Peer teaching has been an integral part of the Experimental College for more than 40 years. During this time we have learned a fair amount about what makes a good peer-taught course, what pitfalls to watch out for, and how to go about preparing to teach. The information in this application is intended to help you, as a prospective instructor, think about ways of presenting your ideas effectively. Please read the entire application carefully before proceeding.

Prior to applying all students interested in peer teaching are strongly encouraged to contact the Experimental College via email or phone to discuss their proposed course.

Students interested in the peer teaching program should have a GPA of 3.2 or above.

Faculty Sponsorship
Every student who applies to teach in the Experimental College must have a sponsor who is a full-time faculty member (exceptions may be made with special permission). The sponsor will act as a resource. Note: The sponsor does not attend class and is not a part of the teaching team. A member of the Experimental College Board may contact sponsors when the proposal is being reviewed and evaluated.

EXP-0090-AS Leading a Seminar
All undergraduates teaching in the Experimental College are required to register for EXP-0101-ZS Peer Teaching and EXP-0103-ZS Theory and Practice of Participatory Education during the semester their class is taught. The Theory and Practice of Participatory Education seminar meets once a week to talk about the particular issues, concerns, and ideas. Experiences are shared, suggestions and help given, and members of the seminar are asked to make brief reports on alternative teaching methods, educational philosophies, and the like.

Credit
Students teaching full-credit courses will receive one credit (graded on a pass/fail basis) for teaching the course (EXP-0101-ZS Peer Teaching), and one credit (graded on a pass/fail basis) for attending EXP-0103-ZS Theory and Practice of Participatory Education.

Application Procedure
Please submit your application to excollege@tufts.edu
Members of the Experimental College Board will review the application and arrange an interview with you. The application includes a form from your faculty sponsor and one from your academic advisor. We will also need a copy of your transcript (an unofficial copy from SIS is fine). The Board will make all final decisions and notify you before the end of the semester during which you apply.
Course Materials and Information

Please provide all of the following information in a typed document. Please number your answers accordingly.

1. Name, Local Mailing Address, Phone, and Email; Permanent Address, Phone, and Email; School and Year; Major and Major Adviser; Faculty Sponsor and Department.

2. Provide a title, brief description of your course, and a short biographical statement. Keep in mind that this will be used in publications in print and online and should be aimed at getting the attention of potential students and giving them an accurate indication of the nature and goals of the course. Please feel free to look at current and past course listings on our web site for guidance in writing your description and bio.

3. Given a thirteen-week semester, create a syllabus that includes specific materials to be covered, required and suggested readings, and methods of presentation. We understand that this is a tentative outline, and further development of your ideas can be made later if the course is accepted.

4. Provide a bibliography and a list of other materials you consider relevant.

5. What do you conceive your role to be? What do you want your students to get out of this course?

6. How do you plan to evaluate your students?

7. What in your background (academically or experientially) has prepared you for leading this course?

8. How many other courses are you planning to take during the semester in which you would be teaching? Please keep in mind that as a Peer Teacher you will receive 2 credits.

9. In what extracurricular activities do you plan to participate?

10. We recommend that classes meet twice per week for 1.25 hours, in the evening, Monday through Thursday. While teaching twice per week is the preferred option, if you can only teach one evening per week for 2.5 hours, we can accommodate this.
ACADEMIC ADVISER FORM

Dear __________________________:

Your advisee, ______________________________, has submitted a proposal to teach a new peer-taught course entitled ______________________________________________________________________ in the Experimental College next semester.

NOTE: I hereby waive my right to examine this form.

Signature of Applicant   __________________________________________________

Undergraduates teaching in the Experimental College receive two course credits, on a pass/fail basis, for preparing and teaching their course and for taking EXP-0103-ZS, Theory and Practice of Participatory Education. As this student's academic adviser, would you please supply the following information regarding the applicant:

1. Academic Standing: Excellent _______ Good _______ Questionable _____ GPA ______
   Comments:

2. Do you think the applicant would have any difficulty in meeting the requirements and obligations involved in teaching a course?

3. Any additional comments on the applicant or the proposal?

Adviser's name ____________________________________________ Phone: __________ Email: ____________________________

Department _________________________
Student-led courses have been a part of the Experimental College since its very beginning. They have been of demonstrable value to the students who take them and to the students who teach them. Our evaluations indicate that the most successful peer-taught courses are ones where the instructor has worked closely with a faculty sponsor.

**RESPONSIBILITIES OF SPONSOR**
Every student who applies to teach in the Experimental College must have a sponsor who is a full-time faculty member (exceptions may be made with special permission). The sponsor will act as a resource. Note: The sponsor does not attend class and is not a part of the teaching team. A member of the Experimental College Board may contact sponsors when the proposal is being reviewed and evaluated.

**EXP-0090-AS Leading a Seminar**
All undergraduates teaching in the Experimental College are required to take EXP-0103-ZS *Theory and Practice of Participatory Education* during the semester their class is taught. The seminar meets once a week to talk about the particular issues, concerns, and ideas. Experiences are shared, suggestions and help given, and members of the seminar are asked to make brief reports on alternative teaching methods, educational philosophies, and the like.

**CREDIT**
Students teaching full-credit courses will receive one credit (graded on a pass/fail basis) for teaching the course (EXP-0101-ZS *Peer Teaching*), and one credit (graded on a pass/fail basis) for attending EXP-0103-ZS *Theory and Practice of Participatory Education*.

**TO BE FILLED OUT BY THE STUDENT**
Student’s Name ____________________________________________________________

Student’s Address __________________________________________________________

Student’s Phone __________________ Email _____________________________________

Course Title ______________________________________________________________________

Proposed for __________________________(Semester) of __________(Year)
SPONSORSHIP AGREEMENT
(to be included with application)

Sponsor’s Name ________________________________________________________________

Department ________________________________________________________________

Campus Address __________________________________ Campus Phone ____________

E-mail ________________________________________________________________

Please read the Sponsor's Information Sheet (see Page 4) and the student's entire application before filling out the rest of this form.

TO BE FILLED OUT BY THE SPONSOR
Please provide your assessment of the proposed course and the student's ability to teach it.

I have read the application and agree to sponsor the course entitled

_______________________________________________________________________________________

to be taught by ________________________________________________________________

in the ______________________ Semester, 20_______.

Sponsor Signature _____________________________________________________________

Date: __________________________________________________________________________
Sample Portion from a Peer-Taught Syllabus about Childhood Obesity

**Week One: Land of the Fat**

**Class one (January 26)**
- Class overview
- Introductions and expectations
- Statement of the problem

**Class two (January 28)**
- Introduction to the problem, facts and statistics of obesity in the United States
- The Food Industry

Readings for this class:
Statistical and nutritional data to be provided by Friedman School of Nutrition

**Week Two: Obese Children, Obese Forever?**

**Class three (February 2)**
- Defining childhood obesity – the facts

First Assignment: Fat Suit

**Class four (February 4)**
- Discussion of the impact of obesity on children’s health, physical and emotional.
- Who is more vulnerable?

Readings for this class:
Sturm, R. The Health Risks of Obesity: Worse than Smoking, Drinking, or Poverty. RAND Health.

**Week Three: Reality Check**

**Class Five (February 9)**
- Guest Speaker: Mr. and Mrs. Baker

**Class Six (February 11)**
- Growing Up Obese: Screening of What’s Eating Gilbert Grape?

Readings for this class:
Lamb, Wally. She’s Come Undone. Selected sections.