

Integrative Experience
Junior and Senior Seminar - Designated Course Options
(Linked to course descriptions)

Junior Seminar Course Options	Prerequisites and Corequisites
ACCT 351/BUS 301	Required for all Accounting and Business majors Open to all students
CTIS 320	Required for CNS and CTIS majors Prerequisites: CTIS 221/JPS 221 or CTIS 210 (fulfills this requirement starting Fall 2024)
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
ENVS 380	Required for all Environmental Studies majors
HIST 401	Required for all History majors Prerequisites: Historical Perspectives and HIST 310 or instructor permission
HON 300	Only open to Honors students
JPS 300	Required for Criminal Justice majors Open to all students
JPS 338	Required for all CMJS majors Open to other majors by instructor approval
MUS 309	Required for all Music majors Open to all students
PECS 235	Required for all PECS majors 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 or 130 Required for all Exercise and Sport Science and Sport Management majors This course is a prerequisite for SPST 485

Senior Seminar Course Options	Prerequisites and Corequisites
ART 480	Required for B.F.A. candidates Art majors not completing the thesis but who are completing the capstone must have completed 300 level coursework in their focus area Non-art majors utilizing this course for their Contribution must get instructor approval
BUS/IDS 402	Required for all Business majors Open to all students
BUS 449	Prerequisites: BUS 215, BUS 246, BUS 249, BUS 324, BUS 332 and BUS 347 Required for all Business majors
CTIS 440	Prerequisites: CTIS 321, CTIS 342 and one of the following: CTIS 310, CTIS 322, CTIS 345 or CTIS 334 or instructor permission Required for all Computing Technology and Information Systems majors
ECON 312	Prerequisite: ECON 221 or 222 Required for all Economics majors Open to all students
EDUC 410	Required for all Education majors Corequisite: EDUC 440
EDUC 420	Required for all Education majors Corequisite: EDUC 440
ENGL 400	Prerequisites: ENGL 200 and 20 credits toward the English major (at least 12 credits taken at Guilford, including one 300-level literature course) and Historical Perspectives
ENVS 480	Required for all Environmental Studies majors, senior standing
HIST 402	Required for all 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 completed HIST 310 and HIST 401

HON 400 and any Thesis course	Only open to Honors students (but any student can request for their thesis course to be designated as their Senior Seminar)
INTR 465	Required for all International Studies majors
JPS 449	Required for all CMJS majors Open to other majors by instructor approval
PECS 465	Prerequisite: Historical Perspectives Required for all Peace and Conflict Studies majors
PCSI 465	Prerequisite: PCSI 455
PSY 445	Open to anyone who has completed a research methods course in the social and behavioral sciences (JPS 337, JPS 338, PCSI 455, PSY 301, SOAN 337, or SPST 445)
SFS 410	Prerequisites: SFS 110, senior standing and instructor permission Required for all Sustainable Food Systems majors
SPAN 402 / SPAN 403	Prerequisites: SPAN 301 and another SPAN 300-level course and Historical Perspectives
SPST 485	Prerequisite: SPST 391 Required for all Sports Studies majors
WGSS 399	Prerequisites: Women's, Gender, and Sexuality Studies major, WGSS 375 Required for all Women's, Gender, and Sexuality Studies majors
XD 420	Prerequisites: XD 320, XD 221 Required for all XD majors

For questions or concerns not addressed in this document, contact Stephanie Hudson, Curriculum Coordinator, at HUDSONSL@guilford.edu. For additional information about Integrative Experience, visit the [Canvas course](#).

Course Descriptions

ACCT 351/BUS 301 enables students to develop the communication and reflection skills necessary to thrive in a professional setting and to create a personal career management strategy. This course will assist students to transition confidently and effectively from college to the

workplace or graduate school. Students will be able to communicate proficiently and effectively in various situations. They will also learn to develop and apply successful communication strategies to inform, persuade, and motivate others. Students will be able to write concise business documents and deliver high-quality oral presentations. Through a combination of course and lab work, students will develop the materials necessary to launch a productive, self-directed internship and job search. In addition, class members will develop long-term personal career management strategies, including an understanding of graduate and professional school options. Topics will include aspects of interpersonal communication, nonverbal communication, interview preparation, resume writing, and job search correspondence, as well as the influence of culture, ethics, and technology.

ART 480 is a capstone course in which students pursue creative inquiry in a chosen subject and/or process. For students pursuing Senior Thesis in Art, this course serves as the first half of a year-long Thesis Project and culminates in an exhibit and/or public presentation. ART 480 is open to all art majors as part of the Capstone but ART 481 is the capstone course for Art Senior Thesis. Students utilizing this course for their Contribution use creative methodologies in an area of research to complete a chosen project. The course includes robust reflection and feedback in the form of critique, artist's statements, and artist's talks.

BUS/IDS 402 is a seminar course that addresses current ethical issues in business and frameworks for addressing them. The main objective is for each student to discover the core of their 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. Students will choose one of the following Contribution projects to be completed collaboratively with a team of 3-4 students:

- Analysis of business ethics case with additional research, analysis, writing (15-20-page paper), and presentation about major ethical issues
- Study of business ethics through film with writing (15-page paper) analyzing of movie and characters, identifying ethical issues and how they relate to business ethics, and also analyzing the effects of the art of cinema

BUS 449 is an 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. Students will complete the following Contribution projects:

- Team-based international business competition engaging in multiple periods of analysis and decision-making using relevant marketing, financial, and competitive data
- Individual strategic analysis of a top competitor in a significant industry

For the Strategic Analysis project, a student may choose the firm and industry for which the analysis is performed. Within the analysis, a student may choose to focus on problems in their area of particular interest and make recommendations about those problems. For the Business Competition project, students may select their own team, their team's strategy, and their strategic and tactical responses to the changing competitive environment throughout the competition. These two projects complement each other and result in a significant integration of

multi-disciplinary knowledge, critical thinking, and teamwork, generating two deliverables; an individual strategic analysis paper and a group presentation. Within the simulation, students apply strategies based upon their academic and personal backgrounds. The case analysis can directly address student curiosity, beyond the assumed curiosity of their major field of study, by exploring a particular subarea or element of an organization. The student team-based competition provides scoring and results comparative to other teams in the course at Guilford and around the world.

CTIS 320. Seminar in Cyber Security and CTIS. 2.

This course focuses on ethical and professional issues faced by security and computing professionals, including those related to networks, intellectual property, privacy, security, reliability, liability, data collection and storage, and relevant current laws. This seminar examines the ethics of current technologies and relevant laws, in terms of the often-competing priorities of governments, corporations and citizens. This seminar also covers the professionalism for cyber and network security administrators such as internships, job searching, interviewing skills and resume building. These topics are covered through readings, video/ multimedia, writings, discussions and presentations by students and professionals in the field. Prerequisite: **CTIS 221/JPS 221** or **CTIS 210**.

CTIS 440 is a capstone course that represents the culmination of studies in computing technology and information systems, integrating the knowledge and skills gained through all functional areas, such as software development, database, network, and security. The principal activity in this course is a semester-long implementation of a multifaceted capstone project, that results in a computing or systems artifact that solves an existing problem or responds to an unrealized opportunity. Students can work individually or in teams to design, develop, analyze, and evaluate this product. Much of coursework revolves around a single comprehensive project to be completed across four milestones. Individual students or student teams must propose, design and develop an information systems solution, an information technology artifact, or an information technology-based start-up/strategic plan using any available application or hardware technology. Students are encouraged to seek capstone opportunities by exploring recent community needs or drawing interests from across the computing disciplines. The capstone project must combine knowledge and skills gained from at least two different computing courses, such as operating systems, networks, system analysis and design, software/app development, and databases. The two-course requirement is a minimum for evaluating successful capstone projects—students who integrate a more diverse set of knowledge and skills will earn higher marks on project deliverables. Furthermore, students are strongly encouraged to not merely apply but challenge their existing knowledge and skills by pursuing ambitious projects, or expand their knowledge and skills exploring new areas of interest (cryptocurrency, smart contracts) not found in previous coursework.

ECON 312 is a course in which students will learn the basic statistical tools and methods used by economists in doing empirical research. The course will cover both descriptive and inferential statistics. The course topics will include the normal, and student t probability functions as well as hypothesis testing, regression, and correlation analysis. Problems of data collection, sampling difficulties, and questionnaire design are discussed. Lastly, the course will give each student a variety of opportunities to develop skills in research methodology.

The primary objective of this course is to provide students with sufficient background and understanding in statistical methods so that they may become critical consumers of statistical information in its various applications in economics. Further, students will learn how to apply these methods to undertake basic econometric analysis. To do so, this course will challenge students to analyze and understand empirical results generated by others as well as to perform statistical analyses of their own.

Throughout the course students should expect to practice and apply the concepts as they are presented in the course. In the homework, the problem sets, and the out of class projects, students will be asked to demonstrate their understanding of the material.

EDUC 309 is a course in which candidates practice instructional planning which includes UDL and differentiation as well as general, research-based best practices in instruction, assessment, and evaluation strategies and theories and apply these in all elementary content areas.

EDUC 312 is a study of school structures and curricula and practice of methodologies in appropriate specialty areas and integrated curricula. Candidates focus on planning, instruction, and assessment in accordance with the expectations of edTPA and State Standards, which includes identifying and supporting students with special needs, integration of technology, and differentiation.

EDUC 410 is integrated with student teaching (EDUC 440). The seminar provides collaborative reflection on and support for student teacher cohorts. Seminar topics derive from cohort next steps. The seminar also serves to guide candidates in completion of their edTPA portfolio.

EDUC 420 is integrated with student teaching (EDUC 440). The seminar provides collaborative reflection on and support for student teacher cohorts. Seminar topics derive from cohort next steps. The seminar also serves to guide candidates in completion of their edTPA portfolio.

ENGL 400 is the capstone experience for the ENMS and CRWR majors. Students take it in their senior year, and apply all that they have learned from studying stories/storytelling across four years. The course is thematized; each professor teaches a different focus. The course assesses how well a student applies disciplinary skills and showcases their ability to distill complex subjects for a non-specialist audience as well as engage with a scholarly one.

ENVS 380 dives deeply into systems thinking, resilience, and sustainability while guiding students to develop meaningful problem statements, focus area designations and descriptions, and

proposals for their senior projects.

ENVS 480 has been designed as a student-driven, project-based capstone for Sustainable Food Systems and Environmental Studies majors, serving as a student's signature work. Students will decide upon, research, and develop a hands-on, or research-based project involving the Guilford College campus, Farm, and/or other food-systems or environmentally related issues in the greater Greensboro community.

HIST 401 is like boot camp for historians. The course is built around the production of a prospectus/research project proposal, suitable for use in HIST 402 "History Capstone." While the prospectus/project proposal will be produced individually, much of the work in the class will be done by student teams in the form of time-limited, team-based challenges. The goal is to get your hands on history, to work with a broad variety of primary and secondary sources, to experience the challenges and victories of doing original historical scholarship, but also to see how the discipline approaches its task.

HIST 402 is 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 a 7-minute public oral presentation and a 20-25 page research paper (double spaced, 12 font size, 1 inch margin). This course is designed to allow the student majoring in the discipline of history to explore, research, and write a complex analytical essay on some aspect of the historical topic of his or her choice. Students explore the craft and methods of historians by writing history themselves. The course is also collaborative and collegial. Although each student's work is his or her own, conceived and written independently, students review each other's work and provide each other with constructive criticism throughout the semester. In this class, students choose their own research topics based on their interests and passion. They have the opportunity to bring all of their knowledge and skills to bear on a project of their own design. Traditionally, students' topics varied greatly, ranging from local history (e.g. Greensboro Massacre and Reconciliation) to global history (e.g. Women's Role in the Mongol Empire), from ancient times (e.g. The Impact of Aristotle's Ethical Teachings on the Life and Conquest of Alexander the Great) to contemporary times (e.g. History of Title IX). Students often decide on a topic that reflects their interests, strengths, and sometimes career prospects. For example, students who double major in History and Education Studies often choose a topic in the history of education. Students with WGSS backgrounds often settle on a topic that pertains to gender and sexuality studies.

HON 100 is the introductory course for Honors Program students. It accomplishes many goals in an accelerated fashion for students used to dual-enrollment, IB, or AP courses:

- bonds a cohort of academically high-achieving students
- reinforces the Honors Program goals ("find joy in learning, develop wonder and curiosity, strengthen discipline and project management skills")
- introduces them to Guilford College, the Honors Program, curriculum for both, resources, communities of learners, and situates them as part of a larger world of learning and curiosity across time and culture

- reinforces good learning habits and academic success behaviors
- offers the opportunity to discern how they want to spend the next 3.5 years and how they want to "build a self"

HON 300 is devoted to preparing Honors Program students for completing a thesis project in their senior year. It also sets aside time to plan for, and better understand, the graduate/professional school/competitive fellowship application process and help Honors students discern how to navigate that rigorous process. Forward looking, this is the course where Honors Program students "shift from promise to performance"--completing multiple drafts of a thesis abstract and beginning to work with their thesis advisor more intently.

HON 400 is an opportunity to deepen everything learned in HON 300--and continue practicing the skills needed to be successful in their senior year: returning to a thesis abstract and tightening in (with more research), completing a thesis milestone (usually an annotated bibliography or lit review), and crafting their grad/professional school/fellowship/job application materials with guidance. The course also provides much needed support (in the form of peers and mentors) and guidance for how to navigate the pressures of a thesis project and senior year expectations.

INTR 465 is a capstone course for INTR students that asks them to write an independent research essay in the major area of their choice (Latin American Studies, Asian Studies, European Studies, International Affairs).

JPS 300 Ethics & Professions in CJ focuses on ethical decision making and professionally developing the student for a career in criminal justice. Ethics is the study and practice of making judgments about what is right and wrong and there are few areas of life where ethical decision making is more important than in criminal justice. Closely related to ethical decision making is professional conduct and behavior. This class provides the student with opportunities to explore their own interests, values and skills and to begin developing those skills and qualities that will enable them to be highly successful in the criminal justice field.

JPS 338 is an introduction to the techniques and analytic tools used to conduct research in the areas of community and justice studies, public policy, and related social sciences. The primary outcomes of this course are: 1) To gain a better understanding of how new knowledge is created, that is, how we know what we know (our epistemologies); 2) To learn the basic principles and practices of participatory action research; and, 3) To become rigorous and ethical community-based researchers in the social sciences. To develop an in-depth understanding of the complex social, cultural, and political processes that surround us, researchers often employ a variety of tools and techniques. Specifically, this course will provide students with an introduction to the techniques and analytic tools used to conduct research in the social sciences, with an emphasis on how to conduct such research in a participatory and community-based manner. This course is tailored to students majoring in Community and Justice Studies. The research proposals students develop in the Research Methods course will be implemented in the CMJS Capstone course.

JPS 449 is a second semester capstone seminar for senior CMJS majors; students synthesize knowledge and skills from their major, and design and implement a project addressing a local issue in collaboration with community partners. The primary goals of the capstone course are for students to: 1) design and implement a project addressing a local issue in collaboration with community partner using the principles and practices of participatory action research; 2) integrate knowledge from your major, minor, and elective courses in your community-based research projects; 3) collaborate with community members to understand and address community-identified needs and assets; 4) hone your skills in working towards the creation of just, inclusive, and powerful communities; and, 5) share your findings with members of the community with which you work in and collaboratively develop a plan of action. For part I of this course (fall), students work on collecting data for their project. In part II of this course (spring), students focus on engaging in collaborative data analysis and developing a plan of action with their community partner to address key findings from their study.

MUS 309 is a Junior Seminar: Career Development practical course where students explore and identify internships, digital portfolio building, professional networking, resume and audition package construction, graduate school application recording/video, and how to use social media for professional development. Course work includes a deep reflective component that engages students on their journey to this course and beyond. Project content reveals identification of each student's Apply course and goals surrounding their senior Contribution. While this course has a MUS code, any student can take this course.

PECS 235 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.

PECS 465 provides a capstone experience for students. It provides an intellectual space in which students enhance their knowledge and skills as independent researchers and continue to acquire theoretical and practical approaches in the field of peace research. The course requires students to write an independent research paper on a subject that interests them. The course gives an opportunity to learn, enhance and practice such skills as writing in an academic style, finding academic literature, and designing a professional portfolio. The course objectives are to:

- Familiarize and apply theoretical and methodological approaches in PECS;
- Develop skills and knowledge to synthesize and analyze existing PECS literature;
- Gain insight into the importance and complexity of relating PECS theory and practice;
- Think critically and communicate effectively in written and oral form (to different audiences).

This project involves writing a literature review, which could be a scholarly article of publishable quality in an academic journal.

PSCI 455 The Designing Political Research in political science is required for all majors before they take PSCI 465 Senior Independent Project. The PSCI 465 attempts to bring together student's learning in political science theory, substance and methodology into a single project, where the student conceives and completes a major research project of his/her own design. The PSCI 455 is a course that prepares student's senior project by (1) surveying the sources, (2) shaping his/her research direction based on his/her research interests, (3) learn to obtain the necessary materials from the real world and enhance his/her problem-solving skills, (4) establishing the data base for his/her future research project, and (5) achieving a preliminary research topic that enables him/her to bring it into his/her senior research project.

PSCI 465 is a Senior Independent Project (SIP) in political science that is required for all majors with senior standing. It brings together student's learning in political science theory, substance and methodology into a single project, where the student conceives and completes a major research project of his/her design. During the semester students will identify a research question, develop a theory to explain the question, and establish an adequate strategy to test the theory.

PSY 445 explores selected theoretical and methodological issues of the social and behavioral sciences. Students complete an independent or collaborative project to present to the broader community, reflect on their academic career, and prepare for life after graduation.

SFS 410 has been designed as a student-driven, project-based capstone for Sustainable Food Systems and Environmental Studies majors, serving as a student's signature work. Students will decide upon, research, and develop a hands-on, or research-based project involving the Guilford College campus, Farm, and/or other food-systems or environmentally related issues in the greater Greensboro community.

SPAN 402 explores more advanced approaches to culture and literature, and students conduct research on a final paper. Possible topics: Indigeneity and Representation, The Latin American Novel.

SPAN 403 explores more advanced approaches to culture and literature, and students conduct research on a final paper. Possible topics: Social and Cultural Impact of the Spanish Civil War, Women in Spanish Literature and Film.

SPST 391 is a professional development seminar. Students continue with the process of reflection and curiosity development from RS1, now with a focus on developing a proposal for their Contribution. The course focuses on continued self reflection, but now has more of a focus on both the refinement and development of the Contribution and the further development of the professional disposition for the student. Through the proposal development process, students continue refining their curiosity, making changes as appropriate, and also identify the Explore courses that serve as a theoretical and practical background for the Contribution process. Students are encouraged to think broadly regarding their curiosity and application of such within

a culminating project at Guilford. At the end of this course, students will be ready for the Apply course, where they fully immerse in the completion of their Contribution.

SPST 485 provides students the opportunity to integrate their academic, campus/life experiences, and personal/vocational interests as they pursue a self- or group-directed project, called a student's Contribution. This pursuit includes reflection and collaboration with peers, Guilford College faculty and staff, and members of the broader community. The contribution is a reflective, social process of discovery and insight from which an artifact is produced.

Thesis courses are offered in every major and in the Honors Program (HON 470). These courses are designated for thesis work done by students, under the supervision of a faculty sponsor, and which count toward a major/minor or as electives toward the 124 credit requisites of our curriculum. They are already limited in scope to the completion of a thesis project and most departments have policies in place for who can do a thesis and how they will approve such requests. Honors Program students may choose to do a thesis specifically in their major, supervised by a faculty advisor there, or to do an interdisciplinary in Honors (HON 470). The vast majority of students choose to do it in their major, so they can specialize in something that will also count for their major and help them get into graduate programs.

WGSS 399 is a practicum in which students produce individualized, culminating projects for their WGSS major that include interdisciplinary theoretical analysis with a proposed concrete application for problem-solving related to gender/sexuality oppression. Students complete this course in the Fall of their final year, and present their work to the community at the WGSS conference the following Spring.

XD 420 requires students to synthesize their cumulative learning experiences in multiple disciplines and apply them in positions of major responsibility within the practical context of an internship or project designing and implementing a physical, digital and/or live experience. The work requires students to articulate a philosophy, assess the skills they bring to the work, set goals and objectives, maintain ongoing documentation of research and work before and during the project, and assess their processes and accomplishments following completion. Students produce a final prototype and XD portfolio case study and reflection as part of their presentation.