

ADVISOR HANDBOOK 2001-2002

ACADEMIC SUPPORT PROGRAMS

The University is keenly sensitive to the need to provide students with services that will enable them to succeed in their academic programs. Several support programs are outlined below.

Academic Resource Center

The Academic Resource Center (ARC) provides services and programs for undergraduate students to enhance their learning skills and strategies and to facilitate their academic success. The General Registration Program provides services to underprepared students and individuals having academic distress. The ARC provides individual academic advising, classes, tutoring, supplemental instruction, workshops, individual instruction, and print, video, and computer-based instructional materials. The ARC is located in the Taggart Student Center, Room 304A.

Courses

Strategies for Academic Success (Psychology 1730) is a three-credit course involving discussion and application of important study strategies for college success. It is designed for any student interested in developing and improving study skills.

Topics of discussion include: developing and achieving goals and objectives; use of campus resources; time scheduling and management; memory improvement; note-taking; motivation; textbook reading and studying skills; test-taking; oral and written communication; and development of strategies which lead to academic success.

Comprehension Strategies for College Reading (Psychology 1750) is a one-credit course designed for students who want to improve their college reading skills in the areas of comprehension, vocabulary, and retention of information. New strategies are learned by applying and practicing the skills in college textbooks from the student's other classes.

Student Applied Leadership Training (MHR 2160) is a one-credit course designed to develop the skills of students interested in being tutors. This class meets the standards of the National Tutoring Certification Program.

Workshops

The ARC offers workshops on a variety of study and self-management skill topics for student groups and classes. Topics include:

- ? Time Management
- ? Test-taking
- ? Test Anxiety
- ? Note-taking

To arrange for a workshop, call 797-1128.

Supplemental Instruction

The ARC sponsors a program of supplemental instruction for University Studies classes. A student who has successfully completed a University Studies class is hired by the ARC to attend all class sessions and conduct review sessions. This student exemplifies good study habits and helps students develop study strategies geared at enhancing academic achievement in that class. SI classes and schedules are published each semester on the web at: <http://www.usu.edu/arc>

Tutoring Programs

Drop-In Tutoring. Free drop-in tutoring is provided by trained tutors for math, writing skills, and selected science courses. Services are available at the ARC and other campus sites. Schedules are published each semester on the web at: <http://www.usu.edu/arc>

Tutor Advertiser. Students can hire a qualified tutor through the *Tutor Advertiser*, which is maintained by the ARC. These tutors are screened by the ARC and must be paid by the student receiving the tutoring.

Tutor Directory. The ARC publishes a directory of all on-campus free tutoring. The directory is available in TSC

304A and through the ARC's web page at:
<http://www.usu.edu/arc>

Study Skills Assessment

Students may take the Study Behavior Inventory, a free study skills assessment, and receive individualized assistance to strengthen problem areas. Assessment services are available at the ARC.

USU America Reads

Qualified students can be hired and trained to work as reading tutors in Cache Valley public schools. Tutors receive ongoing training and class credit through the MHR 2160 class (Student Applied Leadership Training).

Idea Sheets

Idea Sheets on a variety of study and self-management skills topics are available in the ARC and through the ARC's web page:

<http://www.usu.edu/arc>

These include tips on time management/procrastination, note-taking, memory development, study reading, test-taking, assertiveness, self-esteem, handling criticism, etc.

Individual Assistance

Students seeking individual assistance with their study skills may make an appointment by calling 797-1128, or coming to the Center in TSC 302.

Video Viewing Library

The ARC has a collection of videos relating to effective study strategies. Students may view these videos in the ARC.

Referral Resources

The ARC provides students with referral information for a variety of on-campus and off-campus services and agencies.

Advising and Transition Services

The Office of Advising and Transition Services (ATS) provides academic advisement information and services to students, faculty, and staff. Services and materials provided by Advising and Transition Services include the following:

Academic Advisement and Referral Services

The Office of Advising and Transition Services works closely with colleges and departments to ensure that students communicate with the advisors, faculty members, or administrators who can best meet their individual needs.

Advisor Workshops

Workshops are presented for advisors in August, prior to the beginning of fall semester. One workshop is designed specifically for new advisors, to acquaint them with University policies and procedures and to introduce them to various representatives from many departments across campus. Another workshop is available for all academic advisors (professional and faculty) and directors of various Student Services offices. Other advisor workshops are provided during the year, and upon request of colleges or departments. Occasionally, a speaker will be brought in to discuss a specific topic and to provide training. Mid-year workshops may be presented as deemed necessary.

The Utah Advising and Orientation Conference is co-sponsored by USU and is held each year for all advisors. All advisors are also encouraged to attend the National Academic Advising Association (NACADA) conference, held during October of each year.

Academic Orientations

Upon request, academic orientations are provided for faculty and students to acquaint them with University requirements, policies, procedures, programs, and services.

Advising Coordinating Committee

The Advising Coordinating Committee is chaired by the Director of Advising and Transition Services. The committee meets monthly during the fall and spring semesters to facilitate the dissemination of information and to discuss the implementation of changes in academic policies and procedures, in coordination with various offices across campus.

This committee is comprised of representatives from each college academic service center, representatives from various extension sites, directors of many service offices on campus, the ASUSU Academic Vice President, and academic advisors representing various departments. The meeting is open to anyone who wishes to attend.

New Student Orientation, Advising, and Registration (SOAR)

SOAR assists students in effectively making the transition to the University's academic, social, and cultural

environment. SOAR also assists new students in becoming an integral part of the USU community. Orientations are provided in the fall, spring, and summer.

University Survival Course

Academic Support Services wishes students every success as they begin their experiences at the University. The transition to college life is a mixture of excitement and anxiety and can be a challenging time of adjustment. With that in mind, Academic Support Services has put together a two-credit course on University Survival and Study Skills. If students need to get a jump on school and become acquainted with the expectations of college life before the semester begins, they are invited to the University Survival course (Psy 1000).

Academic Information Publications

The Office of Advising and Transition Services creates both printed and web-based versions of many publications for students, faculty, and staff.

The General Catalog is published every two years and contains descriptions of University policies and procedures, information about academic colleges and departments, major requirements, and detailed course descriptions.

The Source: New Student Handbook is given to new students in their orientation packets. This publication contains information about policies, procedures, programs, services, and activities of the University, as well as helpful information about the community and surrounding area.

The Advisor Handbook is available to all academic advisors at USU and is updated each semester by the *Advisor News*. The contents of the *Advisor Handbook* are updated annually.

The Advisor News is a newsletter that is distributed each semester to the academic faculty and staff of the University. It contains up-to-date academic information from USU's colleges, departments, and service offices, which is needed by academic advisors and staff who are involved in the advisement process.

Academic Program Guides (Major Requirement Sheets) for each major at USU are available from the Office of Advising and Transition Services in limited numbers. Each department provides the guides to students in majors within that department. These guides are updated annually in a cooperative effort involving each department, college, and the Office of Advising and Transition Services. Each guide contains program information, career opportunities, and all University, college, and departmental requirements for graduation in that specific major.

The Counselor Guide contains Academic Program Guides (Major Information/Requirement Sheets) for each of the majors offered at USU. All University, college, and departmental requirements for graduation are provided for each major. An alphabetical index is included which shows all graduate and undergraduate programs offered by USU. These *Counselor Guides* are distributed to high schools and colleges that send students to USU, as well as to the college academic service offices, the library, Career Exploration, and other service offices on campus.

Transfer Articulation Agreements are distributed to each college academic service center to assist advisors in assessing how courses transfer to Utah State University from other institutions within the state of Utah and Brigham Young University—Idaho (Ricks College). The Office of Advising and Transition Services maintains the University articulation tables. Departments should notify the ATS Office of any articulation updates.

Plan Now is a USU individual student program of study planning and progress guide, which enables students to plan their entire program with their advisor and check their progress.

Academic Policies and Procedures Manual (USU) is a handbook containing USU academic policies and procedures. As new policies and procedures are passed by the Faculty Senate and other administrative councils at the University, they are updated in this guide, under the direction of the Provost's Office.

Career Exploration

Career Exploration (University Inn 101, phone 797-1138) is designed to assist students and prospective students with exploring educational opportunities and career alternatives. It provides methods for aiding students in recognizing personal values, abilities, and interests which will assist them in making carefully planned decisions about career goals. Staff members provide access to information, interest testing, career computer programs, and consultation to assist them in exploring and planning educational and career possibilities.

Following is a listing of services offered by Career Exploration:

Career Consultation. Oriented primarily toward freshman students, the Center can provide career information by analyzing the world of work map from high school ACT test results. Consultation about college majors is also available to those without ACT test scores.

Career Information. Staff members assist students in seeking current and accurate information about career requirements and opportunities in various fields relating to their college educational goals. Resources include a library of books, periodicals, pamphlets, and brochures.

Career Assessment. Interest and personality inventories are used to assist students in identifying and assessing interest patterns, personal preferences, and life values. Many individuals find these items are of great value in determining career preferences.

Career Exploration Course. Psychology 1220, Career and Life Planning, is designed to enable students of all disciplines and levels of educational attainment to explore their career interests and potential. This three-credit course is taught each semester, dealing in depth with factors affecting career development.

Graduate School File. A computerized program provides quick and current information about various schools in the USA and their educational opportunities in graduate programs.

System of Interactive Guidance and Information (SIGI). SIGI is a computerized system of self-evaluation and career choice developed around the ideas of job or work satisfiers. Students specify work values and compare and contrast them with each other. The computer prints a list of career opportunities compatible with the specified values.

Career Services

USU's Career Services Center staff helps students become more effective in preparing for and seeking career employment opportunities. Located on the ground level of the University Inn (797-7777), Career Services offers the following services:

Advisement is offered to students, both individually and in groups, to help them relate their aptitudes, interests, skills, and academic backgrounds to current employment requirements in the job market. Advisors are assigned according to areas of specialty (e.g., the student's academic major area).

Career Resources. A number of resources are offered to assist students in their development of job-seeking skills and search for employment. A list of current resources is as follows:

Books: Books on resume writing, tactics, interviewing, getting experience, etc. are available.

Position Openings: A list of current position openings in business and industry, higher education, public school systems, and federal and state government is available in the Career Services Office. There are approximately 1,200 job openings for graduates of all backgrounds available at any given time.

Alumni Referral: Alumni can be traced and information shared by contacting alumni in the workforce through the Student-Alumni Career Network.

Company Binders: These binders describe the orientation of the company, location of main offices and subsidiaries, products, career opportunities, employee benefits, financial reports, who to contact, etc. These should be read by students before interviewing with a prospective employer.

Directories: Directories identifying various companies, educational institutions, associations, etc., provide access to areas of employment which are congruous with the student's interests and abilities.

Employer Brochures: Available without charge, these brochures provide information about various companies a student may be considering for employment.

Women and Minorities: Information about women and minorities is available in the Career Services Office.

Federal Forms: Federal forms and information on federal registers can be obtained in the Career Services Office.

Services. A number of services are offered to develop job-finding skills and assist in making students more marketable. Among these services are:

Video Tapes: Interviewing, job strategy, resume writing, and company information tapes, along with appropriate playback equipment, are available without charge.

Workshops: Workshops are offered in how to use the office, resume writing, interview techniques, career strategies, etc. These seminars are provided for students free of charge by staff members. These workshops can be presented to classes, clubs, or other organizations by the staff.

On-campus Recruitment: On-campus interviews are available for students in fields of great demand in businesses, industries, government agencies, and public school districts. Recruiting starts ten days after the academic school year begins. Students must register in the Career Services Office and sign up for interviews. Recruiting rooms are available for interviewing purposes.

Job Advertisement and Referral: Nationwide job vacancy notices in higher education, public school systems, state and federal government, business, and industry are posted in the Career Services Office and various departments throughout campus. This service includes communicating vacancies to students and alumni, and identifying, referring, and recommending qualified candidates.

Teacher Files can be developed and administered by the Career Services Office as an effective tool for students seeking employment. These files consist of a data sheet, resume, and supporting data: student teaching reports, coursework, and recommendations.

Co-op Education Internships are available for obtaining experience, college credit, and pay. Qualified students may spend some time working with a cooperating employer to personally assess the working conditions and demands of the major academic field. The internship can be a valuable tool for determining career objectives. A directory of available co-op internships and an explanation of the program are available in the Career Services Office.

Career Fair is held in late February or early March and allows students to interact with company representatives from organizations throughout the Western U.S. More than 125 employers participate annually.

Counseling Center

The USU Counseling Center is located on the third floor, room 306, of the Taggart Student Center. It is open Monday through Friday, throughout the year, from 8 a.m. to 5 p.m.

The center offers individual, relationship, and group counseling; outreach programs; and problem-solving consultations. To the end of helping students reach their fullest potential while at the University, these services are designed to improve mental health, facilitate better understanding of psychological and emotional needs, and provide better life management and problem-solving skills. For further information, visit the Counseling Center or phone 797-1012.

Courses for Students with Special Needs

Student Need	Course	Credits
Academic Support Courses		
To learn how to use the library		I n s T 10003
To develop or improve study skills	Psy 1730	1-3
To find a suitable major	Psy 1220	3
To improve college listening and reading skills	Psy 1750	1

Basic Skills Courses*		
To develop basic English skills		E n g l 0010* * 3
To develop prealgebra math skills	Math 0900***	3

*Classes with a number below 1000 do not count toward graduation, however they are included in the credits carried for that semester.

**An additional \$12.50 per credit is assessed for this course, and it does not count toward graduation.

***An additional \$30.00 per credit is assessed for this course, and it does not count toward graduation.

Disability Resource Center

The Utah State University Disability Resource Center is located in TSC 104, phone 797-2444 (Voice) or 797-0740 (TTY). The objective of the center is to help students with disabilities overcome physical, educational, and attitudinal barriers which may prevent them from reaching their full educational/vocational potential. The center will coordinate support services, thus aiding students in becoming integrated into the campus community. The USU Americans with Disabilities Act Coordinator is Diane Craig Hardman, Director of the Disability Resource Center.

Services coordinated by the Disability Resource Center include:

- ? **Orientation** to campus life and services, including accessibility information
- ? **Registration** assistance
- ? **Equipment Loan** on an emergency or temporary basis
- ? **Assistive Technology Laboratory**
- ? **Resource Catalogs** for locating specialized equipment or educational programs
- ? **Services coordinated**, when possible, through state rehabilitation agencies include:
 - ? **Note-taking Assistance**
 - ? **Tutorial Assistance**
 - ? **Taped Textbook Program**
 - ? **Interpreters** for the deaf
 - ? **Counseling** for academic and personal needs
 - ? **Americans with Disabilities Act** and Section 504 information and referral

The following information and strategies for advising students with disabilities for postsecondary education is provided by the **Heath/Closer Look Resource Center**, a program of the American Council on Education, and has been adapted to meet advisor and student needs at USU.

Times Have Changed

Opportunities are expanding for postsecondary education, career options, and life choices for people with disabilities. Legislation, such as the Rehabilitation Act of 1973 and the Americans with Disabilities Act, and the growing awareness of disabled people and their advocates require that stereotypes be reexamined. American campuses have made great progress toward making education a reality for qualified students with disabilities.

This information has been designed to assist those who advise or counsel students at all levels of education, but especially those who work with students in high schools,

community and junior colleges, vocational technical schools, four-year colleges, universities, and graduate programs.

Students with Disabilities Today

People who, by birth, illness, or accident, do not have use of one or more of life's functions are disabled. The term "functional limitation" describes the impairment of vision, hearing, mobility, voice, or information processing, regardless of cause. Some people have a disability which is obvious—such as one who moves about in a wheelchair. Others may have a hidden functional limitation—such as a person with low vision or a low endurance threshold. With the expansion of opportunities mentioned above, it is crucial that students be encouraged to develop their abilities and examine life choices, career options, and educational programs so that they can maximize potential and become independent. Advisors and counselors can help by providing clients with their own best practices, while keeping in mind the strategies identified below.

Strategies

1. Encourage Students to Assess Strengths and Potentials. Students need to develop and assess academic, social, and personal strengths and potentials. All students, including those with disabilities, can do so by following these suggestions:

- a. Take courses in many disciplines: arts, science, math, vocational/technical subjects. Exclude none because of disability.
- b. Explore life experiences by trying a variety of school activities, social functions, volunteer and paid jobs.
- c. Develop personal skills such as problem solving, decision making, and disability management.

Workshops or seminars, which include both able bodied and students with disabilities, on such topics as assertiveness, communication skills, and life choices, are available.

2. Provide Nonrestrictive Career Counseling. All students, including those with disabilities, need advice about career choices which is based on the student's abilities, skills, and motivations, as well as on a realistic picture of today's job market. Guidance toward stereotypical occupational goals and incomplete information should be avoided. Emphasis on the following ideas will lead to nonrestrictive career counseling:

- a. realistic information about employment trends in current and future job markets.
- b. accurate information about educational and certification requirements.

c. examples of coping strategies and adaptations used by successful people with disabilities working in various careers.

d. decision-making based on aptitude, interest, and ability.

3. Encourage Students to Base Postsecondary Decision-making on a Variety of Criteria. Encourage student to understand his/her needs and to negotiate accommodations with prospective college administrators to determine the best choice among several possibilities. The criteria below should be considered in the order of importance as listed.

a. training available: field of study, reputation, diversity and size of student body, intellectual and social environment.

b. cost: family or third party contribution, availability of financial aid, work-study or cooperative education opportunities, scholarships/internships.

c. auxiliary aids and accessibility: quality and type of support services appropriate for a student's disability.

4. Assure Access to the Environment for Counseling. Students' progress will be enhanced by the counselor's positive, supportive attitude—one which focuses on the abilities, not the disabilities, of the students. Positive attitudes can be conveyed by being sure that:

a. The physical environment of the guidance office or setting is accessible to all clients.

b. Information is publicized about how appropriate accommodations, by prior arrangement, can be made by a student whose disability precludes using the regular facility, or who relies on alternative modes of communication.

c. Alternative modes of communication might include the presence of an interpreter, parent, or Rehabilitation Services counselor; or use of an adaptive device such as a speech board or TTY (telecommunications device).

d. Communication with a student with a disability takes place by looking and talking directly to the student/client, not the third party or aid.

There may be times during advising situations when confidentiality becomes an issue. After establishing rapport, even though a third party seems necessary for communication, inform the student/client that the presence of a third party is optional and that at least some of the interview time should be between advisor and student alone. Counselor can suggest various ways to accomplish the dialogue:

a. Request parent or Rehabilitation Services Counselor to wait outside and meet at a certain time.

b. Suggest communication by writing (or using assistive device) instead of through an interpreter.

Before making any arrangements, or when in doubt, **ask the student.** He/she may have given the matter thought and can suggest a simple, inexpensive adaptation to the regular situation.

General Registration Program (Academic Resource Center)

General Registration, a component of the Academic Resource Center, is the administrative-academic unit maintained at USU for the enrollment of students who do not meet the admissions requirements of the eight academic colleges.

The primary function of the office is to assist and encourage students in the improvement of their academic status so they may transfer to the major of their choice. To accomplish this purpose, participants are urged to limit their course loads each semester, satisfy remedial requirements when indicated, and meet frequently with an advisor or the associate director. Students in General Registration are encouraged to take University Studies and exploratory classes and not begin taking departmental major programs until they have been admitted to a department, though they may take some lower-division survey courses in their intended major. In addition to the staff in the Academic Resource Center, the resources of the University Counseling Center, Testing Center, and Career Services are available to assist such students with career, aptitude, life skills, and study skills counseling.

The Low Scholarship and Probation Policies of the University apply to students enrolled in General Registration (See Academic Standing, pages 28-29). When a student has satisfied remedial course requirements and has demonstrated ability to maintain a 2.0 GPA, that student may apply for admission to an academic college and department through the Academic Resource Center. Regular college admissions evaluations procedures will then be made, and if there are no admissions restrictions, the student will be enrolled in the department of his or her choice.

Office of International Students and Scholars

Utah State annually enrolls more than 900 international students. The Office of International Students and Scholars (ISS), TSC 313, phone 797-1124, acts as a liaison for the student, the University, and government. Activities, such as World Festival, are sponsored through the ISS Office to provide American and international students the opportunity to share their diverse cultures.

Because international students have many needs that differ from the needs of American students, the following tips for advisors of international students will be helpful.

Tips for the Academic Advisor of International Students

Maintaining "Full-time" Status. Immigration regulations require that foreign students on nonimmigrant visas complete a full course of study each semester. For undergraduates and second BS students, 12 credit hours are required each semester. For graduates, 9 credits are required. (If a graduate student has completed all the required coursework and is currently working on a dissertation or thesis, the student can take as few as 3 credit hours, but will need to complete an explanation form, called "Full-Time Equivalency Form," obtained in the ISS Office, which must be signed by the academic advisor.)

Exceptions to the "full-time student" status are as follows and should be cleared through the ISS Office:

a. The undergraduate student is in his/her last semester at the end of his/her coursework and needs only a few credits.

b. The student is ill and has a doctor's statement recommending that he/she take fewer credits or that he/she not attend school.

c. In some instances, an advisor may feel that an F-1 student should take less than a full course of study for valid academic reasons: English language difficulties, unfamiliarity with American teaching methods or reading requirements, or improper course level placement. Although permission of the Immigration Naturalization Service (INS) is not required to advise a student to take less than 12 semester credit hours, any deviation from a full course of studies is subject to review and approval by the INS.

d. In some instances, a graduate student on an assistantship may take less than 9 credits.

Please refer such a student to the ISS Office. The advisor will be requested to sign the "Not Enough Credits" form.

If a student is unable to maintain the correct number of credits, please refer him/her to the ISS Office. It is often easier for a student to remain in status than it is to correct his/her status once his/her immigration status has been violated.

First Semester Students. Because of the problems of adjusting to our social customs, language, and educational system, it is extremely advisable that students from non-English speaking foreign countries begin their academic study with courses with which they are already familiar in

order to allow them time to make that adjustment and still maintain their immigration status.

Academic Problems. Dropping below satisfactory performance in classes may be a sign of personal problems and/or insufficient academic background.

When personal problems appear to be the cause of their trouble, students may be referred to the ISS Office or to the Counseling Office for help with minor to severe problems.

When the problem is due to insufficient academic background and the student is advised to drop the problem course, it may be advisable to add a course such as swimming, or another physical education course. Please be aware that Immigration does not recognize audited courses for meeting the full-time student requirement. Immigration will permit Independent Study to be taken as part of the full-time requirement for a semester; however, it must be completed approximately three weeks before the semester ends if it is to be counted for that semester.

Financial Problems and Registration. On occasion, students will not be able to register for courses due to financial problems (i.e., money arriving late from home, etc.), but are required by the Immigration Service to be "full-time" students. The University has set up a system that occasionally accommodates those students, but students must contact the ISS Office so that their status can be confirmed. If a student must register late (beyond the last registration date) and is attending classes, be sure that the student has made the proper contacts so that his/her problem is not aggravated.

INS Information Requirements. The ISS Office needs to be notified of completion of degrees, changes of major, transfers, withdrawals from the University, not enough credits, changes of address, etc., and the students need to be advised to contact this office when these changes occur.

Social Adjustment. Students needing social attention should be advised that the ISS Office, Taggart Student Center, Room 313, 797-1124, will help them get involved in student activities, will try to locate a host family, or help them adjust socially to this community and the University.

Work Permission. International students who are seeking employment should remember that it takes permission (even on campus). Possession of a Social Security Number is not permission to work; however, students must have a Social Security Number to be paid for their work. F-2 and B-2 visa holders cannot work under any circumstances. J-2 visa holders, under some circumstances, may obtain work authorization from the Immigration Service.

a. On-campus work: F-1 students may work on campus if registered for a full course of study each semester. USU-sponsored J-1 students may be given permission by the ISS Office to work on campus. Undergraduate and

second BS students must complete 12 credits each semester. Graduate students must complete 9 credits each semester. The student's passport must be valid 6 months in advance. Legal status is cleared through the ISS Office.

b. Off-campus work: A student who wants to apply for off-campus work authorization must see an ISS staff member to discuss possibilities and options.

c. Practical Training: Optional Practical Training (OPT) for F-1 students is available in four options, for a total of 12 months in the student's field of study. Students are allowed to apply for OPT 120 days prior to the date of completing their degree or up to 60 days after date of completion.

1. During authorized vacation.
2. Part-time while school is in session.
3. Upon completion of coursework, excluding thesis, etc.
4. Upon completion of degree.

d. Curricular practical training is also available. It is defined as internship or cooperative education for which credit is given or internship/practicum which is offered by sponsoring employers through cooperative agreements with the school and is required by the department.

Note: A student must make a request for any type of work authorization to the ISS Office. Though some paperwork is processed through the Immigration and Naturalization Service, students still must go through the ISS Office for these procedures.

USU-sponsored J-1 students may request academic training from the J-1 Responsible Officer or Alternate Responsible Officer in the ISS Office.

Leaving USU. When a student is ready to leave the country or transfer to another school, he/she should notify the ISS Office.

Reentry Student Center

The Reentry Student Center is located on the third floor of the Taggart Student Center in room 310, phone 797-1728. This office provides information, assistance, and referrals concerning the opportunities and resources available on campus and in the community to nontraditional students, who are identified as women and men returning to school after a gap in their education. The center serves as an informal place for reentry students and facilitates their transition to university life.

1. Reentry orientation workshops are held to help adults become acquainted with various resources and become integrated into college life. Peer counselors are available for assistance.

2. Student contact services for family emergencies and child care information are provided.

3. Programs, special activities, and support groups focus on reentry student issues and concerns. Pinnacle, the reentry student honor society, provides opportunities for student involvement.

4. Encouragement grants, tuition waivers, and scholarships are available to reentry women and men students. Listings of other financial aid sources are maintained.

5. Hours are from 8:30 a.m. to 4:30 p.m.

Student-Athlete Services

Located in the Jay Dee Harris Athletic Center, phone 797-1849, the Office of Student-Athlete Services is designed to assist student-athletes in the areas of academic, vocational, and social development. The office is responsible to see that student-athletes meet and maintain NCAA, Big West, and Utah State University eligibility standards. The following is a list of services provided through the Student-Athlete Services Office:

Priority Registration and Academic Advising. The office will help student-athletes understand University policies and procedures, as well as coordinate their class registration. All student-athletes have priority registration, allowing them to select necessary courses before open campus registration begins. This will ensure that the courses selected will satisfy major requirements and facilitate team practice and workout schedules each semester.

Each student-athlete must meet with his or her faculty advisor to make appropriate course selections. The faculty advisor must sign the registration form before it may be returned. Student-athletes will lose their priority registration if they have a hold on their registration for any unpaid bills such as parking tickets, phone bills, or unreturned library books.

CHAMPS/Life Skills Program. The Office of Student-Athlete Services assists the NCAA with the CHAMPS/Life Skills program through the Athletics Office at Utah State University. The Life Skills program offers workshops to student-athletes on topics such as: effective study skills, career services, time management, test-taking, note-taking, interpersonal relationships, and alcohol and other drug education. Student-Athlete Services also provides a one-credit new student-athlete orientation course (MHR 2160) during fall semester for all new student-athletes. Upper-class student athlete mentors assist new student-athletes in making a smooth transition to the University and Division I athletics.

Tutoring. Tutoring will be arranged for all student athletes who desire additional support with their academics. Trained undergraduate and/or graduate students offer individual and small group tutoring sessions. Tutors are available at no cost to the student-athlete for nearly any course taken at USU. Tutors are a great resource to supplement classroom learning.

Study Sessions. Supervised study sessions are offered to student-athletes four evenings per week throughout the school year. These study sessions provide a quiet and structured time frame for student-athletes to focus on homework following classes and team practice. Tutors regularly attend these sessions and are available to assist student-athletes with coursework and use of the computer lab.

Study Hall. Study Hall will be held for all freshmen, transfer students, and continuing student-athletes who are recommended to attend by their head coach.

Student Support Services

Student Support Services is located in the Taggart Student Center, room 225A, phone 797-3372. This is a special program financed through a Federal grant and Utah State University with the purpose of providing additional support to students who meet particular qualifications. The Student Support Services Program seeks to prepare and support students for the challenges of higher education by offering assistance in:

- ? Academic Advising and Guidance
- ? Tutoring on an Individual Basis
- ? Course Selection
- ? Faculty Mentoring
- ? Reading and Study Skills Enrichment (PSY 1730, 1750)
- ? Math Instruction (MATH 0900, 1010, 1050)
- ? Financial Aid Planning

To qualify for these services, a student must be an American citizen or permanent resident of the United States, must be registered at Utah State University, must demonstrate academic need for services as defined by the institution, and must meet one of the following U.S. Department of Education criteria:

1. Low income, as established by the U.S. Commission of Higher Education;
2. Disabled, including physical disabilities and learning disabilities; or
3. First-Generation College Student, meaning that neither of the student's parents have graduated from a four-year institution of higher education.

Student Wellness Center

Located in University Inn 127, phone 797-1010, the Student Wellness Center (SWC) provides information on a wide variety of collegiate health concerns. Advisors can receive information and assistance to help students with concerns such as nutrition, time and stress management, healthy relationships, and prevention of sexual assault and/or date rape, as well as education, assessment, and referral for alcohol or other drug problems. If such problems are suspected, the SWC staff will work confidentially with the advisor and/or the student to determine the role substance abuse is playing in the five areas of life: social, physical, economical, mental/emotional, and spiritual. SWC also offers the following services to students, staff, and faculty:

Educational programs for judicially mandated, self-referred, or any interested student, staff member, or faculty member. Alcohol, tobacco, and other drugs; issues concerning children of alcoholics; and women's issues are discussed in the classes.

Referral to the proper agency when required help is not available on campus.

Presentations to all student organizations, including fraternities, sororities, residence halls, athletic teams, and campus-based student clubs. These presentations, which are excellent supplements to academic course material, can be scheduled by faculty members for inclusion in their classes.

Student involvement in teams offering prevention activities and promoting healthy lifestyles. Also available is training on how to talk to someone with a substance abuse problem. Leadership opportunities for students are abundant.

Research and surveys to aid in prevention efforts and compare USU with local and national norms.

A library of up-to-date information on substance abuse and health issues. Anyone interested may check out materials from the library.

Testing Services

Located in University Inn 115, phone 797-1004, Testing Services offers tests and other assessment devices to help students in the following ways:

Admission Tests are administered for undergraduate, graduate, and professional schools. Among the tests

available are ACT, TOEFL, GRE, LSAT (law), MCAT (medical), and Miller Analogies Test. USU is an official GED testing center.

Credit by Examination: If departmental policy allows, credit for knowledge gained outside the classroom is granted by means of examination. USU is an official CLEP center for College Level Examination Placement tests.

Placement Tests, such as Math Placement Testing and an exam to fill the American Institutions requirement are offered by Testing Services.

Testing information and application materials are available for nearly all nationally administered standardized tests.

Women's Center for Lifelong Learning

The Women's Center is located in Taggart Student Center, room 310, phone 797-1728. The center provides information, assistance, and referrals concerning the opportunities and resources available on campus and in the community. The center serves as an advocate for women educating campus and community constituencies on the changing status of women and gender-based issues. The center provides support for women students, faculty, and staff and facilitates the exchange of information for their personal and professional development.

1. Lectures, workshops, conferences, and seminars focus on topics of current interest.

2. Current listings for all classes offered through the Women's Studies program, as well as other special classes and support groups, are provided.

3. A resource library containing books, articles, magazines, and information files on a variety of subjects concerning issues facing women and men in our changing society is available.

4. Encouragement grants, scholarships, and tuition waivers are available to reentry women and men and to senior and graduate women. In addition, listings of financial aid from community, state, and national sources are maintained.

5. An emergency contact service and child care information are provided.