Student Teaching Internship Handbook

Michigan Technological University
Department of Cognitive and Learning Sciences
Division of Teacher Education
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OVERVIEW OF THE STUDENT TEACHING INTERNSHIP

The student teaching internship takes place at the end of a teacher candidate’s preparation program. It is designed as an opportunity to put the knowledge and skills gained during the teacher education program into practice in a middle or high school classroom, as well as to expand that knowledge through practical experience working with students. The internship is 15 weeks in length, taking place during one Michigan Tech academic semester.

GOALS

The goal of the student teaching internship is to develop the competencies of an effective beginning teacher. Michigan Tech’s Teacher Education program uses the InTASC Standards as a way to describe and measure these competencies. In short, the goals fall into four main areas of competency, each with several sub-competencies:

1. Planning and Preparation
   a. Demonstrating knowledge of content and pedagogy
   b. Demonstrating knowledge of students
   c. Setting instructional outcomes
   d. Demonstrating knowledge of resources
   e. Designing coherent instruction
   f. Designing student assessments

2. The Classroom Environment
   a. Creating an environment of respect and rapport
   b. Establishing a culture for learning
   c. Managing classroom procedures
   d. Managing student behavior
   e. Organizing physical space

3. Instruction
   a. Communicating with students
   b. Using questioning and discussion techniques
   c. Engaging students in learning
   d. Using assessments in instruction
   e. Demonstrating flexibility and responsiveness

4. Professional Responsibilities
   a. Reflecting on teaching
   b. Maintaining accurate records
   c. Communicating with families
   d. Participating in a professional community
   e. Growing and developing professionally
   f. Showing professionalism
The specific criteria for demonstrating each of these competencies are given in the MTU Student Teaching Instrument.

PARTICIPANTS IN THE STUDENT TEACHING PROCESS

The **Field Experience Coordinator** works with school administration and teachers to ensure an appropriate placement for each Student Teacher. They also work with the prospective Student Teacher to complete the application process. During the student teaching semester, the coordinator will send out reminders, coordinate evaluations, and lead seminars.

Contact: Joshua Ellis (ellisj@mtu.edu)

The **University Supervisor(s)** are one or more members of the Teacher Education faculty with expertise in the Student Teacher’s major or minor content area. Students with placements in two different content areas may be assigned two supervisors. A University Supervisor will visit the Student Teacher’s classroom at least four times during the semester. During these visits, the supervisor will observe a lesson and then meet with the Student Teacher and the Cooperating Teacher to assess the Student Teacher’s progress, formulate solutions to any problems that have arisen, and set goals for continued learning. At the end of the Student Teacher's assignment, the University Supervisor, in consultation with the Cooperating Teacher, will determine the Student Teacher’s final grade.

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The **Building Principal** works with the Field Experience Coordinator to select and approve Cooperating Teacher(s) for each Student Teacher. The principal may request a meeting with a prospective Student Teacher prior to approval. Once the Student Teacher is placed in a school, the Building Principal is the administrator with whom the Student Teacher has the most extensive contact. Student Teachers should be sure to meet the Building Principal prior to or at the start of the student teaching internship.

The **Cooperating Teacher(s)** are the middle or high school classroom teacher(s) who serve as mentors to the Student Teacher, subject to the consent of the Building Principal. Michigan Tech Teacher Education faculty consider the Cooperating Teacher an essential partner in the education of our teacher candidates, with significant responsibility for the Student Teacher’s growth and development. The Cooperating Teacher is the first contact person for a Student Teacher if assistance is needed. The Cooperating Teacher will work with the University Supervisors to resolve issues as needed.

The **Student Teacher** is a Michigan Tech teacher candidate assigned to work with a Cooperating Teacher for one academic semester. This assignment in no way takes away any of
the rights, privileges, and responsibilities of the Cooperating Teacher. The Student Teacher occupies a dual position: a student who is learning a job and a teacher in charge of instructional responsibilities. The Student Teacher will take on increasing instructional responsibilities during the semester, subject to the approval of the Cooperating Teacher.

**STUDENT TEACHER PLACEMENT**

Michigan Tech Teacher Education personnel make all placements and under no circumstances are prospective Student Teachers to contact schools or teachers about their placement in any school system, unless instructed to do so by MTU Teacher Education personnel. Approval of student teaching placement resides with the Education faculty, who consider each candidate’s academic, pedagogical, and social preparedness for student teaching.

Most placements are made in middle and secondary schools within a 30-mile radius of the MTU campus to allow Teacher Education personnel to provide the highest level of support. Every effort is made to match major/minor certification areas, interests, and personalities with the prospective Cooperating Teacher; however, we are unable to guarantee a perfect placement for every Student Teacher.

**Application Process Overview**

Student Teacher candidates will begin the application process two semesters before they plan to student teach. An email will be sent to candidates to initiate the process; at this time, candidates will meet with the Field Experience Coordinator and Portfolio Coordinators to learn about the application process. Candidates must submit a draft student teaching portfolio to the Division of Teacher Education by Week 4 of the semester prior to student teaching, with a final portfolio due in Week 6. The portfolio is shared with school personnel to inform their decision whether to accept a student teacher and to later guide the student teacher’s learning.

The prospective Student Teacher may also be requested to attend a pre-placement interview with the prospective Cooperating Teacher(s) and/or Building Principal. Both the Principal and the Cooperating Teacher(s) must approve the placement.

**TIMELINE FOR THE STUDENT TEACHING INTERNSHIP**

**Before the Student Teaching Semester**

Once a student teaching placement is confirmed, the Field Experience Coordinator will notify the Student Teacher. He or she is then free to contact the Building Principal and Cooperating Teacher(s) to arrange a school visit.

The Student Teacher should plan to visit the school at the end of the semester prior to the student teaching internship. The following topics are suggested for the preparation visit to the cooperating school and teacher:

- The Student Teacher’s class schedule.
● Textbooks and materials used by the students in each class. If possible, the Cooperating Teacher should provide copies of textbooks, teacher's manuals, and other materials.

● Technology available in the school (like computers, projectors, and copying machines) and related security issues, such as obtaining passwords.

● Long range plans for each class so that the Student Teacher may begin to do background reading and preparation.

● District and school websites

● Classroom rules and management plan

● Grading systems, including school and teacher policies.

● The student and teacher handbooks. The Student Teacher should become familiar with:
  ○ Policy and philosophy of the school
  ○ Student and school demographics
  ○ School and community resources available
  ○ Areas of concern to the school and community

● If possible, the Student Teacher should obtain a class roster and seating charts for each class they will be teaching. It is wise to begin to learn pronunciation of the names of students.

**Getting Started (Approximately Weeks 1 and 2)**

Student Teachers generally begin their internship the first day of MTU's semester, unless the school to which they are assigned is not yet in session. The Student Teacher should communicate with their Cooperating Teacher about the school schedule. The first week of the internship is typically an observation period. This is an important part of the student teaching assignment. During the observation period, the Student Teacher should:

● Become acquainted with the Building Principal, Cooperating Teacher(s), other teachers in the cooperating school, and other school personnel.

● Learn student names.

● Obtain as much information as possible about the students in each class through observations, conferences, available records, and informal contacts with students. The following would be very helpful to focus on:
  ○ The general ability of each group and the specific abilities of each student
  ○ The range of achievement in particular instructional areas
  ○ Particular interests, hobbies, and attitudes of individual pupils
  ○ The social structure of the classroom

● Observe the methods of instruction used by the Cooperating Teacher and ask questions about things that are not clear. Things to focus on include:
  ○ The purposes of the lessons and the teaching methods used
  ○ The means used to provide for individual differences
  ○ The ways the teacher assesses student learning, both formally and informally
  ○ The means of developing and maintaining a desirable learning atmosphere in the classroom

● Be alert and eager for opportunities to participate in instruction.
● Assume many of the routine duties.
● Seek opportunities to assist the Cooperating Teacher during group work, laboratory work or supervised study.

**Increasing Responsibility (Approximately Weeks 3 to 12)**

Following the brief observational period, the Cooperating Teacher will delegate increasing responsibility for instruction to the Student Teacher. Satisfactory progress means the Student Teacher’s responsibilities will be increased to a full teaching load by the sixth or seventh week of the semester. A maximum of three different preparations and five different class periods at one time is recommended, although exceptions may need to be made for those teaching in smaller districts.

In a sense, the Student Teacher and the Cooperating Teacher will gradually exchange roles. The Student Teacher assumes more and more responsibility for the instruction of the class while the Cooperating Teacher observes the effectiveness of the teaching. The Student Teacher’s adjustment to teaching and to their students will influence the time at which they assume increasing instructional responsibilities. In all cases, the Cooperating Teacher will determine the exact timing of the transition. The introduction into teaching should occur gradually enough to allow time for the Student Teacher to adjust to the new situation and responsibilities, yet quickly enough to allow the opportunity to gain adequate experience. When the Cooperating Teacher is confident that the Student Teacher is becoming skilled at teaching and managing the classroom, it is appropriate to leave the classroom to test the Student Teacher’s effectiveness without direct supervision.

During the period of actual teaching, the Student Teacher is expected to demonstrate growth in becoming an effective teacher. The Student Teacher is not expected to be immediately and fully competent in all areas. No one expects a beginning teacher to be an expert, but they do expect growth and improvement, just as teachers expect growth and improvement from their students.

**Phasing Out (Approximately Weeks 13 to 15)**

Near the end of the student teaching internship, the Student Teacher should phase out of each class at an appropriate time (for instance, at the end of a unit or some other logical break). As the Student Teacher has fewer teaching responsibilities, they should make arrangements to observe other teachers in the school to learn additional ways to support student learning.

**Taking on Other Responsibilities**

The Cooperating Teacher and/or Building Principal may wish to assign other duties to the Student Teacher, such as working with a club or supervising at a school event. These are great experiences for a prospective teacher, but should only be undertaken with the consent of the University Supervisor and satisfactory progress in teaching on the part of the Student Teacher.
Summary of Timeline

<table>
<thead>
<tr>
<th>Week</th>
<th>Major</th>
<th>Minor</th>
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<tbody>
<tr>
<td>1</td>
<td>Observing</td>
<td>Observing</td>
</tr>
<tr>
<td>2</td>
<td>Teaching 1 class period</td>
<td>Observing</td>
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<tr>
<td>4</td>
<td>Teaching 2 class periods</td>
<td>Observing</td>
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<td></td>
<td>(both in major or split between major and minor)</td>
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<tr>
<td>6</td>
<td>Teaching 3-4 class periods</td>
<td>Observing</td>
</tr>
<tr>
<td></td>
<td>(all in major or split between major and minor)</td>
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</tr>
<tr>
<td>7-8</td>
<td>Teaching 3-4 class periods</td>
<td>Teaching 1 class period</td>
</tr>
<tr>
<td>13</td>
<td>Begin reducing teaching load in major and minor</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Observing other teachers in building</td>
<td></td>
</tr>
</tbody>
</table>

STUDENT TEACHER REQUIREMENTS

Master Schedule

The master schedule provides the Field Experience Coordinator and University Supervisor(s) an overview of the Student Teacher’s daily schedule, as well as contact information for key school personnel. This form will be available in Google Drive and should be completed as soon as possible at the start of the semester. This document can be viewed by the Student Teacher, the Cooperating Teacher(s), the University Supervisor(s) and the Field Experience Coordinator.

Capsule Schedule

The capsule schedule is a weekly overview in the form of a Google Drive spreadsheet that provides a snapshot of what will happen during the week. In each cell, the Student Teacher should indicate the key activity for each day (e.g. Lesson: One-step linear equations; Lab: Kinetic Energy; Quiz: Causes of WWII). The capsule schedule for a given week should be completed by Friday of the prior week, with changes made during the week if the schedule changes. It is critical that this schedule is kept up-to-date so the Cooperating Teacher and University Supervisors always know what is happening in the classroom. This document can be viewed by the Student Teacher, the Cooperating Teacher(s), the University Supervisor(s) and the Field Experience Coordinator.
Daily Lesson Plans

The need for adequate planning cannot be overemphasized. Good planning is not only a basis for successful teaching, but will greatly aid in the development of self-confidence. All lesson plans must be submitted via Google Drive by the evening before a given lesson will be taught. Each lesson should first be approved by the Cooperating Teacher(s). Lesson plans will vary somewhat, but should include the following (see lesson plan template):

- Lesson Title, Date, Subject/Class and Grade Level
- Michigan Framework Standard(s)
- Objectives
- Rationale for the Lesson
- Student Prior Knowledge/Common Misconceptions
- Materials and Resources needed for the lesson
- References, when appropriate
- Opening
- Instructional Activities
- Closing
- Assessments (diagnostic, formative, and/or summative)

Note that this lesson plan is intended to give a short overview of the lesson. It is likely that the Student Teacher will need to develop more complete notes or other materials to use during the lesson. Lesson plans can be viewed by the Student Teacher, the Cooperating Teacher(s), the University Supervisor(s) and the Field Experience Coordinator.

Seminars

All Student Teachers must attend weekly student teaching seminars that will be held on Michigan Tech’s campus. The seminars will provide an opportunity to reflect on your teaching, engage in discussion with other student teachers, receive support for developing your portfolio and Study of Student and Teacher Learning, and learn about topics such as certification and searching for a job.

Reflection on Teaching

The Student Teacher will be video recorded teaching the lesson during each classroom observation by the University Supervisor. Following the observation, the Student Teacher will be required to annotate the video, guided by specific prompts. The video annotations of all the Student Teachers in the field in a given semester will be used as the basis for a discussion about teaching at the next seminar. Following these seminars, the Student Teachers will submit a written reflection on their learning. These reflections will not be viewed by the Cooperating Teacher(s); they will be available to the Student Teacher, the University Supervisor(s) and the Field Experience Coordinator.
Study of Student and Teacher Learning

All Student Teachers will conduct a Study of Student and Teacher Learning during the student teaching internship. The study will take place in a single class during one unit of instruction. The student teacher, in cooperation with their Cooperating Teacher and/or University Supervisor, will select the unit. During this unit, the student teacher will deliberately study their own practice by engaging in ongoing collection and analysis of student data. The goals of the unit are that the student teacher demonstrates their ability to support student learning, design and implement assessment plans, use formative assessment data to inform instruction, and reflect on practice for the purpose of continuous improvement. Specific assignment guidelines are available here.

Professional Portfolio

All teacher candidates are required to submit a professional portfolio prior to receiving a grade for student teaching and recommendation for certification. The professional portfolio can be built from the portfolio completed prior to student teaching, but should include the best work from the teacher candidate’s coursework and the student teaching internship. It is the responsibility of the Student Teacher to document accomplishments during student teaching and university coursework to include in the portfolio. The Cooperating Teacher can assist the Student Teacher in doing this by pointing out significant achievements and discussing ways that these achievements can be recorded for use in the portfolio. Ongoing support for the development of the portfolio will be provided at the student teaching seminars. A draft portfolio is due to the Portfolio Coordinator by Thursday of Week 13 of the semester. Feedback will be given early in Week 14 to be used to improve the portfolio before the final portfolio is submitted on Monday of Week 15. Complete requirements can be found in the Professional Teaching Portfolio Guidelines.

REQUIRED EVALUATION

All Student Teachers are observed and formally evaluated four times during the semester. The purposes of evaluation are to:

- Document the teacher candidate’s progress
- Provide support for the teacher candidate
- Set goals for learning and improvement
- Provide experience in reflecting on teaching

Evaluation is the joint responsibility of the Student Teacher, Cooperating Teacher(s), and the University Supervisor(s). Evaluations of the Student Teacher by the Cooperating Teacher(s) and the University Supervisor should be based on day-to-day growth rather than upon single-day assessments of teaching. This continuous evaluation, when used skillfully, aids to spur the growth and improvement of the Student Teacher.
At the start of weeks 3, 6, 9 and 12 of the semester, the Field Experience Coordinator will send the MTU Student Teaching Instrument to the Student Teacher. The Student Teacher should complete this self-assessment by Wednesday of the same week and send the completed form to the Cooperating Teacher(s). The Cooperating Teacher(s) should complete the form by Friday of the same week and send it to the University Supervisor(s).

The University Supervisor will observe and evaluate the Student Teacher in the classroom following each submission of the Student Teaching Instrument by the Cooperating Teacher. The University Supervisor will use the input they have received, as well as their own observations and analysis of written lesson plans to complete the Student Teaching Instrument; they may also confer with the Cooperating Teacher(s) and/or Student Teacher. After the observation, the University Supervisor will schedule a meeting with the Student Teacher and Cooperating Teacher(s) to review the completed instrument and collectively set goals for continued growth. At the end of this meeting, the Student Teacher should sign the completed form. A copy of the form will be filed electronically in the Department and copies will be sent to the Cooperating Teacher(s) and the Student Teacher.

Final Grade Determination

The final student teaching internship grade is determined in the following manner:

- **Instruction (60%)**
  - Student teaching instrument—trajectory over time, Week 12 ratings, and Cooperating Teacher final recommendation (50%)
  - Capsule schedules (5%)
  - Lesson plans (5%)

- **Reflection (25%)**
  - Video annotation (10%)
  - Seminar attendance and participation (5%)
  - Reflection (10%)

- **Portfolio 10%**
- **Study of Teaching and Learning 5%**

OTHER INFORMATION

Employment during the Student Teaching Semester

Division of Teacher Education policy does not permit Student Teachers to take additional classes or hold a week-day job during their student teaching internship. Any variation from this policy must be approved 6 weeks in advance by the Director of Teacher Education.

Substitute Teaching

Based on Michigan Law and Michigan Department of Education Policy, Michigan Technological University has adopted the following guidelines for using Student Teachers
as substitute teachers. Michigan Tech's policy allows Student Teachers who have State of Michigan substitute teacher permits to substitute teach in the classroom in which they are student teaching up to a maximum of 10 days.

Michigan Tech allows Student Teachers to substitute teach as part of their student teaching internship according to the following criteria/guidelines:

1. Districts and supervising teachers must insure that the quality of mentoring provided to Student Teachers who are allowed to substitute teach is comparable to that required in the student-teaching program.
2. The Student Teacher should not substitute teach more than 3 days in succession.
3. The total number of substitute days shall not exceed 10 days.
4. The Student Teacher, Cooperating Teacher, and Building Principal must approve of the substitute teaching. The Student Teacher must notify the Field Experience Coordinator and the University Supervisor(s) each time he/she teaches as a substitute.
5. An accurate record of the dates and experiences must be kept by the school and be available to the university.
6. Substitute teaching must not conflict with a University Supervisor's visit.
7. The Student Teacher must meet the necessary requirements for substitute teaching of the district and the State of Michigan.
8. Student Teachers will be available to cover the teacher's classroom during times when an administrator calls the Cooperating Teacher out of the classroom. This will not be considered substitute teaching by the district.
9. Michigan Tech’s Division of Teacher Education recommends that Student Teachers be paid the same as a regular substitute teacher.

Professional Behavior

From the beginning, the Student Teacher must behave professionally so that students, the Cooperating Teacher(s), and other staff members will accept them as a good teacher. Professionalism includes following the Michigan Professional Educator’s Code of Ethics, as well as all school policies and procedures. Student teachers should also follow the teacher dress code of the school, which should be discussed with the Cooperating Teacher prior to arriving in the classroom. In short, the Student Teacher has a responsibility toward the profession and the University. Every word and action will indicate personal ideals and aspirations and will provide a basis for others to judge the University and the profession. It is critical that the Student Teacher sets high standards for personal and professional conduct, both within and outside of the school setting.

Student Teachers should exercise extreme caution against becoming too familiar with students under their direction. It is not appropriate to socialize in any way with students within the cooperating school, including interactions via social media. Student teachers should not interact one-on-one with students in a closed/private area; it is recommended to meet with students in the presence of the cooperating teacher or other appropriate school personnel, or in a public area.
Attendance

The student teaching internship begins on the first day of Michigan Tech’s academic semester and ends at the conclusion of MTU’s final examination week. The Student Teacher should adhere to the schedule of the school in which they are placed; breaks will be taken on the school schedule, not Michigan Tech’s schedule.

The Student Teacher should minimally follow the school guidelines for the start and end time of a teacher’s work day (i.e., arrive at or before the required start time for teachers and leave at or after the defined end time for teachers), although many Student Teachers find that additional work time is needed to be fully prepared for their instructional responsibilities. The Student Teacher should also follow the school’s requirements for teachers on professional development days and other non-regular work days. Student teachers should not leave the school during the work day, unless prior arrangements have been made.

Although Student Teachers are expected to attend their placement every day, if needed, two sick/personal days may be taken without being required to make the days up. Additional absences beyond two sick/personal days will require prior approval from the University Supervisor and may extend the student teaching internship. Any absences should be reported to the University Supervisor and the Cooperating Teacher(s) prior to the start of the school day. Snow days or other school-cancelled days of instruction will not count as days off—the Student Teacher should follow the school’s policy for teachers on such occasions.

Seeking Assistance

Success in the student teaching internship rests primarily with the Student Teacher. Student teaching offers the opportunity to have direct experience with the many tasks that make up the professional life of a teacher. Because of the complexity of the internship, and because student teaching is generally regarded as the most important single experience in any teacher education program, there are people in place who have the experience, knowledge, and ability to help the Student Teacher be successful. The University Supervisor and the Cooperating Teacher(s) will work together to help the Student Teacher overcome any difficulties they face and become an effective member of the teaching profession. However, the Cooperating Teacher(s) and University Supervisor(s) cannot assist if they are unaware that assistance is needed. It is imperative that the Student Teacher is aware of when they need help and that they ask for it promptly.

Responsibility for Instruction

The Cooperating Teacher has two obligations: to provide instruction for a group of learners in a school and to help the Student Teacher develop into an effective educator. The chief responsibility of the Cooperating Teacher is always to the students in the classroom. Thus the Cooperating Teacher will permit use of only those classroom activities that he/she judges to be
best for the students. In most cases, Cooperating Teachers are very willing to let Student Teachers try various types of instruction because they realize from experience that no two teachers teach exactly alike. However, on occasion, the Cooperating Teacher may insist that a lesson be taught in a particular manner. In such cases, the Student Teacher must comply with the wishes of the Cooperating Teacher.

**Student Teacher-Cooperating Teacher Relationship**

A positive relationship between the Student Teacher and the Cooperating Teacher contributes significantly to the student teachers’ success. There are many things that Student Teachers can do to make this relationship positive:

- **Work to adjust to the classroom situation.** While there are always plenty of opportunities to exert one’s initiative, the Student Teacher must remember that the welfare of the class and the plans of the Cooperating Teacher must have priority.
- **Learn to be objective in meetings with the Cooperating Teacher.** All meetings should be planned at the convenience of the Cooperating Teacher. The relationship will be aided if the Student Teacher:
  - Accepts criticism in a professional manner.
  - Is willing to discuss weaknesses as well as strengths.
  - Offers opinions about activities just completed and about activities planned for the future.
  - Tries to critically analyze the effectiveness and appropriateness of teaching aims, methods, and techniques.
  - Plans lessons far enough in advance to enable the Cooperating Teacher to discuss and approve them.
- **Request assistance when needed.**
- **Be continually alert to opportunities to assist in the classroom and the school.**
- **Volunteer to undertake activities and responsibilities when ready.** The Student Teacher should not wait for the Cooperating Teacher to always be the one to suggest ways to assist. If the Student Teacher is unsure of their degree of readiness, they should ask the Cooperating Teacher’s opinion.

**Other Classroom Teachers and School Personnel**

Student Teachers cannot do their best work unless they are able to collaborate with other school personnel. All staff members and building employees can make important contributions to the Student Teacher’s development. School counselors, special education teachers and Intermediate School District (ISD) personnel can assist with learning about and planning to meet students’ specific learning needs. Association with teachers in other subject areas will enable the Student Teacher to gain added insights into teaching methods and to broaden their understanding of the backgrounds, interests, needs, and abilities of their students. In addition, other teachers can give advice to make instruction more engaging and effective. From the very beginning, the Student Teacher should make a concerted effort to know and to appreciate the
services and functions of all school personnel and view them as resources to be used in planning and teaching.

Assessment
http://www.admin.mtu.edu/usenate/policies/p312-1.htm
Student Teacher work products (lesson plans, video recordings, portfolios, etc.) may be used for the purposes of university, program, or course assessment. All work used for assessment purposes will not include any individual student identification.

Disability Services
http://www.mtu.edu/dean/disability/policies
If you have a disability that could affect your performance or that requires an accommodation under the Americans with Disabilities Act, please contact the Field Experience Coordinator or Disability Services at 487-1494 as soon as possible so that appropriate arrangements can be made.

The Office of Institutional Equity
http://www.mtu.edu/equity
The Office of Institutional Equity has asked that you be made aware of the following: Michigan Technological University complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. Michigan Tech has a policy of affording equal opportunity to all of its employees, students, applicants for employment, and applicants for admission without regard to race, religion, color, national origin, age, sex, sexual orientation, gender identity, height, weight, genetic information, or marital status, disabled veteran status, veteran status, or disability.

Equal Opportunity, Discrimination, or Harassment Statement
http://www.admin.mtu.edu/admin/boc/policy/ch5/
For other concerns about discrimination, you may contact your advisor, Chair/Dean of your academic unit, Dean of Students Office at 487-2212 or The Office of Institutional Equity at 487-3310.