Adviser Resource Guide:
New Undergraduate International Students

University of Minnesota

Fall 2015
Dear University of Minnesota Advisers and Colleagues,

As a global research university, our students are challenged daily to demonstrate the knowledge, skills, and perspectives necessary to understand the world and work effectively to improve it. Student development can take place internationally, in the local community, in the classroom, and outside of the classroom. University of Minnesota international students are at the core of this learning.

The goal of this guide is to provide information and resources to advisers that will help you in assisting international students during the first semester. We have highlighted several changes for Fall 2015. By creating a smooth transition, international students are more likely to succeed academically and be engaged in their university experience.

**International Student College Liaisons**
- Mary Vincent, College of Design
- Therese Djei, College of Liberal Arts
- Madhu Bhat, College of Liberal Arts
- Allison Blomster, College of Liberal Arts
- Teresa Fruen, College of Continuing Education
- Anny Lin, Carlson School Undergraduate Program
- Meagan Hagerty, College of Science and Engineering
- Laura Dupont-Jarrett, College of Food, Agricultural and Natural Resource Sciences
- Tracey Hammell, College of Education and Human Development
- Aya Maruyama, College of Biological Sciences
- Laila Agily, Honors

**International Student Services Liaisons**
- Mark Bultman, Office of Undergraduate Education
- Jenny Mealey, Office of Undergraduate Admissions
- Sharon Dzik, Office for Student Conduct and Academic Integrity
- Mike Anderson, Minnesota English Language Program
- Gayle Woodruff, Internationalization of Campus and Curriculum, GPS Alliance
- Chia-Chen Tu, University Counseling and Consulting Services
- Katy Hinz, Office of Student Engagement
- Beth Isensee, International Student and Scholar Services
- Theresa GanglGhassemlouei, International Student and Scholar Services
- Drew Smith, International Student and Scholar Services
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International Student Pre-Arrival Information

After admission, all new international students can access pre-arrival information from two main sources.

Pre-Arrival Guide for New International Students
After confirming enrollment to the University, students are mailed this guide along with their immigration documents. It contains general information relevant to all new international students regardless of college. You can review the guide online.

New Fall 2015: Global Gopher Online Orientation
The Global Gopher Online Orientation is a tool to help new international students prepare for their arrival at the University by learning about certain expectations and requirements. Students are required to complete the Global Gopher Online Orientation one week before their New Student Orientation.

There are five required sections:
1. Introduction videos from President Kaler and ISSS Assistant Dean Barbara Kappler
2. Upon Arrival at the University
3. Immigration Regulations
4. Academics
5. Health Insurance and Campus Safety

There are also several optional sections in the online orientation, such as ‘Housing’ and ‘Diversity at UMN.’ We invite you to view the site by visiting http://isss.umn.edu/new/ to access the Moodle link and enrollment key.

International Student Arrival Information
International Student Arrival Date and Immigration Check-in

International Student Arrival Date
All new undergraduate students beginning Fall 2015, both freshman and transfer, are required to arrive by Sunday, August 23rd. New international students are only allowed to enter the U.S. within 30 days of their program start date. This means that the majority of students will not be entering the U.S. until August. However, students who are currently in the U.S. and studied at another U.S. institution may arrive on campus throughout the summer.

New Fall 2015: Immigration Check-in
Immigration Check-in has replaced “Document Check” and “International Student Orientation Program” (ISOP). The two programs are now combined into one program and are embedded in the New Student Orientation. Students attending Freshman Orientation will have their Immigration Check-in from 8:20am-10:15am. Immigration Check-in for students attending Transfer Orientation will be split into two parts: Part I will be from 7:30am-8:30am; Part II will be from 3:00-4:00pm. Transfer students must attend both Part I & II. Please help ensure that transfer students complete their registration in time to be able to attend Part II of their Immigration Check-in.

The purpose of Immigration Check-in is to review all new international students’ immigration-related documents. This is a requirement mandated by the Department of Homeland Security (DHS), and ISSS has been given this responsibility on behalf of the University of Minnesota.

At Immigration Check-in, ISSS staff will:

1. Review documents for accuracy and verify arrival in SEVIS.
2. Temporarily remove the AI (Determine Visa Status) hold to allow student to register for classes when they meet with their academic advisers at orientation. (Details on permanent AI hold removal are below.)

3. Introduce students to ISSS services.

4. Highlight important immigration regulations and university policies.

**When can a new international student register for classes?**

Most undergraduate students will be able to register for classes after completing Immigration Check-in at their New Student Orientation. Situations that may delay a student’s ability to register include:

- Not bringing the necessary immigration documents to Immigration Check-in
- Not resolving other registration holds*

*Note: ISSS has communicated via website and mass emails prior to arrival the need for students to be aware of their registration holds. Students will receive additional information about the AZ hold as part of their Immigration Check-in information session. For freshmen, Immigration Check-in takes place on Day 1 of the Orientation; therefore, any first-year students who were unaware of an AZ hold on their account until that time will have until Day 2 when they register for classes to visit MELP. Transfer students have a tighter schedule; these students will need to find a time to visit MELP between Immigration Check-in and their registration. In some cases, it may be possible to resolve the hold over the phone, but this will be at the discretion of MELP.

A MELP staff member will attend select high-volume Freshman and Transfer Orientations in August and the first week of September to help students resolve AZ holds. At low-volume sessions, when possible, ISSS staff will notify students about their specific holds.

Please direct your questions to the Immigration Check-in Coordinator, Lisa Ziegler, at zieg194@umn.edu or ext. 4-4895.

**New Fall 2015:** To streamline communication from incoming international students, ISSS has created a new email account: isssnew@umn.edu. Please direct students to this email account with any questions they have as they prepare for their first semester at the University.

**New Fall 2015: Global Gopher Week**

Global Gopher Week is a week of engagement activities for international students to support their cultural transition to the University of Minnesota Campus. The activities will allow students to connect with each other and provide cultural context regarding the University’s educational system. The goals of the program are to provide information, enhance academic skills, and increase knowledge of resources and connection to campus. For example, students can learn how to work in groups in an American classroom or learn about the city by going to the Mall of America with other students. The week-long program will be held August 24th - September 1st.

Please direct questions to Nasreen Mohamed: moha0015@umn.edu, ext. 6-8494.
New International Student Seminar for Freshmen and Transfer Students:

Freshmen and transfer international students will be required to attend this half-day program in mid-October. The purpose of the program is to help students assess their academic progress and learn about useful campus resources. Once they attend this program, their AI hold will be permanently removed.

Course Registration Guidelines: First Semester International Students

Provided below are general guidelines for course registration for first semester international students who are non-native English speakers. Evaluation of appropriate course placement relies primarily on individual assessment yet the following chart can serve as a guideline. These guidelines can be used to create balance in the amount of work and the language load first semester as an international student adjusts to studying full time in English.

<table>
<thead>
<tr>
<th>RECOMMENDED COURSES:</th>
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</thead>
<tbody>
<tr>
<td>English as a Second Language (ESL) Courses</td>
</tr>
<tr>
<td>For a list of courses visit: <a href="http://cce.umn.edu/aep">http://cce.umn.edu/aep</a>, or search the class schedule under ESL.</td>
</tr>
<tr>
<td>ESL 3001: Integrated Skills for Academic English (2 cr) (10/27 to 12/16) MW 4:40-6:35</td>
</tr>
<tr>
<td>Second seven-week session language and academic success course. Students may want to add this course if they find that they need some more assistance with English at mid-semester.</td>
</tr>
<tr>
<td>ESL 3402: Research Writing (4 cr)</td>
</tr>
<tr>
<td>This course will help prepare students for WRIT 1301. International students who have a TOEFL iBT writing sub-score below 21 are required to take this course before taking WRIT 1301. It is also open to other students who want to work on their research writing, or those student you feel would benefit from a full year of writing support.</td>
</tr>
<tr>
<td>PA 1961W OR OLPD 1301W: Personal Leadership in the University (3 cr)</td>
</tr>
<tr>
<td>Introductory course in the leadership minor series. Reserved seats are available for international students in each section.</td>
</tr>
<tr>
<td>UC 1005: Global Perspectives on Higher Education (2 cr)</td>
</tr>
<tr>
<td>Students examine and process the values, contexts, and goals of the American higher educational system as it compares to their previous experiences. Questions? Contact Mike Anderson at <a href="mailto:ande1819@umn.edu">ande1819@umn.edu</a></td>
</tr>
<tr>
<td>Writing 1301 (Non-Native English Speaker Section) (4 cr)</td>
</tr>
<tr>
<td>Sections of freshman writing taught by instructors trained in supporting the needs of second language writers. Questions about registration please contact Sheryl Holt at <a href="mailto:holtx001@umn.edu">holtx001@umn.edu</a> or 624-4524.</td>
</tr>
</tbody>
</table>

| COURSES THAT MAY BE LESS LANGUAGE INTENSIVE: |
| Economics |
| Hard Sciences |
| Physical Education |
| Math |
| Public Health |
| - 1000-level courses based on lifestyle or campus culture topics (i.e., PUBH 1005 Sleeps, Eats, and Exercises or PUBH 1003 Alcohol and College Life) |

| COURSES THAT MIGHT BE MORE LANGUAGE INTENSIVE (STUDENTS MAY WANT TO LIMIT IN FIRST SEMESTER): |
| Art History, Cultural Studies, Philosophy, pop culture |
| Communication courses (except PSTL 1461) |
| Literature (i.e., Comparative Literature) |
| Religion Studies courses |
| Social sciences (i.e., Anthropology, History-related, Political Science, Psychology) |
| Writing Intensive courses |
Registration for Online Courses

Undergraduate international students, whether in their first semester or not, must register for at least 12 credits every fall and spring semester to maintain their visa status, and at least 9 of those credits need to be in courses that have regular in-person meetings. Any credits over the 9 in-person credits can be online courses.

English as a Second Language Courses

**Grammar courses fall 2015**

<table>
<thead>
<tr>
<th>Grammar Courses</th>
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<tbody>
<tr>
<td><strong>ESL 3102, Grammar for Academic Purposes</strong> (4 credits) Sec 001, M-Th 8:00-8:50; Sec A91, Online</td>
</tr>
<tr>
<td>Course content focuses on improving accuracy and range in English grammar. Topics that are especially relevant to academic writing, such as conciseness and smooth connections between sentences, are emphasized.</td>
</tr>
<tr>
<td><strong>ESL 3501, Advanced Listening and Speaking</strong> (5 credits) Sec 001/002, MW 8:00-9:55, F 9:05-9:55</td>
</tr>
<tr>
<td>Course activities focus on speaking and understanding naturally spoken English in academic activities such as lecture comprehension, note-taking, participation in class discussions, and oral presentations.</td>
</tr>
<tr>
<td><strong>ESL 3502, Academic Listening and Speaking</strong> (5 credits) Sec 001/002, TTh 12:20-2:15, F 12:20-1:10</td>
</tr>
<tr>
<td>Course content includes understanding lectures, producing academic presentations and participating in discussions on subjects of general academic interest, as well as developing strategies for giving and defending opinions.</td>
</tr>
<tr>
<td><strong>ESL 3551, English Pronunciation</strong> (4 credits) Sec 001, MW 4:40-6:35</td>
</tr>
<tr>
<td>Course content and activities center around improving the production and perception of the sounds of the English language: individual sounds, rhythm, intonation, word and sentence stress, and linking phenomena in fast speech.</td>
</tr>
<tr>
<td><strong>ESL 3602, Speaking for Academic Purposes</strong> (4 credits) Sec 001, TTh 4:40-6:35</td>
</tr>
<tr>
<td>Course activities focus on academic interactions such as lectures, presentations, seminar-style discussions, informal exchanges. Students will learn to present themselves professionally/socially in collegiate settings.</td>
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<tr>
<th>Writing Courses</th>
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<tbody>
<tr>
<td><strong>ESL 3201, Advanced Reading and Composition</strong> (5 credits) Sec 001/002, TTh 8:00-9:55 and F 8:00-8:50</td>
</tr>
<tr>
<td>Course activities include reading articles on a variety of different topics, improving your ability to understand and discuss articles, and writing/revising papers related to what has been read.</td>
</tr>
<tr>
<td><strong>ESL 3202, Academic Reading and Composition</strong> (5 credits) Sec 001/002, MW 12:20-2:15 and F 12:20-1:10; Sec 003/004, TTh 8:00-9:55 and F 8:00-8:50; Sec 005/006, MW 4:40-6:35 and F 4:40-5:30</td>
</tr>
<tr>
<td>Course activities include reading material on a variety of topics from many sources, identifying main ideas and details, analyzing and critiquing support, and responding with your own ideas in writing and discussion.</td>
</tr>
<tr>
<td><strong>ESL 3302, Academic Writing</strong> (4 credits) Some seats reserved for graduate students, Sec 002, TTh 8:00-9:55</td>
</tr>
<tr>
<td>Course content emphasizes the writing process - developing ideas, drafting, revising, and editing. Students practice different genres of academic writing, work on refining their ability to incorporate source material into writing, critiquing writing, and matching writing to audience and purpose.</td>
</tr>
<tr>
<td><strong>ESL 3402, Research Writing for the University</strong> (4 credits) Sec 001, MW 8:00-9:55; Sec 002, MW 4:40-6:35; Sec 003, TTh 8:00-9:5; Sec 004, TTh 4:40-6:35</td>
</tr>
<tr>
<td>Students develop the methods of citation, conventions of style and organization, and critical thinking skills necessary for writing college-level research papers. Students select topics derived from a contemporary academic theme provided by the instructor and, applying a process approach, produce a research paper.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Other courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ESL 3001, Integrated Skills For Academic English</strong> (2 credits) Sec 001, (10/27/2015--12/16/2015) MW 4:40-6:35</td>
</tr>
<tr>
<td>Course content focuses on polishing English skills to succeed in university-level classes, specifically in relation to small group discussions, interactions with instructors/peers, editing academic writing, working with grammar in course papers, vocabulary building.</td>
</tr>
<tr>
<td><strong>ESL 3006/5006, English for Business Interactions</strong> (2 credits) Registration priority given to CSOM students. Sec 001, M 4:40-6:35, F 2:30-3:20; Sec 002, T 4:40-6:35, F 1:25-2:15</td>
</tr>
<tr>
<td>Course content designed for high-intermediate to advanced non-native speakers of English who are currently business majors or in closely related major. Writing for business communication, self-editing skills, communication styles, presentations, telephone communication. In fall, all seats reserved for CSOM students until the Thursday before classes begin.</td>
</tr>
<tr>
<td><strong>ESL 3007, English for Physics</strong> (1 credit) Students must also be enrolled in PHYS 1301W* Sec 001, (09/08/2015--10/26/2015) F 1:25-3:20</td>
</tr>
<tr>
<td>Students will gain more support and practice with the conventions of writing scientific lab reports, applying the concepts of academic integrity, interacting and participating in lab discussions, interpreting authentic texts, and understanding the cultural norms for seeking additional academic/social support.</td>
</tr>
</tbody>
</table>
English Language Requirements
Supporting non-native English speaking international students at UMN

Students who have NOT met the minimum English requirement = AZ Hold

What is an AZ hold and how does a student clear that hold?
The AZ service indicator is placed on a student’s record by the Admissions Office if the student is admitted before submitting evidence of having met the minimum English proficiency requirement of the University (550 pbt, 79 iBT, 6.5 IELTS, 80 MELAB, 80 MN Battery).

Upon arrival, students have three options – submit official test scores that meet the requirement, take the MN Battery Test offered through the Minnesota English Language Program and achieve the minimum score required, or register for and pass the appropriate ESL credit courses.

Can students with an AZ hold register for WRIT 1301?
No. Students must complete any required ESL courses before they register for WRIT 1301.

What if students do not comply with the AZ hold requirement?
If a student drops their required ESL classes, both the student and the college advisor will receive email notification that the student is in non-compliance. In this case, the student will be required to submit official TOEFL scores before the AZ hold will be lifted and thus will not be able to register for future terms.

What is the AZ hold removal process?
1. Students come to the Minnesota English Language Program (MELP) office for initial AZ advising
   a. ESL Requirement Policy is explained to students
   b. Students register for the MN Battery, if desired (and AZ hold is temporarily removed)
   c. If the student chooses not to take MN Battery, the student is given a permission number(s) for required ESL course(s) (and AZ hold is temporarily removed)
2. Student meets with college advisor and discusses required ESL class(s)
   a. Students and advisors decide on how to work the required ESL class into their schedule
   b. Advisors or students contact MELP for any additional permission number(s): 612-624-1503
   c. The AZ hold can be pushed out to allow for full-year registration for incoming freshman. Advisors can contact the MELP office if this is needed.
3. Students register for classes.
4. MELP follows up and contacts students and advisors if there are students who haven’t registered for their ESL classes. Students must take required ESL classes during their first term on campus.
5. The AZ hold is permanently removed after students pass all required ESL classes or meet MN Battery test score minimum.

Additional English support

Undergraduate international students can meet with and ESL consultant to get individualized language support on a variety of language issues. Students can sign up for consultations at the Student English Language Support (SELS) website http://cce.umn.edu/minnesota-english-language-program/student-english-language-support
Students who HAVE met the minimum English requirement

What if I have an international student advisee with no AZ hold who I think could benefit from more English support?

It is important to keep in mind that a test score is an indication of proficiency, but some students with high test scores might still benefit from language support, especially during their first year on campus. While these students are not required to take ESL classes, some will benefit from support in certain aspects of language. Course listings are found on the Minnesota English Language Program website. Please call MELP (612-624-1503) if you have questions about a student’s English proficiency score or ask the student what his or her scores are. Below are some guidelines for interpreting TOEFL and IELTS scores.

<table>
<thead>
<tr>
<th>If the student has a score of:</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>79 to 83 TOEFL or 6.5 IELTS</td>
<td>1 ESL course strongly recommended.</td>
</tr>
<tr>
<td>84 to 86 TOEFL or 7.0 IELTS</td>
<td>1 ESL course recommended, especially if a sub score is considerably lower than the other scores.</td>
</tr>
<tr>
<td>87 or above TOEFL or 7.5 or above IELTS</td>
<td>ESL courses recommended on a case by case basis for students wishing to really polish a specific English language skill (e.g., pronunciation, presentation skills, or writing).</td>
</tr>
</tbody>
</table>

What can TOEFL iBT or IELTS sub scores tell me about a student’s abilities?

Undergraduate students with a writing sub score lower than 21 on TOEFL or 6.5 on IELTS are required to take an ESL writing class to support them in their transition into the university. Students with sub scores lower than 20 in other areas may benefit from a supportive language class while they transition into the university. Most students will know their sub scores. Some guidelines on appropriate elective courses for students with lower sub scores:

<table>
<thead>
<tr>
<th>Writing</th>
<th>Reading</th>
<th>Speaking</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>If sub score is...</td>
<td>18-20 TOEFL or 6.0 IELTS</td>
<td>15-20 TOEFL or 6.0 IELTS</td>
<td>16-20 TOEFL or 6.0 IELTS</td>
</tr>
<tr>
<td>An appropriate class would be:</td>
<td>ESL 3102, ESL 3202, ESL 3402</td>
<td>ESL 3202</td>
<td>ESL 3502, ESL 3551, ESL 3602</td>
</tr>
<tr>
<td>Writing</td>
<td>Reading</td>
<td>Speaking</td>
<td>Listening</td>
</tr>
<tr>
<td>If a sub score is...</td>
<td>&lt; 18 TOEFL or &lt; 6.0 IELTS</td>
<td>&lt; 15 TOEFL or &lt; 6.0 IELTS</td>
<td>&lt; 16 TOEFL or &lt; 6.0 IELTS</td>
</tr>
<tr>
<td>An appropriate class would be:</td>
<td>ESL 3101, ESL 3201</td>
<td>ESL 3201</td>
<td>ESL 3501, ESL 3551</td>
</tr>
</tbody>
</table>

What if the student took MN Battery?

Students will typically receive recommended elective ESL courses even if they meet the minimum required score on the MN Battery when they get their test results. If you would like to know about a student’s sub scores on the test, contact the Minnesota English Language Program at 612-624-1503.

I have a student, who appeared to have strong language skills, but now it is several weeks into the term and the student is struggling. Is it too late to get support?

No. ESL 3001 (2 credits) is offered during the last 7 weeks of the term. This course is designed to support students in developing a variety of skills for success at the University.
Students Experiencing Personal Difficulties or Mental Health Issues

If you work with an international student who is experiencing personal difficulties or mental health issues, or who demonstrates unusual behavior, the following campus resources can offer assistance. Because of the stigma that some students attach to “counseling,” it may help the student be more comfortable if you tell him or her that these offices have staff who help students deal with a variety of difficulties. Or you can directly contact a counselor from one of these offices to consult with you about the student. The counselor can help you determine if a referral or other resources are needed.

The following campus offices offer counseling to international students:

- University Counseling and Consulting Services (612-624-3323)
- Boynton Mental Health Clinic (612-624-1444)
- International Student and Scholar Services (612-626-7100)

For more information about mental health resources, go to http://www.mentalhealth.umn.edu.

International Students in Crisis:

If you are concerned about an international student’s wellbeing or disruptive behavior, please contact International Student and Scholar Services (ISSS). ISSS has an experienced crisis team whose members work with international students who are in crisis or exhibit behavior that is disruptive and/or possibly indicative of more serious problems. Possible behavioral indicators of more serious problems include international students who (a) do not consistently attend class, (b) are missing from normal activities, (c) exhibit disruptive behavior, or (d) appear to not be functioning well. ISSS staff can usually find a way to contact an international student and check on his or her welfare.

The earlier ISSS receives reports about an international student’s wellbeing or disruptive behavior, the more effective interventions can be. If further assistance is needed to stabilize the student, ISSS staff can accompany the student to a medical provider or the hospital. ISSS staff work closely with UCCS, Boynton Mental Health Clinic, and Fairview University Medical Center. In addition, ISSS is represented on the University Behavioral Consultation Team and the University Community Response Team. Referrals from the academic advising community and collaboration with advisers are instrumental in assisting international students.

If you are concerned about an international student, please contact one of these ISSS advisers:

- Eric Kroetsch  kroe0063@umn.edu  612-624-7302
- Mingzhi Li  lixx0887@umn.edu  612-626-7100
- Barbara Pilling  pilli003@umn.edu  612-624-9519
- Duane Rohovit  rohov002@umn.edu  612-626-4797
- Gabriele Schmiegel  schm0535@umn.edu  612-626-7428
  (Especially government sponsored international students)
- Alisa Eland  eland@umn.edu  612-626-7100 or 612-626-7445
- Drew Smith  smit2039@umn.edu  612-625-7965
International Student Articles and Resources

University of Minnesota

Data and Research Regarding International Undergraduate Students at the University of Minnesota NEW!

Includes Nine UMN Research Reports:
Seeking Best Practices for Integrating International and Domestic Students, Office of Student Affairs Listening Sessions, International Student Specific SERU Results, Study of the Educational Impact of International Students in Campus Internationalization, South Korean Undergraduate International Students' Experiences, Career Services for Undergraduate International Students, and Student Voices: A Report On First Year Experience of International Undergraduates

ISSS Tips for Native English Speakers: Speaking with Non-Native English Speakers

NACADA Clearinghouse: International Student Resources

International Student Related Resource Links (additional articles besides those listed below)
East meets West- Bridging the advising divide
Advising first year international students
Visa Status and Its Effect on International Student Academic Success
What Advisors Can Do to Help Curtail Plagiarism Among International Students
Many Foreign Students Are Friendless in the U.S., Study Finds

NAFSA: Association for International Educators

Bridging the Gap: Recruitment and Retention to Improve International Student Experiences
Retaining International Students

Journal Based

Using Formal and Informal Curricula to Improve Interactions Between Home and International Students
Bridging the Gap in Expectations Between International Students and Academic Staff

Other Resources

The Transition In: Setting International Students Up for Academic Success
The American Educational Administrator: Examining Some Assumptions
Recognizing and Addressing Cultural Variations in the Classroom

University of Minnesota International Student Specific Resources

Academic Resources for UMN International Students: NEW!
Helping advisers and student navigate resources for adjusting to U.S. culture, making American friends, English language skills, writing a paper, citing sources, giving presentations, participating in class, test taking, working in groups, choosing a major, managing stress, time management and working as a Teaching Assistant

Writing Resources for Non-native Speakers of English through the Center for Writing

Understanding the University of Minnesota Library System: A Guide for International Students
Created by UMN library staff and available to students in English, Chinese and Korean languages

ISSS International Student Support Programs
International Buddy Program, Cross-Cultural Discussion Groups, Small World Coffee Hour and Leadership Programs

CLA Tandem Plus: Language Conversation Partners
Contact Information

International Student and Scholar Services
http://www.isss.umn.edu
isss@umn.edu
612-626-7100

Lisa Ziegler
For questions about Immigration Check.
ziegl194@umn.edu
612-624-4895

Theresa GanglGhassemlouei
For general advising and immigration based questions.
t-gang@umn.edu
612-624-5225

Deanne Silvera
For questions about short-term exchange students.
Silve025@umn.edu
612-624-9512

Gabi Schmiegel
For questions about student who are sponsored financially by a government, company or agency.
Schm0535@umn.edu
612-626-7428

Duane Rohovit
For questions about GLBT international student support.
Rohov002@umn.edu
612-624-4797

Minnesota English Language Program
20 Nicholson Hall
http://www.cce.umn.edu/esl

Soa Yang
Student Services Specialist
esl@umn.edu
612-624-1503

Valerie Franz
Program Associate, AZ holds
fran0733@umn.edu
612-625-2162

Sara Schroth
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schro861@umn.edu
612-625-7888

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Director, English Language Programs
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