HAMLINE UNIVERSITY

Please type or print:

Hamline ID:		
First Name:	Middle Name:	Last Name:
Email Address (required):		Phone:

★ **Apprentice Teaching experiences may be used to fulfill the Hamline Plan LEAP requirement.** If you are interested in earning LEAP credit for this experience, please download the Independent LEAP Agreement form (available at www.hamline.edu/registrar/forms) and work with your faculty supervisor to complete and submit it to the Curriculum Committee.

★ Students may earn a maximum of four credits towards graduation through apprentice teaching.

★ Apprentice teaching is graded on the Pass/No Pass scale only.

★ S**ubmit this form from your Hamline email address to registrar@hamline.edu by the last day to add a class for the term.**

Please register me for:

Term: [] Fall   [] Spring   [] Summer   Year:
Credit value: [] 4 credits   [] 3 credits   [] 2 credits   [] 1 credit
Faculty supervisor name:

Course for which you will be apprentice teaching (you will be registered for course number 4030 in the same department):

Subject Code	Course Number	Course Title

1. Describe the nature of your teaching responsibilities:

2. What training arrangements have you made with your faculty supervisor?

(*continued on next page*)

FACULTY GUIDELINES FOR GIVING STUDENTS GRADING RESPONSIBILITIES
These guidelines are not meant to supersede the professional judgment of faculty in particular situations.

In all situations where students have grading responsibilities, the instructor for the course should make these students' roles known to the class clearly and explicitly at the beginning of the term. This should include (but need not be limited to) a discussion of the following three (3) points:

1. Giving student workers or teaching apprentices responsibility for grading true-false or multiple-choice tests and assignments will not ordinarily raise any concerns.

2. In situations where student workers or teaching apprentices have responsibility for reading essay tests, papers, etc., the instructor should make the ultimate determination of the grade.

3. In all situations where students have grading responsibilities, the instructor should ensure that students responsible for grading do not distribute, reproduce, or misplace tests and assignments entrusted to them.

GUIDELINES FOR APPRENTICE TEACHERS AND OTHER SITUATIONS WHERE STUDENTS ARE INVOLVED IN CLASSROOM INSTRUCTION

1. In most cases, it is appropriate for apprentice teachers to be associated with introductory (1000-level) courses rather than advanced courses.

2. The *Faculty Guidelines* for giving students grading responsibilities should be followed. These guidelines are not meant to preclude the opportunity for students to learn how to evaluate coursework and examinations.

3. In situations where the teaching apprentice gives a lecture or presentation to the class, the instructor should be present in order to serve as a resource for both the class and the apprentice.

4. The instructor for any course with a teaching apprentice should make the apprentice's role known to the class clearly and explicitly at the beginning of the term.

Sign in ink, or draw your signature with a mouse or touchscreen device. Typed signatures are not accepted.

Student Signature:	Date:
Faculty Supervisor Signature:	Date: