

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.

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/>)

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. If a student does not meet the minimum requirements for the missed checkpoint twice, that student is 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.

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.

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 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.

When students are notified that their academic standing is changing to "Support Semester," they are required to complete a Support Semester Contract (<https://forms.gle/yxo69rGgt9U5SNkU8/>) with their academic advisor to make plans to return to good academic standing.

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) 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.

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 that have earned 54 to 86 credits.

- The required minimum cumulative GPA requirement is 2.0 for students that have earned 87 credits or more.
- For graduate students they must meet the following:
 - A cumulative GPA of 3.0 must be maintained.
 - 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

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 scholarship 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 scholarship 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 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-%20206-5-20.pdf>)

e. 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)

f. 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).

g. 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 twelve-week session
- 6 credits in summer school
- 12 credits during the 10-weeks summer term
- 8 credits during a five weeks summer term

Please note that no overload petitions for the 12-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/>)

The Writing Program placement process will be completed during the Initiate course to determine whether a student begins their writing instruction at Guilford with English 101 or English 102. This process includes an evaluation of writing produced in the Initiate course and the responses to a questionnaire about their writing, reading, and critical thinking. Note: Students with scores of three on an AP English exam will be exempt from ENGL 101 and those with scores of four or five on an English AP exam are exempt from ENGL 101 and will be given credit for ENGL 102. Historical Perspectives completes the foundational writing sequence allowing students to transition into further writing instruction in their majors and academic disciplines. Minimum grade to satisfy these requirements is a C- in ENGL 101 and a D- in ENGL 102 (p. 273)

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

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:

German: Students with prior instruction in German at any level should contact the professor of German, Dave Limburg (dlimburg@guilford.edu) for proper placement.

Japanese: Students with prior instruction in Japanese at any level should contact the professor of Japanese, Hiroko Hirakawa (hhirakaw@guilford.edu) for proper placement.

Spanish: Students who have had four or more years of instruction in Spanish in middle school/high school or who are native or heritage speakers of the language should take the placement test. Students who have had 0-3 years of Spanish in middle school/high school should enroll directly in Spanish 101.

French: The French program is on hiatus for the 2022-2023 academic year; as such, the French test is not currently available for placement. However, students can continue to take the French test in order to place out of the Modern Language requirement.

Students who place out of the modern language requirement are encouraged to continue their studies of language by enrolling in 201, 202, 203, 204, 220 or 301, according to placement and language. Students who score below the minimum (see below) must satisfy the modern language requirement by completing a language course at the 102 level. Some students will need to begin at 101 and others will be able to enter at the 102 level. Language courses are offered in German, Japanese and Spanish.

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 a course with an international or intercultural emphasis that has 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. Substitute courses cannot double-count with other general education requirements.

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/1lt5xlayWnqEqZTdX5vgYeUYt7mnuMM2Y1TGisjqrk/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 122 and those with BC credit into our Math 225.

We restructured to accommodate the 12-week semesters, and now have Math 220 Calculus I, Math 222 Calculus II, Math 224 Calculus III, and Math 226 Calculus IV. The division is logical, but does not exactly correspond to the AP curriculum. The following should help.

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.

Guidelines for Transfer Credit

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. 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 to my knowledge. 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 to my knowledge.

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 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.

Business Calculus, Survey of Calculus, Calculus for the Life Sciences - This is essentially Calculus I without trigonometry and more business & economics examples. While it does not map exactly, it works as Calculus I and may cover some topics of Calculus II. 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.

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. 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, but warn them that the first few weeks will be review for them. They should discuss the notion of some individual assignments with the teacher to make sure they don't get lackadaisical in that time and then run up against a wall when the topics change.
- Student has credit for Calculus II with a D. Talk to them about it first, but suggest they enroll in Calculus II. 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.
- Student has credit for Calculus II with a decent grade. Enroll them in Calculus III, let them know that it will repeat a little bit of material from Calculus II.
- Student has credit for Calculus III. Enroll them in Calculus IV, let them know that the vector calculus material may be review, but that the course ends with an intro to differential equations.
- Student has credit for Calculus III and an interest in engineering - Enroll them in Calculus IV if it's offered the semester they enter, but if not look for Math 302 Differential Equations. This will be very complementary to a physics major.

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) 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.

Please note: The Honors sequence (HON 100, 200, 300, 400, plus 4 credits of 470/490 thesis work) satisfies the MyCQ sequence requirement.

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, currently matriculated full-time students who have earned a cumulative G.P.A. of 3.5 or higher are invited to apply for a limited number of spots in the program in the Spring of their first year.