



Supporting International Students through the COVID-19 Pandemic

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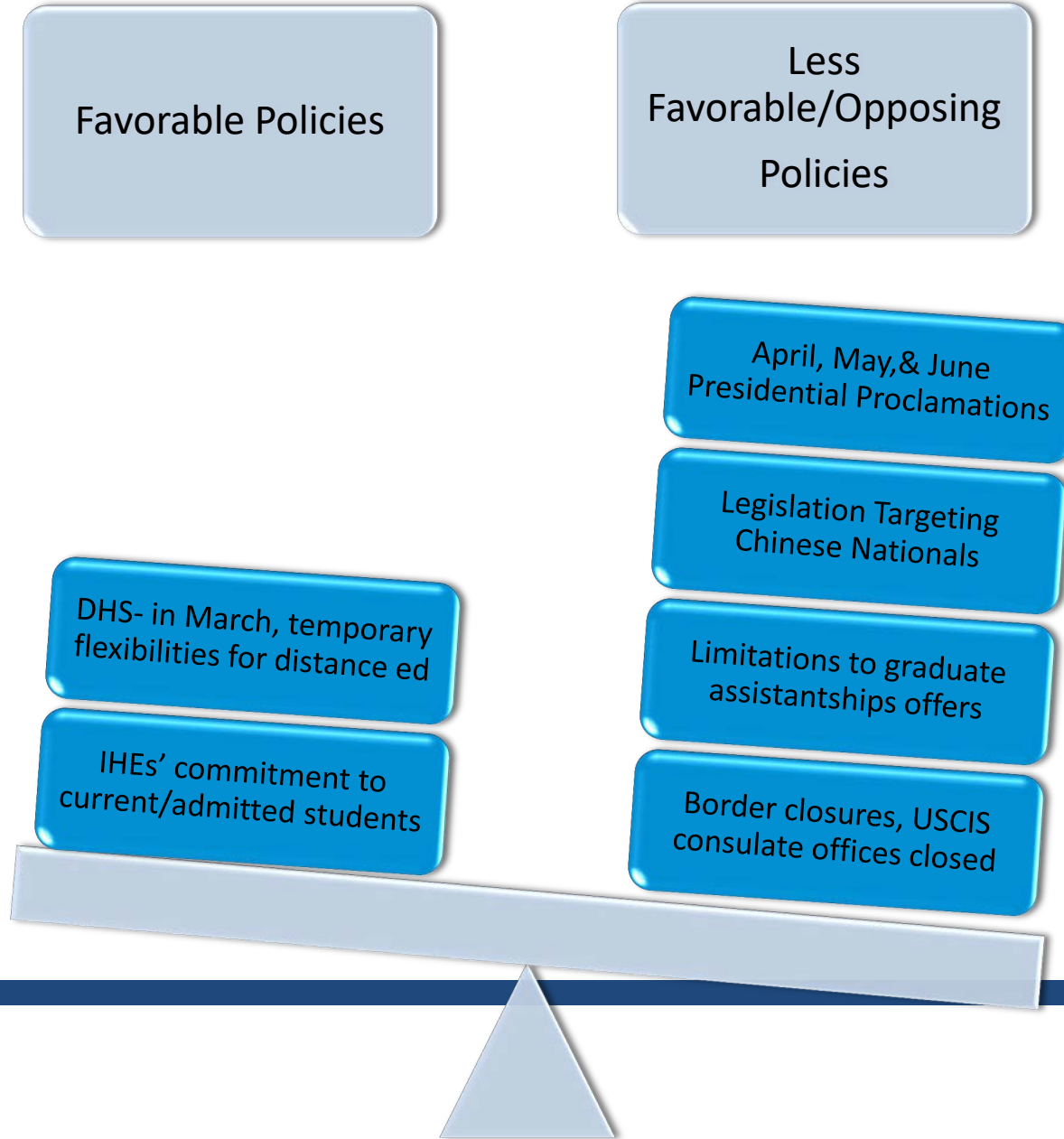
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Policies Impacting International Graduate Students



July 6, 2020 ICE Guidance

On July 6- Immigrations and Customs Enforcement (ICE) released long-awaited preliminary guidance (“Broadcast Message”) pertaining to international students participating in distance learning for Fall 2020.

“Students attending schools/(programs) operating entirely online may not take a full online course load and remain in the United States.”

*Dept. of State will not issue new visas to students enrolled in schools/program fully online for Fall 2020, nor will they be permitted into the country.

*Students attending schools operating under “normal in-person classes” are limited to taking a maximum of one class or three credit hours online.

*Students attending schools adopting a hybrid model can take more than one class or three credits online.

*All institutions intending to go fully online for Fall 2020 must notify SEVP by August 4.

On July 14, DHS rescinded the July 6 guidance and July 7 supplemental FAQ

What Remains, What Lies Ahead

SEVP
Guidance
2.0?

Consulate
Offices
Resume
Visa
Processing

- F-1, M-1, J-1

Hong Kong
Executive
Order

- Ends Fulbright in China and HK

OPT
Changes

Duration
of Status

Three Ways CGS Members Can Advocate for International Students

Join CGS's Advocacy Ambassadors Network

(Linouye@cgs.nche.edu)

Participate in calls to action, receive just-in-time talking points, policy briefs, draft letters, toolkits

Submit profiles of international graduate students making a difference to CGS's GradImpact initiative

(<https://cgsnet.org/cgs-gradimpact>)

Keep an eye out for the Fall 2020 CGS International Graduate Admissions Survey.

The request for the international applications, offers of admission, and enrollment data for Fall 2020 will go to CGS member institutions and regional affiliates in **late September**. For questions about the project, please contact research@cgs.nche.edu.



GradImpact: Mentorship is the Foundation of a Constructive Research Partnership

Truong Xuan Tran's academic path has been defined by transition. He began his undergraduate career as an electronic and telecommunications engineering student at the Hanoi University of Science and Technology in Vietnam. In 2010, he decided to make two important life changes: to attend graduate school in the United States and to change his research area to computer science. He would need to learn a new discipline and academic culture simultaneously.

Both of Tran's decisions paid off, however. He thrived in his master's program in computer science at Arkansas State University, so much so, that he was accepted into a doctoral program in computer science at the University of Alabama in Huntsville (UAH). Positive mentorship has eased Tran's transition into doctoral work. His advisor, Ramazan Aygun, is a leading computer scientist in the field of protein crystallization and has co-written academic papers with Tran and invited him to present alongside him at conferences.