

INTERNAL SPECIAL STUDY PROGRAMS

WESLEYAN INTERSESSIONS: SUMMER AND WINTER SESSIONS

The University offers two interessions: Summer Session and Winter Session. Course credit earned through interessions is eligible to count toward the graduation requirement. Participation in interessions does not count as a semester in residence. An interession does not constitute an academic semester at Wesleyan. All students in interessions are subject to Wesleyan academic and nonacademic policy and are also subject to interession policies. Courses taken during interessions are subject to the same academic regulations as courses taken during the regular academic year. Students should consult their class dean about how interession performance may affect their academic standing or check the Deans' Office website for clarification. Students are not eligible to do independent study or education in the field and take an interession course simultaneously. (For summer transfer credit, please see External Special Study Programs - Transfer Credit)

Graduate Liberal Studies (GLS). Wesleyan undergraduates, normally rising juniors and seniors, may take courses in the Graduate Liberal Studies program subject to approval by the instructor of the course, their class dean, faculty advisor or major department chair, and the GLS director. Participation in this program does not count as a semester in residence. Wesleyan undergraduates attending GLS are subject to its academic rules and regulations. All grades and course work attempted by Wesleyan undergraduates in GLS courses will be recorded on the student's undergraduate record and transcript. For more information, visit wesleyan.edu/masters (<https://wesleyan.edu/masters/>), e-mail masters@wesleyan.edu, or visit the office at 74 Wyllys Avenue.

Independent Study. A student may obtain academic credit for certain forms of independent study during a summer or an authorized leave of absence. Activities such as independent reading, special work under supervision, and educational tours may earn credit provided that (1) these plans have been approved in advance by the relevant Wesleyan department and the class dean, and (2) all requirements specified by the approving department in the form of an examination, paper, or equivalent assignment have been satisfied. Please note that senior theses or senior projects may be undertaken only as senior thesis tutorials or projects and not as independent study. No more than two credits may be earned in a semester or summer for such special work. See "Fees," below. Forms for independent study, along with other useful resources, are available in the Office of the Deans or online at wesleyan.edu/studentaffairs/forms.html (<https://wesleyan.edu/studentaffairs/forms.html>).

Education in the Field. Approved education-in-the-field programs are listed under the sponsoring departments or colleges. They may be taken during the summer, during an authorized leave of absence, or during an academic term. At the discretion of the department involved, up to two course credits per semester may be granted for education in the field. Students must consult with the department in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation. Credit and a grade for education in the field will be posted to the student's transcript once a grade report has been submitted by the faculty sponsor.

Students pursuing an education in the field during the summer or while on an authorized leave of absence during the academic year are not eligible for financial aid and will be charged a special tuition rate (see below). Students enrolled full time may also pursue an education in the field in conjunction

with regular courses (for a combined total of at least three credits) and will be charged the full tuition rate. In no case will financial aid to a student in this category exceed the amount of aid the student would have received as a regular full-time student at the University.

Education-in-the-field programs are under the general supervision of the Educational Policy Committee. Information concerning specific procedures for the supervision and evaluation of education-in-the-field programs may be obtained from the sponsoring department or college. Forms for education in the field are available at the Office of the Deans or on the Office of the Deans' website.

No more than four credits earned through independent study and education in the field combined can be counted toward the graduation requirements.

FEES FOR INDEPENDENT STUDY AND EDUCATION IN THE FIELD AND CREDIT FROM UNACCREDITED INSTITUTIONS

Students should contact the Student Accounts Office (237 High Street; wesleyan.edu/studentaccounts/tuition.html (<https://wesleyan.edu/studentaccounts/tuition.html>)) for information about fees for pursuing an independent study, enrolling only in an education in the field, or taking a course at an unaccredited institution.

TEACHING APPRENTICE PROGRAM

The Teaching Apprentice Program offers undergraduate students the opportunity to participate with a faculty member (who serves as a master teacher) in the teaching of one of the faculty member's courses. The apprentice is enrolled in an apprenticeship tutorial conducted by the master teacher. The tutorials focus in varying degrees on the subject matter of the course and on the teaching activity itself. Apprentices are awarded one course credit for successful completion of the semester tutorial.

The Teaching Apprentice Program has two main objectives:

- To provide an opportunity for advanced students to deepen their understanding of a subject while gaining insight into the teaching process; and
- To improve the learning environment in courses designed primarily for first-year and sophomore students by adding a student teacher who can bridge the intellectual gap between instructors and beginning students. The apprentice is viewed as a member of a teaching team rather than as a teaching assistant. While the interaction between the apprentice and the master teacher can take many forms, faculty are urged to design the role of the apprentice to stimulate greater participation in the learning activity by students in the course. Normally, the apprentice and master teacher have, in some prior activity, established the sort of intellectual rapport that will promote an effective team relationship.

Apprentice proposals should be developed by the master teacher with input, when possible, from the prospective apprentice. Applications should describe the teaching role to be played by the apprentice, the academic course work to be done in the apprenticeship tutorial, and the basis on which the apprentice will be evaluated. Applications must also meet the guidelines for apprenticeships established by the department or program and approved by the Educational Policy Committee. Faculty members must submit applications to the Office of Academic Affairs in October to apply for a spring semester apprentice and in

April to apply for a fall semester apprentice. The following policies apply to teaching apprentices and teaching apprenticeships:

- If a student serves as an apprentice in the same course more than once, the student may receive no more than a total of one credit for teaching in that course.
- Teaching apprentices may not teach in group tutorials or student-forum courses.
- A student may not count more than two course credits earned in apprenticeship tutorials toward degree requirements.

TUTORIALS

Individual tutorials, numbered **401-402** and **421-422**, are available only to sophomores, juniors, and seniors. A tutorial may not be given when a comparable course is available in the same academic year. Students may not count more than four course credits combined of individual and group tutorials toward degree requirements. Tutorial forms must be approved by the chair of the department or program in which the tutorial is given.

Tutorial applications should include a concise description of the work to be done, including the number of hours to be devoted to the tutorial, the number of meetings with the tutor, a reading list, and a description of the work on which the student's performance will be evaluated. Tutorials should be submitted through the drop/add system.

Tutorials for one credit should be added during the drop/add period. Partial-credit tutorials beginning after the drop/add period must be added to a student's schedule within five days of the start of the academic exercise. The minimum credit amount for any tutorial is .25 credit.

Group tutorials, numbered **411-412**, are proposed and taught by a faculty member. Tutorials should be submitted through the drop/add system. For information about tutorials during the summer term, please contact the Summer Session office.

STUDENT FORUMS

Student-run group tutorials, numbered **419-420**, must be sponsored by a faculty member and approved by the chair of a department or program and by the relevant academic dean. Proposals for a student forum must be submitted by the department or program chair to the Office of Academic Affairs by the end of exams prior to the semester in which the course will be offered. Application forms and instructions are available at the Office of the Registrar. A student may count two student forum course credits toward degree requirements but is limited to a combined maximum of two credits in physical education and student forum courses.