

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

TSC 305, 797-1128

www.usu.edu/arc

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 ARC provides classes, tutoring, supplemental instruction, workshops, individual instruction, and print, video, and computer-based instructional materials.

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.

Online Tutor Training Program is available effective Fall 2002. This program is available for tutors who are unable to attend the MHR 2160 course on campus.

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
- Notetaking

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 ARC website.

Tutoring Programs

Drop-In Tutoring. Free drop-in tutoring is provided by trained tutors for math and writing skills. Services are available at the ARC and other campus sites. Schedules are published each semester on the ARS website.

Tutor Advertiser. Students can hire a qualified tutor through the *Tutor Advertiser*, which is a web-based service maintained by the ARC. These tutors are screened by the ARC and must be paid by the student receiving the tutoring. The Tutor Advertiser is published on the ARC website.

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.

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.

These include tips on time management/procrastination, notetaking, 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 305.

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.

University Connections 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 Connections course (Psy 1000).

Career Exploration Resource Center

UI 101, 797-1138

The services and resources of the Career Exploration Resource Center are available to students, alumni, USU staff, and community members with questions or concerns about educational or career choices. The center offers a comprehensive program of diagnostic tools, reference materials, instruction, and individual counseling.

Career Exploration and Counseling

Students, alumni, and others receive assistance in exploring their educational opportunities and career alternatives. Staff members provide information, interest testing, career computer programs, and consultation to assist in exploring and planning educational and career possibilities. A library of books, periodicals, and other resources informs students of opportunities related to their educational goals.

Assessments and Resources

Self-Directed Search, Strong Interest Inventory, Myers-Briggs Type Indicator, SIGI+, Professional Skills Card Sort, related reference materials, videos, self-help tapes, books, etc. Students may come talk to us about which might be suitable for their needs.

Classes & Workshops

Psychology 1220, 3-credit course taught day and evening (Fall only). Analyzes the World of Work and promotes self-awareness through career exploratory activities and assessments. Quarterly workshops provided upon request.

Individual Career Consultations

The Center is open to students and community members for private consultations. Students may call or email pegh@cc.usu.edu for an appointment.

Career Services

UI 102, 797-7777

www.usu.edu/career

Services Available

One-on-One Career Search Advising - Any advisor is available to help the student; however, a career advisor specializing in a specific college will know his/her needs best. Resume and cover letter editing as well as interview preparation are available from this advisor. Specific advising in the area of obtaining government employment (state or federal) is also available.

Testing Services - This service provides for the administration and interpretation of various examinations useful in life and career planning. Some of the tests include: ACT, GRE, GMAT, GED, TOEFL, CLEP, and Math Placement.

Cooperative Education and Internships - Students can investigate internship opportunities by visiting the center's Career Library or view opportunities on eRecruiting. A listing of cooperative education advisors in specific majors can be found on the Career Services website.

Career Library - Current job announcements for all majors from regional to international opportunities are listed in a variety of resources found in the Career Library. Company literature, videos, career search literature, Lexis Nexis, and World Wide Web electronic informational services, and directories of employers by industry are also found here.

Hot Job Listings - A list of jobs that are mailed, faxed, or phoned to the center's office is compiled and available on our home page on eRecruiting (www.usu.edu/career). Students should contact the center to obtain a username and password.

On-Campus Interviewing - Students can load their demographic data and resume into the Center's database via eRecruiting for use in on-campus interviewing.

Career Fair - Wednesday, March 5, 2003 - Taggart Student Center. Approximately 180 organizations will be attending and can answer questions about career opportunities, products, or services. In the weeks before the fair, students may sign up as a student host as an effective networking experience with a specific employer they are interested in.

Student Alumni Career Network - This list provides names and addresses of USU alumni who volunteer to help USU students make contacts and provide advice. Students may conduct an informational interview with these individuals.

Alumni Assistance - After they have graduated, students are still welcome to use the services of our office. The center continues to be available to assist those who want to update their resume, research companies, or make a career change.

Cooperative Education Internship Program

What is the Co-op Internship Program?

Cooperative Education is a practical and satisfying way students to improve their college education. Co-op allows them to combine career-related work experience with academic course work to enrich their total educational experience. The program allows them to obtain relevant work experience before graduation, while, in many cases, earning academic credit and pay.

Why Become Involved in Co-op Internships?

Through Cooperative Education, students gain practical work experience in their major with top employers in business, industry, and government. Participating in co-op internships will enhance their chances in the job market and make contacts for the future. With Cooperative Education students are not just settling for any job to help finance their education but are working toward a career goal as well.

How do Students Become Involved in the Co-op Internship Program?

Students may visit the Career Services Center. The staff will start them on their job search by showing them where co-op internship opportunities are posted and answer any questions they may have.

eRecruiting at Utah State University

eRecruiting is Career Services' online recruiting software that allows USU students and alumni to access potential employers. Current or "hot" jobs are posted by employers or Career Services staff, and students and alumni may apply for permanent and internship positions online and participate in on-campus interviewing. Students and alumni may also post their resumes to online resume books for potential employers to view. eRecruiting also to view a schedule of career seminars, workshops, career fairs, and other special events.

Students and alumni gain access eRecruiting by calling Career Services at 797-7777 to obtain a username and password. eRecruiting is located on the Career Services home page at www.usu.edu/career. Advisors may access eRecruiting to view current permanent and internship openings, job descriptions, and application information. Advisors can use the username **faculty** and the password

browse. Instructions are available at the center or online.

Eight Steps for a Successful Career Search

Students should:

1. Meet the Career Services staff.
All staff members are ready to help them with their career exploration and planning needs.
2. Explore their interests through career assessments.
These assessments include SIGI +, Strong Interest Inventory, and the Myers-Briggs Type Indicator.
3. Develop relationships with potential mentors.
Mentors include faculty, administrators, advisors, potential employers, and alumni. Begin networking!
4. Expand their personal development.
Participate in student clubs, community service projects, and volunteer organizations.
5. Obtain career-related work experience.
Gain a Cooperative Education Internship experience before graduation for which they may receive academic credit and pay, while testing their skills, interests, and abilities in the world of work.
6. Research organizations where they might want to work.
Begin networking with representatives and alumni in these organizations, for example, through the *Student Alumni Career Network*.
7. Create a resume and cover letter.
The staff is happy to edit their drafts and give suggestions.
8. Submit their resume into the center's database using eRecruiting.
Students may submit their resume electronically and sign-up for on-campus interviews online. They may apply for jobs with employers who are interested in USU students.

Counseling Center

TSC 306, 797-1012

www.usu.edu/counsel

The USU Counseling Center 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, contact the Counseling Center.

Courses for Students with Special Needs

Student Need	Course	Credits
Academic Support Courses		
To learn how to use the library	InsT 1000	3
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	Engl 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

UI 101, 797-2444 Voice or 797-0740 TTY
www.usu.edu/drc

The objective of the Disability Resource 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 (Science/HASS Advising Center)

TSC 302, 797-3883

www.usu.edu/arc/general_registration

General Registration, a component of the Science/HASS Advising 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 Science/HASS Advising Center, the resources of the University Counseling Center, Testing Center, and Career Exploration Resource Center 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 65-66). 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 Science/HASS Advising 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

TSC 313, 797-1124

www.usu.edu/iss/map.html

Utah State annually enrolls more than 1,100 international students and scholars. The Office of International Students and Scholars acts as a liaison for the student, the University, and government agencies. Activities, such as World Festival, International Week, and Mr. and Ms. International, 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 these students to the ISS Office. The advisor will be requested to sign the “Full-Time Equivalency

Form” required.

If a student is unable to maintain the 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 United States social customs, language, and educational system, it is extremely advisable that students from non-English speaking 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 must be referred to the ISS Office and to the Counseling Center 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 must 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

TSC 310, 797-1728

www.usu.edu/stuserv/womencen

The Reentry Student Center 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

Harris Athletic Center, 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

TSC 225A, 797-3372

www.usu.edu/sss

Student Support Services 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

Student Health and Wellness Center, 797-1010

webbie.hsg.usu.edu/swc

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

(Career Services)

UI 115, 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. More information is available on pages 44-49.

Women's Center for Lifelong Learning

TSC 310, 797-1728

www.usu.edu/stuserv/womencen

The Women's 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.