progress through the Honors curriculum across all four years. The program requires students to maintain a high GPA and to complete a senior thesis project in their major(s). Students in the program are also eligible for “senior stipends” to offset research costs or application costs for graduate or postgraduate school.

- Honors **freshmen** should take HON 100 (1cr) in the Spring, and must attend Honors events throughout the year.
- Honors **sophomores** should take HON 200 (4cr total), and attend Honors events. We also encourage them to study abroad and take on campus leadership roles!
- Honors **juniors** should take HON 300 (1cr) in the Spring, and connect with a faculty member toward their senior research project. We also encourage them to study abroad and do summer internships!
- Honors **seniors** should take HON 400 (1cr) in the Fall, and take 4cr of 470/490:thesis in their major (or HON 470 if interdisciplinary). We also encourage seniors to apply to grad programs or competitive fellowships!
- HON seminars are not offered at other times, and if a student is studying abroad, they enroll in it anyway (we will Zoom, do work in advance, etc.)
- For more information, contact Heather Hayton (hhayton@guilford.edu) or check out the internal Honors website (<https://sites.google.com/guilford.edu/honorsprogram/home/>).