

FACULTY GUIDE TO THE

SENIOR
LEARNING
COMMUNITY

*The critical question for each senior becomes:
“What does it mean to practice this discipline in a reflective
and responsible manner within a pluralistic society?”*

WAGNER COLLEGE

Updated Spring 2010

On October 27, 1997, the Wagner College faculty adopted *The Wagner Plan for the Practical Liberal Arts*. One of the goals for the new educational program is to create a culture of achievement among undergraduates. By linking “learning by doing” to a robust liberal arts curriculum, *The Wagner Plan* emphasizes active, applied and collaborative learning. *The Plan* expressly emphasizes the linkage of classroom “texts” with the immediacy of fieldwork. By stressing evaluation and reflection within thematic clusters of courses, *The Plan* calls for deeper learning through immersion. The combination of thematically linked liberal arts courses and field-based learning, results in greater breadth, depth, and integration within the undergraduate educational experience.

Toward this goal, *The Wagner Plan* is founded on a series of Learning Communities (LC’s), beginning with the First-Year Program, extended by the Intermediate Learning Communities during the sophomore year, and culminating with The Senior Learning Community. Wagner’s undergraduates thereby develop into reflective practitioners within their chosen professions.

THE SENIOR LEARNING COMMUNITY

By the end of the senior year, all students must successfully complete a learning community (LC) with a reflective tutorial in their major. The Senior LC is a summative experience that contains the following elements: a summative major course and an RFT that includes a 100- hour experiential component, a substantial and sophisticated written project, and a presentation.

Reflective practice is the central goal within the chosen field. For instance, biology majors engage in a senior program that asks them to develop a senior field project demonstrating their competency as reflective practitioners in biology. The same holds for each of the respective majors. In the Senior Learning Community, majors engage in a variety of different field projects, meet together in a reflective tutorial, and take a summative course that normally runs concurrently. In some cases, work leading to the senior experience and reflective tutorial may start in the junior year.

As the ultimate goal of The Senior Learning Community, all senior students bring together the breadth of a liberal education and the depth of specialized knowledge into a real world applied practice. The critical question for each student becomes: “What does it mean to practice this discipline in a reflective and responsible manner within a pluralistic society?”

STANDARDS FOR THE SENIOR LEARNING COMMUNITY

Each major program has designed a Senior Learning Community composed of at least two courses:

- A Summative Course (usually 1 unit)
- A Senior Reflective Tutorial (usually 1 unit)

The Senior Learning Community maintains the following *minimal* expectations:

- A senior project involving applied learning, leading to a final substantial and sophisticated written project and presentation;
- Summative course content in the discipline;
- A 100-hour experiential component;
- Experience in the practice of the discipline as a profession;
- In-class reflection on the connections between course content, experience, and professional practice.

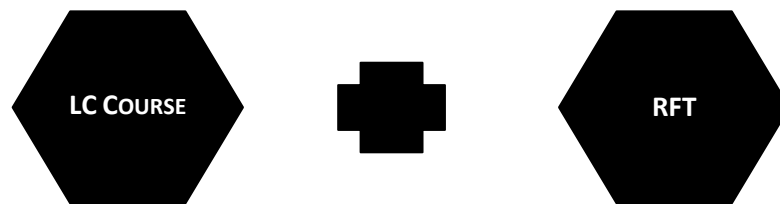
While each department has designed the program to meet the particularities of its discipline, typically the Summative Course houses the senior project and the summative content in the discipline. The Senior Reflective Tutorial houses the experiential component, provides training in the practice of the discipline, and is the site for in-class reflection.

ARCHETYPES FOR THE SENIOR LEARNING COMMUNITY

We have five working models and we expect other models to emerge.

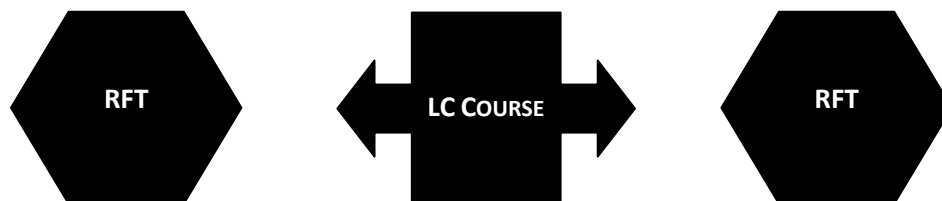
MODEL ONE

In this conventional model, all senior students in the major program enroll in a summative course and a reflective tutorial. The entire program is contained within one semester. The senior field project would be completed within that semester. Students receive two units within the major.



MODEL TWO

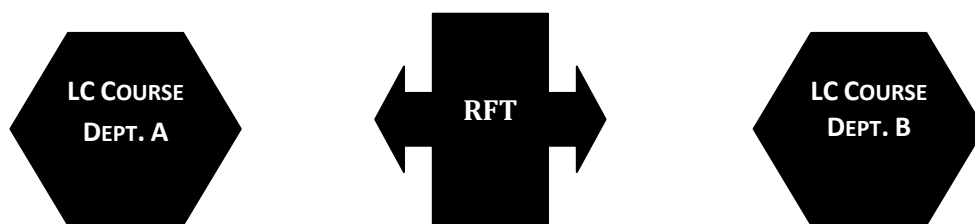
In this model, a large department would need multiple RFT's, possibly built around different levels of expertise. For instance, Business Administration majors may enroll in a summative course in the major, possibly Management 401, Business Policy and Strategy, but the different RFT's may then be thematically developed around the concentrations within the major: marketing, finance and accounting, and management.



MODEL THREE

Sharing RFT's between allied majors

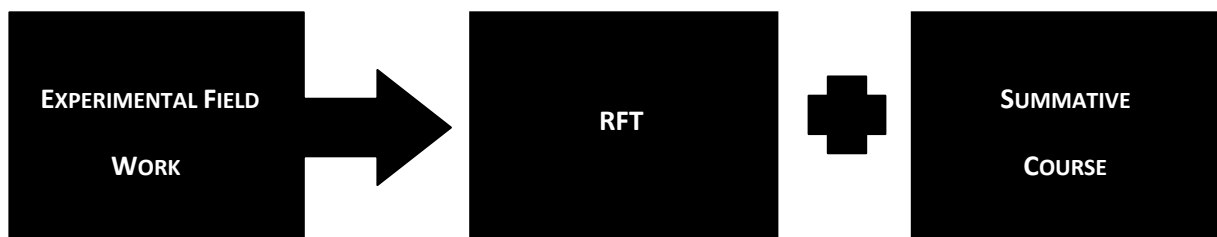
Small departments may choose to offer a combined RFT with an allied department while linking it to a separate summative course in the major.



MODEL FOUR

Sequenced Senior Learning Community

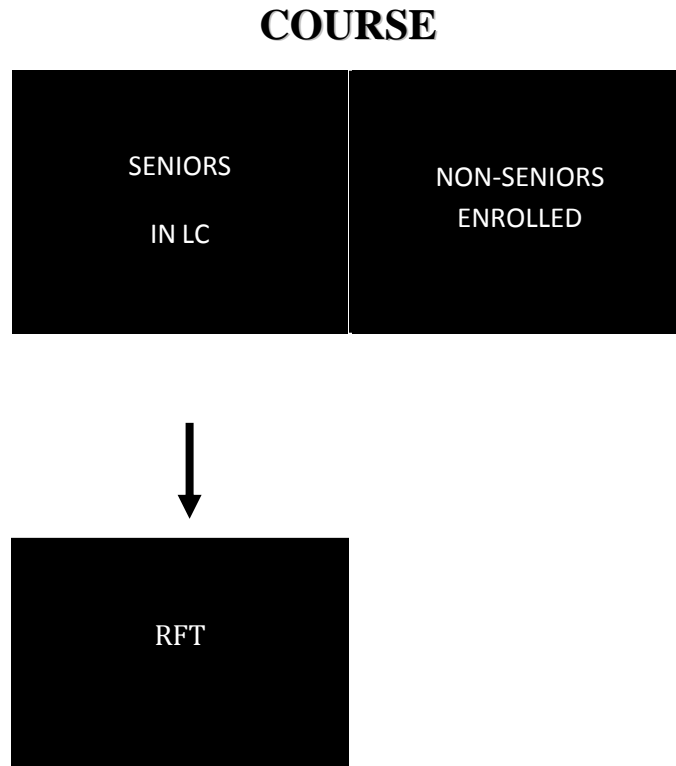
The sciences and some related disciplines rely on experimental research for the senior project's applied work. Time and sequence are essential elements to this process. In these cases, laboratory research may begin as early as the summer preceding the senior year, and most certainly, no later than the fall term. This model may begin in the fall with a summative course and follow with an RFT to process and evaluate the research in the spring term.



MODEL FIVE

Blended Learning Communities

Some departments may choose the LC course in an applied area --- although stressing a method of disciplinary research and application. These courses may be alternating each year and in small departments, they may be necessary for students other than seniors to enroll in them for major distribution requirements. These students would not be enrolled in the designated LC course as part of an LC nor as part of the senior program; however the senior majors in the course would be a common cohort sharing an RFT.



ANTHROPOLOGY

Senior Learning Community

The Anthropology senior learning community is composed of two courses:

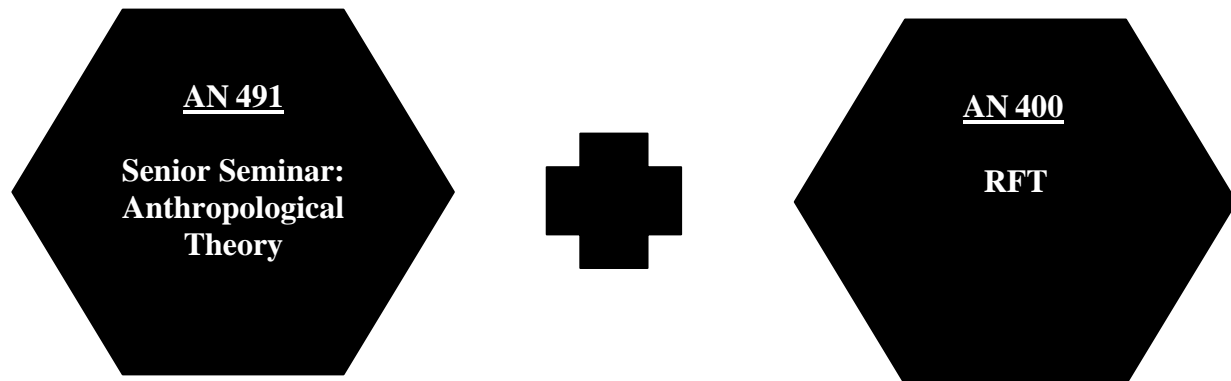
- AN 491 SENIOR SEMINAR: ANTHROPOLOGICAL THEORY
- AN 400 SENIOR REFLECTIVE TUTORIAL

AN 491 SEMINAR IN ANTHROPOLOGICAL THEORY, is the summative course for the major. Students critically examine high points in the development of anthropological theory from the nineteenth century through the twenty-first century, reflecting on the broad influence of many of these theories outside of academia. Among the major schools of thought included are nineteenth century evolutionism, the Boasian reaction and the focus on culture, British and French social anthropology, cultural materialism, symbolic-interpretive anthropology, political economy and ecology, feminist and gender theories, practice theories, and post-modern responses. The course emphasizes small group discussions. Students write a series of short comparative papers throughout the semester which serve as a framework for a major literature review related to their own research and career goals, and which integrates with their final project for AN 400. *Offered alternate spring semesters.*

AN 400 SENIOR REFLECTIVE TUTORIAL, consists of experiential, reflective, and writing components. Students apply their knowledge and disciplinary training to a practical experience. This experience can include **100 hours of participation in any of the following**: 1) an anthropological or archaeological field school, 2) an archaeological excavation, 3) a bioanthropological or archaeological laboratory analysis, 4) museum or heritage work, or 5) work with a community partner or government agency in an area of the student's research or career interest. In seeking these experiential opportunities students work in close consultation with their professors to find the most appropriate activity, whether in New York City, in their home town, or abroad. The experiential component may begin before enrollment in the Senior Learning Community courses (AN 491 and AN 400). Students will **reflect** on their experiences and on the connections between their experience, disciplinary knowledge, and professional

ANTHROPOLOGY, cont'd.

practice as individuals by recording them in a fieldwork diary, and as a community by sharing them in class. Their experiences will intersect topically with a research paper or grant proposal which they prepare and **present** to the department, both their professors and their peers, in a conference-style seminar. *Offered alternate spring semesters.*



ART

Senior Learning Community

The Art Department's Senior Learning Community has three components: an RFT, taken both in the junior and senior year and geared toward the production of a mature portfolio and the reflection it entails, and a capstone course taken in the senior year on either Contemporary Art or Portraiture. **(The production of a portfolio will involve a minimum of 100 hours of additional studio time in both the junior and senior year)** The Senior Learning Community provides students with independent experience in the studio. Students will develop insight into their own working process, confidence in the value of their ideas, and have the opportunity to develop project-specific skills. The RFT culminates in a final project of a gallery show for public exhibit. By reading, discussing and viewing art historical materials in the Capstone course, students are given a deeper sense of historical visual culture and methods of analysis. The capstone course culminates in a written thesis based on Art Historical research and incorporates questions and analyses related to the RFT projects. Summative assessment for the learning community includes a written analysis/feedback of the capstone thesis, feedback within their RFT in the form of critique (from faculty and peers) and self-assessments in the forms of journals and reviews.

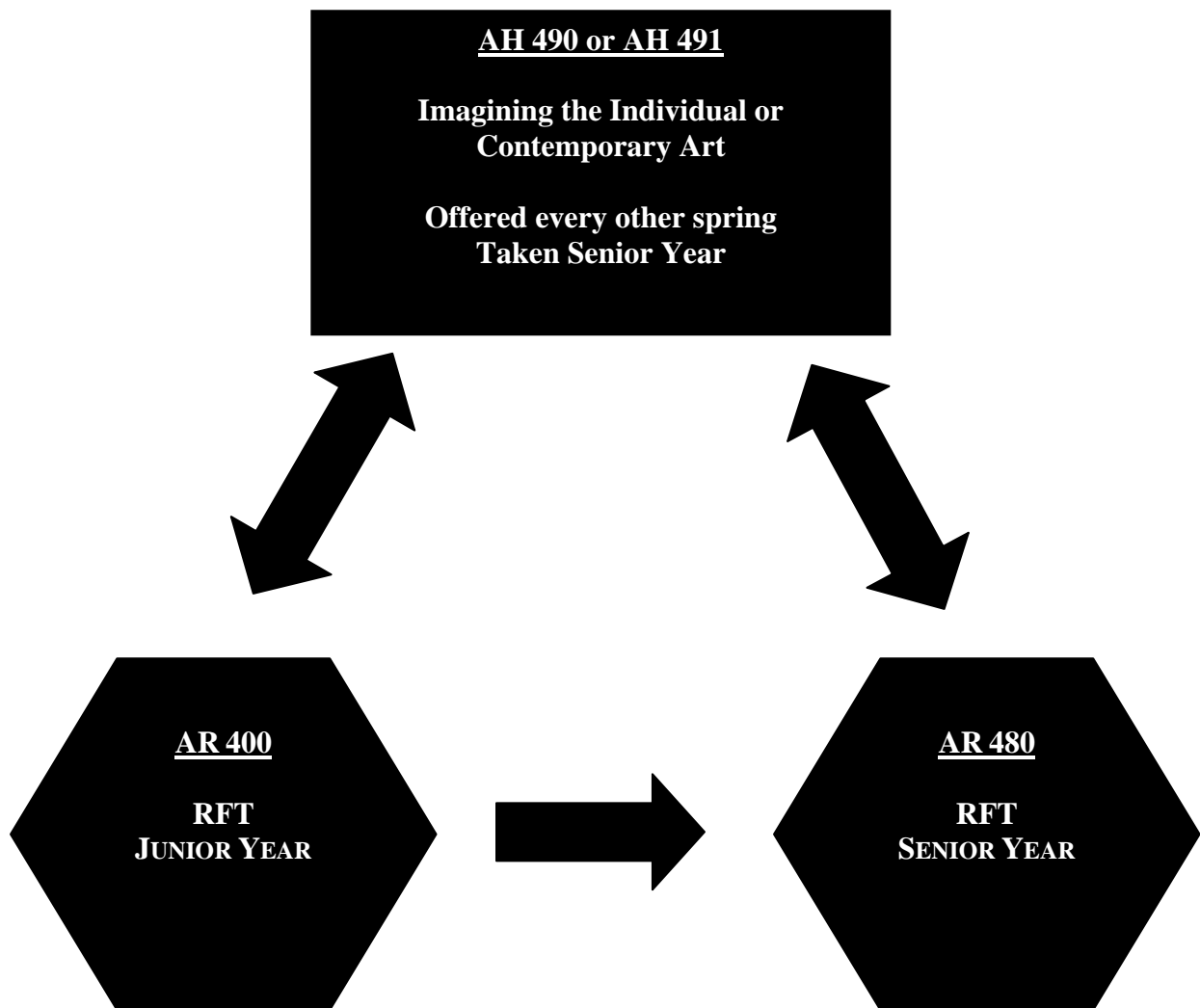
AH 491: CONTEMPORARY ART. This capstone course familiarizes students with contemporary art practice, debates in art theory and criticism and the most important issues facing the artist today. We will examine the work of diverse artists in the context of larger social, political, economic and aesthetic issues. In addition, we will look at issues such as the role of the museum today, censorship and the impact of the internet on contemporary art making. The works of important contemporary critics and theorists are also explored. This course is offered every other spring semester.

AH 490: IMAGINING THE INDIVIDUAL: What is a Portrait? One unit. A portrait is often thought of as a visual, naturalistic representation of an individual. However, this is only one definition. In this course, we will examine the concept of portraiture: What is a portrait? Does it have to portray the likeness of a person? Can a portrait contain other types of imagery? How

ART, *cont'd*

does written text relate to visual portraiture? How is a portrait of a Mayan Lord different from that of a Japanese Samurai? How does a portrait of an Egyptian Pharaoh differ from a portrait of Andy Warhol? We will survey 'portraits' of individuals beginning with Paleolithic Venus figurines, and end with those of contemporary artists. We will look at self-portraits, paintings, sculptures, and even some works of monumental architecture.

- AR 400: REFLECTIVE TUTORIAL IN ART – SPRING OF JUNIOR YEAR
- AR 480: REFLECTIVE TUTORIAL IN ART – SPRING OF SENIOR YEAR

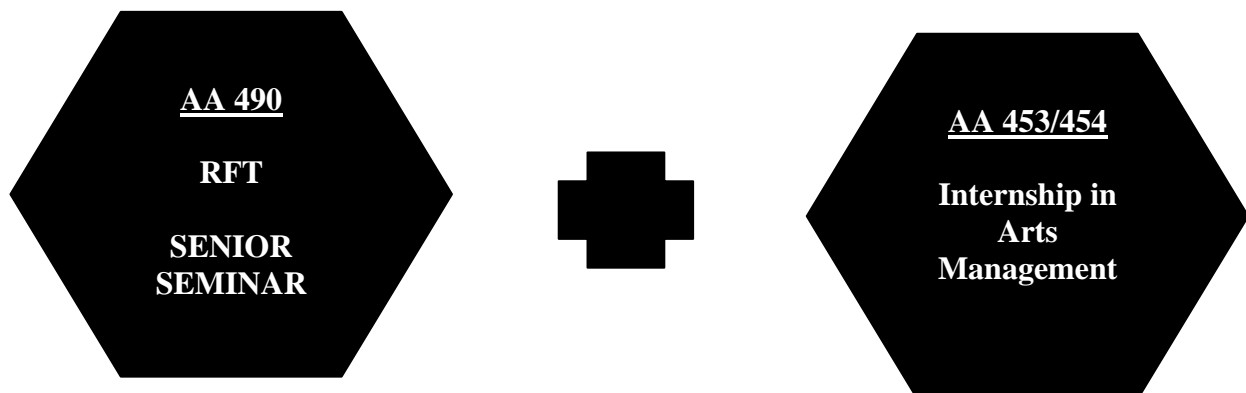


ARTS ADMINISTRATION

Senior Learning Community

The Arts Administration department's summative course is AA 453 or AA 454 *Internship in Arts Management* (2 or 3 Units). This full-time, full-semester internship (**approx. 500 hours**) provides on-the-job training for one semester in arts management situations. The experience is taken in the final semester after completion of all other requirements of the major and in consultation with the Director of the Arts Administration program regarding the internship.

The second component will consist of an RFT, AA 490 *Senior Seminar* (1 Unit). The final project is an **oral and written presentation**.



ART HISTORY

Senior Learning Community

The Senior Internship for Art History Majors:

INTRODUCTION:

The Senior Internship for Wagner Art History Majors will expose students to professional opportunities available within the discipline. After having completed their coursework through junior year, undergraduate students will have an appropriately comprehensive knowledge of Art Historical concepts. The internship will allow them to use this knowledge in an experiential setting and give them insight to possible career paths they may wish to pursue. Students will actively seek these internships with the aid of their advisor. They are expected to spend 2-4 days per week working at an institution, assisting with various projects with professional staff, documented in a journal. At the end of the internship they are expected to complete a reflective paper.

GUIDELINES

- Minimum 100 hours per semester, but ideally 200 hours per semester (that would be about 2 days a week for about twelve weeks).
- Art museum, gallery, architectural site, public arts organization, arts advocacy group.
- Internship should give students exposure to working of organization but require more than clerical duties. Duties/tasks should include some of the following:
 - Assist in curatorial responsibilities
 - Assist in researching works of art
 - Assist in teaching about works of art
 - Leading talks, group tours of facility
 - Assist in writing promotional or informational texts for organization
- Skills/experience gained from internship should include some of the following:
 - Deeper understanding of the way art institutions function—hierarchy, organization etc.
 - Enhanced knowledge about artworks represented at that institution
 - Enhanced research skills
 - Enriched art historical vocabulary
 - Enhanced awareness of the diverse functions, settings etc for works of art
 - Exposure to new facets and positions within the field of art history

ART HISTORY, *cont'd.*

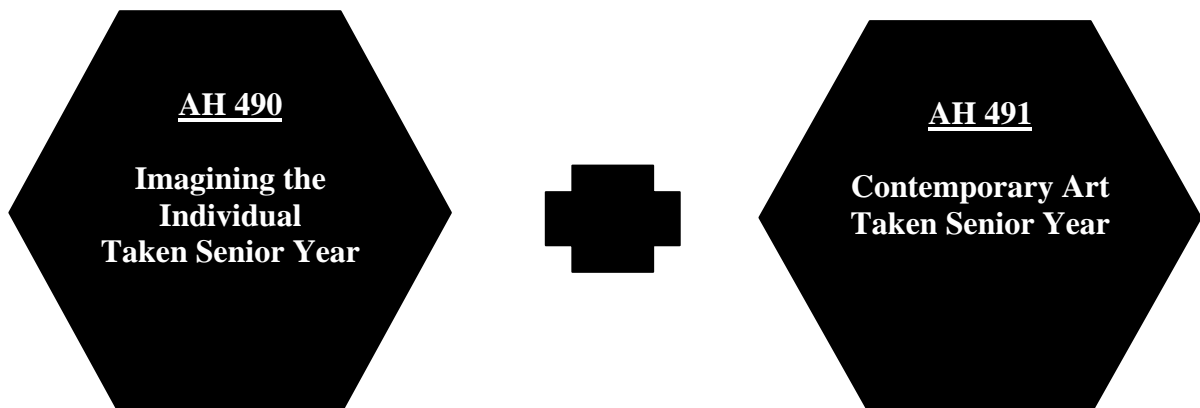
Senior Learning Community

- In addition to attending internships students must keep a weekly log of their hours and brief journal of their experience.
- Students should speak bi-weekly in person or via email with their advisor.
- A reflective paper, to be shared with other art history majors, will be produced at the culmination of the internship.

The Art History curriculum is designed to familiarize students with some of the major periods in both West and Non-Western art history as well as the compelling methodologies and questions of the art historian. Courses train the student in formal and visual analysis and guide them in examining works of art and architecture within appropriate contextual and cultural frameworks. The major prepares students for careers in the arts including museums and art institutions as well as for entrance to graduate programs in the field.

AH 490- IMAGING THE INDIVIDUAL: WHAT IS A PORTRAIT? *one unit.* A portrait is often thought of as a visual, naturalistic representation of an individual. However, this is only one definition. In this course, we will examine the concept of portraiture: what is a portrait? Does it have to portray the likeness of a person? Can a portrait contain other types of imagery? How does written text relate to visual portraiture? How is a portrait of a Mayan lord different from that of a Japanese Samurai? How does a portrait of an Egyptian Pharaoh differ from a portrait of Andy Warhol? We survey “portraits” of individuals beginning with Paleolithic Venus figurines, and end with those of contemporary artists. We will look at self-portraits, paintings, sculptures, and even some works of monumental architecture.

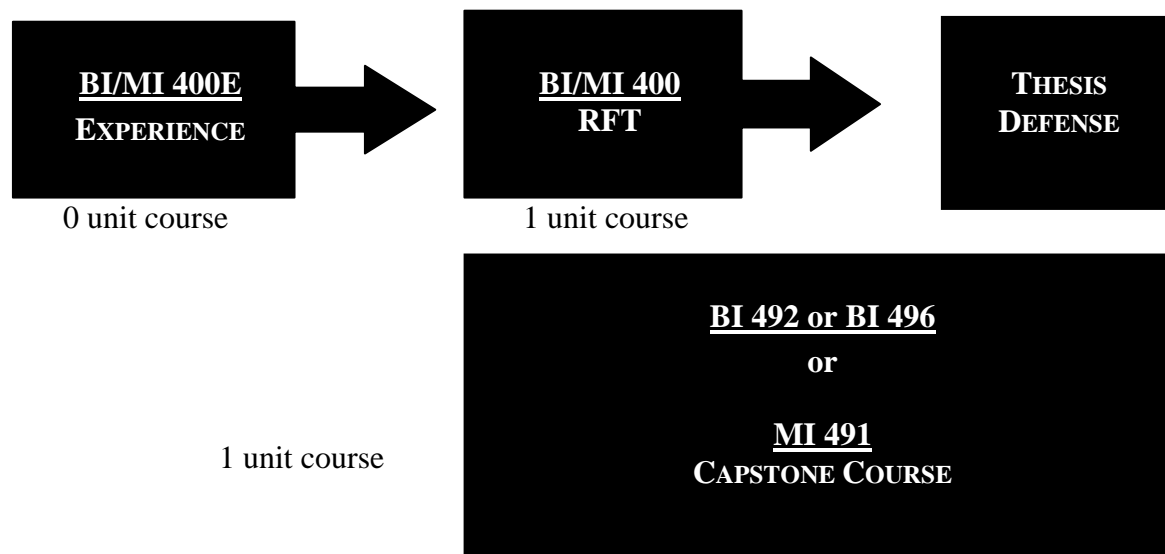
AH 491- CONTEMPORARY ART- *one unit.* This course familiarized students with contemporary art practice, debates in art theory and criticism and the most important issues facing the artist today. We will examine the work of diverse artists in the context of larger social, political, economic and aesthetic issues. In addition, we will look at issues such as the role of the museum today, censorship and the impact of the internet on contemporary art making. The works of contemporary critics and theorists are explored.



BIOLOGY

Senior Learning Community

The following information applies to Biology and Microbiology majors. Biopsychology majors may choose to take their entire Senior Learning Community in Psychology or Biology.



BI/MI 400E

The Experiential Component of Senior RFT is organized as follows:

Students must declare their intention to complete a *Research- or Practicum (research-internship) track* by the first week of March in the Spring semester of their junior year. At the time of track selection, students must identify a *Research or Practicum Advisor* (typically a faculty member of the Department of Biological Sciences) who guides the student through the experiential learning and with whom she/he will prepare a research/thesis proposal. The *Biology Senior RFT Coordinator* will help the students in this process and will give permission for the students to register for *BI/MI 400E* (zero units), typically in either the summer or fall of Senior Year.

The student and the *Research/Practicum Advisor* will decide upon a topic for in-depth investigation and select a committee of at least two additional faculty members, the majority of whom must be in the Biology Department. The *Advisor* and the *Committee Members* will support the students during the investigation and thesis writing, and will serve as the evaluation team of the student's thesis and its defense. Students electing the *Practicum track* must arrange the off-campus *Practicum (research-internship)* by the first of May in the Spring semester of the junior year. The *Practicum Advisor*, together

BIOLOGY, *cont'd.*

with the *Biology Senior RFT Coordinator*, will assist in arranging the internship for the student and select an *On-site Supervisor*. The *Practicum* must be a research project with a *Principal Investigator* at the practicum site. In case of a *Practicum*, the committee can certainly include the *On-site Supervisor* or the *Principal Investigator*. Students in both tracks will conduct research offered by the *Research Advisor/Principal Investigator*.

Research/Practicum experiences must be undertaken and completed before the beginning of the last semester of the senior year. During the experience, students will register for *BI/MI 400 E* (zero units) either in the Summer before senior year or Fall of senior year.

It is expected that the students spend at least 100 hours at the *Practicum* sites or performing the experimentation outlined in the research proposal. Students in the *Practicum track* must keep a log of hours, which must be confirmed by the *On-site Supervisor*. In addition, they must request an evaluation letter from their *On-site Supervisor* or *Principal Investigator*. Students will work closely with their *Research* or *Practicum Advisor* and *Committee Members* during their experience and also in the semester after completion of the experience, at the time that the students are also registered for one unit of *Senior RFT (BI/MI 400)*. During this time, students will prepare their *Thesis* as an extension of the work begun in *BI/MI 400E*. Both sets of students will formally defend their *Thesis* to their committees. Questions at the defense are not restricted to the topic covered, and can include questions on basic biological concepts.

Senior RFT (BI/MI 400):

- a. All Biology and Microbiology majors, and those Biopsychology majors selecting Biology, must take *BI/MI 400 Reflective Tutorial*, a one unit course, which is offered in both the Fall and Spring semesters.

Senior Capstone Courses:

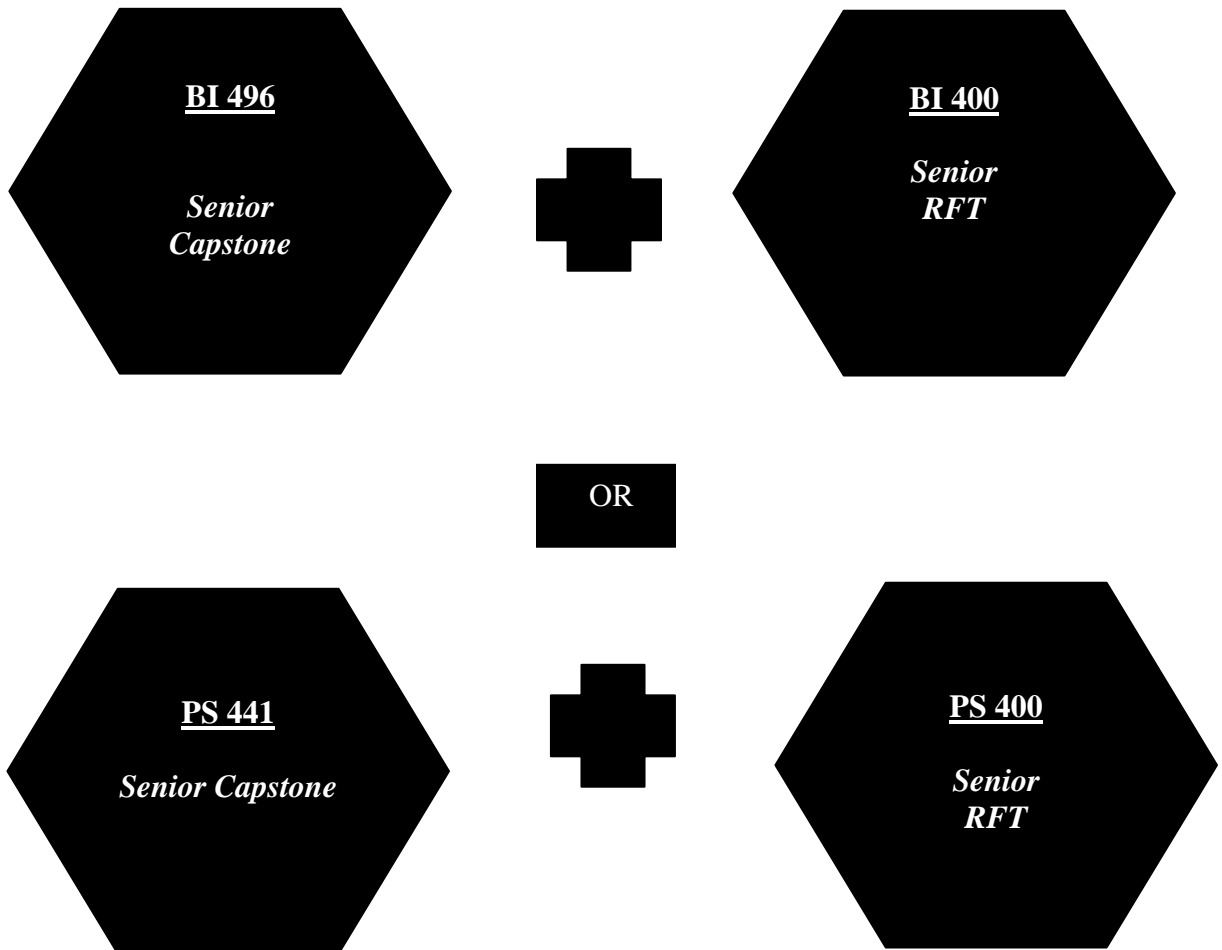
- a. Senior biology majors are required to take one of the two Biology Capstone Courses: *BI 496 Molecular Cell Biology* or *BI 492 Ecological and Evolutionary Theory*. Both courses are offered every Spring semester. Those Biopsychology majors selecting Biology must take *BI 496 Molecular Cell Biology* as their capstone course, after completing the prerequisite *BI 219 Gene Expression and Development*.
- b. There is a separate Microbiology Capstone Course, *MI 491 Capstone Course: Recent Advances in Microbiology*, which is also offered every Spring semester.

BIOPSYCHOLOGY

Senior Learning Community

The capstone courses in Biopsychology are determined by the interest and focus of the student. S/he may register for a Senior Learning Community in either Biology (BI 400 and BI496) or Psychology (PS400 and PS441). The requirements for either can be found in the departmental listings.

The student must decide in their junior year which Senior LC they will select. This should be done in consultation with their advisor *prior* to registration in either capstone program.



BUSINESS ADMINISTRATION

Senior Learning Community

All senior-level students majoring in Business must successfully complete a Senior Learning Community consisting of two units:

- **BU 401 Business Policy and Strategy** the integrative summative course
- **BU 400 Reflective Tutorial in Business** including a **100-hour** field-based experiential component **as well as a presentation of a final project**

The two units are contained within one semester and can be taken in either the fall or spring semesters.

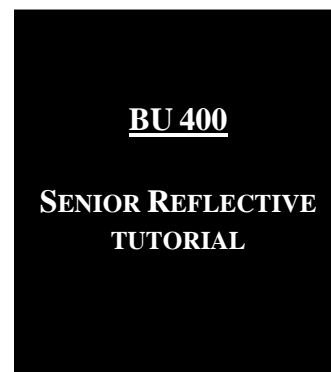
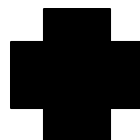
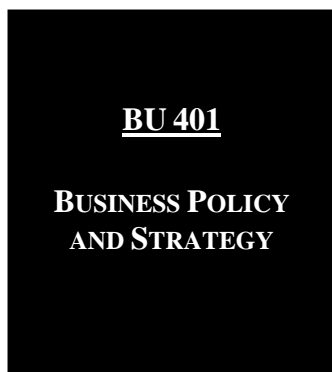
As the ultimate goal of the Senior Program, all Business seniors merge the breadth of a liberal education with the depth of specialized knowledge into a real-world applied practice. As such, students focus on developing their analytical as well as professional skills by engaging in the rigorous teamwork required in the case studies of corporate strategy employed in **BU 401**. Importantly, seniors in this **summative course** learn how to intelligently practice in an increasingly cross-functional business environment. They learn how to synthesize various elements of the strategic process into a well-formulated plan that addresses all aspects of a firm's internal and external environment.

The **RFT** applies the above themes to the students' field-based, real-world experiences, prompting them to reflect on their practical training within their chosen concentration of Marketing, Management, Finance, Accounting, or International Business. Issues pertaining to all aspects of professional development are discussed in the weekly sessions, with particular emphasis on the challenges of the transition from student to civic-minded professional. The **Reflective Tutorial** is designed as a one-unit course and includes the following components:

- 100 hours of field or applied work. Business students will be placed with the assistance of the Center for Academic and Career Development. All students will maintain a log/journal of their fieldwork, and will provide an evaluation by their direct supervisor.

BUSINESS ADMINISTRATION, *cont'd.*

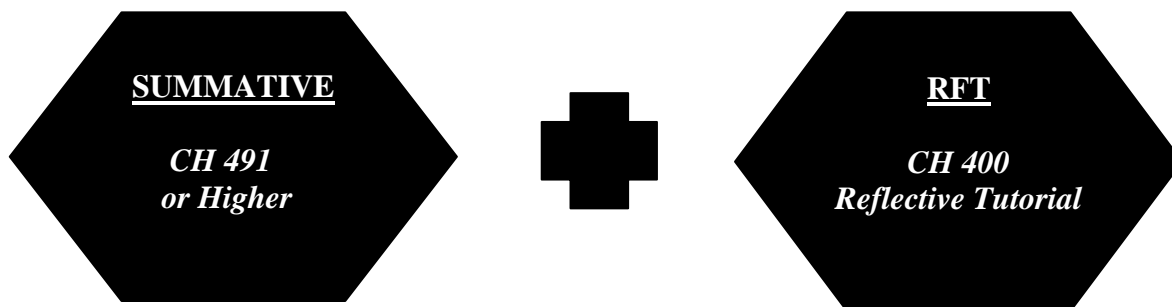
- A senior thesis project involving applied and/or research-based learning, in a topic mutually agreed by the student and the faculty member teaching the RFT. The expectation is of a well-defined and rigorous paper (approximately 20 pages in length) that will ideally encapsulate the student's field experiences, integrating them into a larger academic theme and body of literature. This paper **will be presented publicly, and its** title will appear in the booklet for **graduating** seniors, as it is the pinnacle of scholastic achievement.
- A weekly (subject to the instructor's discretion) reflective tutorial meeting, to include:
 - a. Class discussion of the students' field experiences.
 - b. Class discussion of any assigned readings (the RFT should include a reader of selected articles and/or textbook at the instructor's discretion).
 - c. Class discussion of student progress in their senior thesis projects.
 - d. Professional/career/civic development issues through guest speaker presentations, class field trips, or any other suitable on/off campus events. These events may be jointly sponsored with the CACD. To facilitate occasional joint meetings of the multiple RFT sections, two sections of the RFT meet at the same day and time.
 - e. The RFT classes also perform a number of accreditation exercises, including class time allotted for CLA and ETS exams and written rubrics based on their thesis.



CHEMISTRY

Senior Learning Community

The department of chemistry aims to provide for its majors an undergraduate experience that will prepare them for a wide variety of career aspirations: graduate school, professional school, bachelor's level employment, among many others. The senior learning community for the chemistry major must include **100 hours of research as experience**, for research further hones the laboratory skills learned in course laboratories. The first component in the senior LC is an upper-level course, CH 491 or higher. The second component, the reflective tutorial, involves literature review, oral presentation to peers and faculty, and a written component, and organization of seminars by visitors outside the department. The following diagram illustrates the senior LC decided by the department.



SUMMATIVE COURSE

Any 491 or higher course in chemistry, taken in the senior year, can serve as the capstone course. The capstone course and experiential work will be linked by a common theme: usually the interests of the student will dictate which course should be chosen. The student and advisor will decide which course is most appropriate

REFLECTIVE TUTORIAL

CH 400– is currently a course that is taken in the Spring of the senior year. Here students will make oral and written presentations on their experiential component and literature survey. The RFT offers an opportunity for students to share the nature of their research or internship by:

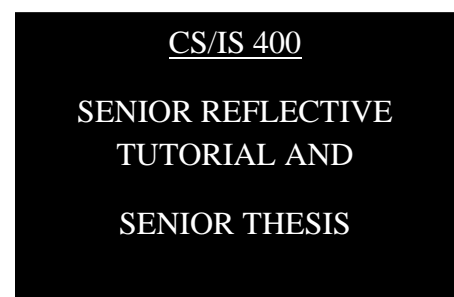
1. Student presentations of recently published chemical literature, related to a subject of interest to the student.
2. Student oral presentations on their experiential component.
3. Written senior thesis based upon their experiential component.
4. Seminars or workshops by other professional chemists, in or out of the department.

COMPUTER SCIENCE

Senior Learning Community

This Learning Community is designed to prepare our majors for advanced study, or for careers in teaching, computing, telecommunications and networking, database systems, system analysis and consulting.

- **CS/IS 400 SENIOR REFLECTIVE TUTORIAL** Students complete 100 hours of field experience with an approved information systems facility, *or* they execute a theoretical research project, which involves 100 hours of work outside the classroom Either fulfils the experiential component requirement. Their work culminates in an undergraduate thesis which is presented to members of the department. *Offered spring semester.*
- **CS/IS 550 ELECTRONIC COMMERCE** This course is designed to provide students with a broad overview of the electronic commerce environment and key issues involved in its implementation. Students are going to learn **how to build the front-end, middleware, and back-end components that drive electronic commerce.** *Prerequisites: CS/IS 422 or permission of instructor. Offered spring semester.*



ECONOMICS

Senior Learning Community

Understanding the American and global economies has become a necessity on many areas of life. This major offers a comprehensive array of courses to provide that knowledge and to expose students to differing analytical approaches and research methods used in economics and their applications to real world problems. The senior economics capstone course and RFT unites critical thinking with the application of economic analysis and data management in a manner conducive both to graduate school, professional programs, and a wide variety of social/government institutions as well as the corporate environment.

The senior learning community consists of a capstone course in methodology and an RFT linked to a research project with or without practicum experience.

The capstone course will be open to minors as an upper level economics course and it will be required of all double majors regardless of their primary major.

Capstone Course: EC 420 Methodology and Research in Economics.

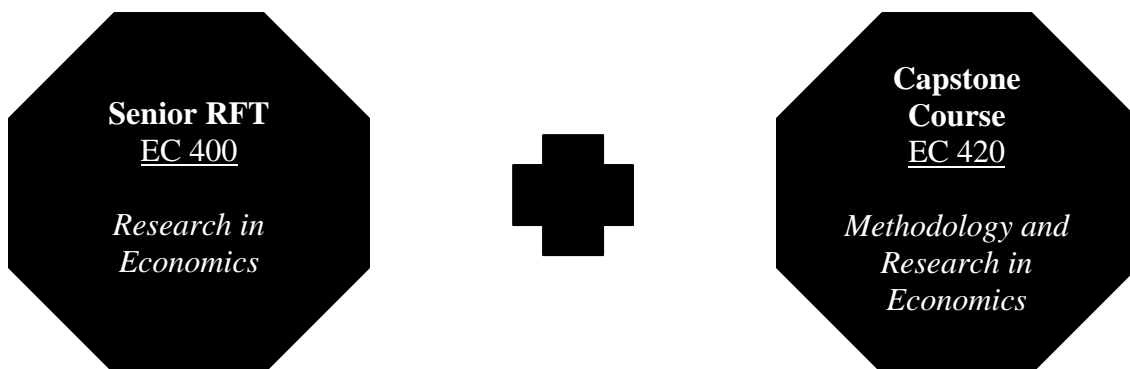
This course will explore both the practical and theoretical ways of approaching research in economics. It will help students think about their research projects as well as include practice in the application of statistical and econometric techniques. Students will be required to complete five short empirical projects in addition to the methodology course work. The reading and reflecting exercises are designed to explore and critique the several approaches to methodology in contemporary economics. Students will learn to formulate a hypothesis, do research, manage data and to test hypotheses. Economic literacy both in written, verbal and mathematical forms will be emphasized. *Prerequisites: EC 101, 102, and either 301 or 302; MA 108. To be taken in conjunction with EC 400.*

The Senior RFT: EC 400 Research in Economics

This course requires students to complete a major research paper based on empirical economic work. A senior thesis will be the 100-hour experiential component. Students will design and develop an empirical research project independently. This research project is geared to students applying to graduate school for a M.A. or PhD in economics, a law degree or medical degree as

ECONOMICS *cont'd.*

well as students who wish to apply economics to urban planning, international affairs and other liberal arts or professional programs. It is in this senior tutorial that students will develop and refine skills in applied economics, such as data collection, manipulation, mining and data organization that are required for a major research paper. It will demand a high level of empirical data analysis, competence with at least two economic regression programs and familiarity with the standard presentation techniques both verbal and written in economics. The subject area of the project is broad in order to accommodate various economic applications. The RFT will provide a forum for reflection, sharing and discussion of the research. The RFT will allow students to share their research and literature searches with the group. They will be required to orally present at several stages of their senior thesis to economists from Wagner College and at seminars in the greater New York area.



EDUCATION

Senior Learning Community

DUAL MAJOR:

Childhood Education/Liberal Arts Science Discipline 3 UNITS

This Learning Community is designed to prepare our majors for advanced study or for careers in teaching. Students with a dual major must take the SLC in the Education Department.

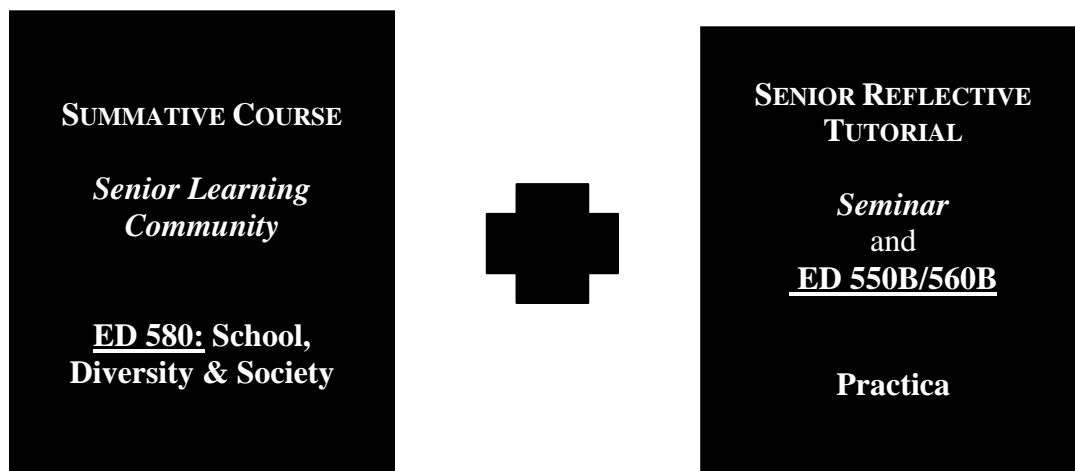
ED 550B: STUDENT TEACHING: INCLUSIVE/EARLY CHILDHOOD-GRADES 1-3 (1 unit) The student's professional and specialized education for teaching all children at the childhood level (1-3) culminates in this extensive field experience. This experience includes full-time directed teaching in accredited inclusive, mainstreamed and regular classrooms for students in grades one to three. Student tasks involve orientation to school and classroom, on the job growth in planning, instructional and evaluation skills, and experience in practicing human and professional relations. A weekly one-hour reflection seminar will accompany the clinical experience led by the student's college supervisor. The seminar will include an extended 2 hour workshop in identifying and preventing child abuse and **a 3 hour workshop** in violence prevention and fire safety. Students will spend a **minimum of seven weeks (full time, 180 hrs.)** at this placement. *Prerequisites: Acceptance by EPPAC into clinical practice. Offered fall/spring.*

ED 560B: STUDENT TEACHING: INCLUSIVE/MIDDLE CHILDHOOD-GRADES 4-8 (1 unit) The student's professional and specialized education for teaching all children at the childhood level (4-8) culminates in this extensive field experience. This experience includes full-time directed teaching in accredited inclusive, mainstreamed and regular classrooms for students in grades four to eight. Student's tasks involve orientation to school and classroom, instructional and evaluation skills, and experience in human and professional relations. A weekly one-hour reflection seminar will accompany the clinical experience led by the student's college supervisor. The seminar will include an extended 2 hour workshop in identifying and preventing child abuse and **a 3 hour workshop** in violence prevention and fire safety. Students will spend a **minimum of seven weeks (full time, 180 hrs.)** at this placement. *Prerequisites: Acceptance by EPPAC into clinical practice. Offered fall/spring.*

EDUCATION, *cont'd.*

ED 580: SCHOOL, DIVERSITY & SOCIETY (1 unit) This capstone course, part of the senior learning community, is an advanced level course designed to enhance students' skills as reflective practitioners and transformative intellectuals. The course will provide pre-professional student teachers with an analytic framework to undertake an interdisciplinary analysis of the school-society relationship. The course provides students with an opportunity to reflect on their understanding of educational issues and concepts as they work in the field. Using this experience and their knowledge of educational issues students will discover how and why certain school-society issues arose in this country and then changed over time. While this course will take students' practice as central, it will cover the following: school laws; an examination of diversity issues; advanced study of the philosophical and sociological foundations of American education; current reform efforts; and professional development issues. This experience culminates in the production of a Teacher Work Sample (TWS), an extensive written exploration of student teaching that includes a strong reflective component; and a presentation that summarizes the key things that were learned during student teaching and that is delivered at the end-of-the-term student teaching symposium.

Prerequisite: Concurrent with ED 550B/560B. Offered fall/spring.



ENGLISH

Senior Learning Community

Taken together, the two courses in the senior learning community form a capstone for the study of English literature at Wagner College. They cultivate qualities of mind that are characteristic of the liberally-educated person and are equally applicable to the practical requirements of careers, such as teaching, law, journalism, or public relations. Such qualities include critical analysis, skill in written and oral expression, awareness of audience, and understanding of the rhetorical techniques of persuasion and argument.

EN 425: SENIOR SEMINAR: The senior seminar focuses on a literary subject determined by the interests of the faculty member leading the seminar for that year. Recent topics have included the literature of assimilation and resistance, Caribbean literature, and the European novel. The seminar culminates in a 25-30 page thesis.

EN 400: SENIOR REFLECTIVE TUTORIAL:

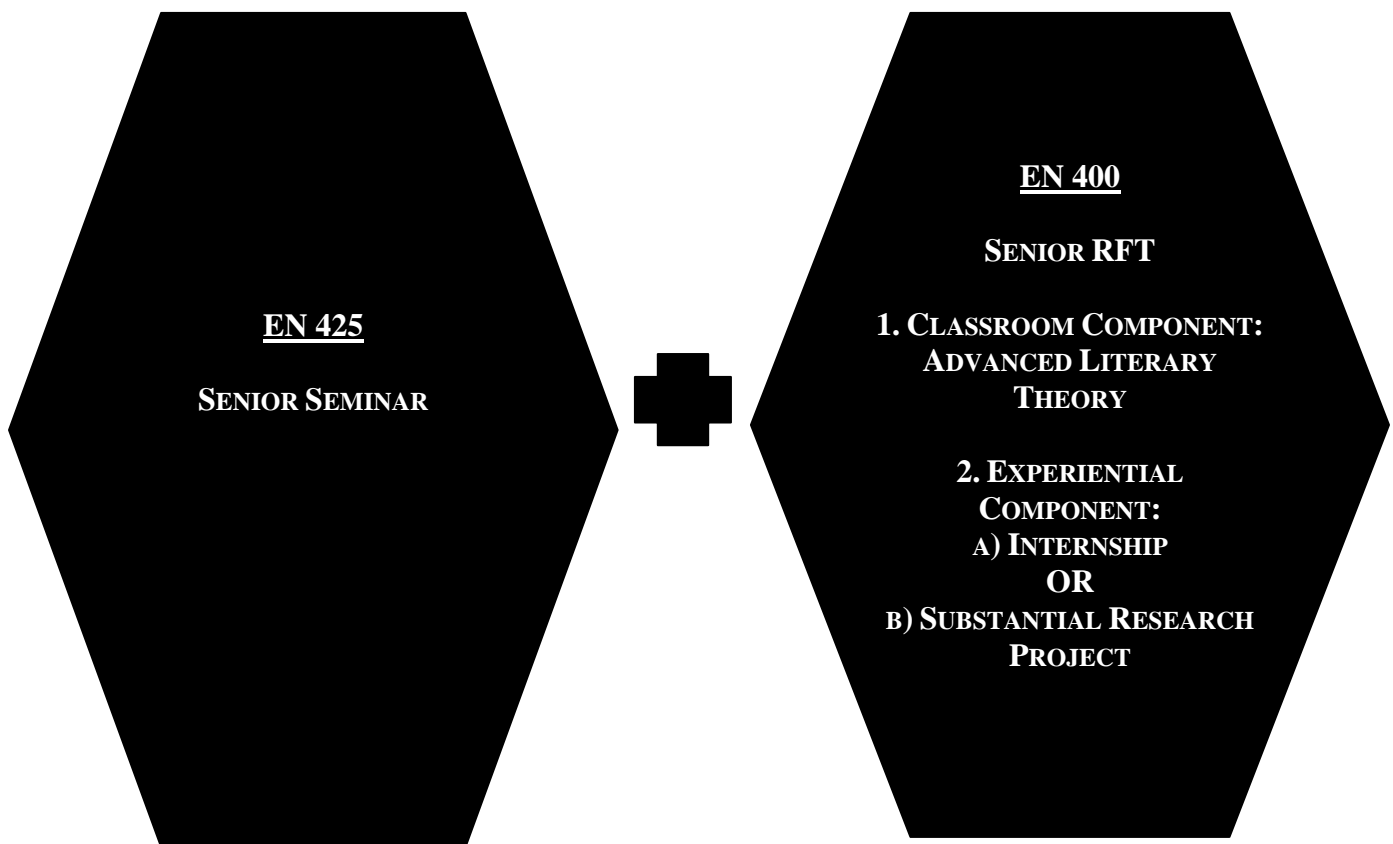
- ***Theoretical component:*** The senior reflective tutorial engages students at the most advanced level of methodology in the discipline of English, with the study of literary theory. The tutorial is closely integrated with the senior seminar. Both classes assign the same thesis, which asks students use selected theories to analyze one or more literary texts read in the seminar.
- ***Experiential Component:*** Students are offered **two** options, **either of which requires 100 hours of work / research outside the classroom, as well as a presentation of that work in class:**

1. The Internship-based model: Students work at an organization such as a newspaper, magazine, public relations firm, or district attorney's office. Their experiential work will be assessed on the basis of a reflective essay on their work experience, analyzing the structure of their organization and considering whether the field is a good match for them. The essay will ask them to reflect consciously on the skills, both theoretical and practical, that they have developed as English majors. This option is appropriate to students planning to enter the world of work directly after graduation.

ENGLISH, *cont'd.*

2. The Research-based model: Students write a substantial research paper on a topic of their own choosing. (This paper is in addition to the thesis required for the senior seminar and senior RFT). Because it offers practice in writing a work for publication rather than for a grade, this model is appropriate to students wishing to go to graduate school or to law school.

DIAGRAM OF SENIOR LEARNING COMMUNITY FOR THE ENGLISH MAJOR:



GOVERNMENT & POLITICS

Senior Learning Community

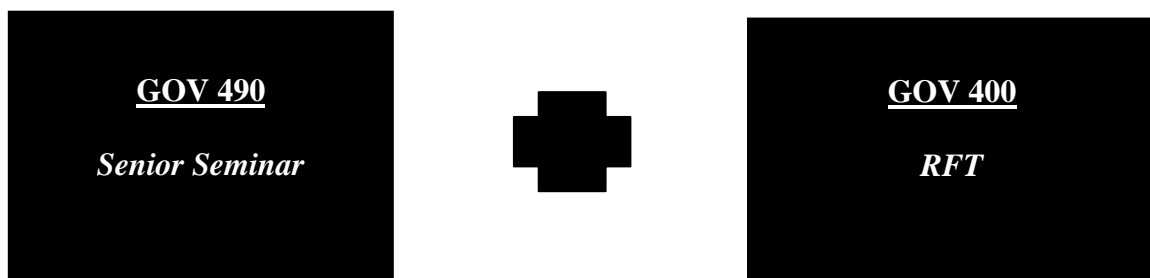
Majors: Government & Politics, International Affairs, & Public Policy & Administration
Courses: GOV 400: Senior RFT; GOV 490: Senior Seminar

The two courses that comprise the Senior Learning Community form a capstone of the study of Government & Politics. These courses sharpen analytical skills, probe important political and social questions, and offer rigorous inquiries into historical and contemporary problems in politics. The experiential component of the Senior Learning Community requires 100 volunteer hours off campus, and is coordinated through the Reflective Tutorial. The Senior Project is comprised of traditional academic research, as well as research from this experiential component.

The Senior Reflective Tutorial examines questions related to poverty, social welfare, class and segregation. Past topics have included American exceptionalism as well as comparative welfare-state studies. Specific topics vary from year-to-year.

The Senior Seminar focuses on a political matter or concept determined by the interests of the faculty member leading the seminar for that year. Recent topics have included “Democracy and Its Challenges” and “Theories of Justice.” Students complete the seminar with a 15-20 page thesis. This final project is preceded by two shorter papers and a classroom presentation.

Experiential Component: Students complete experiential placements of no fewer than 100 hours at social service agencies or other organizations in New York City.



INTERNATIONAL AFFAIRS

Senior Learning Community

See Government and Politics

PUBLIC POLICY AND ADMINISTRATION

Senior Learning Community

See Government and Politics

HISTORY

Senior Learning Community

The senior learning community is the culmination of years of preparation in global knowledge, historical inquiry and skill development to launch careers in law, journalism, international marketing, government, social work, teaching and many other professions. Using newspapers, films, novels and legal documents, our students learn to read thoughtfully, research creatively, write and speak persuasively and think critically.

The senior Learning Community, Global Histories, Local Identities benefits history majors by:

- Solidifying the foundation of knowledge in modern American and global history, politics and culture.
- Engaging students in the process of research, collecting and evaluating evidence, including using web-based technologies.
- Preparing students to write a senior thesis on a topic of interest to them.
- Leading discussion and presenting their research in front of an audience of students and faculty.
- Preparing them for careers or graduate school through internships (“a practicum”) at museums, law firms, educational institutions or businesses or through a more challenging research project.

History 490: Senior Seminar

Making History, Makers of History

The senior seminar offers history majors an introduction to the craft of writing history, and an opportunity to write a senior thesis on a topic of their choice, as their capstone experience. Using seminal writings in across a variety of fields, we search for answers to fundamental questions: Who makes History and why? What is History? We critically engage with the diverse approaches and ideological debates surrounding the nature of writing and rewriting history. We view historiography –the evolution of historical writing and thinking– as a contested terrain, exploring how history has at times been part of a project of domination and/or an inspiration behind the struggle for liberation in various parts of the world. In addition, we read grapple with the dialogue between the past and present. The course navigates between colonial and

HISTORY, *cont'd.*

post-colonial methods and periods to help the students to capture the changing nature of historical inquiry, whether political, military, social, cultural, gendered, or through other lenses.

Senior Learning Community

Pre- professional oral presentation skills.

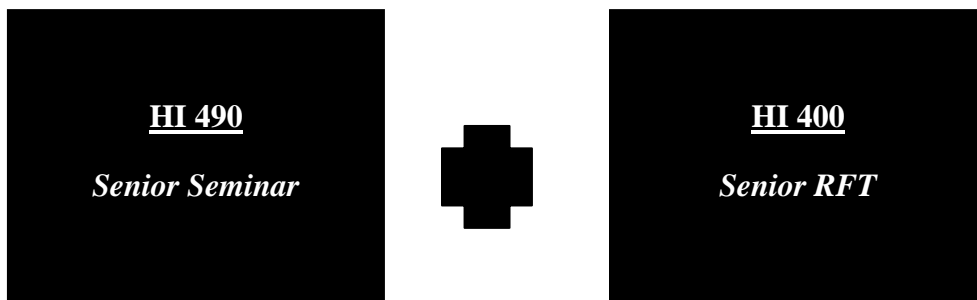
As an important part of the course, students select their own research projects and write a senior thesis (20-25 pages) investigating a topic of particular interest to them. (In a limited number of cases, and normally only if a student is applying to graduate programs in history, students may choose to write a longer research paper in lieu of a practicum.

History 400: Senior Reflective Tutorial (RFT)

Going Global: Autobiography and History.

Students explore the dynamic fashion in which cultural and intellectual identities, are shaped within specific socio-political contexts by looking critically at autobiographies. Students will have the opportunity to explore and craft their own cultural and intellectual autobiography as a 21st century citizen and imagine their own past, present and future. The writing process should involve reflection and research, particularly for analyzing their cultural roots and family background.

As part of the senior learning community, the RFT will also provide opportunities for applied learning—pre-professional experience on the job market, as well as in public dialogue, teamwork and leadership. The work of the RFT includes 100 hours of experiential learning.



MATHEMATICS

Senior Learning Community

This Learning Community is designed to prepare our majors for advanced study, or for careers in teaching, computing, engineering, statistics and actuarial science.

- **MA 400 SENIOR REFLECTIVE TUTORIAL.** Students complete 100 hours of field experience at an approved facility or they execute a theoretical research project. An undergraduate thesis is presented. *Prerequisites: MA 223, 230, 232. Offered each semester.*
- **MA 321 ADVANCED CALCULUS.** A thorough discussion of the real number system; topology of the real line, continuous functions, uniform convergence. Additional topics from theory of integration and multivariate calculus. *Prerequisites: MA 122,223, 232. Offered spring semester, odd years*
- **MA 373 PROBABILITY.** Basic laws of probability, discrete and continuous random variables, expectations, and the Central Limit Theorem. *Prerequisite: MA 223. Offered spring semester, even years.*
- **MA 421 TOPOLOGY.** Topological spaces and topological equivalence, the topology of the real line, metric spaces, compact spaces, connected spaces, Hausdorff spaces, and the separation axioms. *Prerequisites: MA 223, 230, 232. Offered fall semester, odd years.*
- **MA 431 ABSTRACT ALGEBRA.** Groups, rings, integral domains, fields, and Galois theory. *Prerequisites: MA 223, 230, 232. Offered fall semester, even years.*

Capstone Course \longleftrightarrow **Senior Reflective Tutorial + Senior Thesis**

CAPSTONE COURSE

MA 321 ADVANCED CALCULUS
OR
MA 373 PROBABILITY
OR
MA 421 TOPOLOGY
OR
MA 431 ABSTRACT ALGEBRA



MA 400
SENIOR
REFLECTIVE
TUTORIAL
+
SENIOR THESIS

MICROBIOLOGY

Senior Learning Community

See Biology

MODERN LANGUAGES

Senior Learning Community

FRENCH MAJORS & SPANISH MAJORS

Students majoring in French Studies or Spanish are required to complete the Senior Learning Community unless they are double or dual majors. In this case, they may choose to take the SLC in one of the two majors. For the SLC in French Studies or Spanish, students are required to take the capstone course (upper-level elective) **and** the Senior Reflective Tutorial (French/Spanish 400) during the spring semester of their senior year.

There are two possible tracks **within the RFT** for students in French Studies or Spanish:

1. A 30-page senior thesis for the Senior Reflective Tutorial (Spanish or French 400) is recommended for students who plan on applying to Graduate School in French or Spanish.

The members of the Department of Modern Languages meet in May to decide whether a student has the necessary linguistic skills to complete a senior thesis the following year. The student will be notified by his/her thesis director shortly after the meeting so that he/she can begin with the preliminary research during the summer prior to the senior year. The senior thesis must be read and approved by a second reader in addition to the thesis director. Students will formally defend their thesis at the end of the spring semester of their senior year.

Students who write a senior thesis are also required to complete **50 hours** of experiential work during the fall or spring semester of their senior year, **and an additional 50 hours in the library engaged in research for the paper.**

2. A 15-page research paper for the Senior Reflective Tutorial (Spanish or French 400). Students who follow this track are required to complete **100 hours** of experiential work during the fall or spring semester of their senior year. Students are also expected to defend their research papers and present the experiential work at the end of the spring semester of their senior year.

MODERN LANGUAGES, *cont'd.*

Senior Learning Community

** Students in the SLC are **not required** to write a **second thesis** paper for the **400-level elective**

capstone course.

** Students must find a suitable placement during the fall semester prior to taking the Senior Learning Community. Although it is ultimately their responsibility to look for a placement, they will be carefully guided by the professors teaching the Senior RFT and the Capstone course. All placements must be approved by the Senior RFT professor and the Chair of Modern Languages at the beginning of the fall or spring semester of the senior year.

Senior Capstone
Course



SP 400 or
FR 400
RFT

MUSIC

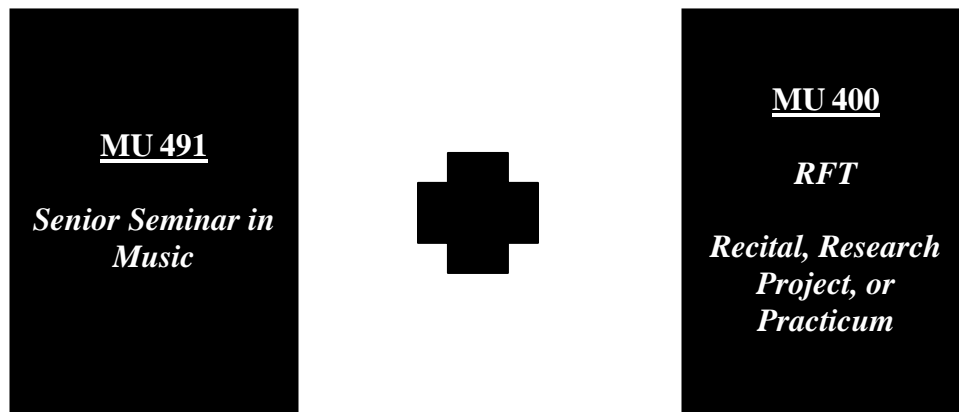
Senior Learning Community

The Senior Learning Community in Music consists of three parts: (1) a capstone course in the form of a seminar for which students do independent research and writing, (2) an experiential component, and (3) a reflective tutorial or RFT that encompasses the experiential component.

COURSES: Music 400 (Senior Reflective Tutorial) **and Music 491** (Senior Seminar)

MU 491: *The capstone course* is a seminar that introduces students to research and writing on music. The topic varies from year to year. Recent topics have included Historical Performance Practices and Analysis and Interpretation of Selected Concert Repertoire. In preparation for writing a research paper on some aspect of this topic, students develop research and writing skills by producing bibliographies and writing reviews of books, articles, recordings, and editions of music. They also write sample program notes that may be incorporated into their research paper or into the concert program for any recital that they may perform as their experiential project.

MU 400: *The experiential component* comprises a minimum of one hundred hours of work toward a recital or a comparable creative project such as a major original composition, a practicum with a performing arts organization, or a program of research and analysis in the field of music history or music theory.



NURSING

Senior Learning Community

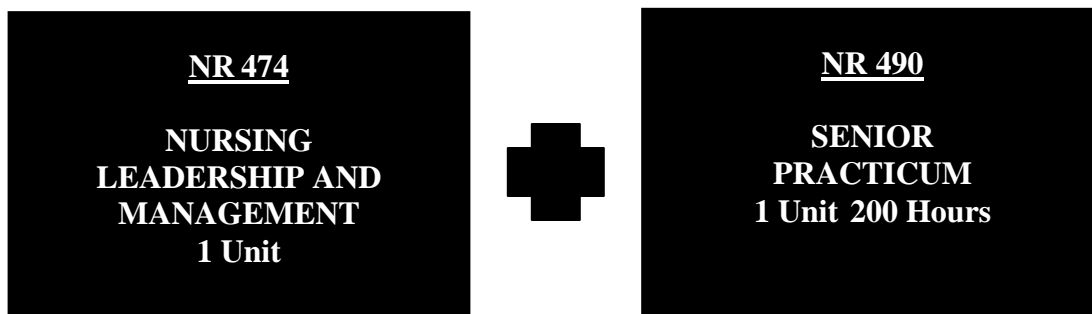
In their senior LC, students complete a research project integrating leadership skills and nursing health theory with community populations. In addition, they are involved in their practicum with a preceptor in an acute care facility. This senior learning community is to be taken in the last semester prior to graduation.

- **NR 490 REFLECTIVE TUTORIAL –SENIOR PRACTICUM (1 Unit)**

In this reflective tutorial (taken in conjunction with NR 474) the nursing process is used to promote, restore, and maintain the health states of individuals, families, and groups. Students develop independence under the direct guidance of a selected agency preceptor and reflect upon their experiences in seminar via oral and written communications. A total of **200 hours** are completed and their work culminates in NR490 with a presentation of their research studies at an on- or- off-campus professional venue.

- **NR 474 NURSING LEADERSHIP AND MANAGEMENT – SUMMATIVE COURSE (1 Unit)**

Students develop an understanding of current trends and challenges in today's health care arena. They cultivate the development of their professional role by using leadership abilities to become an active member of the healthcare team, a patient advocate, and a coordinator of health care in preparation for their role as a professional nurse.



PHILOSOPHY

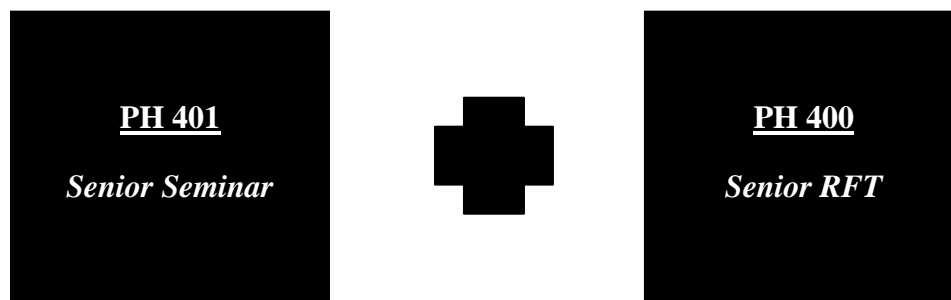
Senior Learning Community

PH 401 Seminar: Topics in Philosophy

This course examines selected topics in the history of philosophy or in recent philosophy. Topics may include: a single philosopher's analysis of several philosophic issues; a few philosophers' analyses of one or two closely related issues; or a twentieth century philosopher's reaction to a philosophic text, movement—or even to traditional philosophy itself. *ONE UNIT. Offered in the Fall Semester.*

PH 400 Reflective Tutorial

This course is an advanced research and writing course that examines a major philosopher or issue from one of the three groups of philosophy—the group as set for in the description of the major (ethics, values, and society; history of philosophy; metaphysics, epistemology, mind, and logic). As the culminating experience of the Reflective Tutorial, students will engage in self-directed library research—research consisting of a minimum of 100 hours—that **either** will result in a senior thesis or will engage in fieldwork in the community resulting in a written senior project. **Senior projects and senior theses will** be presented at the end of the Spring Semester. *ONE UNIT. Offered in the Fall Semester.*



PHYSICIAN ASSISTANT

Senior Learning Community

The Physician Assistant major is a five year tract leading to a Master of Science in Advanced Physician Assistant Studies. It culminates with a Senior Learning Community consisting of two major components: experiential learning in the form of elective clinical clerkships and the completion and defense of an original research topic in the form of a master's thesis. Each student identifies a component area of health care interest that impacts the community and affords a broad exposure of clinical experiences. Through supervised clinical involvement, the student develops the skills to become a competent, caring physician assistant. Each student must also participate in a research design course and then apply those skills to an original research project culminating in the completion and defense of his/her master's thesis.

PA 630: CLERKSHIP I – 6 graduate credits – Fall Semester (12 weeks)

PA 645: CLERKSHIP II – 6 graduate credits – Spring Semester (12 weeks)

The purpose of PA 630 and PA 645 is to precept physician assistant students through the acquisition of advanced skills for clinical practice in primary or a specialty area of interest. The student is provided with an opportunity for an in-depth analysis of clinical practice in his/her specific area of interest in PA 645.

PA 790: RESEARCH DESIGN – 4 graduate credits – Fall Semester

This course establishes the groundwork for a research thesis including: framing the research problem and hypothesis; design selection and data analysis. All proposals require approval by a review board (the hospital's IRB or the college's HERB).

PA 799: THESIS – 4 graduate credits – Spring Semester

The focus of this course is the implementation of the research design proposed in PA 790. The thesis is developed via seminar and individual conferences dedicated to the analysis and evaluation of data. The course culminates in presentation and oral defense of the thesis in a research forum.

PA 630 – CLERKSHIP I
PA 645 – CLERKSHIP II
24 WEEKS



PA 790 – RESEARCH DESIGN
PA 799 – THESIS
8 GRADUATE CREDITS

PHYSICS

Senior Learning Community

SUMMATIVE COURSE: PY411 Electricity and Magnetism or PY511 Quantum Mechanics

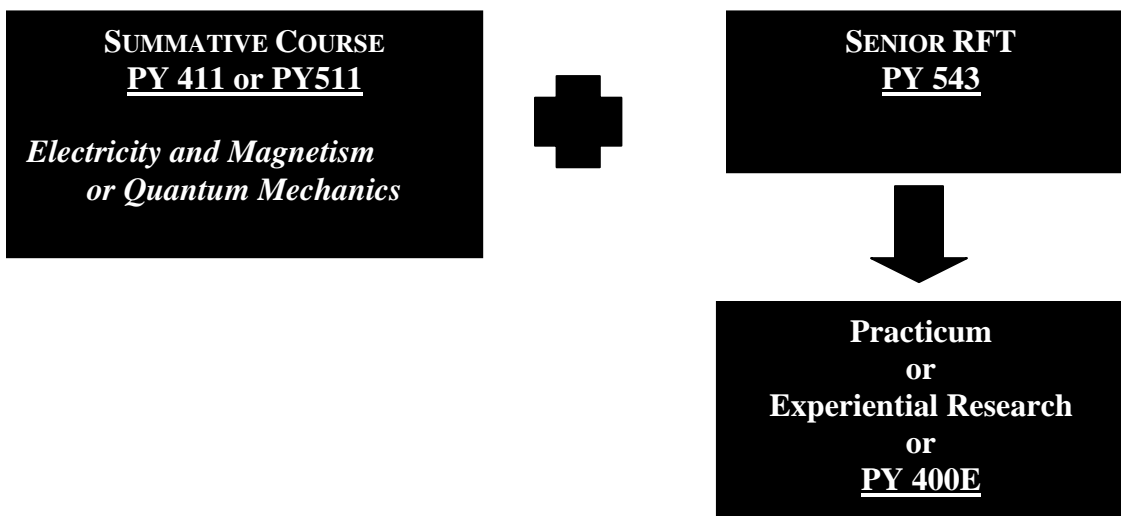
- Study of electrostatics and electromagnetism. Solutions of Maxwell's equations in vacuum and material media.
- Topics covered include de Broglie's hypothesis, uncertainty principle, solutions of Schroedinger's equation, angular momentum, perturbation theory.

REFLECTIVE TUTORIAL: PY 543

The RFT will consist of either a 100 hour practicum in Physics or 100 hours of experimental/theoretical research conducted under the supervision of the department followed by both a Senior Thesis and a public presentation.

PY 400E: Teaching and Research Experience for Seniors

Zero Units. This course, open only to senior physics majors, is one of the experiential options available to students completing their senior learning community. Experiences are a combination of acting as a lab assistant for a laboratory course and a research project leading to significant pedagogical contributions to the course, culminating in a written laboratory procedure, report, and possible publication. The student will work with a faculty mentor. At least 100 experiential hours are required for successful completion of the course. Offered fall and spring semesters. Prerequisite: approval of faculty mentor and a minimum grade of B in the course and lab under study. (*Cross-listed with CH400E.*)



PSYCHOLOGY

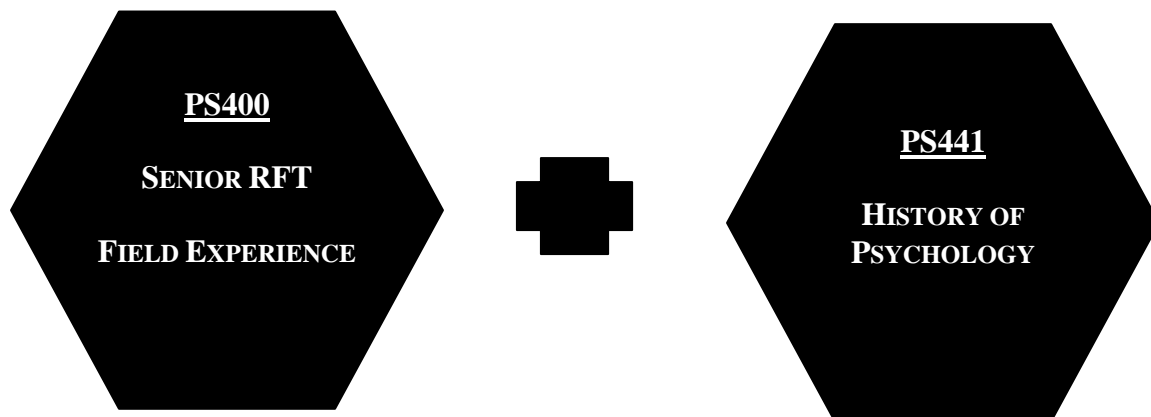
Senior Learning Community

***“Psychology -- Then and Now”*: Senior Learning Community in Psychology.**

This Learning Community examines the philosophical and historical foundations of psychology and relates those foundations to current psychological research, theory, and practice.

Biopsychology majors may choose to take their entire Senior Learning Community in Psychology or Biology. Students are required to give a presentation in one, or sometimes both, courses in the LC.

- **400 SENIOR REFLECTIVE TUTORIAL:** in-depth discussions of primary literature from contemporary psychology. Students also complete a 100-hour field experience in psychology *Prerequisites: Psychology 116 and Senior status in Psychology. Offered each semester.*
- **441 HISTORY OF PSYCHOLOGY:** a philosophical and historical analysis of the development of modern psychology with particular emphasis on the growth of the science of psychology in the United States. *Prerequisites: Psychology 116 and Senior status in Psychology. Offered each semester.*



SOCIOLOGY

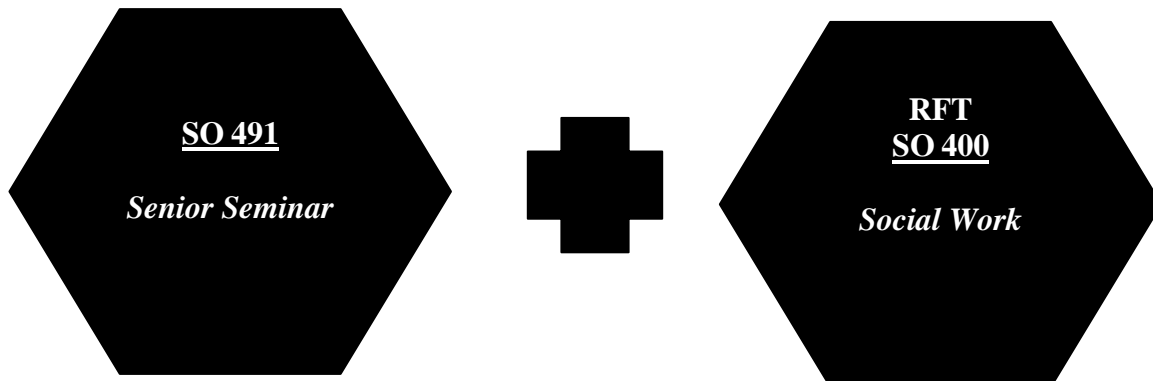
Senior Learning Community

The Sociology senior learning community will be composed of two courses.

- **SO 491 SENIOR SEMINAR (SUMMATIVE COURSE)**
- **SO 400 SENIOR REFLECTIVE TUTORIAL**

In SO 491 Senior Seminar, students draw on their acquired knowledge of the discipline to develop an independent research project. Specifically, students formulate a sociological research question related to their agency practicum in the Senior Reflective Tutorial, and review current literature on their research question. Then students apply the sociological theories and research methods to develop theoretical arguments and testable hypotheses and to test their hypothesis with empirical data (they may either collect their own data or work with existing data or statistics). Throughout the semester, students meet collectively to present reviews of published literature, make oral progress reports on their research and peer-edit each other's drafts. The course culminates in a written “conference paper” presented orally at a department “conference”. Prerequisites: SO 343 Sociological Theory, SO233 Research Methods I and SO 234 Research Methods II.

In SO 400 Senior Reflective Tutorial, students simulate professional behavior and develop a sense of professional identity through an 8 hour per week experiential practicum at an off-campus organization or non-profit agency. Students conduct a sociological and anthropological analysis of the goals, organization, processes, and other experiences of their agency through written logs leading to a final paper and through participation in a weekly seminar with their classmates and a professor at the college.



THEATRE AND SPEECH

Senior Learning Community

This Senior Learning Community is for Theatre Majors who are preparing for graduation and have experience and coursework in one of the following tracks:

- **Performance**
- **Design, Technology, and Management**
- **Theatre Studies**

THE SENIOR LEARNING COMMUNITY will include the following three components:

- **A 400 Level Theatre Summative Course**
- **Reflective Tutorial**
- **Experiential Learning Component, involving 100 hours of field work, including production experiences.**

PERFORMANCE TRACK

SUMMATIVE COURSE - TH 461 ACTING V: THE PROFESSIONAL ACTOR – This course is designed to prepare the actor for the acting profession. Emphasis is placed on the business of acting including headshots and resumes, interviewing, how to prepare a repertory of songs and monologues, cold reading technique, callbacks and the like. Guest artists will include working actors, casting agents and other professionals.

SENIOR REFLECTIVE TUTORIAL – TH 462 SENIOR SHOWCASE - Students prepare a polished showcase performance in New York City for industry professionals.

SUMMATIVE COURSE

TH 461



SENIOR RFT

TH 462

THEATRE AND SPEECH, *cont'd*

DESIGN/MANAGEMENT TRACK AND THEATRE STUDIES

TH 400 SENIOR SEMINAR- ONE UNIT

This is the capstone course for Theatre Studies and D/T/M students; involves attending and writing about theatre and other performances.

TH 595 ADVANCED THEATRE PRACTICUM – ONE UNIT

Senior Learning Community for Design Technology and Management Concentration, providing senior students with intensive practical experience in multiple facets of stage production. Offered spring semester.

