

INTEGRATIVE EXPERIENCE (IE)

IE I01 First Year Seminar

Overview:

The goal of Guilford's First Year Seminar is to introduce students to the academic community at Guilford, while offering them intensive, focused support and guidance. Students identify the areas and topics they are interested in learning more about, thereby encouraging students to branch out into new areas of exploration. A unique structure—that intentionally pairs the academic component with parallel academic skill-building and success strategies—guides students to achieve academic success in the course, and also throughout their first semester of courses and beyond. With an emphasis on facilitating students' growth mindset and through focused and structured reflection, the course encourages students to position themselves as intellectually-engaged college students and also as lifelong learners.

At the same time, the course focuses on introducing and welcoming students to the Guilford community. Understanding that students remain and persist when they feel connected with not only their peers, but also the faculty and staff, the course prioritizes relationship-building—with the faculty member and Career, Academic, Personal Exploration (CAPE) advisor who are both teaching and collaborating with one another in the course—but also with other resources and supports across campus. The course thus introduces students to the beginning stage of a collaborative, team-based advising approach, where students can rely on multiple people with different perspectives to offer guidance and support throughout their time at Guilford.

IE 301 Junior Seminar

In the Junior Seminar students continue the process of reflection and curiosity development from the First Year Seminar and Explore courses. Instructors may include other course content as appropriate, especially when the student population is from a specific cohort, for example, Bonner Scholars or students in the Honors Program. By the end of the Junior Seminar, students will identify their Explore courses, share ideas for their contribution project, and select a Senior Seminar course.

Format: There are three possibilities for students to complete the Junior Seminar. With guidance from their advising team, students will choose from these options.

- Complete the Junior Seminar as part of a collaborative topic- or project-specific cluster with an instructor(s) who leads that cluster such as Ethical Leadership.
- Complete the Junior Seminar through a designated course option such as Honors and approved course in the major (See approved Designated Junior and Senior Seminar Courses (<https://docs.google.com/document/d/1swk3nABFtKPtdFFc-BEF79yp0wx0AzylvCbFkaesya0/edit?usp=sharing>) list).
- Complete the two-credit Junior Seminar as a standalone course (IE 301) with an instructor and guidance from a faculty or staff collaborator (additional support can be provided by community members).

Junior Seminar	Prerequisites/Corequisites
EDUC 309	Required for all Education Studies majors Corequisites: EDUC 307, 308, and clinical internship

EDUC 312	Required for all Education Studies majors Corequisite: EDUC 313 or instructor permission
HIST 401	Historical Perspectives and HIST 310 or instructor permission
HON 300	Only open to Honors students
MUS 309	Open to all students
PSCI 455	Required for all Political Science majors This course is a prerequisite for PSCI 465
SPST 391	Prerequisite: SPST 120 Required for all Exercise and Sport Science and Sport Management majors This course is a prerequisite for SPST 485

IE 401 Senior Seminar and the Contribution

The Senior Seminar, in which students complete the Contribution, requires students nearing the end of their degree program to complete a project addressing a question or problem that applies what they've learned and reflected on through their entire educational experience. The project might be a research paper; a performance; a portfolio of "signature work;" an exhibition of artwork; significant community service; participation in the planning, organization and administration of a significant group project or program; or a project of similar scope. A student's Contribution builds specifically on their Junior Seminar and Explore courses and more generally on their entire coursework and co-curricular experiences. Students do not develop their Contribution in a silo, but with groundwork that is firmly rooted in the exchanges that occurred in a collaborative community of common curiosity among fellow students, faculty and staff, and/or members of broader local or global communities.

Senior Seminar	Prerequisite/Corequisites
ART 480	Required for B.F.A. candidates. Art majors not completing thesis, must have completed 300 level coursework in focus area. Non-art majors utilizing this course for their Contribution must be instructor approval.
BUS/IDS 402	Open to all students
BUS 449	Business major
CTIS 440	Computing Technology and Information Systems major
ECON 312	Prerequisite: ECON 221 or 222. Open to all students Part of the Environmental Studies major
EDUC410	Required for Education Majors (Corequisites: EDUC 440)
EDUC 420	Required for Education majors (Corequisites: EDUC 440)
ENGL 400	
ENVS 480	ENVS major, senior standing

HIST 402	Required for History majors. Enrollment is limited to junior or senior history majors who have successfully completed two history courses at or above the 200 level at Guilford. Ideally, students should also have successfully complete HIST 310 and HIST 401
HON 400 & any Thesis course	Only open to honors students (Any student can submit a request for their thesis course to be designated as Senior Seminar for that student)
INTR 465	International Studies major
PECS 465	Peace and Conflict Studies major
PCSI 465	Pre-requisite PCSI 455
PSY 445	Prerequisite: a research methods course in social and behavioral sciences (JPS 337, JPS 338, PSCI 455, PSY 301, SOAN 337, or SPST 445
SFS 410	SFS 110, senior standing and instructor permission
SPST 485	SPST 391
WGSS 399	Women's Gender, and Sexuality Studies major, WGSS 375