

Name: Simarjeet K. Sandhu

Program: Doctoral Program in Organizational Leadership

Dissertation Title: Support Services Provided to Undergraduate and Graduate English Language Learners: A Content Analysis of 100 Colleges and Universities

Committee Chair: Anita Jose, Ph.D.

Program Director: Kathleen Bands, Ph.D.

Statement of Academic Integrity

I certify that I am the author of the work contained in this dissertation and that it represents my original research and conclusions. I pledge that apart from my committee, faculty and other authorized support personnel and resources, I have received no assistance in developing the research, analysis, conclusions, or text contained in this document, nor has anyone written or provided any element of this work to me.

Signed:

Simarjeet Kaur Sandhu Date

HOOD COLLEGE



Support Services Provided to Undergraduate and Graduate English Language Learners:
A Content Analysis of 100 Colleges and Universities

A DISSERTATION

Submitted to the Faculty of the
Graduate School of Hood College
In partial fulfillment of the requirements
for the degree
Doctor of Organizational Leadership

by

Simarjeet Kaur Sandhu

Frederick, Maryland

2021

©
Copyright
2021

by

Simarjeet Kaur Sandhu
All Rights Reserved

DOCTORAL COMMITTEE

The members of the committee appointed to examine the dissertation of Simarjeet Kaur Sandhu find that this dissertation fulfills the requirements and meets the standards of the Hood College Doctoral Program in Organizational Leadership and recommend that it be approved.

Anita Jose, Ph.D., Chair Date

Kathleen C. Bands, Ph.D., Member Date

Nora El-Bilawi, Ph.D., Member Date

TABLE OF CONTENTS

LIST OF TABLES.....	ix
LIST OF FIGURES	xi
ACKNOWLEDGMENTS	xii
ABSTRACT.....	xv
CHAPTER 1: INTRODUCTION.....	1
Problem Statement.....	2
Purpose of the Study.....	6
Research Questions.....	7
Hypotheses.....	8
Overview of Methodology.....	8
Conceptual Framework.....	10
Who are ELLs?	12
International Students.	14
Immigrants.	15
Generation 1.5 Students.....	16
Culture, Language, and Worldview	18
Culture.....	18
Language.....	20
Worldview.....	22
Significance of Study.....	23
Theoretical Framework.....	24
Researcher Positionality	27

Limitations.....	30
Definitions of Key Terms.....	30
Organization of This Study.....	33
CHAPTER 2: REVIEW OF LITERATURE.....	36
Introduction and Overview.....	37
Legislative History Impacting English Language Learners.....	39
Improving Access to Services for Persons with Limited English Proficiency (E.O. 13166).....	43
Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (PATRIOT Act) (H.R. 3162).....	43
Development, Relief, and Education for Alien Minors Act (DREAM Act) – 2001.....	45
Deferred Action for Childhood Arrivals (DACA) – 2012.....	46
Linguistic and Cultural Theories.....	47
Stephan Krashen’s Second Language Acquisition Theory.....	47
Acquisition-Learning Distinction.....	47
Natural Order Hypothesis.....	48
The Monitor Hypothesis.....	49
Input Hypothesis.....	50
Affective Filter Hypothesis.....	51
Cummins’ BICS and CALP.....	52
Vygotsky’s Sociocultural Theory.....	54
Stakeholder Theory.....	58
Challenges Faced by ELLs.....	60

Academic Barriers Based on Cultural Connotation.....	61
Language Acquisition Barriers	67
The Four Language Domains.....	69
Mental Health and Stressors Barriers	74
Financial Barriers.....	75
Support Services	77
IHL Characteristics.....	79
Reputation.....	79
Enrollment Size.....	81
Role of Endowments in Higher Education Institutions	82
Websites in Higher Education	91
Conclusion	92
CHAPTER 3: METHODOLOGY	94
Research Questions.....	94
Hypotheses.....	94
Research Design	95
Sampling Plan.....	95
Pilot Study	98
Institutional Review Board.....	99
Data Collection and Qualitative Analysis	99
Variables and Coding	100
Data Analytical Techniques.....	104
Validity and Reliability	104

Validity	104
Reliability.....	106
Researcher Positionality	107
Limitations.....	107
Summary.....	107
CHAPTER 4: RESULTS.....	109
Qualitative Results.....	110
Organizational Commitment	110
Linguistic Support Services.....	110
English Language Programs	112
Targeted Writing Support	113
Social/Cultural/Integrational Support Services	113
Family Member Support Services	115
Academic Support and Student Success Services	116
Financial Support Services	117
Career Planning Support Services	117
Legal and Personal Support Services	118
Legal	118
Personal Management.....	119
Health and Wellness Support Services.....	120
Organization	120
Targeted ELL Support Services	121
Mainstream Support Services.....	122

Quantitative Results	124
Descriptive Statistics	124
Frequency Tables.....	125
Correlation Matrix	126
Data Eligibility Testing	126
Response Validity	127
Number of Independent Variables	127
Multivariate Normality	127
Absence of Multicollinearity	127
Homoscedasticity.....	128
Linearity.....	128
Independence of Residuals	129
Absence of Influential Outliers.....	129
Descriptive Statistics for Regression Based on Data Eligibility Results.....	129
Results of Multiple Regression and Independent Samples T-Tests	130
Results of Hypothesis Testing	134
Themes of the Study.....	135
CHAPTER 5: DISCUSSION.....	136
Summary of Study	136
Discussion.....	137
Major Themes	138
No Demonstrated Mission-Driven Commitment to Diversity and Global Values.....	138
ELL Support Services Were Not Comprehensive.....	139

Absence of Linguistic Support Services	139
Absence of Comprehensive Social/Cultural/Integration Support Services for ELLs.....	140
Federal Regulations Matter	141
Legal and Personal Support Services.....	141
Personal Management.....	141
Career Planning Support Services	142
Organization for ELLs had a High Presence.	142
Mainstream Support Services Are Prevalent.....	142
Academic Support and Student Success Services Targeted Mainstream Students	142
Financial Support Services	143
Health and Wellness	143
Organization for Mainstream.....	143
Institutional Characteristics Matter	144
Reputation is Directly Related to the Level of Support for ELLs	144
Endowment Matters.....	144
Size Does Matter.....	144
Summary.....	145
Limitations	145
Implications for Practice and Future Research.....	147
Practical Implications	147
Needs Assessment on Support Services for ELLs.....	147
Develop and Implement Support Services Based on Results of the Needs Assessment	149
Review of Current Websites.....	149

Center for Language and Cultural Diversity (CLCD)	150
Additional Considerations for Future Research	155
Conclusion	157
Afterword.....	158
REFERENCES	164
Appendix A – International IHLs	191
Appendix B – Northeastern IHLs	194
Appendix C – Private Liberal Arts IHLs	196
Appendix D – Samples from IHL Websites	198
Appendix D.1 – Mission Statements	199
Appendix D.2 – ESOL Classes.....	202
Appendix D.3 – Language Exchange.....	204
Appendix D.4 – Conversation Partners	205
Appendix D.5 – American Cultures and Conversation Class	208
Appendix D.6 – American Language Program	210
Appendix D.7 – English Conversation Hours	212
Appendix D.8 – Practical English Tutorials.....	213
Appendix D.9 – Accent Reduction.....	214
Appendix D.10 – Writing Center	215
Appendix D.11 – International Education Week (IEW)	219
Appendix D.12 – Global Student Mentor Program.....	224
Appendix D.13 – Host Family Programs	226
Appendix D.14 – Social Support Programs.....	226

Appendix D.15 – CPT/OPT Help.....	234
Appendix D.16 – Immigration and Federal Regulations.....	256
Appendix D.17 – Financial Management.....	282
Appendix D.18 – Tax Preparation.....	292
Appendix D.19 – License and State ID	308
Appendix D.20 – Social Security	320
Appendix D.21 – International Student Office.....	320
Appendix E – IRB Application.....	327
Appendix F –Websites Used for Literature Review Data Collection.....	332

LIST OF TABLES

Table 1. Summary of Chapter 1	34
Table 2. Academic Culture Among Top Countries Representing ELLs in U.S. IHLs	66
Table 3. IHL Categories.....	82
Table 4. IHLs With the Largest Endowment in Fiscal Year 2018.....	83
Table 5. Largest Rainy Day Endowments	85
Table 6. \$500 Million Club: Institutional Endowment Spending Rate, FY2013	90
Table 7. Selected Major Works That Influenced the Theoretical Foundation of This Study.....	93
Table 8. Weighting of Eight Measures Used for 2019 Best College Rankings	96
Table 9. Number of International Students in the Northeast	97
Table 10. Independent and Dependent Variables	101
Table 11. A-priori Content Analysis Scheme.....	101
Table 12. Data for Organizational Commitment	110
Table 13. Data for Linguistic Support Services.....	111
Table 14. Data for Social/Cultural/Integrational Support Services	113
Table 15. Data for Academic Support Services	116
Table 16. Data for Financial Support Services	117
Table 17. Data for Career Planning Support Services	118
Table 18. Data for Legal and Personal Support Services	119
Table 19. Data for Health and Wellness Support Services	120
Table 20. Data for Organization	121
Table 21. Total Data for ELL-Targeted Support Services.....	121
Table 22. Data for Mainstream Support Services	123

Table 23. Descriptive Statistics for Variables Used in This Study.....	124
Table 24. Institution Type (International vs. Non-International).....	124
Table 25. Institutional Enrollment Size Classification	125
Table 26. Endowment Classification	126
Table 27. Multicollinearity: Tolerance and VIF Factors	128
Table 28. Variable Descriptive Statistics.....	129
Table 29. Pearson Correlation Analysis	130
Table 30. Independent Samples T-Test and Multiple Regression Results	131
Table 31. Independent Group T-Test between ELL Support and Classification Type (CType)	133
Table 32. Results of Hypothesis Testing	134
Table 33. Center for Language and Cultural Diversity Tiers	151
Table 34. Summary of Implications for Practice	154

LIST OF FIGURES

Figure 1. Conceptual Framework	12
Figure 2. Types of Undergraduate and Graduate ELLs	12
Figure 3. Acronyms for Types of English Language Learners Included in This Study	18
Figure 4. Theoretical Framework	27
Figure 5. Literature Review: Factors Impact ELL Support Services.....	37
Figure 6. Legislative History That Has Impacted ELLs	40
Figure 7. Four Language Domains That Impact Support Services Needed by ELLs.....	70
Figure 8. Institutional Characteristics That Impact ELL Support Services	93
Figure 9. Research Methodology Stages	108
Figure 10. Multiple Regression Results.....	132
Figure 11. T-Test Results Based on Institutional Classification Type	134
Figure 12. Institutional Characteristics and Support Services for ELLs	137

ACKNOWLEDGMENTS

ਜੋ ਮਾਗਹਿ ਠਾਕੁਰ ਅਪੁਨੇ ਤੇ ਸੋਈ ਸੋਈ ਦੇਵੈ ॥
ਨਾਨਕ ਦਾਸੁ ਮੁਖ ਤੇ ਜੋ ਬੋਲੈ ਈਹਾ ਉਹਾ ਸਚੁ ਹੋਵੈ ॥੨॥੧੪॥੪੫॥

Jo maagehi thaakur apunae thae soee soee dhaevai ||

Naanak dhaas mukh thae jo bolai eehee oohaa sach

Whatever I ask for from my Lord and Master, he gives that to me.

*Whatever the Lord's slave Nanak utters with his mouth, proves to be true, here and
hereafter.*

||2||14||45|| (Sri Guru Granth Sahib)

First and foremost, I thank Waheguru (God) for the blessings to have walked this journey and accomplished this goal. I have always been a spiritual person, but my experiences from the past few years have made me have a greater appreciation for my faith and the blessings Waheguru has given me. I have also realized that I cannot do things on my own, and Waheguru always brings people into our lives to help support us. Waheguru has sent many people to me throughout my dissertation journey, and I would like to thank them for their support.

Success cannot be accomplished without the help and support of those around us. I strongly believe that people have been sent to help us succeed. This study could not have been accomplished without the support and active engagement of several people. First, and foremost, I would like to thank my dissertation chair, Dr. Anita Jose. It was from her insight, expertise, guidance, motivation, and patience that I learned and grew. Her dedication and commitment to the successful completion of my dissertation is truly appreciated. Dr. Jose always made time for me, regardless of what she had on her plate. Her selfless service to help me is beyond words or

recognition. I would also like to thank Dr. Kathleen Bands for motivation to pursue this study. From the very beginning of the DOL program, she stood by my side and cheered me on. Even during difficult times, she lifted me up. Her giving nature, patience and insightful suggestions are greatly appreciated. I would also like to thank Dr. Nora El-Bilawi who provided her expertise to the field of ESOL. Her suggestions enabled me to examine several new concepts that helped me write a stronger dissertation.

I would like to thank Dr. Marcella Genz who provided feedback from the very beginning of my study. She prompted me to think differently and be open to new ideas. And lastly, Dr. Peggy Dufour for giving her time to sharpen my dissertation. Dr. Dufour went above and beyond to help me strengthen my dissertation. Thank you for their selfless assistance and insightful suggestions.

To my mom, Sardarni Kulwant Kaur Sandhu, my father, Sardar Tarlochan Singh Sandhu for encouraging me to keep following my dreams. To my nieces, Mia Kaur Sandhu and Bela Kaur Sandhu, for inspiring me to pursue my doctorate. To the rest of my family and friends for their patience, support, and encouragement while I took classes, exams and completed my dissertation.

I would also like to thank all my ESOL students. It is because of them that I pursued this path. They have helped me see the importance of advocating for their educational rights in the United States.

A very special thanks to my very dear friend, Jeethi, for her unconditional support. She was the one who motivated me to take this step. At first, I was reluctant to join the program, but with her support, I took the step, and I am grateful for her. She stood by my side for the entire

program and cheered me on. I could not have completed my doctorate without her unconditional support. Jeethi is truly God-sent.

This dissertation is humbly dedicated to the loving memory of my grandparents, who were farmers from Punjab, India and immigrated to the United States in hopes that their grandchildren would have better educational opportunities. I am forever grateful for their sacrifice: Sardar Maluk Singh Sandhu, Sardarni Kesar Kaur Sandhu, Sardar Joginder Singh Sarai and Sardarni Ranjeet Kaur Sarai.

Support Services Provided to Undergraduate and Graduate English Language Learners:
A Content Analysis of 100 Colleges and Universities

Simarjeet Kaur Sandhu, DOL

Committee Chair: Anita Jose, Ph.D.

ABSTRACT

One of the major challenges that Institutions of Higher Learning (IHL) in the United States faces is the provision of support services for English Language Learners (ELL). This population is comprised of international students, immigrants, and Generation 1.5. Understanding the linguistic and cultural barriers of this growing population is crucial for IHLs so that they can provide support services that meet their needs. In order to identify and understand the types of support services that IHLs are implementing for ELLs, an a-priori content analysis was conducted on the websites of 100 IHLs that were ranked amongst the top in the *U.S. News & World Report's* Best College Rankings for 2019.

The study found that among the various linguistic support services, English for Speakers of Other languages (ESOL) classes and American Culture and Conversations Class were at the top. International Education Week (IEW) and Heritage and Cultural Celebrations were the top cultural events at IHLs. The topics related to federal regulations, such as visa types, immigration policies, tax preparation, and personal identification, were addressed by the vast majority of the IHLs researched. The study also found that institutional characteristics, such as classification type, student enrollment size, and size of endowment were predictors of the number of ELL support services provided. Institutions that were characterized as international offered more ELL support services than those categorized as non-international IHLs.

CHAPTER 1: INTRODUCTION

English Language Learners (ELLs) are a growing population in Institutes of Higher Learning (IHLs) across the United States (U.S.). IHL's are continuing to recruit prospective ELLs to attend their educational programs. Targeted ELLs may include international students, immigrants, and Generation 1.5. These ELLs come to respective campuses to pursue higher education degrees yet do so in a monolingual environment where their unique backgrounds are seldom understood or acknowledged. Matsumoto and Hwang (2016) found that Americans' "ignorance of languages other than English, and potential ethnocentrism that often accompanies this ignorance, may be the root of a future downfall" (p. 252). If IHLs continue to open their doors to undergraduate and graduate ELLs, they must ensure that they offer support services that meet the needs of this population and that these resources are identifiable and easily accessible to students.

As with any prospective students, ELLs want to attend an institution that will ensure that their academic and professional goals are met. Many scholars believe that IHLs are obligated to provide support that will aid in their success (Anderson et al., 2009; Montgomery, 2019; Shane & Macri, 2020; Shyne, 2021). For IHLs, continued recruitment of ELLs has many social and economic advantages; therefore, by incorporating support services and providing information about such services on their websites, IHLs can continue to attract ELLs and ensure that the ones who are already enrolled are provided the services they may need.

An area often overlooked is the types of ELLs attending IHLs. The ELL student population includes international, immigrant, and Generation 1.5 students. However, while data are often kept on international students, few or no data are maintained for immigrant and Generation 1.5 ELLs. For the purpose of this study, understanding the background of all these

groups was crucial, as they come from varying linguistic and cultural backgrounds and require various support services that stem from the consequent differences. Since international, immigrant, and Generation 1.5 ELLs are important stakeholders, IHLs must take the time to understand their unique needs. Empirical research has struggled to include all three categories.

In order to recruit ELLs, IHLs rely on one of the most powerful tools on the Internet, websites, to disseminate information about their institutions. ELLs currently residing in the U.S., and those traveling here to become international students, seek to find the best institutions to attend. To do so, website research is the greatest resource available. By a click of a mouse, a future ELL can search for programs and support services provided by these institutions. But do these IHLs adequately display sufficient information on their websites? How do ELLs know that their unique needs will be provided for by these institutions? How will they know that their respective IHLs have the academic, cultural, legal, and financial services they seriously need?

Problem Statement

Imagine entering a classroom where the environment caters to one culture and one way of learning. You may have immigrated to the U.S. in your teens or early adulthood, or you may have decided to leave your home country to pursue greater educational opportunities as an international student at a U.S. IHL. However, when arriving on campus and walking into your classes, you find unfamiliar standards and concepts, and a barrier begins to form before you.

You stop and wonder why, if you learned English in your home country or even grew up attending school in the U.S., things are now so unfamiliar. You were admitted to this institution, but the language and culture pose obstacles you never imagined. When in class, you spend more time in groupwork than listening to instructors, but you do not even understand the reasoning for groupwork. Classmates talk of the “civil rights movement,” but you do not know what they are

referring to. You hear some of your peers address the professor by his or her first name, and you think they are being disrespectful. How dare someone address a superior by first name! Such thoughts continue to burden your mind and you seek an outlet, a support service that can alleviate your confusion.

You are taking courses being taught by professors of the opposite sex, and you are asked to work in groups with students of the opposite sex. In your culture and religion, working with the opposite sex was never permitted. You turn in your first paper, and your professor accuses you of cheating because you used the words of an expert. You attended high school in the U.S., but concepts and ideas in college seem baffling. Terms you once thought you understood and practiced using are now pronounced differently and used in different contexts. Your next semester is approaching, and you do not have the funds necessary to pay, so you struggle to find out who to go to for financial advice. You are unaware of support services that can help you with financial resources. You hear that you must always carry all your immigration documents with you, but what if you misplace them? Where do you go? Who on campus will support your ongoing needs?

Being part of a college community that you dreamed of has come with overwhelming consequences you never imagined. You focus on gaps in culture and language, and you seek support to overcome the obstacles you face. You turn to the website of the institution you chose to attend, hoping to find information that can ease your tensions. You especially hope the website has information on services you will need to be successful during your college career, but information is hard to find or missing.

The above scenarios may run through the minds of undergraduate and graduate ELLs looking for programs at IHLs, and even of those who already have begun such programs.

Language and culture stand in their way. As noted by Hofstede (2001), “learning, education, and culture are strongly interrelated” (p. 300). Cultural barriers have a major impact on ELLs, regardless of their immigrant status. Hofstede (2001) found that, “Higher education students bring with them a long history of schooling in their home country, a period in which their patterns of learning and study habits have been formed in interaction with their cultural and educational environments” (p. 300). Cultural differences create several challenges for ELLs and provide reason for ensuring they are given the support services necessary for success. For example, ELLs whose travel to the U.S. separated them from their families may lack emotional support. Therefore, they may need counseling services, but such services may have negative connotations in their culture, so they are reluctant to seek help. IHLs need to not only identify counseling services to struggling students but must also present these services in a way that will not offend their cultural background. Similarly, immigrants who may have arrived after completing their education in their own countries may face cultural dilemmas such as in career planning. Not all cultures develop resumes like the ones required in the United States. As a result, these ELLs may require career planning support services.

These problem scenarios are likely caused by the monolingual and monocultural education at IHLs. According to Benesch (2008), “Rather than embracing the complex identities and languages of multilingual students and drawing on their experience to enhance pedagogy and course offerings, institutions pathologize their differences and exclude them from college coursework until they are deemed linguistically prepared” (p. 296). The U.S. continues to stay focused on monolingual and monocultural education despite the growing number of multilingual and multicultural students on college and university campuses throughout the country (Benesch, 2008; Blackledge, 2002; Canagarajah, 1999; Garcia, 2000). IHLs must recognize that they are no

longer monocultural or monolingual but now comprise a multi-ethnic student body that includes ELLs.

Notwithstanding the challenges of this monocultural and monolingual system, research has shown that some support services are being provided at IHLs (Bigelow & Peterson, 2002; Christensen, 1995; Galante et al, 2020; Howard, 1997; Scanlan & López, 2012). It is comforting to know that such programs exist. However, research on the linguistic and cultural support services for undergraduate and graduate ELLs is scarce. Exactly what support services are being implemented at IHLs? How do prospective ELLs know they are entering institutions that will support their needs? Are IHLs providing the same number of support services to undergraduate and graduate ELLs as compared to non-ELLs? Exploring existing support programs is imperative to understanding how IHLs are addressing this on-going problem. The present study addresses this gap in the literature, analyzing whether linguistic and cultural support services are being implemented and how this information is being disseminated amongst undergraduate and graduate ELLs.

IHLs are faced with the challenge of ensuring that the needs of this growing population are being accommodated (Andrade et al., 2016) and that the support services in place are being disseminated in the most effective way. One of their main methods of disseminating support services that would serve the needs of ELLs is using the institutional website. Astani and Elhindi (2008) found that IHLs do use their websites as a recruiting tool, but noted that they also need to, “meet the needs of a target audience” (p. 460). Additionally, Huang and Bilal (2019) found that from a marketing perspective, the usability of recruitment websites of an organization may impact the user’s perception of a particular organization. In the case of IHLs, if their

stakeholders are undergraduate and graduate students, they must ensure that it targets what they would need to be successful in their respective institution.

In order to identify and understand what support services exist for ELLs and how information about those services is being disseminated to ELLs, this study conducted an a-priori content analysis of the top 100 colleges and universities. Unlike other studies that only focused on international students, this study explored services for all three types of ELLs, including immigrants and Generation 1.5. This does not imply that IHLs do not already offer some relevant services, but that there is a need to clearly identify these support services and ensure that they are accessible to ELLs. In order to accomplish this, leaders at IHLs must acknowledge the challenges undergraduate and graduate ELLs face and disseminate relevant information by means of the source most prevalently used today, their websites.

Purpose of the Study

The purpose of this study was to identify and understand the types of support services that IHLs are implementing for ELLs and how institutional characteristics such as reputation, size, and endowment affect the availability of the different types of support services. Websites of respective IHLs were analyzed to identify the types of support services provided.

As previously noted, most research has focused on the challenges faced by international students, but ELLs also include immigrants and Generation 1.5. And recent research has focused on linguistic and cultural support services, not other types of support services needed by all ELLs. Examples include academic support and student success services, financial support services, career planning support services, personal and legal support services, and health and wellness support services. The current social and political environment suggests a need for additional services for ELLs.

While some programs are being implemented at IHLs, given the growing number of ELLs at these institutions, a greater understanding of these support services is crucial. In order to explore this information, a content analysis was conducted on the websites of 100 institutions. After identifying the appropriate support services provided, the information was then coded based on an a-priori scheme developed from the literature to classify themes and patterns. Once the patterns were identified and analyzed, an additional step was performed to see if institutional characteristics impacted the support services. The three factors that were examined for their influence on the services for ELLs were reputation, enrollment size and endowment. These factors were chosen due to their impact on various university support services, as demonstrated in the literature review section. For this study, reputation refers to whether the IHL was categorized as international by the *U.S. News & World Reports*. In order to complement this group of institutions, I chose 25 of each highly ranked liberal arts and northeastern institutions. The second category, enrollment size was also important to understand for its influence on student support services. The third category was endowment as research demonstrates that plays a crucial role in the funds allocated for different purposes at IHLs.

Research Questions

This study seeks to explore the types of support services being provided by institutions of higher learning as presented on their websites. The two research questions of this study are:

- R1:** How are IHLs providing support services that fit the needs of undergraduate and graduate ELLs?
- R2:** How do institutional characteristics such as reputation, enrollment size, and endowment affect the availability of different types of support services for undergraduate and graduate ELLs?

Hypotheses

- H1:** IHL **reputation** will be directly related to the level of support for ELLs.
- H2:** HL **enrollment size** will be directly related to the level of support for ELLs.
- H3:** IHL **endowment** will be directly related to the level of support for ELLs.
- H4:** Top international institutions will offer more support services for ELLs than other institutions.

Overview of Methodology

This cross-sectional, mixed methods study seeks to investigate the different types of support programs offered by IHLs to ELLs. Given the complexity of the topic and method of analysis, the mixed methods design provides the most information. The study is rich in both qualitative and quantitative information. To answer the research questions, 100 IHLs in the U.S. were evaluated. More specifically, the websites of these institutions were evaluated based on an a-priori coding scheme to analyze the various types of support services provided to undergraduate and graduate ELLs.

I began narrowing the list to 100 IHLs by looking through the 2019 *U.S. News & World Report* rankings. The first group of 25 came from the 2019 “Best National Liberal Arts Colleges.” *U.S. News & World Report* identified over 233 national liberal arts colleges. To narrow those to 25, I visited the websites for each college, beginning with Rank # 1, Williams College. I explored whether they had both undergraduate and graduate programs. Many private liberal arts colleges do not have graduate programs. Since my study was geared to both undergraduate and graduate ELLs, I targeted private liberal arts colleges that included both programs. I then looked at the websites for evidence of an international population. As indicated earlier, immigrant and Generation 1.5 ELLs are not identified separately; therefore, I had to

examine whether there was information for international students. If there was an international program, as well as a graduate program, the name of the school was added to the sample. If there were no webpages on international students, the IHL was not included on the list. In some cases, there was no information on international students, which required me to go through each of the 233 websites. After doing that, the 25 “best” national liberal arts colleges, based on the *U.S. News & World Report* Best Colleges, were identified.

A similar process was used to identify the 2019 best regional universities in the North. The National Rankings included 196 IHLs in the northeastern U.S. To narrow those down to 25, I had to go through information for each school. Since my focus was primarily on private liberal arts colleges, the first step was to visit each school’s website and examine each IHL and identify which ones were private liberal arts colleges. After identifying the type of IHL they were, I then had to ensure that each IHL had an undergraduate and graduate program and had a webpage for international students. Once I obtained this information, the school was added to the list. The final list comprised the 25 “best” regional universities of the North.

The last list came from the *U.S. News & World Report* 2017–2018 Top Universities for International Students. This list, the most recent available, comprised 177 IHLs. Since the institutions on this list were specifically identified as universities, there was no search to identify liberal arts colleges. This list was examined for undergraduate and graduate programs. After going through the 177 IHLs, a list of the 50 “top” universities for international students was compiled.

Data collection began after locating the 100 IHLs. The first step was to identify the websites of all IHLs being examined. Individual files then were made for each school and the

information, as appropriate given the a-priori content codes, was identified, copied, saved into a Microsoft Word document, and stored for further exploration.

The coding for this research project emerged in two stages. The initial coding was taken from a study conducted by Martirosyan et al. (2019). That study was similar to mine, in that it examined the websites of 20 universities using a-priori codes to identify the support services for the international students. That study focused on the linguistic and cultural needs of international students; however, my study was much broader, as it encompassed not only international students but other ELL populations.

My study is a mixed methods study. As described earlier, a-priori content analysis was the primary data analysis technique. When the information was codified and the underlying patterns measured and noted, inferential statistical techniques were used to test the various hypotheses.

Conceptual Framework

The conceptual framework for this study is shown in Figure 1 and contains several elements that describe the purpose, subjects, methodology, and desired outcomes of this study. Research shows that undergraduate and graduate ELLs face cultural and linguistic barriers. It is also known that support services are provided at IHLs; however, in order to get a full picture of how ELLs are receiving the support services they need, we need to look at and understand the components involved.

We begin by identifying the undergraduate and graduate ELL characteristics, which are linked to barriers that ELLs may face in terms of linguistic and cultural proficiency. As noted throughout the literature review, literature is scarce in including international, immigrant, and Generation 1.5 ELLs. However, for the purpose of this study, and with hopes of advocating for

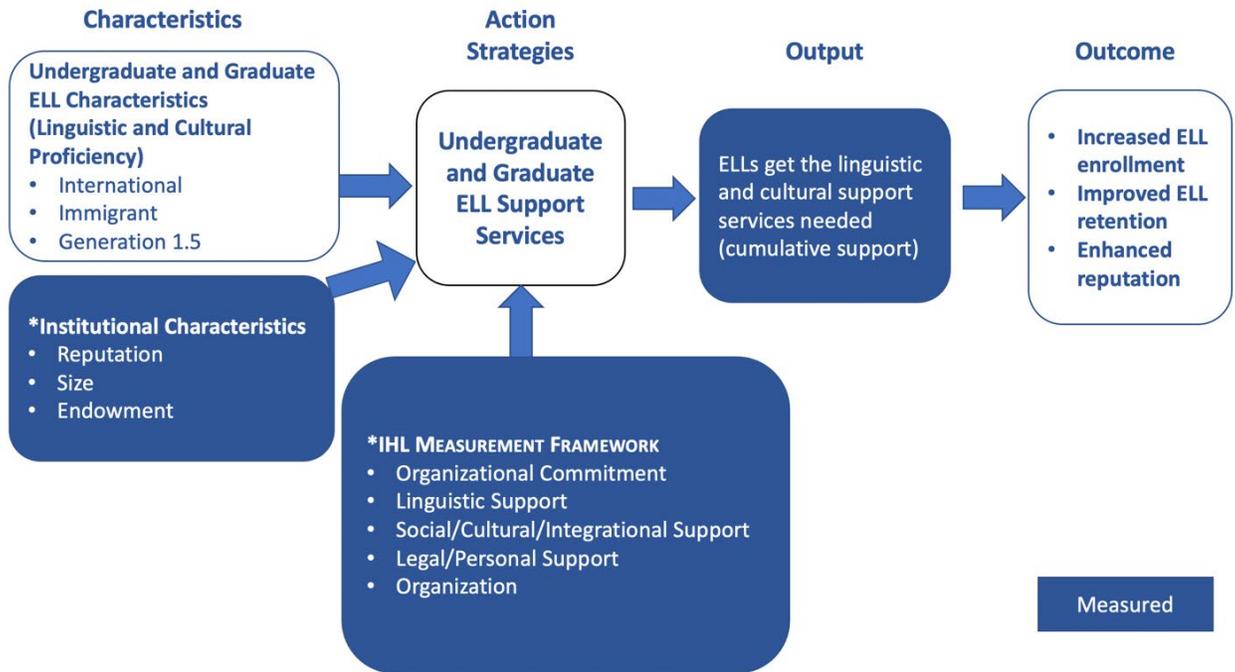
more research on all three categories, I have incorporated all three under ELL characteristics. The three categories of ELLs impact undergraduate and graduate ELL support services. Likewise, based on the literature review, looking at reputation, size, and endowment are also imperative to understand the level of ELL support services that are being provided to undergraduate and graduate ELLs. The reputation, international or non-international IHL, may be a factor in the level of support. Similarly, enrollment size and endowment may also impact ELL support services. IHLs that have a higher enrollment size may result in more ELL support services. Higher populated IHLs may also result in higher endowments and may lend to more support services. Identifying and understanding whether there is a correlation between reputation, enrollment size, and endowment is critical to finding out the impact they have on ELL support services.

The development of the IHL measurement framework was created in order to measure how many support services were available. This framework was created from an a-priori coding scheme and identifies five themes that included ELL support services.

The characteristics (undergraduate and graduate ELLs), institutional characteristics, and IHL measurement framework all directly relate to undergraduate and graduate ELL support services. This in turn, enables ELLs to access the linguistic and cultural support services needed. When undergraduate and graduate ELLs receive the support services that they need, the outcome may be increased by ELL enrollment, improved ELL retention, and enhanced reputation.

Figure 1

Conceptual Framework

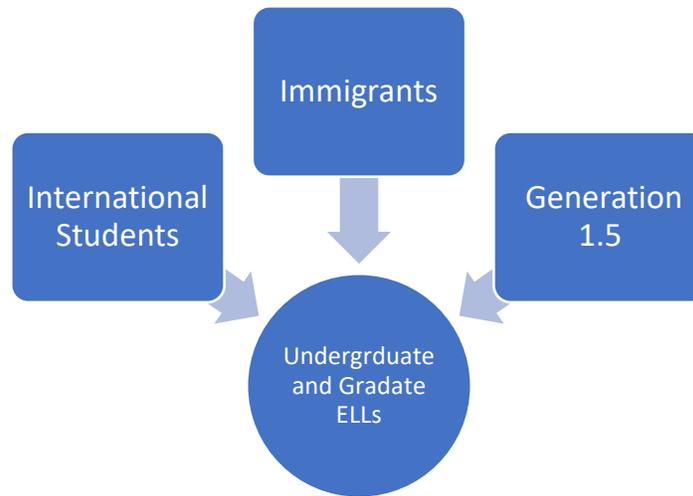


Who are ELLs?

Students whose native language is not English are classified as English Language Learners (ELLs) (Liaqat et al., 2020). They of course come from various cultural and linguistic backgrounds, and they have different immigration statuses, which include permanent resident, citizen, international, and Generation 1.5. All these students are referred to as foreign-born (Benesch, 2008), as shown in Figure 2. IHLs must keep in mind that U.S. student demographics have changed, in that, “twenty-one percent of elementary and secondary students in the United States speak a language other than English at home” (Aud et al., 2011). Some of these students may have limited English proficiency and are often labeled ELLs because English is not their native language, and they come from a cultural background different from that predominating in America.

Figure 2

Types of Undergraduate and Graduate ELLs



When students fill-out college applications, they may be asked about their native language or how many languages they are proficient in. Additionally, some ELLs who arrive after high school are asked whether they have received a high school diploma and/or completed their undergraduate program in the United States. These may be determining factors on whether ELLs are asked to take the Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC), Graduate Record Examination (GRE), International English Language Testing System (IELTS) or other college entrance exams. There is limited to no research done on whether citizens and permanent residents indicate that their first language is not English. Additionally, little is known whether this data is used to determine the number of undergraduate and graduate ELLs enrolled at IHLs. It is crucial for IHLs to find out the primary languages of students to ensure that they are provided with support services that can aid them during their academic careers. Ryan (2013) found that having data on primary language spoken is crucial to, “legislative, policy, and research applications.” Additionally, by knowing whether students speak English as a second language, proper support services can be put in place and

students can be enrolled in language support classes to help support their linguistic and cultural needs.

ELLs characteristically do not speak English as their first language, but they do not make up a one-size-fits-all population. Many times, when ELLs enter IHL campuses, it is automatically assumed they are “international students,” recently arrived in the U.S. However, other types of ELLs may register at IHLs. The three types outlined in this study are international, immigrant, and Generation 1.5 students. Previous studies grouped all types of ELLs together under one term (Bergey et al., 2018). Although they are all ELLs, each has unique language and cultural needs to be identified and understood. Berger et al. (2018) stated, “The diverse needs of students who fall within this broad category may be overlooked because colleges and universities tend to be limited in the approaches, they take to educating ELLs” (p. 2). Whether ELLs fall under the label immigrant, international, or Generation 1.5, they are enrolling at IHLs under the same umbrella. These students are unique and require varying levels of support services.

International Students. Entering the U.S. on an F1, J1 or M1 visa has changed dramatically since the September 11, 2001, terrorist attacks. The Department of Homeland Security (DHS) subsequently took additional steps to ensure close monitoring of persons arriving on an international student visa. All international students must participate in the Student and Exchange Visitor Information System (SEVIS) (migrationpolicy.org). This program tracks the educational programs and students who are enrolled under one of the three student visa categories. Academic institutions must follow guidelines and provide regular reports on enrolled students (migrationpolicy.org). The Institute of International Education (2017) found that the largest international student population came from Asia. International students come to the U.S.

from various parts of the world to carry out academic and professional goals. It is important to note that data on ELLs come from statistics on international students (Bergey et al., 2018).

Immigrants. Some may think that an international student is an immigrant because he/she comes from another country. However, while many studies have grouped them together, making them difficult to distinguish (Zhang-Wu, 2018), immigrant students are not the same as international students. Immigrant students are “mostly citizens and permanent residents of the host country” (Zhang-Wu, 2018, p. 1174) who have left their country to live permanently in the U.S. According to the Center of Immigrant Studies (2019), “In 2018, a record 67.3 million U.S. residents (native-born, legal immigrants, and illegal immigrants) spoke a language other than English at home. The number has more than doubled since 1990 and almost tripled since 1980 (Zeigler & Camarota, 2019). This is one of the main differences between an international student and an immigrant. International students do not migrate to the U.S.; rather, they are given a temporary visa that permits them to come here to complete a degree program. On the other hand, immigrants are classified as permanent residents or citizens. A student who is a permanent resident may have arrived in the U.S. just recently or over 10 years ago. Citizens who are ELLs may have resided in the United States for a minimum of 3 years to any longer period. Citizenship can be obtained in as little as 3 years in the United States (U.S. Citizenship and Immigration Services). It is important to point out that regardless of the length of time in the United States, language proficiency may not be at the level of a native speaker of English, even after formal schooling. Shi (2018) found that, “many English language learners (ELLs) still do not acquire the expected competency after many years of formal education when they come to the U.S.” (p. 725). Immigrants who have just arrived may not have any educational experience in the United States but may decide to pursue a degree at an IHL.

Generation 1.5 Students. Students in the Generation 1.5 category include refugees and Deferred Action for Childhood Arrivals (DACA) students or “DREAMERS.” The term Generation 1.5 emerged in 1986–1987 in San Diego, California, with reference to refugees from Asia (Rumbaut and Ima, 1988). In a study titled “Southeast Asian Refugee Youth Study” (SARYS), Rumbaut and Ima (1988) defined the 1.5 generation as, “neither part of the ‘first’ generation of their parents, the responsible adult who were formed in the homeland, who made the fateful decision to leave it and to flee as refugees to an uncertain exile in the United States . . . ; nor are these youths part of the ‘second’ generation of children who were born in the U.S.” (p. 22). These ELLs also have distinctly different and unique learning needs compared to international students (Douglas, 2010).

Many Generation 1.5 migrants are also refugees. Refugees who come to the U.S. are immigrants, “who are forced to flee from countries because of political violence, social unrest, war or civil conflicts” (Matsumoto & Juang, 2016, p. 307). For these migrants, language and culture are not the only challenges. Matsumoto & Juang (2016) found that, “Even after two decades of being in the United States, many refugees were still suffering; 51% had major depression” (p.307). Understanding this group is important because refugees are permitted to attend some IHLs in the U.S.

One category of Generation 1.5 students can be described as those who are Deferred DACA or Temporary Protected Status (TPS) students. These students are often referred to as undocumented and often face an array of obstacles when entering higher education. Although some IHLs may not accept undocumented students, many allow admission and provide economic support. Barnhardt et al. (2013) found that, “between 5 and 10 percent” of undocumented students attend college. Currently the largest undocumented college student

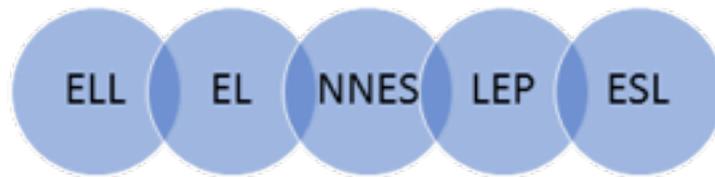
population is in California (Enriquez, et al., 2019), but DACA students attend college throughout the United States. One factor affecting DACA students is the cost of tuition. The National Conference of State Legislatures reported that several states provide in-state tuition rates and some provide financial aid. Arizona, Georgia, and Indiana prohibit in-state tuition, while Alabama and South Carolina prohibit any undocumented student from enrolling in any postsecondary institution (<http://www.ncsl.org/research/education/undocumented-student-tuition-overview.aspx>, 2019).

Capps et al. (2017) reported that in 2016 there were roughly 1.9 million unauthorized immigrants eligible for DACA. Furthermore, MPI also reported that in 2017, 887,000 individuals completed DACA applications. DACA recipients must have a high school education or its equivalent (Capps et al., 2017); however, many do end up enrolling in and finishing college. It is important to note that this group of Generation 1.5 ELLs still struggle in the second language (L2). Doolan (2013) stated, “Although Generation 1.5 students tend to have higher listening and speaking abilities and understanding of the U.S. education norms, they often need distinct support for academic writing” (p. 12). Kanno and Harklau (2012) also found that reading and writing is an area that these ELLs continue to struggle with.

Figure 3 displays the various acronyms that will be used interchangeably throughout my dissertation. For the purpose of this study, international students, immigrants, and Generation 1.5 were grouped together, due to the inability to access information differentiating them. Additionally, the following terms will be used interchangeably for ELLs: English Learner (EL), Non-native Speaker of English (NNES), Limited English Proficient (LEP), and English as a Second Language (ESL).

Figure 3

Acronyms for Types of English Language Learners Included in This Study



Note: ELL (English Language Learners); EL (English Learner); NNES (Non-native Speaker of English); LEP (Limited English Proficiency); ESL (English as a Second Language)

Culture, Language, and Worldview

Whether ELLs define themselves as international students, immigrants, or Generation 1.5, they come with differing cultural and linguistic backgrounds. Therefore, identifying the core elements of culture and language is critical to understanding how these two concepts work with one another and why they are associated with a need for support services. Understanding these terms in greater depth is at the core of why support services should be geared around the varying linguistic and cultural needs of international, immigrant, and Generation 1.5 ELLs in IHLs.

Culture. According to Matsumoto and Juang (2016), culture is, “A unique meaning and information system, shared by a group and transmitted across generations, that allows the group to meet basic needs of survival, pursue happiness and well-being, and derive meaning from life” (p. 8). However, it must be stressed that culture can be seen through many lenses and defined differently. For ELLs, their native language (L1) and second language (L2) blend together to form a cultural landscape (Brown, 2014). Sherzer (1987) explained that language is “cultural in that it is one form of symbolic organization of the world” (p. 296). Language, as described by Matsumoto & Juang (2016), is “universal to humans, each culture creates its own unique language” (p. 227). Language and culture are inseparable and work together. Xiaonan (2012)

argued, “Language is the most representative element in any culture that shapes people’s outlook of the whole world” (p. 22). Understanding and catering to cultural and linguistic needs of ELLs is the foundation that must be stabilized by IHLs. In order to assist ELLs in this domain, proper support services should be implemented.

Research indicates that culture is derived from language (Brown, 2014; Matsumoto and Juang, 2016; Sherzer, 1987; Xiaonan, 2012). Culture is also a term covering several aspects of the life of a student. If an ELL is accustomed to an academic setting based on his/her perspectives and walks into a classroom that is run differently than what he/she is used to, it begins to cause barriers. Consider, for example, an ELL who has lived in the U.S. for over 15 years and, upon enrolling in an academic program, begins to feel anxiety about the coursework, working to earn income, and affording tuition. This student may belong to a culture that does not believe in seeking counseling or any other psychological support to cope with the stress or may not know that such services are available. An IHL that does have advisors or counselors as a support service may be able to help this student, but only if that IHL is sensitive and understanding to the cultural differences the ELL is facing. The ELL should have access to this type of support service, without finding it a threat to his/her cultural beliefs. IHLs cannot assume that ELLs who come from differing cultures know how to access information about support services.

Similarly, a Generation 1.5 ELL who attends a program may have questions about financial aid. This may not be directly impacted by culture, but there is a culture that Generation 1.5 students have acquired, especially ones who are Dreamers or DACA students. Due to the political climate, these ELLs may or may not discuss their immigration status, and therefore they may have built a culture of their own for survival (Huber & Malagon, 2006). Support services

should be geared to helping these ELLs feel safe in asking questions and getting the answers they need. Without understanding the culture of Generation 1.5 ELLs, IHLs may not be able to offer support services that fit their needs. IHLs should also be cognizant of how to disseminate information to this group of students.

Research has shown that culture impacts ELLs in many respects (Andrade, 2009; Andrade et al., 2016; Bista, 2015; Bista and Dagley, 2015; Choi, 2006; Harrison and Shi, 2016; Kim, 2011; Lave and Wenger, 1991; Marambe et al., 2012; Vygotsky, 1978; Wang et al., 2002; Wu et al., 2018). ELLs come from varying cultural backgrounds that have shaped their academic, social, and personal lives. In past studies, culture has taken on different meanings, but one component that has emerged is cultural worldview. Cultural worldviews are unique and different for each culture. H. D. Brown (2014) defines worldview as, “a comprehensive conception of the world—especially culturally and socially—from one’s specific cultural norms” (p. 383).

Language. Language also plays a role in culture. It is important to understand that the root of language stems from culture. ELLs come from varying linguistic backgrounds that help shape their culture. Their L2, English, may have developed during various periods of their life based on the type of ELL category they fall under (international, immigrant, and Generation 1.5). An ELL’s native language or L1 starts to develop in infancy as phonemes emerge. Matsumoto and Juang (2016) found that, “through interactions with others, infants’ sound production is shaped and reinforced so that certain sounds are encouraged while certain other sounds are discouraged” (p.228). Thus, from infancy, culture begins forming the foundation of language. Additionally, it is said that one’s thought process is also affected and helps to support language. Understanding how it relates to the thought process was examined by

Edward Sapir and Benjamin Whorf. The resulting Sapir-Whorf hypothesis, or linguistic relativity, looked at how language, including grammar, constructs the human thought process. This thought process determines the conditions of cultural worldviews and perceptions (Sherzer, 1987). Whorf believed that the grammar of all languages does not only serve as a tool to reproduce thoughts, but also “is a mechanism to form thoughts, a procedure and guide for individual psychological activities, impression analysis and mental reserve synthesis” (Peilan, 2021).

Another way to see how language relates to the thought process is by understanding the cognitive process of how language learning connects with the brain. Lightbown and Spada (2013) reported that past research had shown that language development rests on the left hemisphere of the brain; however, recent work has revealed that, during language processing, activation occurs in several areas of the brain (Lightbown & Spada, 2013). This is especially true when learners are processing in L2. Lightbown and Spada (2013) stated, “when learners who acquire a second language later in life are given a grammatical task to complete, they show activation in the same neural areas that are activated for L1 processing, but also activation in other areas” (p. 113). Research has also shown that as the proficiency level increases in L2, brain images begin to resemble L1 patterns (e.g., Hahne, 2004; Lightbown & Spada 2013). Understanding this phenomenon is especially important so that language support services are provided to ELLs.

Research has shown that language and culture are intertwined. IHLs should keep in mind that, even if ELLs have a strong grasp of English, their upbringing and cultural background will have impacted their language development. ELLs will encounter challenges due to potential cultural gaps that set them apart from native English speaking (NES) peers. For this reason, IHLs

must understand the cultural and linguistic needs of ELLs and ensure that support services are readily accessible and information about these services is transparent to undergraduate and graduate ELLs.

Worldview. For ELLs, their worldviews have been established by the communities in which they come from. ELLs who are immigrants to the U.S. may have lived amongst a different community, outside of the monoculture in the U.S. Their worldview will likely have been shaped through their membership with the community in which they resided. Kim (2011) stated, “By being a member of a community, we learn the history of a practice in terms of that community’s artifacts, actions, and languages” (p. 283). Imagine living in a collectivistic culture, where you are told what to do all the time and each decision you make must be approved by a member of your family, and every action you take directly impacts your family. The worldview of an individual in such a situation will be very different from that of someone who belongs to an individualistic culture. ELLs from a collectivistic culture may have varying interactions with peers and faculty. Their worldview may also impact how they expect others to act and behave with them.

When IHLs recruit ELLs, they must not forget that worldview entails unfamiliarity with teaching and learning approaches. These cultural worldviews may also affect variables such as gender, country of origin, length of stay in the U.S., personality characteristics, and situational factors (Sanford, 2009). H. D. Brown (2014) found that, “both learners and teachers of L2 need to recognize openly that people are not all the same breadth of skin” (p. 179). Understanding cultural differences helps to uncover the unique identities of ELLs. It also helps in their transition to the American culture (Schweitzer et al., 2011). This is not to say that ELLs must assimilate to the American culture; rather, they should become culturally proficient to lower barriers.

Worldviews and perceptions are embedded in ELLs when they come to IHLs. Support services at IHLs must be developed around these worldviews and perceptions to help accommodate the needs of ELLs.

Figure 1, provided earlier, shows the conceptual framework for this study. Linguistic and cultural support services provided by IHLs are impacted by Institutional characteristics when analyzed by the IHL Measurement Framework. When IHLs provide support services to undergraduate and graduate ELLs, it would help them with their linguistic and cultural needs.

Significance of Study

Conducting a study of this magnitude is imperative due to the number of households where English is not spoken as an L1. According to the U.S. Census Bureau, 2013–2017 American Community Survey (ACS) 5-Year Estimates, 118,825,925 households in the U.S. are Limited English Speaking (LES). ACS defines a Limited English Proficient Household as, “...one in which no member 14 years old and over (1) speaks only English or (2) speaks a non-English language and speaks English ‘very well.’ In other words, all members 14 years old and over have at least some difficulty with English.” The number of U.S. residents who speak a foreign language is increasing. Zeigler and Camarota (2018) found that, “As a share of the population, 21.8 percent of U.S. residents speak a foreign language at home—roughly double the 11 percent in 1980.” IHL stakeholders come from this growing number of LESs. Students who enroll in higher education programs may come from families who do not speak English as their L1, which, in turn, creates barriers. The growing number of households where English is not the L1 impacts the types of support services provided by IHLs.

Based on current literature, little is known about how IHL websites are sharing support services to ELLs. With the growing number of ELLs at IHLs, and the continued outreach to

recruit ELLs, this study is crucial to an understanding of what support services are available to ELLs and how the information is disseminated. Exploring the content of websites of 100 nationally ranked and regionally ranked institutions helps to understand what, if any, programs are being implemented for ELLs. More specifically, conducting an a-priori analysis helps to identify themes from literature and additional themes that may arise after analyzing websites. I am hopeful that this study will contribute to understanding the types of support services available and how information is disseminated, and that it will aid in development of new and innovative support services for ELLs.

There is a wealth of information on challenges faced by international students, but, as this study shows, there are other categories of ELLs (immigrant and Generation 1.5) that need attention. Despite the plethora of information on the problems faced by these students, there is limited research on how an IHL's reputation, enrollment size, and endowment affect the support programs available for ELLs. Over the past decade, the ELL population has continued to rise, and institutions continually recruit these students. It is imperative to explore what types of support services are offered to this growing student population.

Theoretical Framework

ELLs are key stakeholders for IHLs. They are entering IHLs in the U.S. and have varying needs depending on whether they are international students, immigrants, or Generation 1.5. ELLs must be provided with ample support services to help them succeed in the monolingual and monocultural IHLs in the United States. In order to develop and implement the linguistic and cultural support services at IHLs, understanding key theories is crucial. The following theories will be discussed in this section: Krashen's Second Language Acquisition Theory, Cummin's BICs and CALP, Vygotsky's Sociocultural Theory, and Freeman's Stakeholder Theory.

Support services provided to ELLs must be developed from theories that have been tested and must consider the barriers and complex challenges that exist among ELLs (Zhai, 2002), including linguistic and cultural needs. This study is grounded by theories that provide information about the linguistic and cultural dilemmas faced by ELLs. These theories help provide an understanding of the types of support services that could be implemented at IHLs. Additionally, this study uses Stakeholder Theory to ground the importance of understanding stakeholders, which in the context of this study are undergraduate and graduate ELLs who may be international students, immigrants, or Generation 1.5. Stakeholder Theory will be explained further in the literature review.

First, IHLs must understand language proficiency, how it is acquired, and why ELLs face linguistic barriers. Ralarala et al. (2014) stated, “Language is therefore the central ‘tunnel’ through which communication is realized” (p. 239). Looking at how language plays a role in the lives of ELLs is crucial to understanding why specific support services are needed for this population. In order to understand the linguistic and cultural barriers that ELLs face, this study is grounded using Stephen Krashen’s Second Language Acquisition Theory (Krashen, 1982) and Cummins’ (1979) Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Krashen’s Second Language Acquisition Theory is focused on pedagogy and how language is acquired, from those who are beginning to learn an L2 to those who are becoming more proficient; however, to fit the needs of ELLs, it is imperative for this theory to be understood in depth. Understanding Cummins’ BICS and CALP is also vital, as they describe the differences between social and academic language. ELLs may have acquired social language but still struggle with language used in academic programs at IHLs. Support services

provided to ELLs should be mindful of the development of both BICS and CALP. Both language theories provide meaning to the linguistic and socio-cultural challenges faced by ELLs.

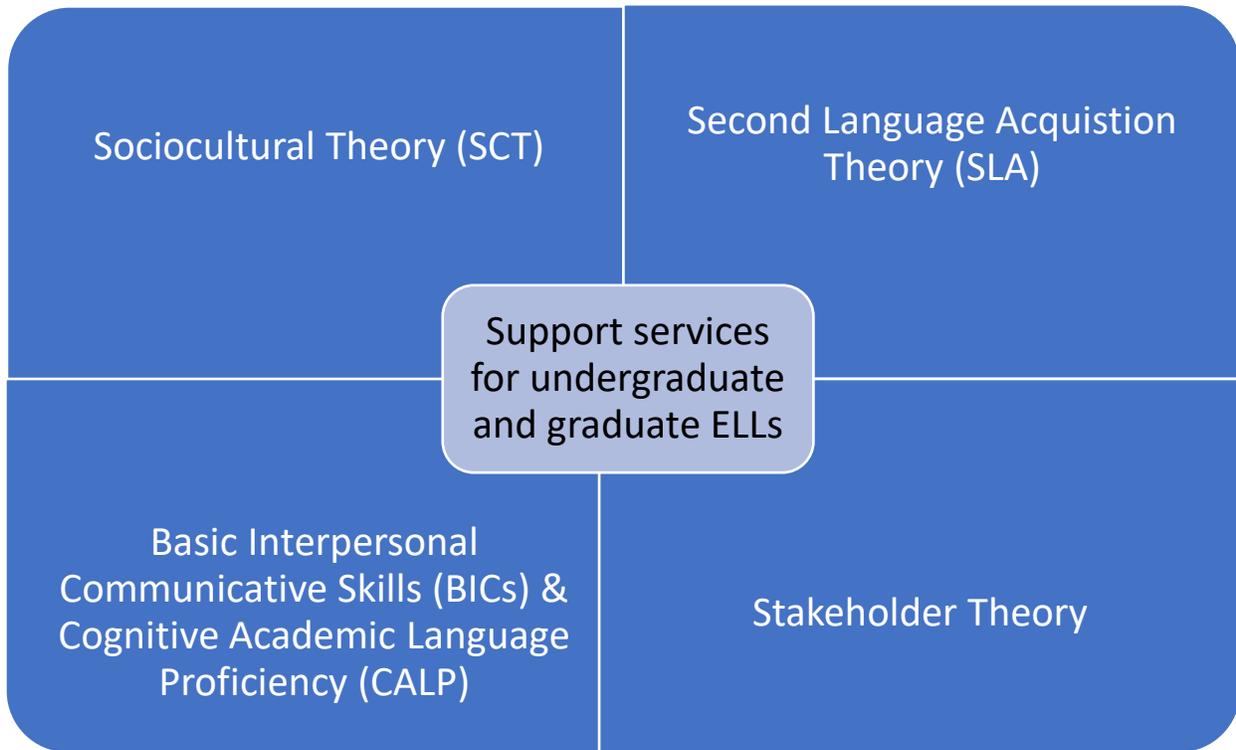
Alongside linguistic development it is imperative to understand the cultural development of ELLs. Just as language may be a barrier to ELLs, culture plays a role in how they interpret concepts and ideas that may be different from those in their own culture. To understand how culture impacts undergraduate and graduate ELLs, Vygotsky's socio-cultural theory (SCT) was examined. The literature review covers how culture may impede the academics of ELLs and the need of support services to help. Cultural differences identified through research should guide development of support services for ELLs.

Understanding language acquisition and the role of culture enables IHLs to recognize the needs of their ELL stakeholders. Without such understanding, IHLs risk failing to meet their needs and may experience a decrease in prospective ELLs who feel they are not being served. Ammigan (2019) stated, "In an increasingly competitive global market, it is vital that institutions remain attentive to the views, perceptions, preferences, and experiences of international students, particularly in terms of improving satisfaction ratings and institutional recommendation" (p. 262).

Figure 4 presents the theoretical framework for this study. Sociocultural Theory (SCT), Second Language Acquisition (SLA) Theory, Basic Interpersonal Communicative Skills (BICs), Cognitive Academic Language Proficiency (CALP) and Stakeholder Theory are all used to ground this study. Understanding the linguistic and cultural needs of undergraduate and graduate ELLs, as shown by SCT, SLA, BICs and CALP, warrants the importance of support services. ELLs are stakeholders of IHLs, and their needs should be met through support services. These theories surround the important of support services for undergraduate and graduate ELLs.

Figure 4

Theoretical Framework



Researcher Positionality

Being a first-generation immigrant has inspired me to work with ELLs. My mother immigrated to the U.S. in 1966, my father in 1971. My mother came from a remote village in Amritsar, Punjab, where she attended a Punjabi school. When she arrived in the United States, she was introduced to English and the American culture. She often describes her first experiences in the United States as shocking and confusing. She did not understand why students at her school wore closed shoes, and why their attire was so different from what she was used to. My father arrived at a much older age, as he was finishing his master's degree from Punjabi University in Patiala. He recalls coming to the United States and not knowing how to do basic tasks because of cultural differences. He was an adult in his early twenties but struggled to grasp basic tasks such as writing a resume suitable for the U.S. job market, purchasing a car, and

communicating with people in a culturally proficient manner. For both my parents, immigrating to the U.S. was a change that even decades later they struggled with.

It was seeing the challenges my parents have gone through that planted the seed about who I am today. I am an educational advocate for ELLs. I have worked with many immigrants who have been here from childhood through adulthood but, as ELLs, have struggled through various linguistic and cultural dilemmas. For example, I spent a semester working with students from Japan, Saudi Arabia, and Venezuela at a university in the northeastern United States. They all had very good speaking skills, but still, language was a barrier. They needed support in reading, writing, listening, and speaking. When reading, there were often unfamiliar cultural terms. Some of these students were sufficiently motivated to come forward and ask questions to clarify the meaning of the concepts.

Although there were visible struggles with language, culture also impacted their adjustment to attending an IHL in the United States. For example, some students did not understand basic rules at IHLs, like where it is acceptable to smoke cigarettes. I had a group of students who wanted to smoke right outside the buildings, even though there were signs that prohibited smoking. Some indicated that in their countries, they were permitted to smoke anywhere. I then had a class discussion about how smoking habits have changed in the U.S. After clarifying these matters, they understood the reasoning. They indicated they had not abided by the rules because no one had explained why and where they were permitted to smoke.

Another cultural challenge faced by many students I worked with was in simply asking for help. Our conversations often led them to ask me questions, but if I had not started the conversations, many of them would have been reluctant to do so, as asking questions is different in every culture. For example, I once had begun a conversation about tuition. Many students

joined in and asked about financial aid, graduate assistantships, etc. They said they had heard about these matters during orientation but did not understand the terms in detail. A few indicated they had brought it up to their advisors, but a majority of them just never asked.

For over 15 years, I have worked with ELLs ranging from pre-K through adults. I have seen the challenges they must face daily. Some challenges are easy to observe in ELLs, but some remain hidden. We may be quick to judge someone based on how he/she speaks; however, we may not have a full understanding of just how much language barriers stand in the way of comprehension. We may be able to observe basic cultural differences, but we may also miss the depth to which culture stands as an obstacle to understanding how things work in the U.S.

Through my 15 years of working with ELLs, I have had opportunity to work with those who had arrived in the U.S. just days before, and those who had resided here for over 40 years, such as my parents. Each one had different barriers. Some had caught on quickly, while others had become fossilized and their language development had come to a halt. Some had acclimated easily to U.S. culture, while others had preferred to hold on to their roots and were still struggling to adapt.

Painting a picture of my personal and professional background provide concrete stories of international, immigrant, and Generation 1.5 ELLs that have inspired me to do my work. ELLs need support for the barriers that stand before them. Being an educational advocate enables me to understand their needs and provide the support they need. It is for this reason that I aimed to conduct this content analysis. Through this study, I hoped to identify and understand the various support services provided to undergraduate and graduate ELLs at the highest ranking international and non-international IHLs in the United States. I hoped to determine how institutional characteristics affect the services being provided. The work accomplished by this

study may provide recommendations on the types of support services provided and possible creation of new and innovative services. My greatest goal is to assist the growing number of ELLs who work hard to accomplish their academic and professional objectives in the U.S.

Limitations

Like all content analysis studies, this study has several limitations. Some of these limitations include sole researcher bias, out of date data sources, a-priori coding issues, and limited literature regarding ELL categories. Of the limitations, the most serious one would be the out-of-date data source issues. Since this study relied on the websites of the 100 IHLs, the information that was presented could have been dated. Another limitation was in the research. The research focuses primarily on international students and does not include other ELL populations, such as immigrants or Generation 1.5. These limitations are described in greater detail in Chapters 4 and 5.

Definitions of Key Terms

Brown vs Board of Education—In 1954, the Brown Case led the Supreme Court in making school segregation unconstitutional (Brown v. Board of Education, 1954)

Citizen—Has been born in the U.S. or certain territories or outlying possessions of the U.S., and subject to the jurisdiction of the U.S.; or had a parent or parents who were citizens at the time of your birth (if you were born abroad) and meet other requirements (<https://www.uscis.gov/us-citizenship>).

Culture—Ideas, beliefs, values, and customs, shared by a group and passed down. It allows the group to meet basic needs of survival and derive meaning from life.

Elementary and Secondary Education Act—This act insured educational assistance for low-income students; however, it did not specifically cover students with language disabilities (Elementary and Secondary Education Act (1965)).

English as a Foreign Language (EFL)—English is learned as a foreign language in a country or context in which English is not commonly used.

English Language Learner (ELL)—an active learner of the English language who may benefit from various types of language support programs (National Council of Teachers of English).

English Proficiency—the ability to comprehend and produce English in reading, writing, listening, and speaking.

English as a Second Language (ESL)—English is learned as a foreign language within the culture of an English-speaking country.

F1 Visa—Students studying in an IHE as an international student.

F3 Visa—Canadian or Mexican national academic commuter students.

Generation 1.5—migrants neither part of the ‘first’ generation of their parents, the responsible adult who were formed in the homeland, who made the fateful decision to leave it and to flee as refugees to an uncertain exile in the U.S...; nor are these youths part of the ‘second’ generation of children who were born in the U.S” (Rumbaut & Ima, 1988, p. 22).

Green Card—Having a Green Card (officially known as a Permanent Resident Card) allows you to live and work permanently in the U.S.

Institutes of Higher Education (IHE)—Post-high school education. For the purpose of this study, IHE refers to students in undergraduate and graduate level programs.

Immigrant—usually a citizen or permanent resident of the host country.

Input hypothesis—Stephen Krashen’s theory stating it is necessary for the learner to understand input language that is slightly beyond the learner’s present linguistic competence.

International Student—a "non-immigrant" visitor who comes to the United States to take classes.

J1 Visa—Exchange visitors to the U.S.

L1—first language or native language.

L2—second language.

Limited English Proficiency (LEP)—see English Language Learner.

Limited English Proficient—an individual who does not speak English as a primary language and who has a limited ability to read, speak, write, or understand English (www.lep.gov)

Native Speaker—one who uses a language as a first language (Brown, 2014, p. 376).

Permanent Resident—An immigrant who has legal residence in the United States.

Another name for Permanent Resident is Green Card holder. Also known as Green Card.

Reputation—for the purpose of this study, reputation, refers to whether the Institute of Higher Learning (IHL) is ranked as a top international institution or a non-international institution based on 2019 *U.S. News & World Report*.

Target language—the language which learners are attempting to learn (Nunan, 2003, p. 346)

TOEFL—Test of English as a Foreign Language.

TOEIC—Test of English for International Communication.

Values—Trans-situational goals that serve as guiding principles in the life of a person or group (e.g., kindness, creativity). Values motivate and justify behavior and serve as standards for judging people, actions, and events.

Visa—A citizen of a foreign country who seeks to enter the U.S. generally must first obtain a U.S. visa, which is placed in the traveler’s passport, a travel document issued by the traveler’s country of citizenship (<https://travel.state.gov/content/travel/en/us-visas.html>).

Worldview—Attitudes, beliefs, opinions, and values about the world. People have worldviews because of evolved, complex cognition; thus, having a world view is a universal psychological process (Matsumoto & Juang, 2016, p. 26).

Organization of This Study

This introductory chapter has presented an overview of the problems faced by ELLs at IHLs across the United States. It has also presented the purpose of this study, its rationale and significance, and its potential contributions to research and practice, as summarized in Table 1. Previous research has shown that there are some responsive support programs available (Zhang, 201); however, little is known about how this information is disseminated and how institutional characteristics such as reputation, enrollment size and endowment play a role.

This study is grounded by several theories. Chapter 2 provides a literature review that discusses several crucial theories, concepts, and ideas that build reasoning for the need for support services at IHLs. Language theories developed by Stephen Krashen and Jim Cummins are used to provide the necessary understanding on why language and cultural support services are important for ELLs. The literature review also takes a dive into the various barriers faced by

ELLs. These barriers need to be understood to see the full picture of why support services at IHLs should be identified and understood. The literature review also presents Freeman’s Stakeholder Theory. This theory suggests that understanding stakeholders, such as students to an IHL, is vital to understanding to developing programming that fits their needs. Understanding Freeman’s Stakeholder Theory brings together the importance of understanding ELLs.

Chapter 3 discusses the methodology used for this study and provides support on why an a priori content analysis was chosen. Chapter 4 presents findings of the research. To conclude, Chapter 5 provides a discussion of the results along with practical and theoretical implications and recommendations for future research.

Table 1

Summary of Chapter 1

Section	Summary
<i>Purpose of Study</i>	The purpose of this study is to identify and understand the types of support services that Institutions of Higher Learning (IHLs) are implementing for ELLs and how institutional characteristics such as reputation, enrollment size, and finance affect the availability of the different types of support services.
<i>Justification</i>	IHLs continue to recruit ELLs; however, this population comes with unique needs. Based on Second Language Acquisition Theory, Basic Interpersonal Communicative Skills (BICS), Cognitive Academic Language Proficiency (CALP), Social Cultural Theory, and Stakeholder Theory, it is important to understand how IHLs are providing cultural and linguistic support to this growing population. The information gathered from this study will help to create future support programs and determine how to disseminate information to ensure that ELLs are aware of the need for support services and that such services exist for this population.
<i>Contribution to the Field of Education</i>	Previous research has explored the problems of ELLs in IHLs across the U.S. The literature reveals that institutions are implementing cultural and linguistic support services. This study offers confirmation and adds knowledge on how to strengthen existing programs for ELLs. There are gaps in the research to address, including: <ul style="list-style-type: none"> • understanding that there are more than cultural and linguistic barriers that impact ELLs;

Section	Summary
	<ul style="list-style-type: none"> • the role support services play in impacting ELLs; • the impact websites play in disseminating support services to ELLs; and • the impact of reputation, enrollment size, and endowment on support services provided by private liberal arts colleges and universities.
<i>Contribution to Practice</i>	<p>Understanding the role of private liberal arts colleges and universities in disseminating support services for ELLs can bolster reputation, enrollment size, and endowment:</p> <ul style="list-style-type: none"> • Inform private liberal arts colleges and universities about the growing number of ELLs and the support services needed by this population. • Improvement of ELL satisfaction, which may result in greater enrollment. • Focus various support services provided to ELLs. • Focus on strategies to disseminate support services on websites.

CHAPTER 2: REVIEW OF LITERATURE

Considerable research has been conducted on challenges faced by ELLs who are international students (Andrade, 2009; Bifuh-Ambe, 2009; Doolan, 2013; Kim, 2011; Liu, 2011; Sheppard et al., 2015). There is a growing body of literature as ELLs continue to enter IHLs across the United States. Whether these ELLs enter as international students, immigrants, or Generation 1.5, they come with varying linguistic and cultural backgrounds (Lin & Scherz, 2014). Notwithstanding their increasing numbers, their needs are often neglected (Kim, 2011). Additionally, current research focuses on international students, leaving behind the immigrants and Generation 1.5 who also contribute to student populations in IHLs. Unfortunately, because of a lack of research about these subsets of ELLs, it is not known how many ELLs are enrolled at U.S. IHLs.

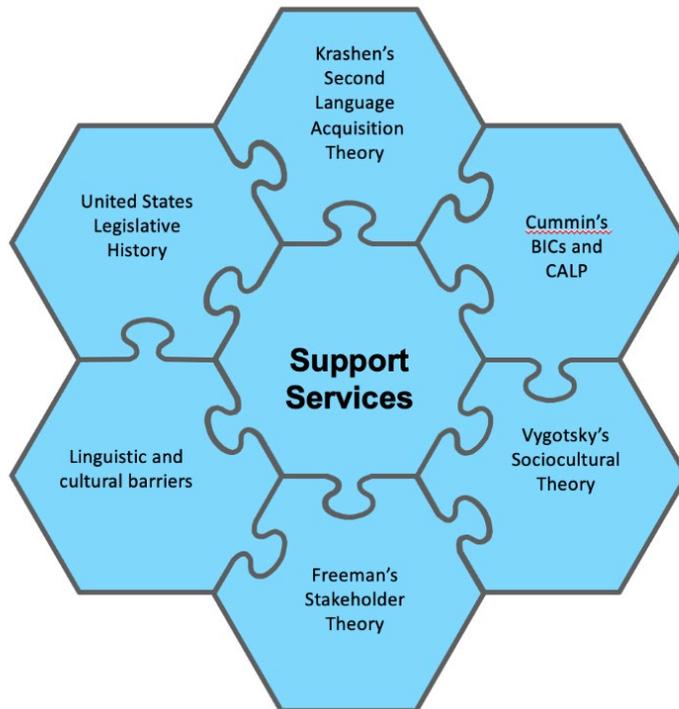
IHLs have a responsibility to assist ELLs, and that includes understanding that the ELL population consists not simply of subject learners, but of language learners as well (Kim, 2011), who especially need support services. Benesch (2008) found that, “The unwillingness to come to terms with multiple and overlapping languages, identities, and cultures leads educational institutions to marginalize students who are not monolingual speakers of the standard variety and members of the dominant cultural groups” (p. 296). Students enrolling in IHLs come with various life experiences. Kim (2011) observed that IHLs must understand the sociocultural contexts of learners in order to “acquire a complete picture of their learning” (p. 282). If IHLs continue to open their doors to ELLs, it is imperative for them to have support services in place and to ensure that ELLs have access to appropriate information. If offered, support programs for ELLs should be easily identified on IHL websites, as websites are the most effective way to disseminate information (Martirosyan et al., 2019).

Introduction and Overview

The challenges faced by ELLs must be closely examined to identify whether IHLs are offering support services that meet their needs. It is just as important to see whether IHLs are disseminating this information to current and prospective ELLs. The purpose of this study is to explore how websites of IHLs disseminate information about support services and whether the services provided reflect the reputation, enrollment size, and endowment of IHLs. To achieve this purpose, I have divided the literature review into eight sections. Figure 5 shows how the literature review fits together to understand support services needed by ELLs.

Figure 5

Literature Review: Factors Impacting ELL Support Services



Section 1 will review the legislative history of English Language Learners by providing information about the history of education and immigration rights for ELLs in the United States. The following pieces of legislation will be discussed: Civil Rights Act (1964); Elementary and

Secondary Education Act (1965); Bilingual Education Act (1968); Educational Amendments Act (1974); Executive Order 13166 – Improving Access Services for Persons with Limited English Proficiency (2000); Patriot Act (2001); Dream Act (2001); DACA (2012); and American Dream and Promise Act (2019). Section 2 will provide the theoretical foundations of this research. It is divided into two subsections. The first subsection will discuss the Linguistic and Cultural Theories associated particularly with ELLs: provides background information on the following three theories and how they set the foundation for support services at IHLs: Krashen’s Second Language Acquisition Theory; Cummins’ BICS and CALP; and Vygotsky’s Sociocultural Theory. The second subsection will discuss Stakeholder Theory. The Stakeholder Theory provides background on theory and the importance for IHLs to understand that their key stakeholders include undergraduate and graduate ELLs.

Sections 3 through 6 provide literature on challenges ELLs face and how they are addressed through support services. The availability of these support services is affected by the institutional characteristics including enrollment size, reputation and endowment. Information regarding the support services should be disseminated through websites. Section 3 focuses on the challenges faced by ELLs in IHLs. These challenges include academic barriers, Language Acquisition barriers, barriers in the four language domains (reading, writing, speaking, and listening), mental health and stressors barriers and financial barriers. Sections 4, 5, and 6 provide literature on support services, institutional characteristics, and dissemination of information on websites. Section 4 provides literature of the types of support services including academic, social and health programs. Section 5 discusses the institutional characteristics, reputation, enrollment size and endowment that effect the types of support services provided by IHLs. Lastly, Section 6 provides literature on how websites are being used to disseminate information to students.

Due to the limited amount of research available about ELLs who do not qualify as international students, most of the literature review does not include immigrants and Generation 1.5 ELLs. More assessment of those two groups is essential for an understanding of the population of ELLs presently enrolled in IHLs across the country.

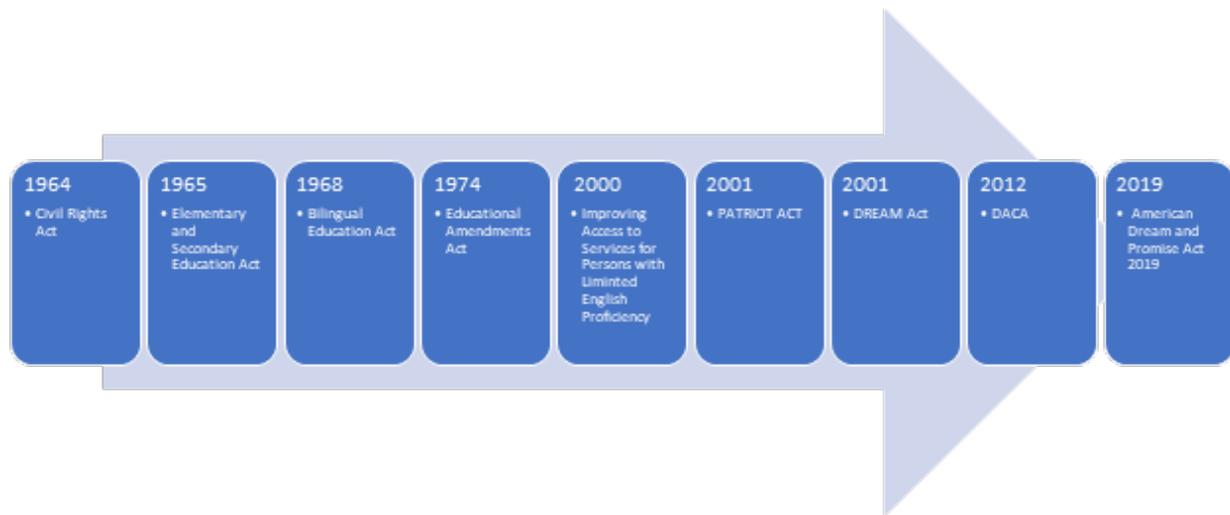
Legislative History Impacting English Language Learners

Understanding the legislative history of the United States that affects education is imperative, for it is what opened the doors to allow international, immigrant, and Generation 1.5 ELLs to attend educational institutions here and gain proper accommodations to meet their needs. Figure 6 shows a timeline of the legislative history that impacts ELLs. The U.S. first opened its doors to all people in 1868 with confirmation of the Fourteenth Amendment to the Constitution, which states: “No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.” By prescribing equality for all, this amendment was the steppingstone that led to where we are today. The way was clear for decades of ELLs who were and currently are representing their populations in our IHLs.

When the Fourteenth Amendment to the U.S. Constitution was ratified, massive immigration from various countries to the United States was beginning. At that time, prevailing thought was that everyone was expected to become an American and follow one culture (E Pluribus Unum – one out of many). The Common School movement was one of the first educational policies to impact education and focus on Americanizing immigrants (Kaestle, 1983; Malakoff & Hakuta, 1990; Wiese & Garcia, 1998). This movement started because of the influx of immigrants from Europe (Wiese & Garcia, 1998). A crucial part of assimilation to American

Figure 6

Legislative History That Has Impacted ELLs



culture was learning the English language. Consequently, it was thought that if newly arrived immigrants forgot their L1, they would become accustomed to American culture (Malakoff & Hakuta, 1990). Portes and Rumbaut (1996) stated, “Language and homogeneity came to be the bedrock of nationhood and collective identity. Immigrants were not only compelled to speak English, but to speak English only as the prerequisite of social acceptance and integration” (p. 196). The U.S. sought to form a monocultural and monolingual society.

It was thought that the fastest way to acquire language would be through immersing people into the dominant culture in which only English was taught. As cited in Crawford (1990), the Report to the President by the Indian Peace Commission of 1868 stated, “In the difference of language today lies two-thirds of our trouble... Their barbarous dialects should be blotted out and the English language substituted.” English only was the policy during those times, but it was then that the concept of acculturation began to emerge. When one becomes acculturated, language also begins to develop. However, how were people going to acquire language, and would they ever get the support they needed? Simply throwing them into the dominant culture

may have been the answer then, but this method was unethical (Crawford, 1990). We may not see equality in these laws of the past but shaping the U.S. to be inclusive took time and slowly began to change, especially for immigrants.

Changes in legislation began to appear, but only in the K–12 setting. IHLs should be aware of the laws that helped ELLs in the K–12 setting, where ELLs have been provided with support services that meet their needs. Stewner-Manzanares (1988) found that the history of legislation helps those “working with LEP students to gain an understanding of the growth of bilingual education in the United States so that they are better informed when faced with current issues in the education of LEP students” (p. 1). There have been several changes in the legislative history of LEP students. Legislation for ELLs did not officially begin until 1968; however, there were many federal legal cases and legislative acts that assisted ELLs. Each case plays a role in where we are today and provides reasons why support services play an important role for ELLs.

First, in 1954, the Brown Case led the Supreme Court to make school segregation unconstitutional (*Brown v. Board of Education*, 1954). Although the Brown Case did not deal with ELLs, it did enable more immigrants to attend schools. Stewner-Manzanares (1988) stated that the Brown Case “introduced a new era in American civil rights and led the way to subsequent legislation that would create programs for the disadvantaged” (p. 2). While this law was geared more to African Americans, other minority groups were also beginning to speak up against discrimination and to call for laws that would help create more equality.

This eventually led to the Civil Rights Act of 1964, which enhanced equality in federal law by prohibiting “discrimination on the grounds of race, color, or national origin in programs or activities receiving federal financial assistance” (*Civil Rights Act*, 1964). One year later, the

Elementary and Secondary Education Act of 1965 (ESEA) was passed. This act insured educational assistance for low-income students. Although it did not specifically target ELLs, many immigrant families qualified as low-income, which, in turn, enabled ELLs to begin receiving some accommodations and integration within the system. However, Title VII of ESEA did identify the education of ELLs (Elementary and Secondary Education Act, 1965). Three years later, a bridge formed for ELLs with the creation of the Bilingual Education Act (BEA) of 1968.

BEA, the first federal legislation to recognize ELLs, provided educational grants to support them in public schools. Later, in 1974, BEA was modified by the case of *Lau v. Nichols* (*Lau v. Nichols*, 1974). This class-action suit came to light when 1,800 Chinese students were denied equal education due to their Limited English Proficiency (LEP) (Stewner-Manzanares, 1988). A Supreme Court ruling in favor of the students led to amendments to BEA stating that students who were LEP would receive instruction in English and in their native language so they would receive equal educational opportunities (BEA, 1968). This also led to Title II of the Equal Educational Opportunities Act of 1974, which required that students with LEP be provided special programs for support (EEOA, 1974). It was at that time that ELLs were gaining their right to a fair education. However, there was a growing number of illegal ELLs entering the U.S., who were not given the right to attend school (Stewner-Manzanares, 1988). This soon changed and, as a result, students, primarily Generation 1.5, have gained educational opportunities in the United States.

In 1982, *Pylar v. Doe* (1982) became a gateway for all immigrants, including Generation 1.5, to attend school. The case determined that “A state cannot prevent children of undocumented immigrants from attending public school unless a substantial state interest is

involved” (Plyler v. Doe, 1982). This was the start of providing educational opportunities to all types of immigrants: citizens, permanent residents, visa holders, and even illegal immigrants. Although these laws relate to ELLs in primary and secondary education, they provide an important basis for educational opportunities to all ELLs.

Improving Access to Services for Persons with Limited English Proficiency (E.O. 13166)

In 2000, *Improving Access to Services for Persons with Limited English Proficiency* (E.O. 13166) was established. Although not directly related to educational institutions, this executive order has provided services for LEP persons in the United States and should be considered by IHLs. Introduced and executed by President Bill Clinton in 2000, E.O. 13166 called for the examination, identification, development, and implementation of services for LEP persons. It required all federal agencies and activities receiving federal financial assistance to provide LEP persons and their beneficiaries with meaningful access. E.O. 13166 (2000) states that implementing this executive order ensures that “programs and activities they normally provide in English are accessible to LEP persons and thus do not discriminate on the basis of national origin in violation of the Civil Rights Act of 1964.” This executive order provided more opportunities for LEP persons and also showed why support services must be implemented in IHLs to accommodate the needs of ELLs.

Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (PATRIOT Act) (H.R. 3162)

In 2001, the PATRIOT Act (Providing Appropriate Tools Required to Intercept and Obstruct Terrorism) was enacted. Although this act does not accommodate the needs of international, immigrant, and Generation 1.5 students, it had a profound impact on international students arriving in the U.S. post-September 11, 2001. The goal of the PATRIOT Act was to

deter terrorism in the U.S.; however, it also led to a monitoring system, created for international students and known as the Student Exchange Visitor Information System (SEVIS). SEVIS is Internet-based and permits schools to electronically file required information for international students. Information collected by SEVIS includes name, address, enrollment, courses taken, degree program, field of study, and disciplinary actions taken against a student (Jaeger and Burnett, 2003). Under the PATRIOT Act international students must adhere to specific requirements on number of course hours taken and completed, whereas prior to this legislation, international students were treated like out-of-state students (Altbach, 2000). This act therefore added to the burden many ELLs face in IHLs.

As a result of the PATRIOT Act and SEVIS, many international students have experienced various hardships. Due to problems with the SEVIS software, international students are at risk of being arrested (Jaeger & Burnett, 2003). Hoover (2003) found that several students had been arrested because the SEVIS system was not monitoring their compliance requirements accurately. Students also have been arrested, and subjected to considerable stress, due to errors on the number of credit hours they were taking. Within 2 years of this legislation being passed, there was a 30.5% decrease in the number of international students enrolled in the U.S., and an increase of international students in Canada and the United Kingdom (Jaeger & Burnett, 2003; Paden & Singer, 2003; Young, 2003). International students are not looking for additional challenges and barriers to face when entering a program at an IHL, and legislation such as the PATRIOT Act could “cripple some departments of many schools” (Jaeger and Burnett, 2003).

International students are a benefit to the IHLs in the United States (Altbach, 2000; Jaeger & Burnett, 2003; Johnson, 2003; Nye, 2004; however, legislation such as the PATRIOT Act can be viewed as a threat to international students. Accordingly, support services should be

provided to international students to ensure that they understand this legislation and how it impacts their immigration status in the United States. Support services can also help to alleviate any stress caused by this legislation and ensure that international students do not feel in any way threatened.

Development, Relief, and Education for Alien Minors Act (DREAM Act) – 2001

The *Development, Relief, and Education for Alien Minors Act* (DREAM Act) was developed in 2001 (American Immigration Council, 2018). It was first introduced by Senators Orin Hatch (R-UT) and Richard Durbin (D-IL). On August 1, 2001, Hatch introduced the measure as an amendment to the Illegal Immigration Reform and Immigrant Responsibility Act of 1996. The DREAM Act was designed to increase higher educational opportunities for illegal immigrants and to cancel the removal of the adjustment of status for those who pursued an educational path (S.1291). Revision was attempted in 2010 (H.R. 6497) but failed. Additional legislation was then sponsored by Durbin (S. 952), but again failed to pass congress.

Since it was first proposed, there have been 10 versions of the DREAM Act (American Immigration Council, 2018). There has been bipartisan support for this legislation; however, it has never become law. In July 2017, new versions of the DREAM Act were introduced by Senator Lindsey Graham, Senator Richard Durbin, House Rep. Lucille Roybal-Allard and Rep. Ileana Ros-Lehtinen. There was support for these new versions, but none became law. On May 22, 2019, the latest version of the DREAM Act (H.R. 2820) was introduced in the House of Representatives, in conjunction with the American Promise Act (H.R. 6), and the American Dream and Promise Act, and the bill was passed. These latest versions would provide permanent residence for DREAMERS.

Deferred Action for Childhood Arrivals (DACA) – 2012

Deferred Action for Childhood Arrivals (DACA) was introduced by Janet Napolitano who was Secretary of Homeland Security (American Immigration Council, 2018). She proposed this bill on June 15, 2012 (<https://www.americanimmigrationcouncil.org/research/deferred-action-childhood-arrivals-daca-overview>). In 2017, Elaine Duke, who was Acting Secretary of Homeland Security, withdrew DACA. In 2018, the termination of DACA was blocked by a federal judge in California and New York. In June 2019, DACA students could renew their benefits, but no applications are being submitted.

Looking back at the Fourteenth Amendment, the term “all” should be taken into consideration. This term is what opened doors to international, immigrant, and Generation 1.5 student ELLs. ELLs who come to the U.S., regardless of their immigration status, apply to programs to enhance their skills and pursue academic and professional goals as equals. The right to educational opportunities and necessary support services is a value embedded in the legislative history of the U.S. For years, legislation has been introduced and passed to ensure that equal opportunities are provided to ELLs. There are support services for ELLs, but there is a need to understand what services are provided and how information about these services is reaching ELL populations. Support services are the core to what draws ELLs to IHLs (Harrison & Shi, 2016).

The next section addresses the main theories that inform this study such as Stephen Krashen’s Second Language Acquisition Theory (SLA), Cummin’s BICS and CALP, Sociocultural Theory (SCT) and Stakeholder Theory in greater detail. In addition, it will also highlight some of the supporting theories such as Learning Styles and Experiential Learning Theory (ELT) briefly.

Linguistic and Cultural Theories

Stephan Krashen's Second Language Acquisition Theory

The stages of learning an L2 play an important role in understanding ELLs and support services that may meet their linguistic needs. ELLs who enter IHL programs will show varying levels of proficiency in reading, writing, listening, and speaking on language assessments such as the TOEFL or TOEIC. Although they may have proficiency on these language assessments, language learning is a process (Ervin-Tripp (1974), and language assessments may not measure all aspects of English proficiency (Powers, 2010). These ELLs may not be considered to have low proficiency in English, but there may be areas of the L2 that they have not acquired. As found by Patkowski (1980), adults may never acquire native fluency. For this reason, understanding Krashen's (1982) theoretical groundwork to Second Language Acquisition is crucial and shows why IHLs need to create proper linguistic and academic support services.

In his theory, Krashen identified five hypotheses of Second Language Acquisition: Acquisition-Learning Distinction, Natural Order Hypothesis, Monitor Hypothesis, Input Hypothesis, and Affective Filter Hypothesis. A brief overview of each of the five hypotheses helps to understand how second language is developed and why it is imperative to have support services in place to meet the linguistic needs of ELLs.

Acquisition-Learning Distinction. The first hypothesis, Acquisition-Learning Distinction, is the most basic and fundamental (Krashen, 1982). This hypothesis states that there are two independent approaches to adults learning a second language. One approach is that adults go through a process similar to that of children in acquiring their first language. When children learn language as infants, it is a subconscious process. Similarly, when adults learn a second language, they too are not acquiring the L2, rather they are using it to communicate.

Krashen (1982) stated, “We are generally not consciously aware of the rules of the languages we have acquired” (p. 10). When acquiring language in this manner, a feeling of correctness occurs. The second way of acquiring language, according to this hypothesis, is through language learning. Adults can learn a language, but the process is different compared to children. Learning a second language, as defined by Krashen (1982), is the “conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them” (p. 10). Krashen argues for subconscious acquisition of language. He says the best way of acquiring language is to immerse students in a contextualized environment rather than consciously teaching the language to get them to learn the second language.

Based on this hypothesis, IHLs should provide support services that enable ELLs to develop their language skills through immersion. Support programs such as Conversation Clubs and Language Partners are examples of how IHLs can help ELLs immerse themselves in the L2 and help close the gaps of any potential linguistic barriers they face in Acquisition-Learning Distinction.

Natural Order Hypothesis. The second hypothesis is the Natural Order Hypothesis, which holds that there is a natural order in grammatical structures. This hypothesis examines morphemes, or “function words” (Krashen, 1982, p. 12). Brown (1973) conducted a study on first language and found that grammatical morphemes such as progressive markers (*ing*) and plural markers (*s*) were acquired first. However, grammatical markers such as the third person singular marker (*s*), and possessives (*s*), were acquired later. Similarly, Dulay and Burt (1979) found that regardless of the first language, children acquiring English as a Second Language acquire grammatical morphemes in a natural order, which stresses the importance of the actual existence of a natural order in acquiring a second language. Being immersed in the Target

Language (TL) in a contextualized and culturally sensitive environment helps ELLs because they are in a naturally existing environment, learning of the TL process. Based on the Natural Order Hypothesis, ELLs must connect to the language system of the TL, but the first language will always enforce the natural order.

Natural Order Hypothesis needs to be taken into consideration by IHLs, which can use this hypothesis to create academic and linguistic support services for ELLs. This is especially important to understand and build upon for writing support. ELLs struggle with writing due to the fact that they write based on the natural order they were exposed to in their L1. Targeted support in writing is very important and support services such as a writing center would help ELLs in IHLs.

The Monitor Hypothesis. The third hypothesis of Krashen's Second Language Acquisition is the Monitor Hypothesis, which states that acquisition and learning occur in distinct ways. Acquisition begins with utterances in the L2, which leads to fluency. Learning, on the other hand, can alter the utterance only after it has been produced. Three conditions can lead to an ELLs ability to use conscious rules: time, focus on form, and know the rule (Krashen, 1982). Time is essential for ELLs to process the language. This rarely occurs in conversations, hence leading to "hesitant talking and inattention to what the conversational partner is saying" (Krashen, 1982, p. 16). If ELLs do not have enough time, they will be unable to monitor their L2 use, which will prevent them from focusing on form. Krashen (1982) stated, "Even when we have time, we may be so involved in what we are saying that we do not attend to how we are saying it" (p. 16). Dulay and Burt (1979) found that ELLs think about precision of language and are focused on form. This led to the third rule, know the rule. This can be intimidating for ELLs. Krashen (1982) stated, "we can be sure that our students are exposed only to a small part of the

total grammar of the language, and we know that even the best students do not learn every rule they are exposed to” (p. 16). This should be avoided, as it may hinder acquisition (Brown, 2014). Thus, monitoring can only take place when ELLs have enough time, are active in generating correct language, and have acquired rules (Lightbown & Spada, 2013).

ELLs in an academic program are not there to learn English; however, challenges in this area may arise, for example, when ELLs are participating in a class discussion. ELLs may need time to respond to other students, as this hypothesis shows, and will need to ensure that their response to classmates is made using the correct form and grammatical rules (Lightbown & Spada, 2013)). Support services such as tutoring and conversation programs would be beneficial to ELLs so they can practice responding to discussions that may arise in and out of classrooms.

Input Hypothesis. In the Monitor Hypothesis, ELLs must meet all three conditions and be conscious of grammar. However, Krashen’s Input Hypothesis is seen as one of the most important hypotheses because the primary focus is on how language is acquired. The Input Hypothesis implies that ELLs acquire L2 when emphasis is on the meaning, not the form. To describe this, Krashen uses $i + 1$, where i represents current competence and $+1$ indicates the next level. Krashen (1982) stated, “we acquire, in other words, only when we understand language that contains structure that is ‘a little beyond’ where we are now” (Krashen, 1982, p. 21). The Input Hypothesis states that ELLs used context, or “knowledge of the world” (Krashen, 1982, p. 21) to understand language. In other words, it is important to acquire meaning before structure is acquired. Input Hypothesis also finds that speaking emerges slowly and over time, depending on the amount of comprehensible input.

Academic support services are often offered at IHLs for all students; however, ELLs who seek academic support need services provided by parties who understand Input Hypothesis and

how it impacts academic programs. Support services such as a writing center and tutoring and conversation practice may be helpful.

Affective Filter Hypothesis. The last hypothesis is Affective Filter hypothesis, which, as described by Krashen (1982), “captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their Affective Filters” (p. 31). The “affective” variables include motivation, self-confidence, and anxiety. The hypothesis refers to ELLs who are motivated in second language acquisition. Motivated students may overcome language barriers with more ease. Likewise, ELLs with higher levels of self-confidence also do better with second language acquisition. Having self-confidence will enable them to overcome any possible language barriers that stand in their way in their respective academic programs. This also relates to levels of anxiety. ELLs with low levels of anxiety do better in second language acquisition.

Affective Filter Hypothesis holds that ELLs who show low motivation and self-confidence and have high levels of anxiety will receive less input, which will prevent the language acquisition part of the brain from acquiring language. Input, as described by Krashen (1982), is the “primary causative variable in second language acquisition” (p. 32). It is possible that ELLs receive comprehensible input but do not reach native speaker proficiency. This is where, “For most adult learners, acquisition stops – ‘fossilizes’ – before the learner has achieved nativelike mastery of the target language” (as cited in Benson et al., 2013, p. 284). ELLs should be provided a low anxiety learning environment and provided support services that alleviate this barrier. Support services for ELLs should try to increase their level of motivation and self-confidence, at the same time reducing their anxiety. ESOL courses, writing centers, tutoring, and

Conversation Partners are examples of support services that may help with Affective Filter Hypothesis.

Without full grasp of Krashen's Second Language Acquisition Theory, it would be difficult to get an insight as to why undergraduate and graduate ELLs have linguistic challenges, even during higher education. Support services at IHLs should be geared around Krashen's Second Language Acquisition Theory so that ELLs are provided the assistance they need to be successful at respective IHLs. Second Language Acquisition Theory has been studied, but a number of further questions remain about how this theory is being utilized by IHLs when it comes to developing and implementing support services for undergraduate and graduate ELLs.

Cummins' BICS and CALP

ELLs encounter learning obstacles in Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). This theory was developed by Cummins (1979) to provide educators with awareness to the differences of social language and academic language. Support services developed at IHLs must take BICS and CALP into consideration because both play a significant role in academic difficulties faced by ELLs (Cummins, 2008). Bylund (2011) found that ELLs' "command of BICS is often misleading in that they may possess surface level language skills and be able to carry on a conversation in English, yet lack the CALP skills necessary for success in academic settings" (p. 4). Even though ELLs may secure admission to IHLs they can still lack the BICS and CALP needed for success in the academic setting. Understanding BICS and CALP can enable proper support services to be developed and implemented.

ELLs entering academic programs come from varying social and academic experiences. An immigrant, who is an ELL, may have attended undergraduate courses in the U.S., whereas a

Generation 1.5 ELL may have entered the U.S. when in high school. These groups will have varying levels of English exposure. Cummins and Man (2007) found that children who enter school spend roughly 12 years working on conversational English; however, ELLs who come as Generation 1.5 immigrants or international students may not get the same amount of time of exposure to conversational English. ELLs who arrive in the U.S. solely for their academic programs have extremely limited or no exposure to English in academic settings. This, in turn, hinders their ability to pick up conversational English or academic vocabulary, which later poses a communicative barrier. ELLs are in dire need of BICS and CALP in order to participate in classroom discussions, groupwork, and social interaction needed for success in their respective programs.

BICS focuses more on basic communication (Ralarala et al., 2016). Second Language researchers (Cummins, 2008; Krashen, 1982) have found that conversational English can be acquired comparatively faster; however, academic language proficiency takes a longer amount of time. ELLs who have resided in the U.S. for longer periods, and have had exposure to English, may have more conversational English fluency compared to those with limited exposure (Cummins and Man, 2007). Andrade (2010) found that “Conversational ability in English, referred to as basic interpersonal communication skills (BICS), can be acquired in an English-speaking environment within a 2-year period” (p. 222). On the other hand, ELLs with limited exposure to English may develop fluency in conversational English at a lower rate. It is important to note that BICS “depends on meaningful social interaction and is not cognitively demanding” (Andrade, 2010, p. 222). One may argue that ELLs should have the conversational language to pursue education in an IHL prior to applying; however, an ELL may lack the

interpersonal communication skills needed. ELLs come from varying cultural backgrounds that impact their conversational skills.

CALP includes language that is more cognitively challenging and includes academic vocabulary that enables ELLs to “synthesize, evaluate, classify, compare, and infer” (Andrade, 2010, p. 223). It was found that CALP can take from five to ten years to develop (Collier, 1987; Cummins 1986). ELLs may not have fully developed CALP before entering their respective programs. For example, international students usually arrive a few weeks prior to the start of their semester. This allows no time to develop the academic language necessary for their courses. On the other hand, immigrants who may have arrived in the country within the seven-to-ten-year time frame may also have a challenge with academic vocabulary. This is also true for Generation 1.5 ELLs who may have resided in the country since their childhood. Due to limited exposure to English outside of an academic setting, Generation 1.5 ELLs may struggle with CALP.

Previous research has pointed out that limited proficiency in BICS and CALP can lead to language barriers. As a result, linguistic and academic support services for ELLs should be grounded on the understanding of BICS and CALP. For example, Conversation Partners can help ELLs with BICS, in that it will help with conversational English. This is another area in the literature that is not addressed. We must understand whether current support services that are being offered at IHLs use BICS and CALP when they are being developed. BICS and CALPs has been studied, but a number of further questions remain about what is being done to target this area.

Vygotsky's Sociocultural Theory

Although Vygotsky's Sociocultural Theory (SCT) has been used to understand learning and development in children, it is important to note that it is also applicable to adults. As

discussed by Eun (2008), the process of learning and development is the same for children and adults. Using SCT to understand ELLs helps attain better depth and breadth of the sociocultural challenges they face because, as Vygotsky explains in SCT, human activities revolve around cultural contexts (John-Steiner & Mahn, 1996).

Culture and language work together and impact second language learning. Vygotsky's sociocultural theory allows a deeper understanding on how culture impacts ELLs learning an L2. Vygotsky (1978) examined the context of behavior and its relation to mental functions. In other words, the surroundings that one is exposed to play a crucial role in an individual's cognition.

Six core tenets to Vygotsky's SCT can be summarized as:

1. Development comes after learning.
2. Language drives thought, where language acts as a tool.
3. Learning is done by mediation.
4. Learning and development are a result of social interaction. Skills and knowledge are transformed from the social plane to the cognitive plane.
5. The primary activity space where learning occurs is the Zone of Proximal development (ZPD).
6. Human development occurs when there is "unification of the mind and social interaction" (Walqui, 2006, p. 160).

Vygotsky's main point through SCT was to justify that language plays a crucial role in the mental life of people and culture is at the core.

ELLs may not be attending IHLs to learn English; however, they must be able to comprehend and utilize the L2 in a way that will help them accomplish their goals while enrolled in their academic programs. The language used in classrooms will have cultural components, as

education in the United States is monocultural (Trice, 2004). Cultural components often impede meaning and become barriers that stand in the way of ELLs. Trice (2004) found that students face difficulties due to the sociocultural expectations of American lifestyle. These cultural differences ultimately affect linguistic development, which impacts academic achievement (Andrade, et al, 2016). Comprehending Vygotsky's SCT helps clarify the need to understand how culture impacts ELLs in grasping the L2 critical to their respective programs. Additionally, it provides a plan on support services that should be available to ELLs.

ELLs come from cultural backgrounds that are already embedded in their minds. Although these students may not be learning English in their courses, the content of the courses is delivered in English. In terms of Vygotsky's SCT, learning an L2 requires social interactions. According to Lantolf & Thorne (2006), "while human neurobiology is a necessary condition for higher order thinking, the most important forms of human cognitive activity develop through interaction within social and material environments" (p. 201). Cultural and linguistic contexts include family background, academic surrounding, and other experiences in life. This in turn implies that the English experience that ELLs bring to IHLs emerges from different sociocultural backgrounds. Support services that consider social context aide in building new experiences for ELLs.

When students enter a new cultural setting at an IHL, development of the L2 changes, as the interaction with NES differs. Lantolf and Zhang (2017) found that SCT helps to connect humans and social and mental activity, and to analyze the real-life experiences that help cultivate communication. SCT is beneficial because it involves social interaction and cultural involvement (Lee, 2015). A part of SCT that plays an important role for ELLs is covered in Vygotsky's idea of mediation. Mediation occurs when a third factor, a mediator, interacts between two "...objects,

events, or persons” (Kozulin, 1990, p. 23). The term mediation began to evolve from what Vygotsky referred to as natural and cultural factors. Natural refers to a lower function, whereas cultural is a higher function (Kozulin, 1990). According to Vygotsky (1978), mediation begins with language, where human behavior creates multiple interpretations. He argued that linguistic development is a result of social interaction. Human relationships are not created through the outer world by use of direct-stimulus reflexes, but rather make indirect connections that mediate relationships (Vygotsky, 1978).

Vygotsky used children to show how the sociocultural environment “engages the child in his world through the tools” (Turuk, 2008, p. 246). First, children are dependent on their parents, who instruct them on specific tasks. This is known as the interpsychological plane (Turuk, 2008). The actions of the parents serve as a channel that transmits culture, which are typically in the L1. When children become assimilated with what was taught, they then approach the intrapsychological plane. According to Vygotsky (1981), “Any function in the child’s development appears twice or on two planes. First it appears on the social plane, and then on the psychological plane. First it appears between people as an interpsychological category, and then within the child as an intrapsychological category” (p. 163). Eun and Lim (2009) pointed out that, “meaning and mediation serves as the two main threads that interweave all the basic principles of Vygotsky’s theory” (p. 17).

Eun and Lim (2009) considered people among the most important mediators in Vygotsky’s SCT. The constant verbal interactions between people are processed and lead to linguistic development and meaning, which, according to Vygotsky (1978), is cultural development. Similarly, when learning a second language, ELLs interact with people of the target language to assist in internalizing it. Eun and Lim (2009) noted that “the student becomes

independently able to use forms and functions of language that can be employed only in the context of oral interactions with other people” (p. 22). ELLs benefit from mediators such as cultural support services that help ground cultural concepts and construct meaning of concepts that are unfamiliar to them.

Support services such as Conversation Partners, mentoring programs with NES, and other social programs benefit ELLs at IHLs. Support services such as these help ELLs make meaning of cultural concepts that may be unfamiliar.

Stakeholder Theory

The term stakeholder is suitable for many organizations, as it involves looking at who affects and who is affected by an institution. Freeman (1984) defined stakeholders as, “any group or individual who can affect or is affected by the achievement of the organization’s objectives” (p. 46). Freeman (1984) stated that an organization must consider a stakeholder as, “any group or individual who can affect or is affected by the achievement of an organization’s purpose” (p. 53). For IHLs, understanding stakeholders is imperative for their own success in addition to the success of those affected by them. ELLs are stakeholders that both affect and are affected by IHLs. If ELLs do not enroll in academic programs, IHLs will lose in many ways. Fewer ELLs would mean losing not only financially, but in ability to internationalize.

Since 1963, stakeholders have been defined in several ways (Mitchell et al., 1997). ELLs are a prime target group. IHLs are organizations continually reaching out to recruit prospective ELLs, whether they realize it or not. As stated earlier, research can cover information about international students because they are identified and tracked by IHLs due to their visas. DACA students are also kept track of; however, immigrants who are Green Card holders and citizens are often overlooked. IHLs must remember that when recruiting students, they do so not knowing

they are inviting immigrants who are ELLs. These stakeholders are investing their time into IHLs, in hopes of coming out with some type of gain, whether it be educational, professional, or monetary. Stakeholders such as ELLs need to be assured they are the “organization’s objective” (Freeman, 1984) and that their needs are being met. Mainardes et al. (2010) stated, “Identifying the stakeholders involved in HEIs is a fundamental step towards not only establishing competitive advantages for teaching institutions but also towards identifying their needs and setting up the means to meet them” (p.77). ELLs are an important stakeholder group on many campuses of IHLs. As a result, IHLs have a responsibility to meet the needs of their stakeholders. IHLs have a goal of helping all students achieve academic success and excel in professional careers and meet the institution’s objectives.

One of the first ways that IHLs reach current and prospective students is through their websites. For this reason, stakeholder theory plays a key role in the underpinning of this study. These institutions must understand their stakeholders in order to recruit and enroll them. Duke (2002) noted that in universities the students are the most important stakeholders, and without students, universities would be non-existent. To understand Stakeholder Theory and its impact, it is imperative to understand how it evolved and how it forms the foundation to an IHL.

Stakeholders play a role in the success of organizations (Bryson, 2004) and they have a direct impact on the future of organizations (Bryson, 2004; Eden & Ackerman, 2011 Mainardes et al., 2010). IHLs have an important role in identifying stakeholders, as they play a role in public responsibility (Chapleo and Simms, 2010). Not only do stakeholders play a role in the success of organizations, but they also help to identify problems within these organizations (Eden & Ackermann, 1988). Research has shown that exploring and understanding stakeholders helps to resolve problems universities face (Bryson, 2004; Freeman, 1984; Freidman & Miles,

2006; Frooman, 1999; Mainardes et al., 2011). ELLs are a growing population in IHLs, and one that comes with various challenges including “...languages and cultural barriers, social isolation, financial hardships, and difficulties finding jobs...” (Hyun et al., 2007, p. 109). This stakeholder group has identified problems within organizations, such as a lack of support services. IHLs need to understand this stakeholder group so that they can identify potential gaps and address known gaps to ensure that their mission, vision, and core values are upheld. The following section covers the various challenges faced by ELLs in IHLs. For IHLs to understand this stakeholder group, it is imperative to understand the problems they face and implement support services that can help reduce such challenges.

Second Language Acquisition Theory, BICs and CALP, Sociocultural Theory, and Stakeholder Theory have been thoroughly researched because they build the foundation for ELLs. Understanding the linguistic and cultural needs of this population is imperative. Research has shown that these theories impact undergraduate and graduate ELLs and IHLs; however, limited research has been done on whether IHLs are providing support services that fit the needs of undergraduate and graduate ELLs. Rather, more research focuses on the challenges that these students face. The next section provides details on the challenges faced by ELLs which provides reason to why we must understand how these challenges are being addressed by the development and implementation of support services.

Challenges Faced by ELLs

Linguistic and cultural barriers remain a concern; however, there are other barriers that plague this population. International, immigrant, and Generation 1.5 ELLs undergo a plethora of struggles involving linguistic, cultural, legal, financial, and mental health issues (Kusek, 2015). Some of these challenges are driven by cultural differences. For example, ELLs raised with

different cultural norms regarding legal procedures may not have a full understanding of how the legal system functions in the United States. Similarly, cultural gaps in understanding the financial system in the United States can also cause barriers to those not familiar with the system.

Academic Barriers Based on Cultural Connotation

Cultural backgrounds also impact academic settings of ELLs, including those who enter academic programs as international students, immigrants, and Generation 1.5. Even though some immigrant and Generation 1.5 students may have had educational exposure in the U.S., there may be cultural underpinnings that shaped their educational and academic experiences. Kim (2011) found that “students familiar with the practice of U.S. graduate schools may experience fewer difficulties with this style of learning, whereas other students may encounter many differences from the educational experiences to which they are accustomed and may need to learn how to deal with them” (p. 285). It is important to keep in mind that ELLs have their cultures embedded and, as Andrade (2009) pointed out, they “may stay within the bounds of their own cultures, thereby failing to learn appropriate sociocultural rules for successful interaction” (p. 31).

Academic backgrounds are grounded in ELLs when they are admitted to a program. Whether they are international students who have spent their whole lives in a different academic environment or are immigrants or Generation 1.5 who may have experienced some of their academic life in the U.S, they still have variances in how they approach academics in IHLs. As found by Kim (2011), “These learners may experience the classroom differently from how educators and students assume, and their source of difficulties may reside in cultural practices that members of the dominant culture fail to notice” (p. 292). For ELLs to be successful at IHLs,

they will have to “understand their new academic expectations and adjust to its demands” (Lipson, 2008, p. 291). Institutions that help to provide the support these students need will make this transition easier. Support services based on the idea of cultural differences will help ELLs and should be accessible to ELLs.

Culture influences our learning in many ways. Ketelaar et al. (2012) found that “patterns of learning are influenced by culture and international students bring with them various approaches to learning that might be in direct contradiction to the environments in which they have immersed themselves for study” (p. 417). As discussed by Vygotsky (1978), language learning is socioculturally constructed in a learner’s community. Kim (2011) found that “without understanding the complex sociocultural context in which learners are situated, as well as the practices and activities in which they participate, we cannot acquire a complete picture of their learning” (p. 282). This in turn justifies why IHLs must understand how culture influences ELLs and produce the types of support services that will help them become successful.

Learning style or strategies are a barrier that is connected to cultural background may interfere with ELLs due to a cultural conflict (Flaitz & Eckstein, 2013)). Learning strategies, as defined by Rubin (1975) is, “the techniques or devices which a learner may use to acquire knowledge” (p. 43). Learning styles can be defined as, “individual differences in approaches to learning” (Joy and Kolb, 2009, p. 71). Experiential Learning Theory (ELT) emphasizes learning styles by stating that it is, “not a psychological state but a dynamic state resulting from synergistic transactions between the person and the environment” (Joy and Kolb, 2009, p. 21). Experiential Learning Theory (ELT) also provides some insight on how undergraduate and graduate ELLs can learn to use their prior learning experiences to be successful at IHLs. Boggu and Sundarsingh (2016) found that, “it is assumed that adult learners bring with them strategies

that have already been developed during their past educational experiences, so the teacher's role in this context is to make the learners aware of the existing strategies and develop strategies that are used less frequently" (p. 25).

Understanding ELT can help to develop and implement support services that allow undergraduate and graduate ELLs to use their prior learning experiences to form new ones at IHLs. Kolb (1984) defined ELT as, "the process whereby knowledge is created through the transformation of experience" (p. 41). The six propositions of experiential learning theory come from theorists who focused on human learning and development including, "John Dewey, Kurt Lewin, Jean Piaget, William James, Carl Jung, Paulo Friere, Carl Rogers and others" (Kolb & Kolb, 2005). There are six propositions in Experiential learning theory. First, education should be seen as a learning process and should not focus solely on the outcome. For ELLs, adjusting to a new academic setting is a process. Kolb & Kolb (2005) found that, "To improve learning in higher education, the primary focus should be on engaging students in a process that best enhances their learning – a process that includes feedback on the effectiveness of their learning efforts" (p. 194). The second proposition states that learning is also "relearning" (Kolb & Kolb, 2005). This directly relates to undergraduate and graduate ELLs. In that their cultural backgrounds. Kolb & Kolb (2005) stated, "Learning is best facilitated by a process that draws out student's beliefs and ideas about a topic so that they can be examined, tested, and integrated with new, more refined ideas" (p. 194). Experiential learning theory also taps into looking at learning as a holistic process that includes "thinking, feeling, perceiving, and behaving" (p. 194). Understanding what undergraduate and graduate ELLs are feeling and thinking is imperative to knowing how they learn. This leads to the fifth proposition of Experiential learning theory which states that learning occurs from "transactions between the person and the environment" (Kolb &

Kolb, 2005, p. 194). Undergraduate and graduate ELLs use their experiences to create new experiences, or transfer what they already know to help them learn new experiences. This lends to the sixth proposition which states that “learning is the process of creating knowledge” (Kolb & Kolb, 2005, p. 194).

Research shows that culture influences different styles of learning, thus understanding the experiences of undergraduate and graduate ELLs enables IHLs to develop and implement proper support services that will allow these students to use their experiences to and assimilate to the differences they may encounter (Joy and Kolb, 2009; Reynolds, 1997; Kerr, 2004). Table 2 shows many cultural similarities and differences regarding academics in the top eight countries of origin of international students (Flaitz, 2006; Flaitz & Eckstein, 2003). As found by Kim (2011), “the real challenge is for international students not to transfer their already-formed thoughts into sentences in the second language; rather, it resides in the fact that the learning process is mediated by sociocultural artifacts, in this case, the second language” (p. 286). Understanding the differences that exist in various academic cultures is paramount for IHLs to take into consideration when providing support services for ELLs. Take for example the similarities in Asian countries, where many students come from an academic cultural background that requires students to memorize and learn concepts verbatim. This style of learning is embedded within these students. When they come to the United States and enter academic programs, they are then forced to learn a new way of learning, through synthesizing, summarizing and reflection (Flaitz, 2006; Flaitz & Eckstein, 2003).

There are several commonalities within the academic culture of the top countries of origin of ELLs in IHLs. ELLs come with a perspective on learning that is vastly different than what they may see in academic programs in United States. IHLs, which in turn becomes a

challenge or barrier. For example, if memorization was the main approach, ELLs may struggle with new concepts and scenarios of learning.

Having to reprogram your way of learning, when entering higher education, may be an obstacle hard to overcome (Sherry et al., 2010). By the time students reach this level, learning how to learn, is not in the curriculum and ELLs often find it difficult to adjust to academic differences (Sherry et al., 2010). ELLs who do not understand the foundations of synthesizing, summarizing, and reflection are forced to learn it on their own (Zhao & Hirvela, 2015). This is where academic support services come into play. As stated earlier, cultural backgrounds affect an array of academic arenas for ELLs, and they must be taken into consideration when providing support services.

Cultural backgrounds impact the type of educational and academic settings that ELLs may be accustomed to. This includes ELLs who enter undergraduate and graduate programs as international students and immigrants. Though Generation 1.5 students may have had educational exposure in the United States, there may be cultural underpinnings that shaped the way their educational and academic experiences (see Table 2). It is important to keep in mind that graduate ELLs have their cultures embedded in them and as Andrade (2009) points out, they, “may stay within the bounds of their own cultures, thereby failing to learn appropriate sociocultural rules for successful interaction” (p. 31).

Table 2*Academic Culture Among Top Countries Representing ELLs in U.S. IHLs*

Country	Continent	Academic Culture
China	Asia	<ul style="list-style-type: none"> • Participation is directed by a teacher • Verbatim copying • Providing opinions is disrespectful • Words of experts should be used verbatim • Collaborating with peers is acceptable
India	Asia	<ul style="list-style-type: none"> • Memorization and verbatim style of teaching and learning • Critical thinking is not taught nor emphasized • Students rely on teacher to provide information • Research skills are not taught
South Korea	Asia	<ul style="list-style-type: none"> • Participation is directed by a teacher • Memorization and verbatim style of teaching and learning • Asking clarifying questions is considered rude
Saudi Arabia	Middle East	<ul style="list-style-type: none"> • Collaboration with peers is acceptable • Collaborating with peers of the opposite sex is not permitted
Vietnam	Asia	<ul style="list-style-type: none"> • Collaboration with peers is acceptable • Asking clarifying questions is considered rude • Memorization and verbatim style of teaching and learning
Taiwan	Asia	<ul style="list-style-type: none"> • Participation is directed by a teacher • Memorization and verbatim style of teaching and learning
Japan	Asia	<ul style="list-style-type: none"> • Memorization and verbatim style of teaching and learning • Collaboration with peers is acceptable
Mexico	South America	<ul style="list-style-type: none"> • Memorization and verbatim style of teaching and learning • Participation is directed by the teacher • Collaboration with peers is acceptable

(Flaitz, 2006; Flaitz & Eckstein, 2003)

One striking similarity in Table 2 shows that peers are permitted to collaborate with their peers on classwork (Flaitz, 2006; Flaitz & Eckstein, 2003). Collaborating with peers has a cultural connotation. In the U.S., collaborating on in- and out-of-class projects is permitted only when directed by the professor. If students collaborate during any other times, it may be considered cheating (Flaitz, 2006). In contrast, ELLs coming from an academic culture that promotes collaboration may think collaboration is always acceptable and permitted. In many

cultures, collaboration is permitted because it allows students to review concepts and learn from one another. Learning is seen as the responsibility of the learner and asking a teacher for clarification is looked down upon (Flaitz, 2006; Flaitz & Eckstein, 2003). Peer collaboration is a cultural concept that ELLs may not understand due to the learning culture the students come from. Support services provided by IHLs should address this cultural difference to ensure that ELLs are conscious of disparities that may exist.

ELLs come from varying learning cultural backgrounds in terms of how to interact with faculty members in academic settings. For students from Asia, making eye contact with teachers and elders is not well regarded (Flaitz, 2006; Flaitz & Eckstein, 2003). Imagine being raised in this culture and entering a culture that looks at this from the opposite point of view, where not maintaining eye contact is seen as disrespectful. Even if ELLs have resided in the United States for a long time, they may still abide by their cultural roots. ELLs may not have a full understanding of how they are supposed to interact with faculty members, likewise, faculty members may also struggle in this area. Providing cultural competence to ELLs on such differences can help establish a positive rapport between them and faculty members. Cultural competence in these relationships is crucial for IHLs to consider when developing support services. These services should be geared to ensuring that ELLs understand the dynamics of how culture may impact their interaction in academic settings.

Language Acquisition Barriers

Many cultural barriers are linked to language, but there are other areas of language that challenge ELLs due to their limited exposure to English and difficulties in acquiring English as a second language (Bifuh-Ambe, 2009). Language barriers for ELLs stem from different areas. Research has shown that all four language domains – reading, writing, listening, and speaking –

pose barriers to ELLs (Bifuh-Ambe, 2009; Doolan, 2013; Kanno & Harklau, 2012; Ravichandran et al., 2017; Sheppard, et al., 2015). Within these four domains, two additional criteria emerge: Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Both BICS and CALP play a crucial role in academic settings. Andrade (2010) found that academic success is affected by weak English proficiency. Understanding the language barriers faced by ELLs helps clarify the possible challenges and identify support services needed by these students.

Thought and culture are also interconnected with language. Matsumoto and Hwang (2018) found that “Identifying the basic structure and feature of language is useful in order to examine the relationship between culture and language” (p. 227). Five critical features of languages are lexicon, syntax and grammar, phonology, semantics, and pragmatics. Of those, lexicon, semantics, and pragmatics can be most affected by culture.

Lack of lexicon competence can lead to misunderstandings or confusion for undergraduate and graduate ELLs (Douglas, 2010). For example, some students from Delhi, India, use the word *paper* to refer to an exam in an educational institution. The term *paper* in Delhi is lexicon that is associated with culture. This may lead to confusion for both ELLs and faculty members. For example, if a faculty member asks students in a graduate class to turn in a *paper*, an ELL may become distraught if he or she understands this term to mean an exam. As the term *paper* is common in the U.S. educational environment, ELLs must become acclimated with the academic culture here (Choi, 2006). Another way in which culture influences specific lexicon understanding is in the use of pronouns or self-referents (Matsumoto & Hwang, 2018). For example, in English the pronoun *you* can be used for anyone, regardless of your relationship, age, status, etc. However, in Punjabi, *you* has two forms, formal (*tusi*) and informal (*tu*).

Depending on who someone is talking to will indicate whether to use *tusi* or *tu*. For example, when speaking to someone of rank, *tusi* would be used. An ELL whose L1 is Punjabi may feel awkward referring to a friend and a superior using the same self-referents.

Semantics and pragmatics are language features that also have cultural connections (Matsumoto & Juang, 2018). For example, *home plate* refers to the base that baseball players begin and end at. But an ELL who comes from a culture where baseball is non-existent will struggle with the term. Pragmatics is directly affected by language and social contexts (Matsumoto & Juang, 2018). Some ELLs may have a grasp of the lexicon, syntax, and morphology, but, as noted by Lightbown and Spada (2013), “They also need to acquire skills for interpreting requests, responding politely to compliments or apologies, recognizing humour, and managing conversations” (p. 65). ELLs may have the vocabulary, grammar, and ability to speak with some fluency; however, what may be appropriate in their culture may be different in the L2. Kim (2011) stated, “For international students who do not understand American culture, vernacular topics, simple jokes and even casual greetings may be highly abstract because understanding such topics requires cultural knowledge” (p. 288). Often, instructors incorporate cultural references in classrooms, which may pose a barrier to ELLs, leaving them to research the meanings and cultural facts on their own (Kim, 2011).

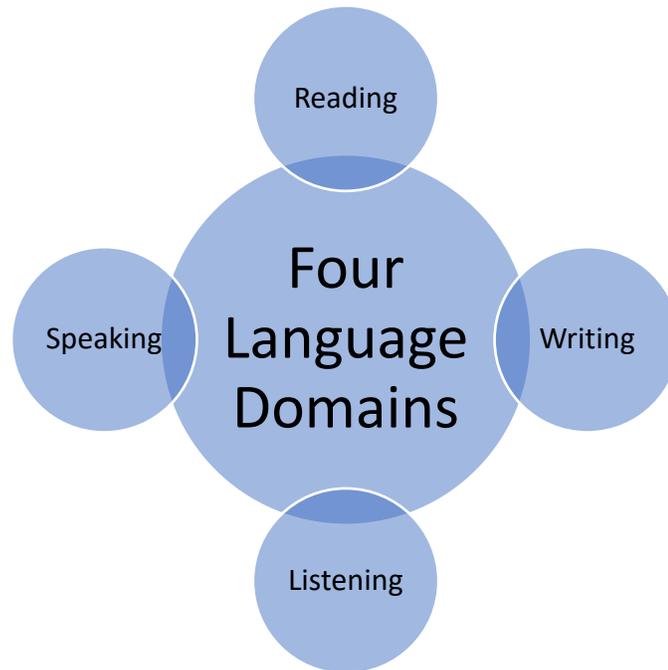
The Four Language Domains

ELLs come to IHLs with different academic experiences and English proficiency levels that affect the four language domains: reading, writing, listening, and speaking, as shown in Figure 7. All four of these language domains are needed for any academic program. Because of the barriers in these domains, ELLs rely on academic and linguistic support services from their

respective IHLs. However, before support services can be provided, it is important to grasp the potential weaknesses that ELLs may face in all four language domains.

Figure 7

Four Language Domains That Impact Support Services Needed by ELLs



Wang et al. (2002) found that responses to reading correlate to cultural backgrounds. Academic experiences and English proficiency levels impact many areas of reading. This begins with background knowledge that ELLs may not have. As found by Wang et al. (2012), ELLs construct meaning based on their background knowledge. Extensive gaps in prior knowledge lead to more challenges when comprehending text. Most of the gaps missed are due to cultural differences and low CALP (Cummins, 2009). Reading requires not only the action of reading, but also comprehension, critical thinking, and the ability to synthesize materials at much higher academic levels. Kettle and Luke (2013) found that many ELLs come with limited experience in critical thinking. The lack of critical thinking techniques stems from the ways in which lessons are presented. Ravichandran et al. (2017) found that in many countries a common method of

teaching is by memorization and rote learning, which impedes the ability for ELLs to think critically. Critical thinking takes reading to a deeper level and one that leads to further comprehension of materials and the ability to synthesize material with more depth and breadth. Bifuh-Ambe (2011) stated, “The difficulties in comprehending course content arouse from lack of prior-knowledge of subject matter, poor word recognition, and the inability to understand the internal structures of text” (p. 29). ELLs entering IHLs may struggle with reading. Research has shown a strong relationship between vocabulary knowledge and reading comprehension across all ages, childhood through university level, and proficiency levels of learners (Douglas, 2010; Nassaji, 2003; Roessingh, 2008; Verhoeven, 2000).

Writing can often be a daunting task, but for ELLs, what stands out as even more of a challenge is ensuring they are not committing plagiarism when they are using resources for writing tasks. Research has shown that plagiarism is one of the biggest barriers faced by ELLs (Bifuh-Ambe, 2009; Doolan, 2013; Holmes, 2004; Ravichandran et al., 2017; Turner, 2006). Differences in learning styles have led to what U.S. institutions label plagiarism. The concept of plagiarism may not be known to many ELLs, and many face significant challenges to understand this concept (Andrade et al., 2016; Ravichandran et al., 2017; Storch, 2009). Ravichandran et al. (2017) stated, “even with multitude of discussions on plagiarism at the university, most of the participants did not have a clear understanding of the ramifications of plagiarism, although they did state they knew it was a serious issue and should be avoided” (p. 774). ELLs may be subject to plagiarism due to limited understanding on how to critically analyze documents as required by their instructors. Hartshorn and Hart (2016) found that another reason for falling into plagiarism is “... the limitations of students’ English skills and the level of language needs to perform tasks such as paraphrasing, summarizing, and synthesizing, which require extensive knowledge of and

faculty with vocabulary and grammatical structures” (p. 191). Support services on expectations about student work should be provided to ELLs to help alleviate this barrier.

Speaking is an area that is often overlooked because ELLs may be able to speak fluently with respect to BICS, but their weakness in CALP goes unnoticed until they enter the classroom. Many ELLs may begin academic programs with high scores on college entrance exams but may not be proficient in speaking. As found in past research, many professors working with ELLs may assume that if students are granted admission to an academic program, their spoken English is proficient. However, many ELLs are often very hesitant to speak in front of their native L1 peers and lack the speaking skills necessary in an academic setting. Such hesitation may interfere with completing in-class presentations, class discussions, and groupwork (Kim, 2011). Many academic programs require students to give presentations during classes, yet, as described by Kim (2011), “the level of discourse needed to give a presentation may be more challenging for ESL graduate students than the academic content itself” (p. 287). Support services on oral communication would benefit both undergraduate and graduate ELLs who struggle with this language domain.

Another area that often poses a language challenge to ELLs is listening (Mulligan & Kirkpatrick, 2000). Renukadevi (2014) found that, “Listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. Especially in learning a language for communicative purpose, listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch, and accent; and it is only possible when we listen” (p 60). Many barriers in listening, involving speed, pronunciation of terms and concepts, and cultural use of idioms, have been identified (Zhiping &

Paramasivam, 2013). These barriers become apparent in academic settings such as lectures. Murphy (1985) found that many undergraduate and graduate ELLs face barriers in comprehending academic lectures (Murphy, 1985). The barriers ELLs face can come from adjustment challenges that face international students and newly arrived immigrants. This can also be a challenge for Generation 1.5 ELLs who still face barriers in language and cultural differences. Mulligan & Kirkpatrick (2000) found that sociocultural and linguistic factors limit comprehension during lectures. IHLs must understand and give more attention to the barriers faced by ELLs when it comes to listening and build support services that will assist with this challenge (Renukadevi, 2014).

Understanding Communicative Competence provides insight on why undergraduate and graduate ELLs may struggle in both listening and speaking. Hymes (1972) believed that ELLs should first learn to use language in their daily life which will then lead to mastery of the second language. This is important to recognize because when undergraduate and graduate ELLs enter IHLs, this may pose as a communicative barrier. Fang (2010) found that, “While developing their speaking abilities and increasing their vocabulary level, students simultaneously develop their listening skill and also gain confidence during the process of communication” (p. 112).

Since Communicative Competence emerged, there have been several changes on how it has been defined. Communicative Competence was first proposed by Chomsky in 1965 (Xua, 2013). Chomsky used communicative competence to explain that ELLs have internalized linguistics and grammatical knowledge (Xua, 2013). However, later, sociocultural features were added to the definition by Hymes (1972), and communicative competence was defined as, “a language user’s grammatical and social knowledge about how and when to use utterances appropriately” (Xua, 2013, p. 2). The definition was redefined in 1980 by Canale and Swain by

stating that there are three major components of communicative competence: grammatical, sociolinguistic, and strategic competence. Canale & Swain (1980) found that grammatical competence is, "...understood to include knowledge of lexical items and rules of morphology, syntax, sentence-grammatical semantics, and phonology (p. 29). Grammatical competence plays a role in both listening and speaking skills of undergraduate and graduate ELLs. The second component, sociocultural competence is defined by Canale & Swain (1980) as, "the extent to which appropriate attitude and register or style are conveyed by a particular grammatical form within a given sociocultural context" (p. 30). Undergraduate and graduate ELLs must understand how language is used in different social contexts not just on grammatical structures (Savignon, 2018) The third component, strategic competence, is defined as "verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence" (Canale & Swain, 1980, p. 30). All three of these components impact how ELLs communicate and how they acquire English proficiency (Fang, 2010). It is important for IHLS to recognize the challenges ELLs face when it comes to developing communicative competence and develop support services that will enable them to overcome challenges that they may face.

Mental Health and Stressors Barriers

Mental health is a concern for all ELLs regardless of their status. For international students, since September 11, 2001, they have faced a multitude of problems (Hyun et al, 2007). Generation 1.5 students face many challenges, often because they are in the U.S. illegally and have legal problems relevant to the DREAM Act. Many associated problems have impacted the mental health of ELLs identified as international and Generation 1.5 students. This of course adds to the linguistic and cultural challenges they face. As described earlier, ELLs who enter

IHLs across the U.S. face many obstacles in four specific areas of concern: living, academic, sociocultural, and personal psychological (Tseng & Newton, 2002).

Implementing support services in place for ELLs and providing them ways to build social support is imperative. Research on mental health focuses on international students, but it must be emphasized that the same issues apply to immigrant and Generation 1.5 students. All groups of ELLs must be researched to understand the mental health issues affecting them. Hyun et al. (2007) stated, “Adequate orientation and administrative support for international students are key factors in successful transitions” (p. 110). However, there are cultural barriers that may stand in the way of providing ELLs with mental health support services. IHLs must also understand that mental health is seen differently among the various cultures. For many international students, mental health issues come with a high degree of stigma (Heggins & Jackson, 2003; Hyun et al, 2007).

Support services on mental health are imperative for ELLs. Support services provided by IHLs must include mental health services that are culturally sensitive. Services such as Peer Mentor groups and counseling would be beneficial to ELLs.

Financial Barriers

Any students attending IHLs are faced with the challenge of ensuring that they can afford the expenses; however, there is a difference between the cost of higher education among the three categories of ELLs (international, immigrant, Generation 1.5). Immigrants who attend IHLs will typically pay in-state tuition unless they attend an out-of-state school. On the other hand, international students, those covered by DACA, and DREAMERS pay more for tuition. Financial barriers may also be a result of cultural differences, which impede in understanding how finances work at IHLs. For example, there may be limited knowledge on scholarships and

other financial assistance available to DACA students (Flores, 2016). For this reason, it is imperative for IHLs to provide support services on finances.

International students who attend U.S. IHLs must show proof of funds prior to obtaining a student visa. Although they may not struggle with supporting themselves financially, ELLs may still need support services on how to apply for any such financial aid that is available to individuals in their status. While attending a degree program in the United States, most international students are permitted to work for only a specified amount of time, as determined by their visa status. International students are permitted to work on campus and may qualify for select financial aid programs.

Generation 1.5 ELLs may also encounter barriers when it comes to tuition. Bayas (2019) noted, “As DACA individuals are usually considered out-of-state students, they are charged the higher tuition” (p. 1). It has been reported that 16 state legislatures allow in-state tuition for DACA students, while 21 states have initiatives for DACA and undocumented students to be eligible for in-state tuition (Adams & Boyne, 2015; Soria Mendoza & Shaikh, 2019). Rising costs of tuition may be part of the financial burdens that hang over these ELLs. IHLs that provide financial aid through the state or federal government may not be entitled to provide any packages to DACA or DREAMERS due to their immigration status.

Students who enroll in IHLs as a permanent resident or citizen have more options available. These undergraduate and graduate students have access to grants, loans, and scholarships, and do not have the same stipulations as ELLs who enter IHLs as international students or Generation 1.5. However, it is important to note that even though they have more financial resources, dissemination of pertinent information would help current and prospective students understand options available.

Support services on financial resources are imperative for undergraduate and graduate ELLs. Financial support services provided by IHLs must include dissemination of information on the types of aid available and how students can access it.

Support Services

A supportive environment begins by IHLs acknowledging that they have a mission and vision that ensures success for ELLs. IHLs offer support services to meet the diverse needs of undergraduate and graduate students and assure that these services will help improve success by providing resources and opportunities (Dietsche, 2012; Purnell & Blank, 2004). However, these support services in mainstream colleges and university programs are limited (Harrison & Shi, 2016). The foundation of academic journeys for ELLs begins by understanding the barriers they face and building support services to accommodate their needs.

When ELLs enroll and are admitted to an IHL, it sends a sign that these students are welcomed and will be supported. Andrade (2006) stated, “universities must become more knowledgeable about the adjustment issues these students face and implement appropriate support services” (p. 131). As stated earlier, ELLs, whether they are classified as international, immigrant, or Generation 1.5 students, come with an array of challenges that must be met. Many of these challenges are a result of linguistic and cultural barriers, but there are other issues that also must be understood including immigration, mental health, and financial barriers. All the challenges faced by ELLs should be addressed by various support services.

Higher education institutions host a variety of support services for their students. Support services include academic, social, and health programs. Many of these programs target the general student populations, both ELLs and non-ELLs. For example, services such as Residence Life and Housing, Career Services, Counseling Center, and Financial Aid Office are used by all

students. These services provide students with specific resources that help them throughout their educational careers. Andrade (2009) stated, “institutions must be accountable for serving those they admit and for adjusting methods of instruction and support systems to address learners’ needs” (p. 1). Several support services can be found at IHLs, but whether they are truly serving all student populations, such as ELLs, is what this study aims to find.

Support services may be present at IHLS, but a more important issue is whether these services are utilized. Harryba et al. (2012) observed that, “. . . a match between student need and expectation and university service is pivotal to improving utilization” (p. 275). IHLs need to take a closer look at the populations represented on their campuses to determine whether the support services they are providing fit the needs of those populations. This will ultimately provide data on whether these support services are being used and on potential gaps in the services. Also, IHLs that provide support services that are not being used must take a closer look at the reasons why, especially for ELLs.

As discussed earlier, ELLs come from various backgrounds, and are not always international students (IS). However, when trying to understand support services for ELLs, most research is on supports services for IS, not for ELLs who may be citizens or permanent residents. As discussed throughout the paper, ELLs have various immigration statuses, and support services are crucial for them as well. ELLs may fit under the IS category because they may be first- or second-generation immigrants. As a result, data on support services for this study were gathered from studies on IS.

IHLs must consider that culture may play a crucial role in whether support services are accessed by ELLs. As discussed earlier, cultural differences impact ELLs. One reason why utilizing support services may be seen differently by ELLs involves acculturation (Harryba et al.,

2012). Dawson (2009) defined acculturation as “the process a person experiences as they are exposed to different cultures other than their own” (as cited by Harryba et al., 2012, p. 267).

There are many factors that may affect acculturation, including length of stay, cultural distance, English proficiency, social support, self-efficacy, demographics, social connectedness, and coping strategies and personality types (Arkoudis & Tran, 2007; Duru & Poyrazli, 2007; Giang & Witting, 2006; Harryba et al., 2012; Sexton, 1979; Srivastava et al., 2009; Suanet & Van de Vijver, 2009; Walker et al., 2008; Wei et al., 2007; Yeh et al., 2008).

Harryba et al (2012) conducted a study that found that IS found it difficult to access support services due to “language barriers, discomfort with ‘western’ services, and unawareness of existing services” (p. 274). It was also found that faculty members did not guide IS to the correct support services. Additionally, IS reported that the university website was difficult to use (Harryba et al., 2012). The IHLs covered by this study did provide support services, but they were not being utilized. Harryba et al. (2012) stated, “simply providing a service does not guarantee that IS will access them” (p. 280).

IHL Characteristics

This study focuses on how institutional characteristics such as reputation, enrollment size and endowment impact ELL support services at IHLs. Each of these characteristics, shown in Figure 8 on page 127, plays its role in IHLs. The following section provides important information about how each characteristic impacts IHLs, which ultimately impacts support services offered.

Reputation

IHLs across the United States are in constant competition for gaining students, faculty members, and donors (Shin et al., 2011). Hazelkorn (2008) observed, “Higher educational

leaders and their admissions offices are very clear that rankings form a vital part of strategic positioning” (p. 9). An IHL’s ranking or reputation is one characteristic considered by students, faculty, and donors. For the purpose of this study, the ranking/reputation of graduate programs will be based on *U.S. News & World Report* 2019 findings.

The history of the ranking system dates to 1925, when Professor Donald Hughes began ranking graduate programs in the U.S. (Shin et al., 2011). Nearly 60 years later, *U.S. News & World Report* began ranking IHLs, first for undergraduate programs and then graduate programs. The ranking system for IHLs began to reflect interest in egalitarianism, which began to emerge in the United States. Cutright (2013) considered the concept’s egalitarianism “competes with the elitism ideal and argues that higher education should focus on providing services to the general population, as well as the elites” (p. 3). This idea that led to the ranking system we have today.

The issue of quality in higher education and elite universities was always in debate. Elite universities wanted highly qualified students, which in turn attracted more financial resources from donors (Shin et al., 2011). The competition by elite universities led to a societal interest. People began to wonder how IHLs compared with one another. This interest is what started the popularity of ranking among the key stakeholders of IHLs, students and faculty members.

Sweitzer and Volkwein (2009) found that *U.S. News & World Report* has had concerns about the validity of the ranking system and what defines quality of higher education. To describe what makes up excellence in higher education, four models were developed (Sweitzer and Volkwein, 2009) and are used by *U.S. News & World Report* (Sweitzer and Volkwein, 2009). First is the Resource/Reputation Model by Astin (1985). This model considers that reputation should reflect resources to support educational effectiveness (Astin, 1985; Sweitzer & Volkwein, 2009; Volkwein & Grunig, 2005). Second is the Client-Centered Model, which “links

quality to student and alumni satisfaction, faculty availability and attentiveness, and robust student services” (Swetizer & Volkwein, 2009, p. 815). Third is the Strategic Investment Model, which, “emphasizes the importance of return on investment, cost-benefit analysis, and results-oriented and productivity measures such as admissions yields, graduation rates, time-to-degree, and expenditures per student” (Swetizer & Volkwein, 2009, p. 815). Fourth is the Talent Development Model, which centers on students and faculty. Sweizer and Volkwein (2009) defined the success of an institution as when “it develops student and faculty knowledge, skills, attitudes, and interests” (pp. 815–816).

All 100 IHLs were vetted to ensure that they were recognized and ranked as top schools by *U.S. News & World Report*. However, for the study, reputation was defined as a top ranked international institution or non-international institution. I did not analyze the schools based on the ranking score they received; rather, after identifying that these IHLs were already ranked, it was important to observe whether the top international ones had any correlation or differences with non-international ones.

It was hypothesized that reputation would be related to the level of support for ELLs. Additionally, it was also hypothesized that IHLs who are ranked amongst the top for international students will offer more support services for ELLs than other institutions.

Enrollment Size

The IHLs included in this study varied in enrollment size. As an independent variable, it was important to see whether enrollment size impacted the types and amount of support services provided to undergraduate ELLs. For purposes of the study, IHLs were divided into four categories based on enrollment size (Table 3).

Table 3*IHL Categories*

Category	Enrollment Size	Population
1	Very small	Up to 1,000 students
2	Small	1,001–5,000 students
3	Medium	5,001–10,000 students
4	High	10,001 or more students

Enrollment size is an important variable because it represents the number of students that are enrolled at an IHL, which may also impact whether there are more or less support services available. IHLs with fewer students may not have an amount of support services that differs from that of a larger population. Selvadurai (1992) noted that “Many institutions that enroll relatively few foreign students would not find it economically feasible to provide such programs” (p. 155). IHLs are likely to fund support programs that fit their student population, as well as to look at population size to determine how much money could be invested in support services.

Therefore, it has been hypothesized that enrollment size affects the availability of different types of support services for undergraduate and graduate ELLs.

Role of Endowments in Higher Education Institutions

Endowments play a critical role in the financial make-up of higher education. As noted by Phung (2020), “the presence of endowment funds are often integral to the financial health of educational institutions.” The larger the endowment, the more likely students with financial barriers will be able to attend the institution. Endowments are not a cash investment; instead, IHLs invest their endowment principal. The interest earned is used to fund the institution. *U.S.*

News & World Report identified universities with the largest endowments at the end of the 2018 fiscal year, which included those shown in Table 4.

Table 4

IHLs With the Largest Endowment in Fiscal Year 2018

School Name	End of Fiscal Year 2018 Endowment	U.S. News Rank
Harvard University (MA)	\$39,233,736,000	2
Yale University (CT)	\$29,444,936,000	3 (tie)
Stanford University*** (CA)	\$26,464,912,000	6 (tie)
Princeton University*** (NJ)	\$25,438,300,000	1
Massachusetts Institute of Technology***	\$16,400,027,000	3 (tie)
University of Pennsylvania	\$13,777,441,000	6 (tie)
Texas A&M University – College Station	\$12,688,560,784	70 (tie)
University of Michigan – Ann Arbor	\$11,733,013,000	25 (tie)
University of Notre Dame	\$11,065,058,000	15 (tie)
Columbia University*** (NY)	\$10,869,245,000	3 (tie)

(U.S. News & World Report, 2019)

***Institutions included in present study

These top 10 universities are well-reputed (Angelini et al., 2020), but “are not representative of the majority of universities’ endowments” (p. 7).

Endowments are created from many different sources, including donations of money and property. However, “Schools with grand reputations are likely to attract large donations”

(Angeline et al., 2020, p. 7). Well-reputed schools, such as those reported by *U.S. News & World Report* have larger endowments, which serve as an essential source of revenue (Phung, 2020).

Endowments support various aspects of higher education institutions, including, “current expenditures and to ensure their long-term financial security” (Baum & Lee, 2019, p. 5). For these institutions to maintain their endowment goals, donations play a crucial role. “A university's endowment consists of donations in the form of money or property” (Angeline et al., 2020, p. 7). Often, the endowments collected are above what is needed for the fiscal year and are held for future use in what are commonly called rainy day funds. These funds vary greatly in enrollment size, depending on the institution. Baum and Lee (2019) reported that some colleges and universities have endowments “large enough to cover over 10 years of expenditures” (p. 10). Some of the universities and colleges included on this list include those in Table 5.

Considering that these institutions have endowments that may cover needs for more than 10 years, one might wonder where the money is going. Princeton, in 2006, had a rainy day fund of 141 years (Waldeck, 2008). Is there more focus on saving than spending? Baum and Lee (2019) stated, “Endowments help institutions fulfill their educational and research missions and can, especially in large universities, help finance expansion in the scope of their activities” (p. 5). Institutions have the right to have rainy day funds for contingencies that may be out of their control. “Endowments ensure that institutions can maintain their operations over the long run, protected from temporary declines in enrollment and revenues, disruptions in financial markets, and unanticipated major expenses” (Baum & Lee, 2019, p. 5). However, just as important is using endowment funds to ensure that an institution's mission is being met and students are being provided with the services and support they need. Baum and Lee (2019) expressed this by stating, “the marginal benefits of extra dollars of endowment that can fund additional activities in

Table 5*Largest Rainy-Day Endowments*

Institution	Endowment¹
Soka University of America***	1.3 billion
Princeton University***	25.4 billion
Grinnell	
Pomona	
Swarthmore	
Amherst	
Washington and Lee	
Williams College***	2.6 billion
Berea	
Rice University***	6.2 billion
Yale	
Harvard	
Bowdoin	
Cooper Union	
Principia	
Wellesley	
Notre Dame	
University of Richmond***	2.5 billion
Claremont McKenna College***	865.5 million
Smith College***	1.9 billion
Stanford University***	26.5 billion
Dartmouth College***	5.5 billion
Massachusetts Institute of Technology***	16.4 billion
California Institute of Technology***	2.9 billion

***Institutions included in present study. ¹amounts in U.S. dollars
(Baum & Lee, 2019)

the future would be lower than that marginal benefit of those dollars spent now, either on the institutional mission or on broader social efforts to expand educational opportunity” (p. 7).

Endowments serve higher education institutions in various ways, including providing stability, leveraging revenue sources, and encouraging innovation and flexibility (American Council on Education, 2014). First, higher education institutions' financial stability is likely to fluctuate over time due to its fluid state. Fluctuations can be due to enrollment, donor gifts, and state and federal support. Additionally, changes caused by the financial markets and investment strategies also impact income. Endowments help to stabilize the fluctuations so that institutions can focus their priorities each year. This stability is crucial, as it enables endowments to “support student aid, faculty positions, innovative academic programs, medical research, and libraries” (American Council on Education, 2014, p. 2). Endowments allow institutions to function during fluctuations of enrollment. In some cases, the admission/recruitment strategy is to go out of the country and recruit more international students. This may mean using the endowment assets to fund international students.

Endowments also help leverage revenue (American Council on Education) to the changing economic situations students may face. Endowments enable institutions to provide financial relief to students in need of financial assistance. As stated in the introductory paragraph to this subsection, the larger the endowments of the IHLs, the more financial support will be provided to students to enable them to attend these institutions. The American Council on Education (2014) found that “colleges and universities with the largest endowments are also the ones most likely to offer need-blind admission (admitting students without regard to financial circumstances and then providing enough financial aid to enable those admitted to attend” (p. 2). This is especially beneficial when institutions face financial turmoil. Without endowments,

“institutions would have had to cut back even further on their programs, levy even greater increases in their prices to students and/or obtain additional public funding to maintain current programs at current prices” (p. 2).

Endowments also serve as sources of innovation and flexibility. Endowment funds can be geared to ensuring that students have access to new innovative strategies and approaches that fit their needs. These funds are not only necessary for financial means but also serve as student support. “Such innovation and flexibility has led to entirely new programs and to important discoveries in science, medicine, education, and other fields” (American Council on Education, 2014, p. 3).

Endowments generally last long and keep growing. This growth contributes to both present and future students. These growing gifts create a “stream of earnings to strengthen and enhance the quality of their programs, even if many years will be required to achieve some of their goals” (American Council on Education, 2014, p. 4). For example, a donor may select that the gift goes towards an educational purpose. Even though there are no specifics, this gift can only be spent on educational purposes because it is restricted. Another type of gift-giving, quasi endowments, enables the institution to spend the principal of a donor's gift, and governing boards use these gifts as an endowment (American Council on Education). An example of a quasi-endowment would be if a donor contributed a specific amount of money to support an institution's ESOL program but did not otherwise stipulate how the gift is to be spent. Such expenditure would be at the institutions' discretion.

The institution may also decide to invest the gift to preserve and use its value during a time of economic downfall. The American Council on Education (2014) found that, “Among all higher education institutions, 88 percent of invested funds are reported as endowment and 12

percent are classified as quasi-endowed funds (funds functioning as endowments)” (p. 4). It is important to note that institutions are legally responsible for adhering to donors' terms when the gifts are given as endowments.

Donors give gifts to institutions to help their present and future goals, including supporting the education of their students. “Even in difficult financial times, an endowment can sustain an institution’s teaching and research and allow it to provide essential support to its faculty and students” (American Council on Education, 2014, p. 8). Support for students is a factor that takes precedence in donors giving gifts. Endowments “offer programs of greater quantity” (American Council on Education, 2014, p. 8). As a result, endowments directed in this manner should ensure quality support for their present and future students and have the flexibility to “adapt to the changing needs and interests of their students and the broader society” (American Council on Education, 2014, p. 11).

Endowments vary from institution to institution. Some are amongst the wealthiest and are referred to as the “\$500 million Club” (Nichols and Santos, 2016) because their endowment size was \$500 million or more (Table 6). As found by Nichols and Santos (2016), “Compared with other four-year institutions, the colleges and universities in the \$500 million club have vastly more wealth, overall and on a per-student basis” (p. 1). These large endowments enable institutions to use their endowment in various ways compared to institutions with lower endowments. One way in which endowments can be used is by providing financial resources to low-income students; however, “too many super wealthy colleges are playgrounds for the children of the wealthiest in the country and the world. And the leaders at too many of these institutions have mostly chosen not to prioritize educating students from low-income families

(Nichols and Santos, 2016, p. 1). Providing a college education can help close the socio-economic gaps and promote a better economic forecast for low-income students.

Institutions in the \$500 Million Club can spend their money on various projects, but it is essential to see “how much they are spending on education-related activities, and whether gains in the value of their endowments might allow for additional spending that could be used to either enroll more low-income students or reduce the price low-income students are asked to pay” (p. 2). Nichols and Santos (2016) found 67 wealthy institutions averaged a 3.1% growth annually and had an 11.1% average annual return on investment. It was also found that these institutions had a median spending rate of 4.6% to 4.9% during the 2012 and 2013 fiscal year (Nichols and Santos, 2016). It is important to note that the endowment spending rate is 5%, and only two-thirds of these 67 institutions were spending at this amount. Nichols and Santos (2016) also found that, “At the beginning of fiscal year 2010, the collective wealth of these 67 institutions totaled \$149.5 billion; 4 years later, it totaled \$202.3 billion” (p. 3).

The \$500 Million Club could increase their spending rate to 5%. This would add to their income and lend a hand in providing tuition assistance for more low-income students. Nichols and Santos (2016) stated, “If they wanted to lower the burden on low-income students and their families, the 35 institutions with spending rates below 5 percent could increase their endowment spending and use the additional \$418 million for that purpose” (p. 4). However, some of these institutions say it is necessary to spend in a manner that will save for future generations.

Table 6 presents the institutions from the \$500 Million Club included in my analysis.

Table 6*\$500 Million Club: Institutional Endowment Spending Rate, FY 2013*

Institution Name	Endowment Spending Rate Fiscal Year 2013
American University	2.48%
Soka University of America	3.07%
Howard University	3.17%
Fordham University	3.22%
Saint Louis University	4.01%
Rochester Institute of Technology	4.10%
University of Richmond	4.19%
Johns Hopkins University	4.30%
Furman University	4.52%
Wesleyan University	4.61%
Pepperdine University	4.62%
Massachusetts Institute of Technology	4.84%
Brown University	4.93%
Rice University	5.01%
Smith College	5.08%
California Institute of Technology	5.11%
George Washington University	5.23%
Stanford University	5.40%
Williams College	5.41%
Dartmouth College	5.51%
Baylor University	5.58%
Brandeis University	5.67%
Lehigh University	5.76%
Columbia University in the City of New York	5.95%
Georgetown University	6.05%
Middlebury College	6.19%
Rensselaer Polytechnic Institute	6.70%
New York University	7.56%

To summarize, the data in Tables 4–6 illustrate that the IHLs included in this study are among those with the largest endowments, the largest rainy day funds, and are members of the \$500 Million Club, indicating that they have the financial capability to develop and implement student support services to meet the needs of all students attending these institutions. The 100 IHLs chosen for this study have a very large endowments, as shown in Table 5, and 11 of the institutions have the highest rainy day endowments (Table 6).

Given the strategic importance of endowments to the functioning of institutions and to the provision of student support services, it is hypothesized that endowments will directly relate to the level of support provided to ELLs.

Websites in Higher Education

We are now living in a technological age when students rely on the Internet to gain information about which college or university fits their needs. Saichaie and Morphew (2014) stated, “The Internet plays a considerable role in admissions practices of higher educational institutions” (p. 504). The Internet allows IHLs to reach out to students without having to leave their homes and the information transmitted should be reliable. Astani and Elhindi (2008) observed that websites of IHLs should be a reliable source because “Educational institutions were among the first organizations to develop websites” (p. 461). IHLs have the ability to reach far more prospective graduate ELLs through the various capabilities of the Internet. Clinedinst and Patel (2018) noted that “Email and institutional websites are the primary means by which colleges recruit first-time freshmen, transfer students, and international students” (p. 3). College websites should be accessible and provide an array of information that appeals to prospective undergraduate and graduate ELLs. However, Madden-Dent et al. (2019) found many websites

“to be outdated or lacked international student-centered content” (p. 1003). Websites play a crucial role for current and prospective students and should be closely examined.

Although websites are being used by IHLs, it is important to understand whether the websites are designed in a manner that appeals to the target stakeholders. Astani and Elhindi (2008) found that “the key to a successful website is to understand the target audience and meet their needs” (p. 461). This goes back to the need for IHLs to understand key stakeholders, which for the purpose of this study are undergraduate and graduate ELLs. The first impression many students have of IHLs is from looking at their websites. If the websites are not designed to meet the needs of these stakeholders, prospective students are more likely to look for a different institution.

Conclusion

Literature reviewed for this study examines IHL characteristics, as shown in Figure 8, and the services they provide. This chapter also traces the history of legislation that impacts ELLs in the United States, the many challenges faced by ELLs pursuing higher education. Table 7 offers an overview of key literature in theory areas represented in this chapter, along with major authors and their contributions to this study. Chapter 3 will present my research methodology. Analysis and findings are in Chapter 4, and Chapter 5 will offer my conclusions along with implications for practice and future research.

Figure 8

Institutional Characteristics That Impact ELL Support Services

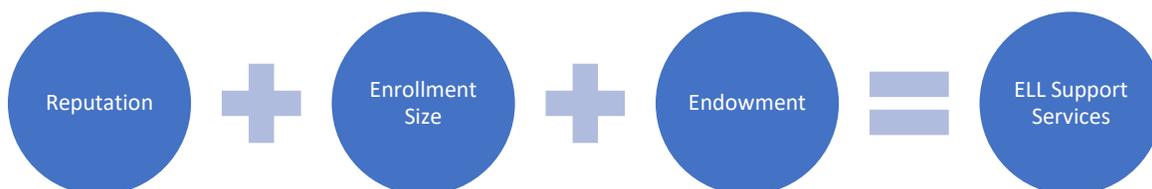


Table 7*Selected Major Works That Influenced the Theoretical Foundation of This Study*

Author	Date	Research Contributions Used in This Study
<i>Second Language Acquisition (SLA)</i>		
Brown	1973	Grammatical markers
Dulay and Burt	1979	Grammatical morphemes are acquired in a natural order
Krashen	1982	Development of a second language for non-native speakers of English through the five hypotheses: Acquisition-Learning Distinction, Natural Order Hypothesis, Monitor Hypothesis, Input Hypothesis, and Affective Filter Hypothesis.
<i>Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP)</i>		
Cummins	1979	Provides educators with awareness about the differences of social language and academic language.
Cummins & Man	2007	Immigrants and or Generation 1.5 immigrants are exposed to less conversational English.
Andrade	2010	BICS is not cognitively demanding and can be acquired faster than CALP.
<i>Sociocultural Theory (SCT)</i>		
Vygotsky	1979	A person's surroundings play a crucial role in an individual's cognition.
Vygotsky	1979	Six core tenets of SCT
Lantolf & Thorne	2006	Human cognitive activity develops through interaction within social and material environments.
Lantolf & Zhang	2017	Real-life experiences help to cultivate communication
<i>Stakeholder Theory</i>		
Freeman	1984	A group of individuals who can affect or is affected by an organization's objectives.
Eden & Ackermann	1988	Stakeholders help to identify problems within organizations.
Mainardes et al.	2010	Targeting stakeholders establishes a competitive edge.

CHAPTER 3: METHODOLOGY

There is very limited empirical research on services provided to undergraduate and graduate ELLs. Most research tends to be descriptive or survey-based research that details the various challenges faced by ELLs in IHLs. Additionally, there is very little empirical evidence regarding the types of support services institutions provide for the needs of the different types of ELLs. I addressed this problem by performing a comprehensive content analysis of the websites of 100 IHLs.

This chapter is divided into the following sections: research questions and hypotheses, research design, sampling plan, data collection and qualitative analysis, variables and coding, data analytical techniques, reliability and validity, researcher positionality, limitations, pilot study, IRB review and summary.

Research Questions

This study explored the types of support services provided by Institutions of Higher Learning to undergraduate and graduate ELLs, as presented on their websites. The study's research questions were:

- R1:** How are IHLs providing support services that fit the needs of undergraduate and graduate ELLs?
- R2:** How do institutional characteristics such as reputation, enrollment size, and endowment affect the availability of different types of support services for undergraduate and graduate ELLs?

Hypotheses

- H1:** IHL **reputation** will be directly related to the level of support for ELLs.
- H2:** HL **enrollment size** will be directly related to the level of support for ELLs.

H3: IHL **endowment** will be directly related to the level of support for ELLs.

H4: Top international institutions will offer more support services for ELLs than other institutions.

Research Design

This cross-sectional, mixed methods study investigated the different types of support programs offered by IHLs to undergraduate and graduate ELLs. Given the complexity of the topic and method of analysis, the mixed methods design provided the most information. The study was rich in both qualitative and quantitative information. Content analysis was the best fit method because it allowed using information directly from the webpages of institutions and analyzing their content on support services for undergraduate and graduate ELLs.

Prior studies in this field have analyzed problems for undergraduate and graduate ELLs at IHLs (Andrade, 2009; Andrade et al., 2016; Bifuh-Ambe, 2009; Harrison & Shi, 2016; Kettle and Luke, 2013; Ravichandra et al., 2017; Terui, 2012; Van Nelson et al., 2004; Wang et al., 2002); however, few studies have focused on how these institutions are addressing the concerns of ELLs. To explore what IHLs are doing, my study included a sample of the 100 top ranked institutions. The sample is based on the 2019 rankings by *U.S. News & World Report*.

Sampling Plan

In order to answer the research questions of this study, 100 IHLs in the U.S. were evaluated. More specifically, the websites of these institutions were evaluated based on an a-priori coding scheme to analyze the various types of support services provided to ELLs.

Data were gathered using the 2019 *U.S. News & World Report* rankings. According to *U.S. News & World Report*, “many of these data are not readily accessible anywhere else” (p. 2). Sixteen metrics were used to calculate the overall rankings (*U.S. News & World Report*, 2018).

“The rankings formula uses exclusively statistical quantitative and qualitative measures that education experts have proposed as reliable indicators of academic quality” (*U.S. News & World Report*, 2019, p. 2). Table 8 shows the breakdown of the eight measures used for the 2019 best colleges rankings of national universities, national liberal arts colleges, regional universities, and regional colleges (Morse and Brooks, 2018).

Table 8

Weighting of Eight Measures Used for 2019 Best College Rankings

Measure	Weight
Graduation and Retention Rates	22%
Social Mobility	5%
Graduation Rate and Performance	8%
Undergraduate Academic Reputation	20%
Faculty Resources for 2017–2018 Academic Year	20%
Student Selectivity for the Fall	10%
Financial Resources for Students	10%
Average Alumni Giving Rate	5%

The three categories used for my study were: 2019 Best National Liberal Arts Colleges, Northern Universities, and Top Universities for International Students. They are listed here as Private Liberal Arts, Northern, and International IHLs. The first list identifies the best private liberal arts colleges in the United States. The second list names the best northern regional universities. The third list names institutions that have the reputation of being most friendly to

international students and have the largest ELL populations. A detailed description of each list is given below.

To arrive at the top 25 nationally ranked liberal arts institutions, I had to assess 229 institutions. This was because many schools on the list did not have graduate programs or had programs too small to be included in the analysis (see Appendix C). The second list contains the best regional institutions in the North. To arrive at this list, I had to analyze the characteristics of over 99 institutions so that the chosen IHLs fit the criteria. This list is of interest due to the growing ELL population in the northeastern part of the United States. As shown in Table 9, the number of international students in the Northeast has grown (Institute of International Education, 2017). Similarly, the northeastern states also have a large immigrant and Generation 1.5 population (Institute of International Education, 2017). Given this increase, IHLs must ensure that they have support services available for these students.

Table 9

Number of International Students in the Northeast

Northeastern State	Int'l Student Population	% change from previous Year	Rank in the U.S.	Estimated Int'l Student Expenditure in the State
Connecticut	15,278	3.9	20	\$583,607,473
Delaware	7,542	33.2	33	\$176,689,847
Maine	1,343	0.1	49	\$48,592,610
Massachusetts	68,192	8.4	4	\$3,028,822,854
Maryland	19,671	0.9	18	\$717,818,298
New Hampshire	4,391	6.0	39	\$155,392,388
New Jersey	22,924	1.0	14	\$823,657,043

Northeastern State	Int'l Student Population	% change from previous Year	Rank in the U.S.	Estimated Int'l Student Expenditure in the State
New York	121,260	2.4	2	\$4,994,230,578
Pennsylvania	51,817	1.3	6	\$1,983,220,360
Rhode Island	5,478	1.9	36	\$256,362,761
Vermont	1,870	5.8	47	\$87,834,755

The data in Table 9 reveal important information about the international student population in the northeastern states and support the need for this study. Significantly, these data apply to both undergraduate and graduate programs at these intuitions; however, many international students who begin as undergraduate students continue their education in the U.S. (Han, Stocking & Appelbaum, 2015). In all but one of the above states, there has been an increase in the international population since 2017. Additionally, six of the states are ranked among the 20 states with the highest number of international students. Table 9 also shows the surprisingly large estimated international student expenditure (school costs, living expenses, entertainment, etc.). As mentioned earlier, these numbers only represent international students, not the other categories of ELLs. The third list contains the 50 top IHLs for international students (see Appendix A for this list).

Pilot Study

Working with a research mentor, I conducted a pilot study on five liberal arts colleges and universities. The mentor and I selected five institutions and created word files for each. To begin, the mission and vision statements were cut and copied, as well as the core values for each institution. Data collection continued by exploring the remaining webpages within the website,

including, but not limited to, webpages with the services for: financial support, career planning support, legal and personal support, and health and wellness support. Information found on each of these webpages was cut and pasted into the matching Microsoft Word document.

Institutional Review Board

This study was exempted by the Hood College Institutional Review Board (IRB). I received the exemption and approval to proceed in May 2021. The IRB application and letter are included in Appendix E.

Data Collection and Qualitative Analysis

Data collection began by locating the websites of all schools being examined. Once this was done, individual files were made for each respective school and the information, as appropriate given the a-priori content codes, was identified, copied, saved into a Microsoft Word document, and stored for further exploration. The webpages I analyzed include but are not limited to: Office of International Student Services, Students Support Service Office, Admissions, Office of Provost, Health and Wellness Center, Financial Aid Office, College Catalogue, and Center for Teaching and Learning. There was a possibility that institution webpages used different names for their offices; therefore, I used the search feature in each website.

Content analysis was the preliminary data analysis technique. Using this technique helped to, “uncover categories, patterns and relationships in the data by researchers that consider reality as a construct and adopt an inductive approach” (Aureli, 2017, p. 7). A content analysis is a powerful tool in determining how colleges and universities are supporting undergraduate and graduate ELLs and communicating that support. In today’s world, the easiest way to communicate with prospective students is using websites; therefore, exploring what the top

ranked institutions are doing helps to see what services are currently being implemented, and indicates possibilities of building additional support services for ELLs (Martirosyan et al., 2019).

The specific type of content analysis used for this study was an a-priori content analysis. As found by Stemler (2001), a-priori coding enables a researcher to use coding that are “established prior to the analysis based upon some theory.” Categories used for this study were primarily based on a study by Martirosyan et al. (2019) but were also influenced by theories relating to second language acquisition. First, the coding scheme was the basis on which the scheme of this study was patterned (Martirosyan et al., 2019). Most literature in the field of international student support centers on three theories: Krashen’s Second Language Acquisition Theory, Cummins’ BICS and CALP, and Vygotsky’s Sociocultural theory. While the theories of Krashen and Cummins center on language development, equally important is understanding the impact of culture on undergraduate and graduate ELLs, as shown by the literature review. In addition to linguistic and cultural support, ELLs have many other needs regarding such matters as immigration, finances, and health. These needs were identified from the literature and codified, as explained in the next section.

Variables and Coding

The coding for this research project emerged in two stages. The initial coding was taken from a study by Martirosyan et. al (2019). My study is similar in that it examined the websites of 20 universities using a-priori codes to identify the support services for international students. However, while Martirosyan et al. (2019) focused on the linguistic and cultural needs of international students, my study was much broader, encompassing not only international students, but also other ELL populations. More importantly, my study covered more areas than just linguistic and cultural support programs. Thus, the codes used for my study were categorized

under the following variables (kinds of services): linguistic support, social cultural support, integrational support, academic support, financial support, career planning support, legal and personal support, health and wellness support, and faculty support. Independent variables were reputation, enrollment size, and endowment and. Table 10 presents this information.

Table 10

Independent and Dependent Variables

Type of Variable	Variable
Independent	<ul style="list-style-type: none"> •Reputation •Enrollment Size •Endowment
Dependent	<p style="text-align: center;">Support Programs (kinds of services)</p> <ul style="list-style-type: none"> •Linguistic Support •Social Cultural Support •Integrational Support •Academic Support •Financial Support •Career Planning Support •Legal and personal support •Health and wellness support •Faculty Support

My a-priori content analysis scheme is given in Table 11, which indicates the themes, subthemes, and codes. The codes from Martirosyan et al. (2019) are presented in italics.

Table 11

A-priori Content Analysis Scheme

Theme	Subthemes	Codes
Organizational Commitment	Mission	Global Diversity

Theme	Subthemes	Codes
Linguistic Support Services	<p data-bbox="594 264 834 338"><i>English Language Programs</i></p> <p data-bbox="594 810 805 846"><i>Writing Support</i></p>	<p data-bbox="950 264 1127 300"><i>English class</i></p> <p data-bbox="950 321 1386 411"><i>Language exchange conversation partners</i></p> <p data-bbox="950 432 1406 522"><i>American culture and conversation class</i></p> <p data-bbox="950 543 1328 579"><i>American language program</i></p> <p data-bbox="950 600 1305 636"><i>English conversation hours</i></p> <p data-bbox="950 657 1295 693"><i>Practical English tutorials</i></p> <p data-bbox="950 714 1295 749"><i>Accent reductions sessions</i></p> <p data-bbox="950 810 1154 846"><i>Writing centers</i></p> <p data-bbox="950 867 1208 903"><i>Writing consultants</i></p>
Social/Cultural/ Integrational Support Services	<p data-bbox="594 924 846 997"><i>Social and cultural events</i></p> <p data-bbox="594 1251 837 1325"><i>Social and cultural programs</i></p> <p data-bbox="594 1629 906 1703"><i>Family member support services</i></p>	<p data-bbox="950 924 1414 959"><i>International education week (IEW)</i></p> <p data-bbox="950 980 1159 1016"><i>Global festivals</i></p> <p data-bbox="950 1037 1089 1073"><i>World fair</i></p> <p data-bbox="950 1094 1398 1129"><i>Heritage and cultural celebrations</i></p> <p data-bbox="950 1150 1295 1186"><i>Meet and Greet receptions</i></p> <p data-bbox="950 1207 1170 1243"><i>Sightseeing trips</i></p> <p data-bbox="950 1264 1203 1299"><i>Weekly coffee hour</i></p> <p data-bbox="950 1320 1192 1356"><i>Residential Living</i></p> <p data-bbox="950 1377 1390 1413"><i>Introduction to local communities</i></p> <p data-bbox="950 1434 1273 1470"><i>Global siblings program</i></p> <p data-bbox="950 1491 1357 1526"><i>Global student mentor program</i></p> <p data-bbox="950 1547 1224 1583"><i>Host family program</i></p> <p data-bbox="950 1646 1154 1682"><i>English classes</i></p> <p data-bbox="950 1703 1065 1738"><i>Daycare</i></p> <p data-bbox="950 1759 1273 1795"><i>Social support programs</i></p>

Theme	Subthemes	Codes
Academic Support and Student Success Services		<i>New student orientation</i> <i>Advising</i> <i>Academic tips</i> <i>Workshops, webinars on U.S. academic life</i> <i>Tutoring</i> <i>Supplemental instruction</i> Accommodations Academic Integrity
Financial Support Services		Tuition Discounts/Scholarships Graduate Assistantship/Fellowships Financial Loans
Career Planning Support Services		<i>Jobs search strategies</i> Resume building Leadership seminars Internship CPT/OPT Help
Legal and Personal Support Services	Legal Personal Management	Immigration Federal Regulations <i>Financial Management</i> Housing <i>Tax Preparation</i> License/State ID Social Security
Health and Wellness Support Services		Mandatory health insurance Counseling services Student Safety

Theme	Subthemes	Codes
		Religious and spiritual
Organization	Office Policy and Procedures	International Student Office Student Handbook

Data Analytical Techniques

This study was a mixed methods study. As noted in the earlier section, a-priori content analysis was the primary data analysis technique. Once the information was codified and the underlying patterns measured and noted, inferential statistical techniques were used to test the various hypotheses.

After the qualitative data were converted to quantitative data, a series of statistical tests were conducted. First, descriptive statistics were used to present the data in a manner that would help summarize the qualitative data that were found. The mean, median, and standard deviation pertaining to all the major themes, subthemes, and codes were provided. Additionally, a Pearson Correlation was performed on the relationship between each of the independent variables (reputation, size and endowment), and each of the dependent variables. T-tests, chi-square, and multiple regression were performed to test the various hypotheses of the study.

Validity and Reliability

Validity

This study with its methodology brings about several questions about validity. As an a-priori content analysis, this study relied on ensuring that data was collected and assessed in a way that showed whether reputation, size, and endowment were factors in the amount of ELL support provided by the three categories (International, Northeastern and Private) of IHLs. This study did have some form of triangulation, as it provided evidence of linguistic and cultural

barriers faced by undergraduate and graduate ELLs in IHLs across the United States and that need for support services is imperative. Theories on linguistic and cultural barriers provided credibility to the findings. However, it may be argued that additional forms of triangulation were not present. For example, there was only one source of data. All data was collected from the websites of IHLs. Since there was no other data collection method used, validity is limited. The study did have some degree of face validity because the study intended to use only websites to collect data on support services provided by IHLs.

This study had internal validity due to the fact that the coding scheme was adapted from Martirosyan, Bustamante, & Saxon (2019). In addition, the literature review provided the other codes that were added to the coding scheme of the authors mentioned above. Although a-priori coding was the dominant method used, emergence of additional items was permitted based on the website review. However, it is still possible that there were additional content related items that were missed.

This study has limited external validity in that it focuses on IHLs that were selected from the *2019 U.S. World News Reports*. The criteria were very specific and included IHLs that had undergraduate and graduate programs and an international student population. This study did seek to incorporate ELLs that are not just categorized as international students; however, presently the only way to determine whether students are ELLs is by identifying them as international students. This also limits the external validity. Since these IHLs were specifically chosen, it may not be equated with generalizability. The choice of the 25 northeastern IHLs, which were geographically targeted, also limited the generalizability.

The statistical tests that were chosen for this study were appropriate and showed statistical power. This allowed me to find that there was a statistical significance in the data collected on the websites of the 100 IHLs.

Reliability

The method used for this content analysis was human coding. According to Columbia Public Health, three major reliability issues are associated with content analysis: (1) stability, “the tendency for coders to consistently re-code the same data in the same way over a period of time”; (2) reproducibility, “tendency for a group of coders to classify categories membership in the same way”; (3) accuracy, “extent to which the classification of text corresponds to a standard or norm statistically” (<https://www.publichealth.columbia.edu/research/population-health-methods/content-analysis>).

In order to address the stability, reproducibility, and accuracy issues that were raised in the preceding paragraph, I did the following. First, I used an a-priori for greater reliability. The scheme was developed from Martirosyan, Bustamante, & Saxon (2019). Second, after the data was collected, I went back to the websites to ensure that information was gathered accurately, which created intra-coder reliability. Third, although I was the sole researcher, my committee chair spot checked the coding adding inter-coder reliability to the study.

For future studies, one way to increase reliability is to have more than one coder. Since the data was collected by one researcher, it is possible that coder fatigue could have resulted which could lead to a reliability loss. Having more than one coder increases inter-coder reliability.

Researcher Positionality

As I have discussed in chapter 1, there is a strong researcher positionality issue for this study. I am from an immigrant family, and I am an ESOL educator. Given my daily interactions with immigrants, I am very passionate about immigrant rights and equal educational opportunities for ELLs.

Limitations

This study had several limitations. First, data collection was based solely on information presented on websites. It is possible that such information was not up to date. The assumption was made that, if colleges are implementing these programs, they should be communicating them on their website to attract prospective ELLs. If this assumption was wrong, there is a validity threat. Second, I was the sole researcher, thereby eliminating the possibility of having more than one person ensure that data were collected and assessed accurately. Another limitation is that most research studied and analyzed for the literature review is geared to international students and does not include other ELL populations my study sought to examine. This is a current problem across this field and it is imperative that future studies continue to focus on all types of ELLs, not only those labeled international students.

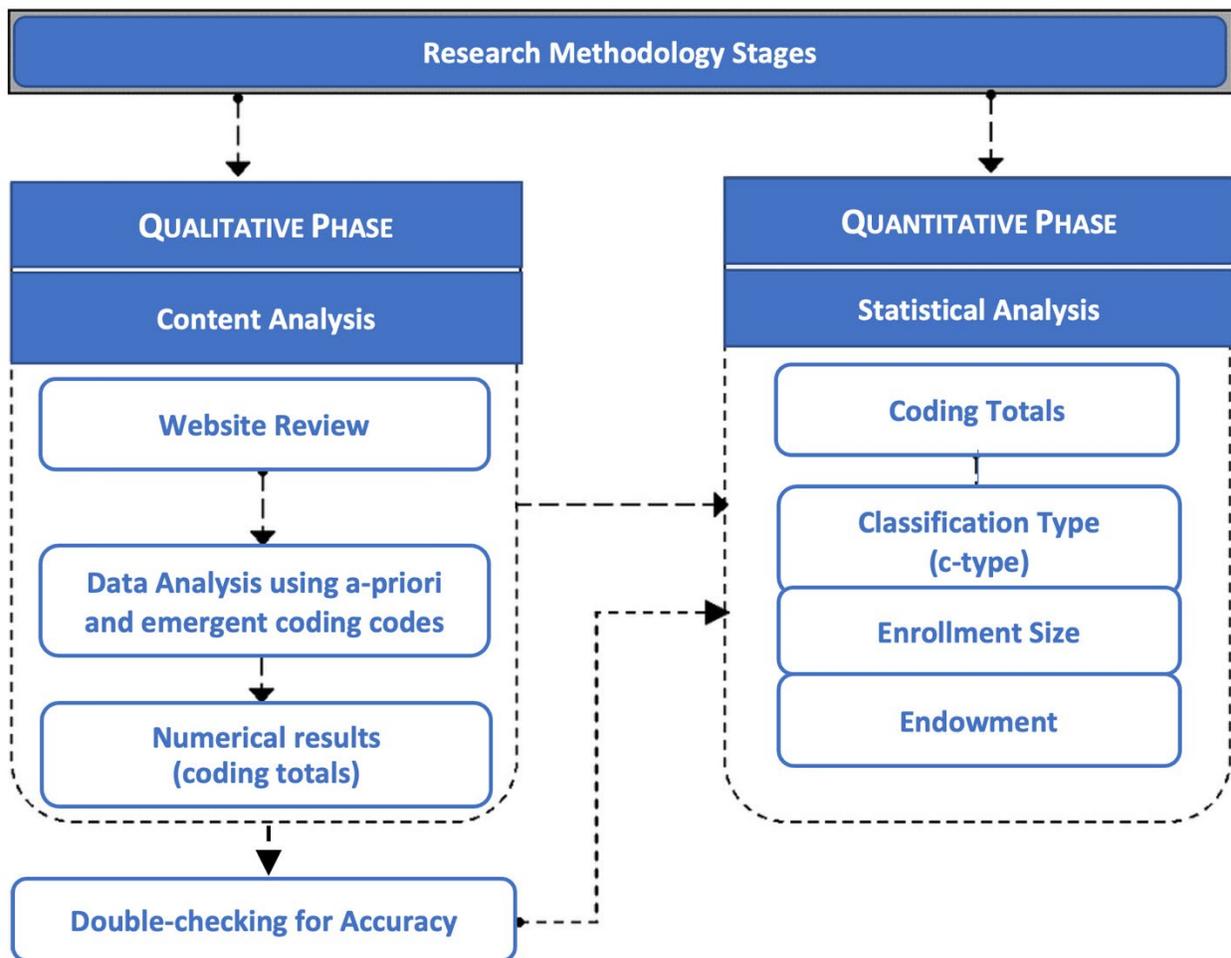
Summary

It is imperative that IHLs understand and develop support services for undergraduate and graduate ELLs. However, while IHLs welcome ELLs, research has shown that these students continue to face cultural and linguistic challenges. Understanding and addressing their unique needs is vital for IHLs. This will in turn help ELLs be more successful and have a positive experience, which research has shown is still an area of weakness. Using both qualitative and quantitative research methods, this study examined the various support services offered by 100

IHLs. The qualitative part consisted predominantly of an a-priori content analysis where the websites of IHLs were analyzed for support services provided. There were a total of 56 items that were included in the coding scheme, 29 of which were related to ELL support services. The quantitative analysis investigated the relationship between ELL support and institutional characteristics such as reputation, enrollment size, and endowment. Figure 9 summarizes the research methodology phases pictorially. Results of my analysis are presented in Chapter 4, with discussion and recommendations for practice and additional research presented in Chapter 5.

Figure 9

Research Methodology Stages



The figure above is inspired by Lak, Aghamolaei, Myint (2020).

CHAPTER 4: RESULTS

This study explored the types of support services being provided to ELLs by Institutions of Higher Learning, as presented on their websites. Websites of 100 international, northeastern, and private liberal arts institutions, the top ranked by *U.S. News & World Report*, were analyzed. I also assessed support services to determine if there is a relationship between them and institutional characteristics such as reputation, size, and endowment.

This was a mixed methods study. As described in Chapter 3, an a-priori content analysis was the primary data analytical technique employed. Once the information was codified, and the underlying patterns measured and noted, inferential statistical techniques were used to test the various hypotheses.

After the qualitative data were converted to quantitative data, a series of statistical tests were conducted. First, descriptive statistics were used to present the data in a manner that would help summarize the qualitative data that were found. The mean, median, and standard deviation pertaining to all the major themes, subthemes, and codes were provided. Additionally, a Pearson Correlation was performed to see whether reputation, size and endowment had any impact on support services to ELLs. T-tests, chi-square, and multiple regression were performed to test the various hypotheses of the study. The results are organized according to the two research questions.

The first research question addresses support services that fit the needs of undergraduate and graduate ELLs. From all the support services listed on webpages, 28 were found to be ELL specific. The 28 were in 8 categories (Organizational Commitment, Linguistic Support Services, Social and Cultural Events, Integrational Support, Family Member Support Services, Academic Support Services, Professional Development Workshops, and Legal) There were a total of nine

categories for both ELL and mainstream categories, and 58 items analyzed based on the a-priori codes from the literature. The following is an analysis of the number of support services provided under each category.

Qualitative Results

Organizational Commitment

The data revealed that the term “diversity” appeared in the websites of 54% of international institutions and in the websites of 32% of both northeastern and private liberal arts schools. Additionally, the data for organizational commitment revealed that the term “Global or World” appeared in the mission statement of 24% of international, 32% of northeastern, and 40% of private liberal arts institutions, as shown in Table 12.

Table 12

Data for Organizational Commitment

		International	Private	Northeastern	Total
Mission/Vision	Diversity	27 (54%)	8 (32%)	8 (32%)	33%
	Global and/or World	12 (24%)	10 (40%)	8 (32%)	30%

Only 16 IHLs used both terms in their mission statements; 84 used only one term. Appendix D.1 provides examples of mission statements that include both diversity and global or world in their mission statements:

Linguistic Support Services

The data from the top international institutions showed that the Writing Center was most popular, with 96% of the institutions providing information on this support service. The second most popular service was ESOL classes, at 80%; third was Conversation Partners, at 38%; and

fourth was American Culture and Conversations class at 28%. Additionally, the websites of 16% of the international institutions reported having Language Exchange, American Language Program, and English Conversation hours, and 14% had Accent Reduction sessions. The lowest support was Practical English tutorials at 8%.

The Writing Center also was most popular at northeastern institutions, where again 96% identified it on their websites. The second most popular program, Conversation Partners, appeared at 24% of the institutional websites, while ESOL courses and Writing Consultants each were at 20%. Three other linguistic supports—American Culture and Conversations Class, American Language Program, and English Conversation hours—each appeared at 12% of the school websites. Accent Reduction sessions appeared in 4%, and none of the northeastern institutions offered a language exchange course.

As summarized in Table 13, data from private liberal arts colleges again showed the Writing Center, mentioned by 84% of websites, to be the most popular linguistic support. Writing Consultants appeared at 48%, and ESOL courses, Conversation Partners, and American Culture and Conversations classes were each at 12%. American Language Programs and Practical English tutorials were each found at 4% of the websites, but Language Exchange, English Conversation Hours, and Accent Reduction were not mentioned by any website.

Table 13

Data for Linguistic Support Services

		International	Northeastern	Private	Total
English Language Programs	ESOL	40 (80%)	5 (20%)	3 (12%)	48%
	Language Exchange	8 (16%)	0	0	8%
	Conversation Partners	19 (38%)	6 (24%)	3 (12%)	28%

		International	Northeastern	Private	Total
	American Culture and Conversations Class	14 (28%)	3 (12%)	3 (12%)	43%
	American Language Program	8 (16%)	3 (12%)	1 (4%)	12%
	English Conversation Hours	8 (16%)	3 (12%)	0	11%
	Practical English Tutorials	4 (8%)	2 (8%)	1 (4%)	7%
	Accent Reduction Sessions	7 (14%)	1 (4%)	0	8%
Targeted Writing Support	Writing Centers	48 (96%)	24 (96%)	21 (84%)	93%
	Writing Consultants	19 (38%)	5 (20%)	12 (48%)	36%

Writing Centers, the top language supports at the 100 sampled institutions, are geared to all students, ELLs and non-ELLs; therefore, it seems likely that linguistic supports at these schools cater to mainstream students and not particularly ELLs.

The data also revealed that institutions rated as the best for international students had a higher percentage of ESOL courses compared to northeastern and private liberal arts schools. It therefore is reasonable to conclude that top international institutions make an effort to provide undergraduate and graduate ELLs with linguistic support services fitting their language needs.

Although Conversation Partners was the third most popular support service at international and private IHLs, and the second most popular at northeastern IHLs, the data show that it was provided at less than 50% of the institutions within each category.

English Language Programs

The data on English Language Programs revealed that, while seven of the eight categories of support services were found at private and northeastern institutions, less than a

fourth of those schools had any such services. All the top international institutions had information about Linguistic Support Programs. However, except for ESOL courses, all three institutional groupings had less than 50% of the services (see Appendix D.2 for samples of ESOL classes). Only three private colleges offered an ESOL course. Additionally, two of the sampled schools removed information about ESOL classes, reminding us that information from IHL websites is constantly changing and being updated. Additionally, only one private IHL had an American Language Program on its website. Not a single private college website had information on English Conversation Hours support service or Accent Reduction.

Targeted Writing Support

Targeted Writing Support included Writing Centers as well as Writing Consultants. Both services cater to the general population at IHLs. Ninety-three percent of the websites referred to Writing Centers. Schools in all three categories also had Writing Consultants, but less than 50%.

Social/Cultural/Integrational Support Services

As indicated in Table 14, the most popular Social and Cultural service for international, northeastern, and Private IHLs was Residential Living, which was present on the websites of 100% of the 100 institutions.

Table 14

Data for Social/Cultural/Integrational Support Services

		International	Northeastern	Private	Totals
Social and Cultural Events	International education week (IEW)	26 (52%)	10 (40%)	7 (28%)	43%
	Global festivals	16 (32%)	1 (4%)	2 (8%)	19%
	World Fair	4 (8%)	0	1 (4%)	5%
	Heritage and Cultural celebrations	24 (48%)	9 (36%)	7 (28%)	40%

		International	Northeastern	Private	Totals
	Meet and Greet receptions	7 (14%)	0	1 (4%)	8%
	Sightseeing trips	10 (20%)	4 (16%)	7 (28%)	21%
	Weekly coffee hour	11 (22%)	1 (4%)	3 (12%)	15%
	Residential Living	50 (100%)	25 (100%)	25 (100%)	100%
Integrational Support	Introduction to local communities	46 (92%)	19 (76%)	21 (84%)	86%
	Global siblings program	1 (2%)	0	0	1%
	Global student mentor program	20 (40%)	1 (4%)	1 (4%)	22%
	Host family programs	12 (24%)	3 (12%)	4 (16%)	19%
Family Member Support Services	English classes	11 (22%)	0	0	11%
	Daycare	15 (30%)	1 (4%)	0	16%
	Social Support Programs	10 (20%)	0	0	10%

The second most popular support social and cultural service event for northeastern and private IHLs was Heritage and Cultural celebrations, which was present on 36% and 28% of the respective websites. This event was third most popular for international institutions, appearing on 48% of websites.

The second most popular social and cultural event for international schools was International Education Week (IEW), with a 52% presence on websites. It was the third most popular support service for northeastern and private institutions, with respective website presence of 40% and 28%.

Under Integrational Support, the most popular for all three IHL categories was Introduction to Local Communities. The data from top international institutions showed a 92% presence, while northeastern institutions had 76% and private 84%.

Websites of top international IHLs showed Global Student Mentor Programs as the second most popular, with a presence of 40%, while Host families was third at 24%. The second most common Integrational Support for northeastern and private Institutions was Host Family Programs, with a respective website presence of 12% and 16%.

Only one of the 100 institutional websites reported a Global Siblings Program; this amounted to a 2% presence for the top international institutions. The data from northeastern and private institutions indicated that Global Student Mentor programs were the third most popular with a presence of 4%. The data regarding Integrational Support services also show that the most popular service, Introduction to Local Communities, is one that supports all students, not just ELLs. The data revealed that only one website of a northeastern IHL showed a Global Student Mentor Program. Some other IHLs may have this program, but are not providing information about it on their website.

Family Member Support Services

The data showed that international institutions had information on Family Member Support Services on their websites. The top support service was Daycare at 30%, followed by English Classes at 22% and Social Support Programs at 20%. None of the websites of northeastern and private IHLs had anything on English Classes and Social Support Programs for international families, although 4% of northeastern institutions showed Daycare services.

Analysis of the entire category of Social/Cultural/Integrational Support Services found that programs geared to the majority are more prevalent than those geared to ELLs. Of all the support programs, the most popular for all three institutional categories were Residential Living, Introduction to Local Communities, and International Education Week. IEW had a 43% total presence. These data show that it is a social support not geared to mainstream students, and

hence the total percentage of presence on the websites was under 50%. No Social Support Services were found on the websites of northeastern and private IHLs.

Academic Support and Student Success Services

The data in Table 15 reveal that Workshops, Webinars on U.S. Academic Life were on 26% of the websites of international institutions, but on only 4% of those of northeastern and private institutions. The Academic Support with the highest presence is New Student Orientation (international 96%, northeastern 100%, private 84%). Tutoring and Accessibility are the top two but ranked differently. Accessibility is the most popular for international IHLs and second most popular at private IHLs. Tutoring and Accessibility also are present at 100% of the websites of northeastern IHLs. Tutoring, and New Student orientation are all geared to mainstream students and are not ELL-focused support services. Accessibility services are required by law due to the Americans with Disabilities Act of 1990.

Table 15

Data for Academic Support Services

	International	Northeastern	Private	Total
New Student Orientation	48 (96%)	25 (100%)	21 (84%)	94%
Advising and Counseling	46 (92%)	23 (92%)	18 (72%)	87%
Academic Tips	11 (22%)	8 (32%)	8 (32%)	27%
Workshops, Webinars on U.S. Academic Life	13 (26%)	1 (4%)	1 (4%)	15%
Tutoring	48 (96%)	25 (100%)	18 (72%)	91%
Supplemental Instruction	13 (26%)	4 (16%)	2 (8%)	19%
Accessibility	49 (98%)	25 (100%)	24 (96%)	98%
Academic Integrity	47 (94%)	21 (84%)	18 (72%)	86%

Financial Support Services

Financial Support affects all students, not just ELLs. Accordingly, the data show that institutions provide this support and that it has a presence on their websites. As shown in Table 16, the data showed that the presence of Financial Support Services ranged from 70 to 100%. The service with the lowest percentage was Graduate Assistantships/Fellowships with a reported presence of 72% for private, 94% for international, and 80% for northeastern institutions. These data provide further evidence that when a support service is geared to the mainstream student population, it is present on a majority of the IHL websites.

Table 16

Data for Financial Support Services

	International	Private	Northeastern	Total
Tuition	50 (100%)	25 (100%)	25 (100%)	100%
Discounts/Scholarships	50 (100%)	24 (96%)	25 (100%)	99%
Graduate Assistantships/Fellowships	47 (94%)	18 (72%)	20 (80%)	85%
Financial Loans	50 (100%)	25 (100%)	25 (100%)	100%

Career Planning Support Services

The data revealed that Career Planning Support Services also cater to the general population and are not specific to ELLs, except for Curricular Practical Training (CPT) and Optional Practical Training (OPT) help. CPT/OPT are specifically designed for international students as they complete their academic coursework. All institutions had an 80–100% presence for all services, except for leadership seminars, which had the lowest presence. The support

services for CPT/OPT were also high, as shown by the data in Table 17. It was the second most popular support service, with an 80–90% presence.

Table 17

Data for Career Planning Support Services

		International	Private	Northeastern	Total
Professional Development Workshops	Jobs search strategies	48 (96%)	24 (96%)	21 (84%)	93%
	Resume building	43 (86%)	23 (92%)	21 (84%)	87%
	Leadership seminars	9 (18%)	4 (16%)	4 (16%)	17%
	Internship	49 (98%)	25 (100%)	25 (100%)	99%
	CPT/OPT Help	48 (96%)	20 (80%)	22 (88%)	90%

Legal and Personal Support Services

Legal

Immigration is specifically geared to ELLs, primarily international and DACA students. The total presence of immigration among the three institutional types was 95%. This support, shown in Table 18, is essential to any international student or DACA student attending these respective institutions. It is among the most prevalent of all support services provided to ELLs.

Table 18*Data for Legal and Personal Support Services*

		International	Private	Northeastern	Total
Legal	Immigration	50 (100%)	23 (92%)	22 (88%)	95%
	Financial Management	27 (54%)	0 (0%)	10 (40%)	37%
Personal Management	Tax Preparation	45 (90%)	9 (36%)	16 (64%)	71%
	License/State ID	38 (76%)	7 (28%)	17 (68%)	62%
	Social Security	45 (90%)	8 (32%)	22 (88%)	75%

Personal Management

Personal Management support services are specifically geared to international and Generation 1.5 ELLs. The data showed that international institutions had the highest presence of personal management support services, followed by private institutions. Northeastern institutions had the lowest presence.

Of all the Legal and Personal Support Services across all institutional categories, Immigration had the highest presence at 95%, Social Security was at 75%, and Tax Preparation was at 71%. These are crucial support services to ELLs. Although the data showed that it was not at 100%, this support service was among the most prevalent of all the support services reviewed.

For financial management, international IHLs had a 54% presence and northeastern had a 40% presence. No private liberal arts IHLs had information about Financial Management on their website.

Health and Wellness Support Services

Health and Wellness Support services are also geared to the general population and not specifically to ELLs. The data in Table 19 supported the position that services geared to the majority have a higher presence. These data showed that the total website presence of health and wellness support services was 89% or higher for international, northeastern, and private institutions.

Table 19

Data for Health and Wellness Support Services

	International	Private	Northeastern	Total
Mandatory Health Insurance	47 (94%)	23 (92%)	25 (100%)	98%
Counseling Services	49 (98%)	25 (100%)	25 (100%)	99%
Student Safety	49 (98%)	25 (100%)	25 (100%)	99%
Religious and Spiritual	44 (88%)	24 (96%)	21 (84%)	89%

Organization

International Student Office had a 99% presence, as shown in Table 20, which was among the highest for Support Services for ELLs. International Student Offices play a crucial role for international students, as it serves as their hub while attending higher education in the United States.

The presence of student handbooks was at 59% among all three institutional categories. It is important to note that many institutions had student handbooks available, but they were developed for each undergraduate and graduate program. The student handbooks analyzed in this study were generic handbooks for all students, not specific to a program.

Table 20*Data for Organization*

		International	Private	Northeastern	Total
Office	International Student Office	50 (100%)	25 (100%)	24 (96%)	99%
Policy and Procedures	Handbook	19 (38%)	23 (92%)	18 (72%)	60%

Targeted ELL Support Services

The data from all the targeted ELL support services show that only 6 of 28 support services have over 50% presence: CPT/OPT Help, Immigration, Tax Preparation, License/State ID, Social Security, and International Student Office. The data in Table 21 show that with the exception of federally regulated items, most other ELL support services are being offered by less than 50% of the IHLs studied. This indicates that the support services provided at IHLs may not be meeting the linguistic and cultural needs of undergraduate and graduate ELLs.

Table 21*Total Data for ELL Targeted Support Services*

		Support Service	Total
English Language Programs	ESOL Classes		48%
	Language Exchange		8%
	Conversation Partners		28%
	American Culture and Conversations Class		29%
	English Conversation Hours		11%
	Practical English Tutorials		7%
	Accent Reduction Sessions		8%
Social and Cultural Events	International Education Week (IEW)		43%
	Global Festivals		19%
	World Fair		5%
	Heritage and Cultural Celebrations		40%

	Support Service	Total
	Meet and Greet Receptions	8%
	Sightseeing Trips	21%
	Weekly Coffee Hour	15%
Integrational Support	Global Siblings Program	1%
	Global Mentor Program	22%
	Host Family Programs	19%
Family Member Support Services	English Classes	11%
	Daycare Services	16%
	Social Support Programs	10%
Academic Support and Student Success Services	Workshops, Webinars on U.S. Academic Life	15%
Professional Development Workshops	CPT/OPT Help	90%
Legal	Immigration	95%
Personal Management	Financial Management	37%
	Tax Preparation	70%
	License/State ID	62%
	Social Security	75%
Office	International Student Office	99%

Mainstream Support Services

The data collected from all the mainstream support services showed that 20 out of 24 support services had a presence of 50% or more (Table 22). The presence of mainstream support services was more than double the number of targeted ELL support services, which leads to the conclusion that there may be an imbalance and that undergraduate and graduate ELLs may not be receiving the same degree of support services as their mainstream peers.

Table 22*Data for Mainstream Support Services*

	Support Service	Total
Targeted Writing Support	Writing Center	93%
	Writing Consultants	36%
Social and Cultural Events	Residential Living	100%
Integrational Support	Introduction to Local Communities	86%
Academic Support and Student Success Services	New Student Orientation	96%
	Advising and Counseling	92%
	Academic Tips	22%
	Tutoring	96%
	Supplemental Instruction	26%
	Accessibility	98%
Financial Support Services	Academic Integrity	94%
	Tuition	100%
	Discounts/Scholarships	99%
	Graduate Assistantships/Fellowships	85%
Professional Development Workshops	Financial Loans	100%
	Jobs Search Strategies	90%
	Resume Building	87%
	Leadership Seminars	17%
Health and Wellness	Internship	99%
	Mandatory Health Insurance	95%
	Counseling Services	99%
	Student Safety	99%
Office	Religious and Spiritual	89%
	Student Handbook	59%

The next section in this chapter deals with the quantitative analysis. The second research question, “How do institutional characteristics such as reputation, enrollment size, and endowment affect the availability of different types of support services for undergraduate and graduate ELLs?” is addressed in the following section.

Quantitative Results

Descriptive Statistics

The second research question asks how reputation, size and endowment affect the availability of different support services for undergraduate and graduate ELLs. A multiple regression analysis was performed with reputation, size, and endowment as the independent variables and the total ELL support as the dependent variable. The descriptive statistics for each variable are reported in Table 23.

Table 23

Descriptive Statistics for Variables Used in This Study

	Mean	Std. Deviation	N
ELL Support	9.2700	3.79222	100
CType	1.5000	.50252	100
Enrollment Size	8371.900	8586.43995	100
Endowment	1.60E+9	4.215E+9	100

Table 23 provides a summary of the descriptive statistics for the variables used in multiple regression analysis. ELL support had a mean of 9.27; the endowment had a mean of 1.60E+9; and size had a mean of 8371.90. Please note that the variables are measured using different scales. CType is a nominal variable that shows whether the type of institution is international or non-international. There are 50 international IHLs and 50 non-international IHLs.

Frequency Tables

This section provides frequencies for variables used in this study. As cited in Table 24, there were 50 international and 50 non-international IHLs. For the 50 non-international IHLs, there were 25 designated as northeastern and 25 as private liberal arts institutions.

Table 24

Institution Type (International vs. Non-International)

Classification Type (CType)	Definition	N	%
1.00	Non-International	50	50.0%
2.00	International	50	50.0%

For this study, enrollment size and endowment are measured as scale variables.

Enrollment size is measured as the number of students enrolled in an institution. Endowment is measured in terms of the amount of endowment dollars as reported in *U.S. News & World Report* in 2019. However, to indicate the different types of IHLs presented in this study, I have classified institutions into different groups, only for informative purposes. Note that the regression used the actual numbers and not the groupings that I am providing below. As stated in Table 25, of the IHLs in this study, 42% were classified as small in enrollment size (1,001–5,000 students), 23% as medium (5,001–10,000), and 29% as high (10,001 or more). Only 6% of the IHLs fell in the very small (up to 1,000 students) category.

Table 25

Institutional Enrollment Size Classification

Enrollment Size	Definition	N	%
1.00	Up to 1000 students	6	6.0%
2.00	1,001–5,000 students	42	42.0%

Enrollment Size	Definition	N	%
3.00	5,001–10,000	23	23.0%
4.00	10,001 or more	29	29.0%

For endowment classification, there was a very comparable spread of institutions, as shown in Table 26. Of the IHL endowments, 24% were up to \$100 million; 29% were between \$100 and \$500 million; 21% were \$500 million and \$1 billion; and 26% were over \$1 billion.

Table 26

Endowment Classification

Endowment Size	Definition	N	%
1.00	Up to \$100 million	24	24.0%
2.00	\$100 to \$500 million	29	29.0%
3.00	\$500+ to \$1 billion	21	21.0%
4.00	Over \$1 billion	26	26.0%

Correlation Matrix

Please see Table 29 in the section on multicollinearity (p. 130) for the Pearson Correlation matrix that depicts the correlations between ELL support services, classification (CType), enrollment size, and endowment. Correlation matrix shows that there is no problem with multicollinearity and that there is a good correlation between the number of ELL support services (DV) and the independent variables.

Data Eligibility Testing

In order to perform multiple regression, the data have to meet several criteria. The main tests for multiple-regression are the following: response validity, number of variables,

multivariate-normality, absence of multicollinearity, homoscedasticity, linearity, independence of residual, and the absence of influential outliers.

Response Validity

Multiple regression requires a number of minimum responses/cases depending on the number of independent variables for appropriate power. One of the common methods used to calculate the appropriate number of responses is Green's (1991) formula, which gives $50 + 8m$ where m is the number of independent variables. As this study had 100 institutions, the response validity is adequate, as per Green's formula. The minimum requirement was $50 + 8(3) = 74$, where m were the three independent variables: classification type, enrollment size and endowment.

Number of Independent Variables

Multiple regression requires more than one independent variable that is either scale or categorical. There are three independent variables used in this study, as mentioned as mentioned above, all of them are categorical or scale, satisfying this assumption requirement.

Multivariate Normality

Multivariate normality is one of the most important assumptions for multiple regression. The tests for multivariate normality were conducted using histogram and normal probability plots (P-P plot) of standardized residuals and predicted values. Based on the visual inspection of the histogram and the P-P plot, which did not show any major deviations from normality, I concluded that the normality assumption was met.

Absence of Multicollinearity

One of the other important assumptions for the use of the multiple regression test is the absence of multicollinearity, which refers to the high correlations among the independent

variables. Multicollinearity was assessed in multiple ways. First, the correlations among the three independent variables were assessed using the Pearson Correlation Matrix. While it indicated moderate to strong correlation among the three independent variables, there was no indication of multicollinearity. Multicollinearity was also assessed by the variance inflation factor (VIF) and tolerance values. The results of the data revealed that the VIF values were under 2, well within the range of 0.2 to 4.0 prescribed by scholars such as Hair et al. (2017) and Hayes (2018), suggesting multicollinearity was not an issue for the tested models.

Table 27

Multicollinearity: Tolerance and VIF Factors

Independent Variable	Tolerance	Variance Inflation Factor (VIF)
Classification Type (C-Type)	.638	1.567
Enrollment Size	.642	1.559
Endowment	.889	1.124

Homoscedasticity

Homoscedasticity refers to whether or not the variance of errors are similarly distributed across the different values of the independent variables. As the visual inspection of the scatterplot was rather inclusive, I performed the White’s Test and the Revised Breusch-Pagan Test to detect the presence of heteroscedasticity, which is the opposite of homoscedasticity. Both the tests revealed that there was no heteroscedasticity.

Linearity

Linearity was assessed using the scatterplot of the dependent variable, the number of ELL support services, and each of the independent variables of institutional classification type (CType), enrollment size, and endowment. The scatter plots showed a linear relationship.

Independence of Residuals

In order to understand whether the assumption of independence of residuals was met, I used the Durbin-Watson statistic. The Durbin Watson value was 2.1, which indicates the residuals were sufficiently independent and uncorrelated, as suggested by Rajaretnam (2016).

Absence of Influential Outliers

I tested the absence of significant and influential outliers using the Cook's Distance. As a result of the analysis, four cases were identified as influential outliers and were eliminated from the final regression analysis.

Descriptive Statistics for Regression Based on Data Eligibility Results

Based on data eligibility tests, I had to eliminate four cases. Thus, the final number of cases used for testing is 96, instead of 100. Given below are the descriptive statistics (Table 28) and correlation analysis (Table 29) based on 96 cases. Please note that the variables are measured using different scales. CType is a nominal variable that shows whether the type of institution is international or non-international. There are 46 international IHLs and 50 non-international IHLs.

Table 28

Variable Descriptive Statistics

Variable	Mean	Std. Deviation	N
ELL Support	9.021	3.622	96
CType	1.480	.502	96
Enrollment Size	7894.438	7382.207	96
Endowment	1.30E+9	3.437E+9	96

Table 29*Pearson Correlation Analysis*

Variable	ELL Support Services	CType	Enrollment Size	Endowment
ELL Support Services	--			
Classification Type	.515**	--		
Enrollment Size	.561**	.586**	--	
Endowment	.402**	.300**	.292**	--

Note: **Correlation is significant at the 0.01 level (1-tailed). N=96

Results of Multiple Regression and Independent Samples T-Test

Multiple regression was run to assess the ability of three independent variables to predict ELL support services at IHLs. The independent variables were classification type (CType), enrollment size, and endowment.

Results of the multiple regression indicated that there was a collective significant effect between CType, enrollment size, endowment, and ELL support. The results of the regression indicated the three predictors explained 41.4% of the variance ($F(3, 92) = 21.621, p < .001, R^2 = .414$). The results showed that all three independent variables, classification type (CType), enrollment size, and endowment, predicted ELL support services. It was found that CType significantly predicted ELL support ($t(94) = 2.394, p = .019$), as did enrollment size ($t(94) = 3.561, p < .001$) and endowment ($t(94) = 2.674, p = .009$).

H1 states that reputation will be directly related to the level of support services for ELLs. Based on the results presented in Table 30, the hypothesis was supported at the $p < .05$ level. It was found that the classification type of an institution (as international or not) predicted the level of ELL support services provided by IHLs ($t(94) = 2.394, p < .019$). The chosen institutions that

were classified by *U.S. News & World Report* as “international” provided a greater number of ELL support services than those chosen institutions which belonged to the non-international type in the study.

H2 states that enrollment size will be directly related to the level of support services for ELLs. Based on the results presented in Table 30, the hypothesis was supported at the $p < .001$ level. It was found that enrollment size was a significant predictor of ELL support services. In other words, the larger the enrollment size of the IHLs, the higher the number of ELL support services provided by them ($t(94) = 3.561, p < .001$).

H3 states that endowment will be directly related to the level of support services for ELLs. Based on the results in Table 30, the hypothesis was supported at the $p < .05$ level. It was found that enrollment was a significant predictor of the ELL support services. The larger the endowment of the IHLs, the higher the number of ELL support services provided by them ($t(94) = 2.674, p = .009$).

Table 30

Independent Samples T-Test and Multiple Regression Results

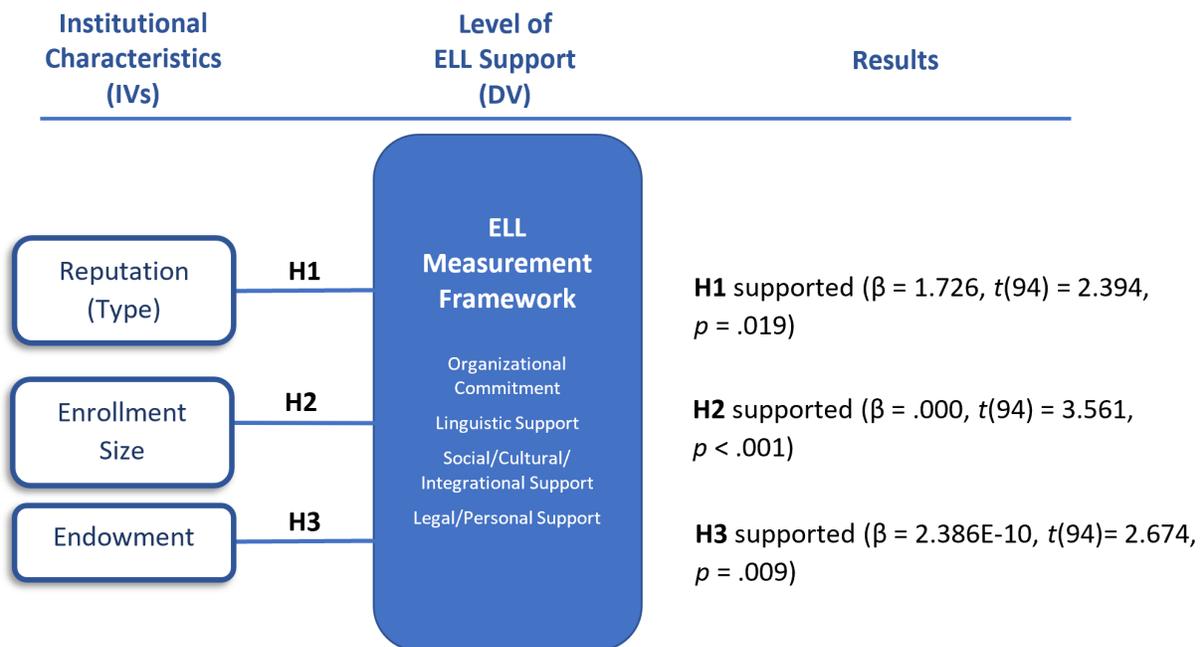
	<i>t</i>	<i>p</i>	β	<i>F</i>	df	<i>p</i>	<i>R</i> ²
Overall Model				21.621***	3, 92	< .001	.414***
CType	2.394	.019	1.726				
Enrollment Size	3.561	< .001	.000				
Endowment	2.674	.009	2.386E-10				

Note: N=96. * $p < .05$, ** $p < .01$, *** $p < .001$

Figure 10, below, provides a pictorial representation of the multiple regression results given in the preceding subsections. The institutional characteristics of reputation (CType), enrollment size, and endowment impacted the level of ELL support services provided by IHLs, supporting all the three regression hypotheses.

Figure 10

Multiple Regressions Results



I am going to end this section on the quantitative results with a simple t-test that was the first inferential statistical test that I ran. It compared the means of ELL support services provided by institutions characterized as international and non-international. A more sophisticated test, multiple regression was run later. However, I want to end this section with the simple t-test because it goes to the heart of the major question that I asked: “Is there a difference between international and non-international IHLs regarding the level of ELL support services provided?” Although the following information is duplicative given the multiple regression results presented earlier, I provide the results of my initial t-test below.

H4 states that international institutions will offer more support services for ELLs than other institutions. The results presented in Table 31 show that CType 2 (international) ($M = 10.957$, $SD = 3.584$) reported significantly higher levels of ELL support than non-international IHLs ($M = 7.24$, $SD = 2.623$), $t(94) = 5.757$, $p < .001$. Thus, the hypothesis was supported. Please note that the Levine’s Test for Equality of Variances showed unequal variance between the two groups; hence, the t -test results for “the equal variance not assumed” was used here. The effect size was calculated based on Cohen’s d which was 1.191, indicating that it was large. The 46 IHLs, classified as “international,” provided greater number of ELL support services than the 50 institutions that were categorized as non-international based on the *U.S. News & World Report* classification. Figure 11 further illustrates these results.

Table 31

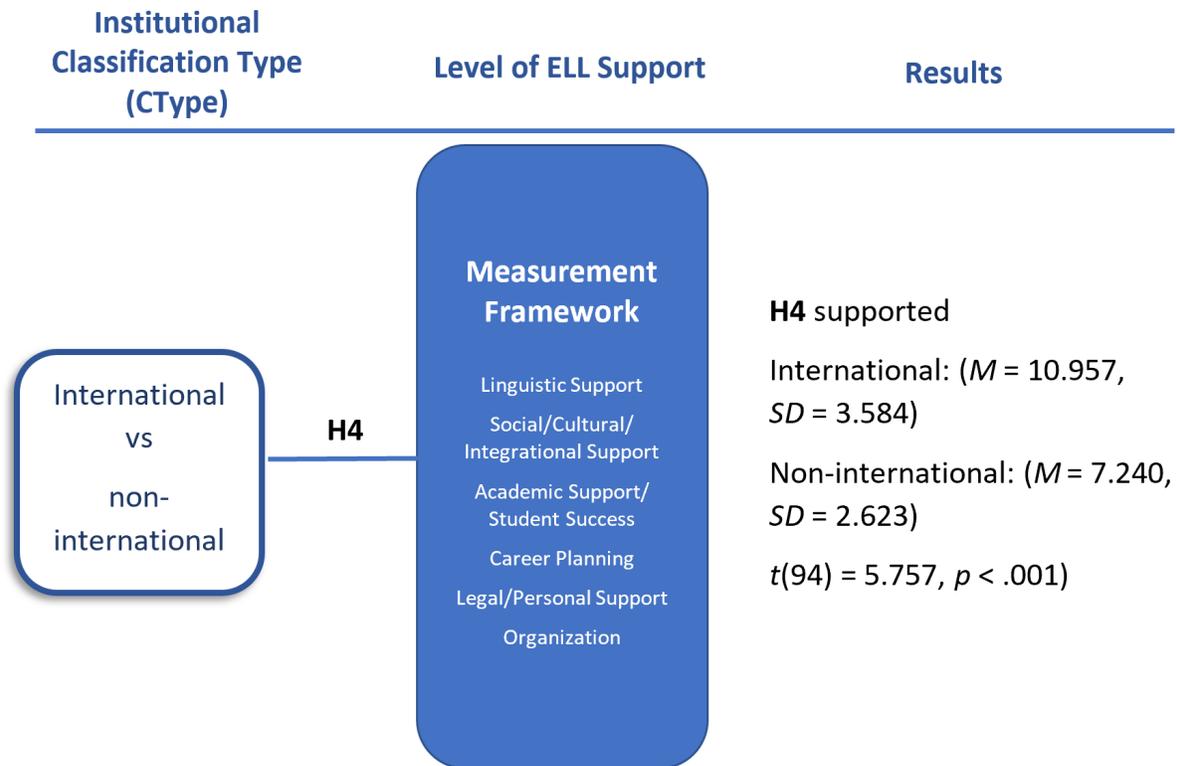
Independent Group T-Test between ELL Support and Classification Type (CType)

	International		Non-International		t-test ¹
	M	SD	M	SD	
ELL Support Services	10.957	3.584	7.240	2.623	5.757***

Note: *** $p < .001$. ¹ t -test based on equal variances not assumed.

Figure 11

T-Test Results Based on Institutional Classification Type



Results of Hypothesis Testing

Table 32 provides a summary of the hypotheses presented in this paper and their results. The results revealed that all four of the hypotheses were supported.

Table 32

Results of Hypothesis Testing

Hypothesis	Results
H1: Reputation will be directly related to the level of support for ELLs.	Supported
H2: Size will be directly related to the level of support for ELLs.	Supported
H3: Endowment will be directly related to the level of support for ELLs.	Supported
H4: International institutions will offer more support services for ELLs than other institutions.	Supported

Themes of This Study

Five major themes emerged from the qualitative and quantitative analysis of the IHL websites included in this study, as presented in this chapter. These themes are the following: (1) no demonstrated mission-driven commitment to diversity and global values; (2) ELL support services were not comprehensive; (3) federal regulations mattered; (4) mainstream support services were prevalent; and (5) institutional characteristics mattered. In the next chapter, these themes will be discussed in greater detail.

CHAPTER 5: DISCUSSION

This chapter discusses the research study findings and the theoretical and practical implications of those findings. Additionally, the hypotheses analyzed in this study are summarized, and the results are evaluated in comparison to the findings of previous research introduced in the literature review. Limitations of the findings are also discussed. The chapter concludes with a discussion of practical and theoretical implications and recommendations for future research.

Summary of Study

This study explored the types of support services being provided by institutions of higher learning as presented on their websites. Websites of 100 IHLs, ranked among the top schools in the nation by *U.S. News & World Report*, were analyzed. Of those IHLs, 50 were categorized as international, 25 as northeastern, and 25 as private liberal arts. Support services were assessed by reputation (CType), size, and endowment. There were two major research questions:

- R1:** How are institutions of higher learning (IHLs) providing support services that fit the needs of undergraduate and graduate ELLs?
- R2:** How do institutional characteristics such as reputation, size, and endowment affect the availability of support services for undergraduate and graduate ELLs?

The results of the study suggest that reputation, endowment, and size play a role in the number of support services available to undergraduate and graduate ELLs. The study also revealed limited support services for ELLs as compared to those catering to non-ELLs or native speakers of English. The results suggest that information on the websites of IHLs show significantly lower numbers of support services for ELLs. IHLs should have support services in place for ELLs and ensure that information about them is accessible on their respective websites.

Discussion

This study focused on whether support services were being provided to undergraduate and graduate ELLs by IHLs and whether reputation, size, and endowment impacted the number of support services available to them. Conducting a content analysis revealed significant differences between support services geared to non-ELLs and ELLs. Results show that the websites of IHLs did provide information about support services; however, those that were specifically geared to ELLs were limited. Results also indicate that the ELL support services were impacted by reputation, enrollment size and endowment. These variables serve as pillars that enable the provision of more ELL linguistic and cultural support. Figure 12 shows how institutional characteristics impact support services and undergraduate and graduate ELLs.

Figure 12

Institutional Characteristics and Support Services for ELLs



The intended outcomes of this study were to help IHLs understand what is offered for undergraduate and graduate ELLs, how institutional characteristics such as reputation (CType),

size, and endowment affect ELL support services, and the importance of disseminating information about these services to current and prospective ELLs. This study identified gaps in support services provided to ELLs. The following section reviews each of the five major themes that emerged from the study. These themes provide insight on the research questions and discusses relevant findings. Later sections of this chapter provide limitations, and implications, both theoretical and practical, of the findings.

Major Themes

The next section details the five major themes that have emerged from this study. The discussion regarding each is presented under each theme.

No Demonstrated Mission-Driven Commitment to Diversity and Global Values

To get an understanding of how selected IHLs view diversity, the mission statements were analyzed. I was specifically looking for the terms “global” and “diversity.” IHLs that had these terms in their mission statement may indicate they focus on ensuring that all students, including ELLs, have access to support services. The data revealed that less than 50% of the international, northeastern, and private IHLs included the term diversity in their mission statement. Less than 50% of northeastern and private IHLs included the term global, whereas only 54% of the international IHLs included global. Lack of terms such as diversity and global show that approximately 50% of these IHLs may not consider those factors as mission critical. This lack also provides insight on why institutions in these three categories had limited support services for ELLs.

ELL Support Services Were Not Comprehensive

Absence of Linguistic Support Services

Offering linguistic support services is essential for IHLs; however, the data from my study revealed that the only linguistic support offered by more than 50% of the IHLs was support provided at Writing Centers. This support service caters to all students, not just ELLs.

When looking at English Language Programs, international IHLs provided the most support with ESOL classes. In contrast, only 20% or less of the northeastern and private IHLs had ESOL classes. ELLs may not be applying to these institutions to learn English, but providing ESOL classes would be beneficial to ELLs, as they would help ensure that undergraduate and graduate students have the necessary Cognitive Academic Language Proficiency (CALP) to be successful. ESOL classes are a support service that all ELLs should have access to; unfortunately, data revealed that IHLs offering these classes are few in number or fail to show them on their website.

International IHLs were the only institutions that provided a Language Exchange Program. None of the private or northeastern IHLs had a Language Exchange Program, or they failed to provide relevant information on their websites. Conversation Partners was being offered by 38% of international IHLs, but by 20% or less of the northeastern and private schools. Workshops and American Culture and Conversations Class was also very limited with only 28% of international IHLs and 12% of northeastern and private schools offering this support. American Language Program, English Conversation hours, Practical English tutorials, and Accent Reduction Sessions were also present in very few IHLs in all three categories. International IHLs had the highest number of these four support services, but only 16% or less. These data reveal that either international, northeastern, and private IHLs provide limited English

Language Programs or the information about these support services are not present on their respective websites.

Absence of Comprehensive Social/Cultural/Integration Support Services for ELLs.

Data also show that Social/Cultural/Integrational Support services at IHLs cater more to the general population than to ELLs, or that information indicating otherwise is absent from their websites. Residential Living is a support service catering to both ELLs and non-ELLs, and all 100 IHLs had information pertaining to Residential Living on their websites. Reference to Heritage and Cultural Events appeared on the websites of 48% of international IHLs, but on less than 40% of those of northeastern and private IHLs.

International Education Week (IEW) is a support service recognizing all students including those who have come to respective IHLs from across the globe. But only 52% of international IHLs had information about IEW on their websites, and the percentage was even lower for both northeastern and private IHLs. This absence of IEW exemplifies a growing pattern indicating that support services that are not geared to the general student population appear less often than those that are.

Also included in Social, Cultural, and Integrational Events was Introduction to Local Communities, which caters to the general student population. It was mentioned on more than 70% of the websites of all three institutional categories. This is further evidence of an on-going pattern of support services catering to the general population being more active and present on more websites than are those services targeting ELLs. International IHLs had the highest percentage of presence of Social, Cultural, and Integrational Events, but were below 50%. Only one (2%) of 50 international IHLs, and none of the northeastern and private IHLs had a Global Siblings Program. Northeastern and private IHLs also showed an exceptionally low presence for

both Global Student Mentor programs and Host Family Programs, though International IHLs had a better presence. Even with Integrational Support, the pattern stays consistent and shows a lack of support for services specifically catering to ELLs.

Assessment of Family and Support Services by the study was intended to determine whether international IHLs had services to help their students' families adjust to the United States. Data clearly showed that, because this support service does not address the needs of non-ELLs, it was either not provided by most IHLs or left off of their websites. International IHLs did provide some of these services, but only a very limited number.

Federal Regulations Matter

Legal and Personal Support Services

These services provided federally mandated support services, and therefore had a higher presence. An overwhelming number of IHLs had information about immigration on their websites. All international IHLs, and roughly 85% of both Northeastern and Private Liberal Arts schools had relevant information. These data show that information on immigration is present and active in IHLs.

Personal Management

Personal management support was geared to ELLs, but the one with the highest presence is one that is federally mandated. Personal Management categories all relate directly to ELLs, more specifically to those newly arrived in the United States. However, not all relevant services were indicated on IHL websites. International IHLs showed the greatest presence, followed by private and northeastern. Nearly 90% of the international IHLs had information about Tax Preparation and Social Security, indicating the importance of these matters. Both matters may have been emphasized because they play a crucial role in federal regulations and immigration.

However, information on Financial Management and License/State IDs, both of which have no related federal regulation, was limited.

Career Planning Support Services

Career Planning Support Services were primarily geared to mainstream students, but included one ELL service that was federally regulated. The Career Planning Support Service that specifically deals with ELLs is CPT/OPT Help. Relevant data revealed that 90% of the websites assessed did include information on this subject. This was one of the highest percentages found for a support service specifically geared to ELLs. All students who have been granted admission as international students are eligible to participate in CPT/OPT (<https://www.ice.gov/sevis/practical-training>).

Organization for ELLs had a High Presence.

Organization had amongst the highest presence due to federal regulations. All but one IHL had information about the International Student Office on their websites. Having such information is crucial for IHLs to recruit international ELLs.

Mainstream Support Services Are Prevalent

Academic Support and Student Success Services Targeted Mainstream Students

The data for Academic Support and Student Success Services followed the same trend, showing that international, northeastern, and private schools provide support services geared primarily to mainstream students. One such service, Accessibility, is an exception, as it did appear on 91% of the websites of all the IHLs analyzed. However, that may simply reflect government regulations protecting the equal rights of students with disabilities. Actually, only one Academic Support and Student Success Service deals primarily with ELLs, that being

Workshops, Webinars on U.S. Academic Life. And yet only 15% of all IHLs analyzed had information about this service on their website; international institutions led at 26%.

Financial Support Services

Financial support services was a mainstream support and had amongst the highest percentage of findings. Financial support services cater to all students, not just ELLs, and data revealed that all IHLs analyzed had information on Tuition and Financial Aid at their websites, and 85% had information on graduate Assistantships/Fellowships. This is further evidence that support services geared to all students are more likely to be active and on respective websites.

Health and Wellness

Health and Wellness was a mainstream support service and had amongst the highest presence. Health and Wellness relates to all students, not specifically ELLs, and had one of the highest percentages of IHL website presence. This aligns with the trend that support services geared to the general population are more likely found and active at IHLs.

Organization for Mainstream

A search for student handbooks raised some interesting issues; it was found that IHLs with lower student populations included one student handbook on their website, whereas IHLs with higher populations included several different student handbooks. These handbooks included ones for each academic program and degree type. As a result, it was difficult to capture exact data on student handbooks. However, it is important to note that student handbooks are intended for the general population, not just ELLs, and, despite having difficulty locating student handbooks, there was still a 59% presence on the websites of IHLs included in the study.

Institutional Characteristics Matter

Reputation is Directly Related to the Level of Support for ELLs

The data revealed that CType or reputation is directly related to the level of support for ELLs. All 100 IHLs in this study were ranked by *U.S. News & World Report* as being among the top schools in the U.S. The statistical analysis of the data shows that schools with the best reputation have more support services for ELLs. However, it is important to note that even the top institutions provided few relevant services. Only 6 out of 28 support services were found to be present at over 50% of the IHLs. The support services with the highest percentages included: CPT/OPT Help, Immigration, Financial Management, Tax Preparation, License/State ID, Social Security, and International Student Office. This means that 22 possible ELL support services were not present, even at IHLs with the best reputations, as per the *U.S. News & World Report*. This could indicate that websites are not up-to-date, or it could truly show a lack of ELL support. Reputable IHLs should have support services for ELLs, especially if this population is being recruited.

Endowment Matters

The data revealed that endowment size is directly related to the level of support for ELLs. IHLs with larger endowments have more support services for ELLs. From these data, it can be inferred that undergraduate and graduate ELLs should consider IHLs with larger endowments, as they will have support services that cater to their needs.

Size Does Matter

Data showed that size was positively related to the level of support services provided at IHLs. This finding indicates that while some IHLs may be larger in size, the support provided to ELLs did change. Whether an ELL attends an IHL with a larger ELL population or not, the

chances of getting support increase. ELLs in larger IHLs are likely to have more support services.

Summary

Of all the support services analyzed in this study, 28 were specifically geared to ELLs, 24 as mainstream support services. Data from the study revealed a common trend of mainstream support services significantly outnumbering those specifically catering to undergraduate and graduate ELLs. Three services, CPT/OPT Help, Immigration, and International Student Office appeared at 90% or more of the IHL websites analyzed. Those three were the only ones to have 90% or more presence on websites. Social Security, Tax Preparation, and License/State IDs appeared at 60% or more of the websites. All other support services appeared at less than 50% of the IHL websites analyzed. Less than 50% of the websites included support services for English Language Programs, Social and Cultural Events, Integrational Support, Family Member Support, and Academic Support and Student Success Services. Based on data from website contents, IHLs are not providing support services that fit the needs of undergraduate and graduate ELLs. This is in stark contrast to support services geared to mainstream students. Fifteen of the twenty-four services appear in 90% or more of the IHLs analyzed, four appear in 80% or more, and only five appear in less than 50% of the IHLs. It can be inferred that mainstream support services take precedence over those directed towards ELLs. This also shows that mainstream students are likely to get more support in all matters compared to their ELL peers.

Limitations

This study has a number of limitations including data collection method and lack of previous studies in this research area. The data collection method used was content analysis. Although this was a highly effective way of gathering the data needed, it did present some

limitations. Additionally, there is a lack of research in this area; therefore, finding relevant published material for my literature review was daunting and I was unable to find information in a variety of areas.

One limitation of the data collection method was the reliance on website data. There was no guarantee that the websites of the 100 IHLs were up-to-date or that all relevant information was shown. If websites are not kept up to date by a webmaster, content would be missing or difficult to find. It was also unclear whether these institutions use their websites to promote various support services. Some IHLs may disseminate information about support services using other means such as flyers on campus, word of mouth, classroom announcements, and mass emails. There was no information on how support services are disseminated to current and prospective students, and it was assumed that everything would be on websites.

Another limitation to reliance on websites was the inability to locate information. To locate information on the website, the search field was used; however, the search field may not have been up-to-date or have specific parameters set to search terms associated with the support services. Also, alternate names were not identified for support services. If support services used names other than the ones searched, they would not have been identified.

Additionally, the content was analyzed by only one researcher, me. Since I was the sole researcher, human error could have been made in searching, locating, and analyzing the information. I also could have made errors while counting the number of sentences. Having more than one researcher would have helped reduce human error and increase validity.

My study revealed there was insufficient research on ELLs not categorized as international students. As stated in earlier sections, undergraduate and graduate ELLs fall under various categories, including international students, permanent residents, citizens, and

Generation 1.5. There is a plethora of information on international students and the linguistic and cultural barriers they face; however, very few studies have been conducted on permanent residents, citizens, and Generation 1.5. Using previous research could have helped steer this study in a different direction and also support the need for the study.

Taking these limitations into consideration, the following section covers practical and theoretical implications, as well as the importance of more research on the various categories of undergraduate and graduate ELLs.

Implications for Practice and Future Research

Practical Implications

IHLs face many challenges as they strive to ensure that undergraduate and graduate ELLs are provided support services that will enable them to accomplish their academic goals.

Additionally, IHLs need to assure that current and prospective ELLs have access to information regarding support services. If information is not disseminated effectively, ELLs will not be aware of support services that are available. As a result, this study suggests that IHLs should consider conducting a needs assessment to understand potential gaps in how information is disseminated to ELLs using institutional websites, and to identify types of support services that would be beneficial to undergraduate and graduate ELLs. Based on the results of such a needs assessment, IHLs should develop and implement support services and review websites to see if information about those services for ELLs is up to date.

Needs Assessment on Support Services for ELLs

The study revealed a significant difference between support services provided to non-ELLs as compared to their ELL peers. There was clear evidence that either support services focused on ELLs were not implemented or information about them was not disseminated through

the websites. ELLs, just like their non-ELL peers, need support services. As research has shown, undergraduate and graduate ELLs often face cultural and linguistic barriers and would benefit from support services. If IHLs are opening their doors to ELLs, it is imperative for them to have the proper support services implemented and to ensure that information about these services are being disseminated to ELLs on their websites.

One way to ensure that support services are being implemented and ELLs are aware of such services is to conduct a needs assessment. Conducting a needs assessment on support services would enable IHLs to understand the needs of undergraduate and graduate ELLs, by identifying what types of support services would be beneficial to them, which ones ELLs are utilizing, and potential gaps in how information about these services is being disseminated. As found by Altschuld and Kumar (2010), “Needs assessments have an impact on what organizations do and how they change” (p. 8). Understanding what ELLs need is the first step in ensuring IHLs have the support services available.

This study showed that minimal support services are being implemented by the 100 IHLs studied; however, it is uncertain whether the problem is a lack of services or insufficient dissemination of relevant information on their websites. Conducting a needs assessment at each IHL would help decipher where the gaps exist. Altschul and Kumar (2010) stated, “Needs, not solutions, have to be the concern, and groups must be kept on target, thinking first about needs; otherwise, poor or unfitting solutions could be implemented at considerable cost in time, energy and fiscal resources” (p. 4). Conducting a needs assessment would allow IHLs to generate the best solution on how to develop and implement support services for undergraduate and graduate ELLs.

Develop and Implement Support Services Based on Results of the Needs Assessment

IHLs must act on implementing support services for ELLs, as this is a growing problem and one that will impact how prospective ELLs choose the IHLs they want to attend. As stated by Ammigan (2019), “institutions must be strategic in incorporating the student experience perspective at all levels of their operations, such as their service mission, faculty engagement, organizational leadership structure, and assessment priorities, so that adequate support services and interventions can be implemented to sustain such initiatives” (p. 263). A needs assessment would allow IHLs to understand the perspectives ELLs enrolled at their respective institutions. By understanding their needs, support services can be developed and implemented.

Although this study has identified some support services for ELLs, the results still show a lack of support that would address their linguistic and cultural needs. Data on English Language Support showed ESOL classes to be the most prevalent service, but only 48% of the 100 IHLs implement such programs. This shows that IHLs are not providing the linguistic support that ELLs need. It is understandable that ELLs are admitted to IHLs with a required English proficiency level, but as shown through the research covered in Chapter 2, ELLs still struggle with language. As a result, it is imperative for IHLs to understand the linguistic needs of ELLs and ensure that support services address these needs. This would occur if results from the needs assessment showed a gap in support services that would target English Language Support.

Review of Current Websites

Since this was a content analysis, information was gathered only to identify what was currently available on respective websites. The study indicated that only a limited number of IHLs had information about support services on their website or that the support services were not available. The information identified and analyzed for the purpose of this study was done in

2019 and 2020. The potential gaps identified on websites suggest that IHLs need to conduct a review to identify whether their websites are up to date. This is a crucial step considering the limited number of support services found by this study. By conducting a thorough review of the websites, IHLs would be able to determine whether information is missing or if they have not developed and implemented support services that would help undergraduate and graduate ELLs.

Center for Language and Cultural Diversity (CLCD)

Due to the findings of my study, I would like to create a Center for Language and Cultural Diversity at IHLs across the nation, beginning with one in a northeastern IHL. The CLCD would work within each IHL to ensure that ELLs are provided support services that fit their needs and that information about services is properly disseminated on websites. The CLCD would have various roles to perform, including but not limited to disseminating support services and providing additional ESOL support through classes, tutoring, and volunteer experiences.

The mission of CLCD would be to provide undergraduate and graduate ELLs at IHLs with support services that fit their linguistic and cultural needs. CLCD would work on a contract basis with IHLs. When the CLCD initially began, it would offer only Tier 1 and 2 support. As IHLs learned about the CLCD, Tiers 3 and 4 would be added. IHLs would have an option of picking which tier is most suitable for their institution based on the results of a needs assessment that would be conducted by CLCD or by the IHLs, if they chose to do one internally. The proposed tiers are represented in Table 33.

Table 33

Center for Language and Cultural Diversity Tiers

Tier 1	Tier 2	Tier 3	Tier 4
<p>Website Support – CLCD staff will ensure that the IHL website is up to date with support services for undergraduate and graduate ELLs. They will monitor websites and alert the webmaster for any services missing. Additionally, they will promote services on the CLCD website as a secondary source for ELLs.</p>	<p>Website Support – CLCD staff will ensure that the IHL website is up to date with support services for undergraduate and graduate ELLs. They will monitor websites and alert webmaster for any services missing. Additionally, they will promote services on the CLCD website as a secondary source for ELLs.</p>	<p>Website Support – CLCD staff will ensure that the IHL website is up to date with support services for undergraduate and graduate ELLs. They will monitor websites and alert webmaster for any services missing. Additionally, they will promote services on the CLCD website as a secondary source for ELLs.</p>	<p>Website Support – CLCD staff will ensure that the IHL website is up to date with support services for undergraduate and graduate ELLs. They will monitor websites and alert webmaster for any services missing. Additionally, they will promote services on the CLCD website as a secondary source for ELLs.</p>
<p>Implementation of one of the following support services, if it is not already implemented at the IHL:</p>	<p>Implementation of three of the following support services, if they are not already implemented at the IHL:</p>	<p>Implementation of five of the following support services, if they are not already implemented at the IHL:</p>	<p>Implementation of seven of the following support services, if they are not already implemented at the IHL:</p>
<p>English Language Programs:</p> <ul style="list-style-type: none"> • Language exchange • Conversation Partners • American culture and conversation class • American language program • English conversation hours 	<p>English Language Programs:</p> <ul style="list-style-type: none"> • Language exchange Conversation Partners • American culture and conversation class • American language program • English conversation hours • Practical English tutorials 	<p>English Language Programs:</p> <ul style="list-style-type: none"> • Language exchange Conversation Partners • American culture and conversation class • American language program • English conversation hours • Practical English tutorials 	<p>English Language Programs:</p> <ul style="list-style-type: none"> • Language exchange Conversation Partners • American culture and conversation class • American language program • English conversation hours

Tier 1	Tier 2	Tier 3	Tier 4
<ul style="list-style-type: none"> • Practical English tutorials • Accent reduction sessions 	<ul style="list-style-type: none"> • Accent reduction sessions <p>and/or</p> <p>Social and Cultural Events:</p> <ul style="list-style-type: none"> • Sightseeing trips • Weekly coffee hour 	<ul style="list-style-type: none"> • Accent reduction sessions <p>and/or</p> <p>Social and Cultural Events:</p> <ul style="list-style-type: none"> • Sightseeing trips • Weekly coffee hour 	<ul style="list-style-type: none"> • Practical English tutorials • Accent reduction sessions <p>and/or</p> <p>Social and Cultural Events:</p> <ul style="list-style-type: none"> • Sightseeing trips • Weekly coffee hour
		<p>and/or</p>	<p>and/or</p>
		<p>Academic Support and Student Services</p> <ul style="list-style-type: none"> • Workshops, webinars on US academic life • Academic Integrity Workshops and Webinars 	<p>Academic Support and Student Services</p> <ul style="list-style-type: none"> • Workshops, webinars on US academic life • Academic Integrity Workshops and Webinars
		<p>And/or</p>	<p>And/or</p>
		<p>Social and Cultural Programs</p> <ul style="list-style-type: none"> • Mentor Program 	<p>Social and Cultural Programs</p> <ul style="list-style-type: none"> • Mentor Program
		<p>And/or</p>	<p>And/or</p>
		<p>Family member Support Services:</p> <ul style="list-style-type: none"> • English classes • Daycare • Social support programs 	<p>Family member Support Services:</p> <ul style="list-style-type: none"> • English classes • Daycare • Social support programs
			<p>And/or</p>
			<p>Professional Development Workshops:</p>

Tier 1	Tier 2	Tier 3	Tier 4
			<ul style="list-style-type: none"> • Workshops on CPT/OPT <p>And/or</p> <p>Legal and Personal Support Services:</p> <ul style="list-style-type: none"> • Immigration and Federal Regulations • Financial Management • Tax Preparation • License/State ID • Social Security

The CLCD would help IHLs disseminate support services on their website and work hand-in-hand with IHLs. In all tiers, CLCD staff would help IHLs keep their websites up to date, in addition to providing information about support services on the CLCD website. Support services included on the CLCD website would stem from the coding used for this study and any new services that respective IHLs might offer. The information on the CLCD website would provide ELLs another resource to resort to. Since data from my study revealed a lack of information on websites, it is imperative that this information get out to current and prospective ELLs. It would also help support IHLs in disseminating information about support services, which could lead to a higher interest in a particular IHL and possibly higher enrollment.

The CLCD would also provide linguistic support for ELLs. As found by my study, there were few IHLs that offered targeted ESOL tutoring. By providing targeted ESOL tutoring, the CLCD would enable undergraduate and graduate ELLs to access help from tutors knowledgeable about second language acquisition, Basic Interpersonal Communication Skills (BICS) and

Cognitive Academic Language Proficiency (CALP). ESOL tutoring would be available for enrolled students and would target their linguistic needs to help support them in their academic classes. In addition to ESOL tutoring, the CLCD would offer ESOL classes to help ELLs improve in language areas. The research reviewed in Chapter 2 supports the need for ESOL classes for ELLs. The ESOL classes offered would be available to students and their families.

Chapter 2 also provided evidence that culture plays a crucial role in how ELLs learn English and cope in IHLs in the U.S. Therefore, CLCD would offer workshops on common cultural norms in the U.S. CLCD would also provide volunteer opportunities so that undergraduate and graduate ELLs could learn about the American way of life by serving in their local communities. The opportunities at the CLCD would allow undergraduate and graduate ELLs to immerse themselves in various opportunities that would enable them to close cultural and linguistic gaps.

A summary of the implications for practice resulting from my study are found in Table 34.

Table 34

Summary of Implications for Practice

Variable	Objective	Potential Benefit
<i>Conduct a Needs Assessment on Support Services</i>	Identify potential gaps in dissemination of information on support services for ELLs and identify support services that fit the linguistic and cultural needs of undergraduate and graduate ELLs	IHLs will understand the needs of the ELL population and provide services that will help them reach academic success.
<i>Develop and implement Support services</i>	Based on the results of the needs assessment, develop, and implement support services that would cater to	IHLs will be able to develop and implement support services that will benefit the

<i>based on results of the needs assessment</i>	the needs of undergraduate and graduate ELLs.	undergraduate and graduate ELL population.
<i>Review websites</i>	Identify whether websites of respective IHLs are up to date with information about support services for ELLs.	Enable undergraduate and graduate ELLs to access information on support services that fit their needs. Undergraduate and graduate ELLs will be able to access information about support services offered at their IHL.
<i>Institute a Center for Language and Cultural Diversity</i>	Based on the findings of this study, the CCLD will help support undergraduate and graduate ELLs by disseminating support services, and providing additional ESOL support through classes, tutoring and volunteer experiences	They will also be given access to tutoring, workshops, classes and volunteer opportunities that will lend a hand in improving their cultural and linguistic needs.

Additional Considerations for Future Research

When I conducted the literature review for this study, I found that most of the literature that addressed the concerns of ELLs actually deal with international students, not the other populations. In addition, most of the literature consisted of issues that international students face at IHLs. There was a limited number of studies that looked at the different types of support services that IHLs provided to ELLs. I found only one comprehensive study that examined the websites of IHLs that provided support services to international students. Given the importance of ELLs and their social and economic contributions to campuses, it is necessary that more research be done on support services provided to undergraduate and graduate ELLs.

One of the primary areas that lacked research is the support provided to non-international ELL groups, most notably Generation 1.5 and permanent residents. Much of the research that was found has data on the linguistic and cultural needs of international students. Given the lack

of research on the needs of permanent residents and Generation 1.5 enrolled at IHLs, more studies need to address this growing ELL population.

This study has identified current support services as seen on websites, for undergraduate and graduate ELLs at top ranked IHLs in one of three categories based on *U.S. News & World Report*: international, northeastern, or private. The premise was that these findings could help IHLs understand if their institutional websites have adequate information about support services for current and prospective undergraduate and graduate ELLs. The study found that there were limited support services for ELLs or that websites were not up-to-date and did not contain appropriate information on support services for ELLs. IHLs could benefit from further study in this area as there is limited research on the different types of ELLs and on support services geared to helping ELLs.

The literature review for this study looked at several factors affecting undergraduate and graduate ELLs, which include linguistic and cultural barriers. Douglas (2010) found that little research has been done to analyze non-native speakers of English at the undergraduate and graduate level. It was also found that there was limited to no information about ELLs categorized as permanent resident/green card holders and U.S. citizens because data could not be located. Additionally, limited information was found on Generation 1.5 ELLs. A majority of the studies relied solely on international students. It is important to understand that ELLs are not only international students. As a result, future research needs to include students who are permanent residents, citizens, and Generation 1.5.

Further studies on the types of ELL support services provided to this group of students would also benefit the field. Specifically, studies should be geared to whether support services are truly meeting the cultural and linguistic needs of undergraduate and graduate ELLs. Are

support services being developed according to Second Language Acquisition, BICS and CALP? Are cultural support programs implementing sociocultural theory when developing such services?

This study is just the foundation of much research that could be done in this field. IHLs are continually recruiting ELLs, whether they are labeled international students, immigrants or Generation 1.5. For this reason, further research must be done to ensure that ELLs are receiving the support services they deserve. From the 1964 Civil Rights Act, which raised equality in federal law, to Executive Order 13166—Improving Access Services for Persons with Limited English Proficiency (2000), the United States has laws and regulations that advocate for equal and fair opportunities for all. Such laws need to be followed and IHLs need to provide the proper support services to undergraduate and graduate ELLs so that they have the same opportunities as their mainstream peers. Whether it is updating websites or developing and implementing new ELL support services, actions must be taken, as this is a growing population that will benefit IHLs now and in the future.

Conclusion

The content analysis suggests that reputation and endowment did impact the amount of support services received by undergraduate and graduate ELLs. Additionally, it was found that there was a difference between the number of support services provided by international vs non-international IHLs. The one factor that did not impact the number of ELL support services was size.

This study also suggests that there was a limited number of support services shown on the websites of IHLs. IHLs should ensure that their websites are up-to-date and that current and prospective ELLs have access to support services that would help them while completing their

academic programs. It is also imperative for IHLs to ensure that the proper services are in place for undergraduate and graduate ELLs. The websites may not have been up to date; however, lack of reference to support services could result from those services not having been developed and implemented.

IHLs that provide support services for ELLs should have an understanding of the linguistic and cultural barriers that undergraduate and graduate students are faced with. Understanding Second Language Acquisition, BICS, and CALP would help IHLs develop the linguistic support services that would benefit ELLs. Additionally, understanding Social Cultural theory would help IHLs address the cultural needs of ELLs. IHLs that are not providing linguistic and cultural support services must develop and implement such services based on these theories.

Undergraduate and graduate ELLs are stakeholders of IHLs, and their needs must be met, just as the needs of mainstream students. The study found that there was a stark difference in the amount of support services provided to mainstream students vs. ELLs. Both of these stakeholders attend these IHLs and both groups of students are enrolled in academic programs. As a result, both groups of students, ELLs and non-ELLs, should have access to services that will help them achieve their academic goals.

Afterword

My motivation to study how support services are provided to undergraduate and graduate ELLs stems from my passion to teach and work with ELLs. With a Master of Arts in Instructional Systems Development specializing in Teaching English as A Second Language, and a Master of Science in Instructional Technology, I began my career as an ESOL instructor at a community college in Maryland. Working with undergraduate ELLs increased my understanding

of this population and I began to see gaps in support services available to these students, particularly in regard to linguistic and cultural support. I also had the opportunity to work with undergraduate and graduate ELLs at a university on the East Coast, which further inspired me to research support services for this student population. In addition to teaching at the collegiate level, I had an opportunity to present at numerous conferences including ones at Penn State Lehigh, Maryland TESOL, and ISTE. For the past several years I have worked at the high school and elementary level as an ESOL teacher and hold an Advanced Professional Certificate in teaching grades K–12. My experience, academic pursuits, and certifications set the foundation for this exploration.

My dissertation journey was full of challenges. Firstly, finding prior research on all three categories of ELLs was very difficult and there was little to no information on ELLs who are permanent residents or citizens. From my experience teaching at colleges and universities, I wanted to include this group because it is often left out. Being a permanent resident or citizen does not ensure that someone is proficient in English. For example, some ELLs who may be permanent residents could arrive in the U.S. months before applying to an IHL and not have any time to become proficient at English. Whereas citizenship takes about three to five years to obtain, this amount of time is insufficient for ELLs to become proficient. As a result, I found it very important to include these students, though little to no research was found.

Another challenge that I faced while completing my dissertation was searching through websites of all 100 IHLs. It may not seem a difficult task; however, when I was looking at each website, I learned the importance of having an accurate search feature. It was a very daunting task to go through each website. Additionally, websites are modified at various times. When I began going through them in 2019, I kept files of all the contents; however, when I went back to

some of the websites in 2020, the content either was gone or was different. I had to resort to the Microsoft files I had created, but there were some IHLs that I wanted to check twice and was unable to do so. This was not a major challenge, but it was difficult because the process required me to go through each of the websites repeatedly and I spent three to four hours reviewing information during my first round of research and when I went back to the websites to find the information I needed for my dissertation.

When I began my dissertation back in 2019, our nation entered a very sad reality. Systemic racism and frightening immigration laws were on the rise. Events that overshadowed us included the death of George Floyd (Lasavio, 2020), DACA recipients who were on the verge of being deported, and the ban from Muslim-majority countries (Executive Order No. 13769, 2017). These events boggled my mind and I questioned whether the United States would enter an era that refutes the policies that were implemented decades ago for a fair and equal nation. In 1964, the U.S. instated the Civil Rights Act, which prohibits "discrimination on the grounds of race, color, or national origin in programs or activities receiving federal financial assistance" (Civil Rights Act, 1964). Yet, in 2019, George Floyd experienced a racial injustice that spread anger and fear throughout the nation. DACA recipients that knew only the United States as their home were on the verge of being deported to countries they never knew about. As stated by Muñoz and Vigil (2018), "On September 5, 2017, the Trump Administration rescinded the DACA program, impacting 800,000 DACA recipients" (p. 1). After the 2016 elections it was found that "higher education institutions should consider how anti-immigration sentiments have seeped into the ways in which undocumented/DACA students are "served" on college campuses" (Muñoz and Virgil, 2018, p. 2). Additionally, the travel ban that was imposed, "left many international students and faculty stranded outside the country" (Castiello-Gutiérrez and Li, p. ii, 2020).

My dissertation calls upon IHLs to open their doors to students and provide a safe and diverse environment. My focus is on ELLs and getting them the necessary support, they need and deserve as students in the U.S. institutional system, but our country has been failing its own diverse populations and those who came here for a better future. The 14th Amendment of 1868 states, “No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws” (United States Constitution, 14th Amendment, 1868). Yet, our leaders were implementing unjust laws against citizens and non-citizens in our nation and those who wanted to come to the U.S. for better educational opportunities.

Now, in 2021, when I am wrapping up my dissertation, the country continues to be plagued by racial and ethnic injustices, and change must come. We must reverse these wrongs and create an inviting atmosphere as set by leaders who will strive to implement a more just and fair society. As indicated earlier, the *Brown v. Board of Education* case of 1954 helped to desegregate schools in the U.S. This led the educational system to become more inviting and cater to the needs of all students entering educational institutions. The *Pylar vs. Doe* case of 1982 opened educational opportunities to all students, regardless of their immigration status. We need to change and adopt these laws that helped create the greatness of the United States with equal opportunities for all. ELLs add cultural and linguistic diversity to IHL campuses across the nation. International, immigrant, and Generation 1.5 students deserve to get the same support services as native speakers of English because they too are important stakeholders.

During my dissertation journey, I had the privilege of working with Dr. Anita Jose, Professor of Management at Hood College. Dr. Jose introduced content analysis to me and

helped me envision the great scope of data that is revealed through a content analysis study. Her guidance has enabled me to conduct this study that has opened up a world of insight on the lack of information on support services provided on websites of IHLs. Dr. Jose has abundant knowledge on content analysis and has conducted a very well-known study using this methodology. It was her content analysis study that inspired me to conduct my dissertation in the same manner, and it has provided me with eye-opening data. My dissertation could have been conducted through other methods; however, content analysis provided in-depth information and the ability to analyze it through both qualitative and quantitative means.

My passion for helping ELLs and what I learned from this study has steered me to what I would like to contribute to this field. As described earlier, one of my goals is to create a Center for Cultural and Linguistic Diversity at IHLs across the United States. The CCLD would be a place where all three categories of ELLs could come to get the support services, they need to overcome linguistic and cultural barriers. Creating this center would also help IHLs recruit more students and understand their ELL student populations. ELLs, regardless of type, are stakeholders of IHLs, and they must be supported in a way similar to their non-ESOL peers. If ELLs know they will be provided support geared to their needs, it is hoped that they would enroll in IHLs that incorporate the CCLD as a service to them. In addition to the creation and implementation of the CCLD, I also hope this study opens the doors to additional research in this field, primarily on ELLs who are not international students. Currently there is little to no research on ELLs that are not international students, and this lack leaves out many students who would benefit from support services. I hope that my dissertation raises awareness for ELLs who are permanent residents and/or citizens and that further studies are conducted to incorporate this group.

All-in-all, my dissertation journey began with a strong passion to help ELLs and I hope to continue to do further research in this field. ELLs will continue to enroll in IHLs and may do so in higher numbers if they know they have support services designed to fit their needs. I hope this dissertation is the steppingstone to additional research and development of support services that will fit the needs of all undergraduate and graduate ELLs.

REFERENCES

- Ackermann, F., & Eden, C. (2011). Strategic management of stakeholders: Theory and practice. *Long Range Planning*, 44(3), 179–196. <https://doi.org/10.1016/j.lrp.2010.08.001>
- Adams, A. & Boyne, K. S. (2015). Access to higher education for undocumented and “DACAmented” students: The current state of affairs. *Indiana International Comparative Law Review* 25(1), 47–62. <https://doi.org/10.18060/7909.0004>
- Altbach, P. G. (2000). The crisis in multinational higher education. *Change: The Magazine of Higher Learning*, 32(6), 28-31. <https://doi.org/1080.00091380009601763>
- Altschuld, J. W., & Kumar, D. D. (2010). *Needs assessment: An overview* (Needs assessment kit 1). SAGE.
- Ammigan, R. (2019). Institutional satisfaction and recommendation: What really matters to international students. *Journal of International Students*, 9(1), 262–281. <https://doi.org/10.32674/jis.v9m1.260>
- Anderson, S. (2005). International students and U.S. policy choices. *International Educator*, 14(6), 24–34.
- Anderson, G., Carmichael, K. Y., Harper, T. J., & Huang, T. (2009). International students at four-year institutions: Developmental needs, issues and strategies. In S. R. Harper & S. J. Quaye (Eds.), *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (pp. 17–37). Routledge.
- Andrade, M. S. (2006). International students in English-speaking universities: Adjustment factors. *Journal of Research in International education*, 5(2), 131–154. <https://doi.org/10.1177/1475240906065589>

- Andrade, M. S. (2009). The effects of English language proficiency on adjustment to university life. *International Multilingual Research Journal*, 3(1), 1634.
<https://doi.org/10.1080/19313150802668249>
- Andrade, M. S. (2010). Increasing accountability: Faculty perspectives on the English language competence of nonnative English speakers. *Journal of Studies in International Education*, 14(3), 221-239. <https://doi.org/10.1177/1028315308331295>
- Andrade, M. S., Evans, N. W., & Hartshorn, K. J. (2016). Internationalizing higher education: English language policy and practice. In *Campus support services, programs, and policies for international students* (pp. 188-208). IGI Global. <https://doi.org/10.4018/978-1-4666-9752-2.ch010>
- Angelini, D. (2020). *An analysis of university endowment spending* (Major qualifying paper, Worcester Polytechnic Institute). Digital Worcester Polytechnic Institute. <https://digital.wpi.edu/show/x059c9950>
- Arkoudis, K. (2006). *Teaching international students: Strategies to enhance learning*. Centre for the Study of Higher Education, University of Melbourne.
- Arkoudis, S., & Tran, L. T. (2007). International students in Australia: Read ten thousand volumes of books and walk ten thousand miles. *Asia Pacific Journal of Education*, 27(2), 157–169. <https://doi.org/10.1080/02188790701378792>
- Aud, S., Hussar, W., Kenya, G., Bianca, K., Frohlich, L., Kemp, J., & Tahan, K. (2011 May). *The condition of education 2011* (NCES 2011-033). U.S. Department of Education, National Center for Education Statistics. <https://nces.edu.gov/pubs2011/2011033.pdf>
- Astin, A. W. (1985). Involvement in the cornerstone of excellence. *Change: The Magazine of Higher Learning*, 17(4), 35-39. <https://doi.org/10.1080/00091383.1985.9940532>

- Astani, M., & Elhindi, M. (2008). An empirical study of university websites. *Issues in Information Systems*, 9(2), 460-465. https://doi.org/10.48009/2_iis_2008_460_465
- Aureli, S. (2017). A comparison of content analysis usage and text mining in CSR corporate disclosure. *International Journal of Digital Accounting Research*, 17, 1–32. https://doi.org/10.4192/1577-8517-v17_1
- Barnhardt, C, Ramos, M, & Reyes, K. (2013). Equity and inclusion in practice: Administrative responsibility for fostering undocumented students’ learning. *About Campus: Enriching the Student Learning Experience* 18(2), 20–26. <https://doi.org/10.1022/abc.21112>
- Baum, S., & Lee, V. (2019, July). *The role of college and university endowments*. [Research report] Urban Institute. https://urban.org/default/files/publication/100536/the_role_of_college_and_university_endowments.pdf
- Benesch, S. (2008). “ Generation 1.5” and its discourses of partiality: A critical analysis. *Journal of Language, Identity, & Education*, 7 (3–4) 294–311. <https://doi.org/10.1080/15348450802237954>
- Benson, P., Barkhuizen, G., Bodycott, P., & Brown, J. (2013). *Second language identity in narratives of study abroad*. Springer.
- Bergey, R., Movit, M., Baird, A. S, & Faria, A. M. (2018). *Serving English-language learners in higher education: Unlocking the potential*. American Institutes for Research. <https://eric.ed.gov/fulltext/ED585543.pdf>
- Barnhardt, C., Ramos, M., & Reyes, K. (2013). Equity and inclusion in practice: Administrative responsibility for fostering undocumented students’ learning. *About Campus: Enriching the Student Learning Experience*, 18(2), 20–26. <https://doi.org/10.1002/abc.21112>

- Bifuh-Ambe, E. (2009). Literacy skills acquisition and use: A study of an English language learner (ELL) in a U.S. university context. *Adult Basic Education and Literacy Journal*, 3(1), 24–33. https://www.ResearchGate.net/publication/234724745_Literacy_Skills_Acquisition_and_Use_A_Study_of_an_English_Language_Learner_in_a_US_University_Context
- Bifuh-Ambe, E. (2011). Postsecondary Learning: Recognizing the Needs of English language learners in mainstream university classrooms. ” *Multicultural Education*, 19(3), 13–19.
- Bilingual Education Act of 1968. Pub. L. No. 90-247), 81 Stat. 816 (1968).
https://govinfo.gov/content/pkg/STATUTE-81/pdf/STATUTE-81-Page_783.pdf
- Bilingual Education Act, Pub. L. No. 93-380, 88 Stat. 503 (1974)
- Bilingual Education Act, Pub. L. No. 95-561, 92 Stat. 2268 (1978)
- Bilingual Education Act, Pub. L. No. (98-511), 98 Stat. 2370 (1984)
- Bilingual Education Act, Pub. L. No. 100 – 297, 102 Stat. 279 (1988)
- Bilingual Education Act, Pub. L. No. 103 – 382, (1994)
- Bista, K. (2011). Academic dishonesty among international students in higher education. In J. Miller & J. Groccia (Eds.), *To Improve the Academy: A Journal of Educational Development*, 30(1) pp. 159–172 https://doi.org/10.1002/j2334_4822.2011.tb00655.x
- Bista, K. (2015). Asian international students’ college experience: Relationship between quality of personal contact and gains in learning. *Journal of International and Global Studies Volume*, 6(2), 38–54.
- Bista, K., & Dagley, A. (2015). Higher education preparation and decision-making trends among international students. *College and University Journal*, 90(3), 2–11.

- Bista, K., & Foster, C. (2011). Issues of international student retention in American higher education. *The International Journal of Research and Review*, 7(2), 1–10.
- Blackledge, A. (2002). The discursive construction of national identity in multilingual Britain. *Journal of Language, Identity, and Education*, 1(1), 67–87.
https://doi.org/10.1207/S15327701JLIE0101_5
- Bodycott, P. (2009). Choosing a higher education study abroad destination: What mainland Chinese parents and students rate as important. *Journal of Research in International Education*, 8(3), 349–373. <https://doi.org/10.1177/1475240909345818>
- Brown v. Board of Education, 347 U.S. 483 (1954).
- Brown, H. D. (2014). Principles of language learning and teaching (6th ed.). Pearson Education.
- Brown, J. D. (2014). The future of world Englishes in language testing. *Language Assessment Quarterly*, 11(1), 5–26. <https://doi.org/10.1080/15434303.2013.869817>
- Brown, L. (2008). The incidence of study-related stress in international students in the initial stage of the international sojourn. *Journal of Studies in International Education*, 12(1), 5–28. <https://doi.org/10.1177/1028315306291587>
- Brown, R. (1973). *A first language. The early stages*. Harvard University Press.
- Bryson, J. M. (2004). What to do when stakeholders matter: Stakeholder identification and analysis techniques, *Public Management Review*, 6(1), 21–53.
<https://doi.org/10.1080/14719030410001675722>
- Bylund, E., & Jarvis, S. (2011). L2 effects on L1 event conceptualization. *Bilingualism: Language and Cognition*, 14(1), 47–59. <https://doi.org/10.1017/S136672891000180>

- Camarota, S. A. (2010). Immigrants in the United States: A profile of America's foreign-born population. Center for Immigration Studies. <https://cis.org/Immigrants-United-States-2010>
- Canagarajah, A. S. (1999). *Resisting linguistic imperialism in English teaching*. Oxford University Press.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, *1*(1), 1–47.
- Capps, R., Fix, M., & Zong, J. (2017, August). *The education and work profiles of the DACA population*. [Issue brief]: Migration Policy Institute. https://migrationpolicy.org/sites/default/files/publications/DACA_Occupational_2017_FINAL.pdf
- Castiello-Gutiérrez, S., & Li, X. (2020). We are more than your paycheck: The dehumanization of international students in the United States. *Journal of International Students*, *10*(3), i–iv. <https://doi.org/10.32674/jis.v10i3.2676>
- Chapleo, C., & Simms, C. (2010). Stakeholder analysis in higher education: A case study of the University of Portsmouth. *Perspectives, Policy and Practice in Higher Education*: *14*(1), 12–20. <https://doi.org/10.1080/13603100903458034>
- Choi, T. (2006). Asian international students' academic adjustment in a US graduate school and, Stanton-Salazar's framework. *Pacific-Asian Education Journal*, *18*(2), 51–68.
- Civil Rights Act of 1964, Pub. L. (88-352), 78 Stat. 241 (1964).
- Clifford, V., & Montgomery, C. (2017). Designing an internationalised curriculum for higher education: Embracing the local and the global citizen. *Higher Education Research & Development*, *36*(6), 1138–1151. <https://doi.org/10.1080/07294360.2017.1296413>

- Clinedinst, M., & Patel, P. (2018). *State of college admission 2018*. [Report]. National Association for College Admission Counseling.
https://nacanet.org/globalassets/documents/publications/research/2010_soca/socal8.pdf
- Collier, V. P. (1987). Age and rate of acquisition of second language for academic purposes. *TESOL Quarterly*, 21(4), 617–641. <https://doi.org/10.2307/3586986>
- Cooper, J. D., Robinson, M. D., Slansky, J. A., & Kiger, N. D. (2014). *Literacy: Helping students construct meaning* (9th ed.). Cengage Learning.
- Crawford, J. (1989, June 8-9). Language freedom and restriction: A historical approach to the official language controversy. [Conference paper] In J. Reyhner (Ed.), *Effective language education practices and native language survival*. Proceedings of the 9th annual international Native American Language Issue Institute, Billings, MT, United States.
- Cummins, J. (1979). Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. *Working Papers on Bilingualism*, No. 19. <https://files.eric.idigoo/fulltext/ED184334.pdf>
- Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard Educational Review*, 56(1), 18–37.
<https://doi.org/10.17763/haer.56.1.6327234461607787>
- Cummins, J. (2008). BICS and CALP: Empirical and theoretical status of the distinction. In B. Steet & N. H. Hornberger (Eds.), *Encyclopedia of Language and Education, Volume 2: Literacy* (2nd ed., pp. 71–83). Springer-Verlag.
- Cummins, J. & Man Yee-fun, E. (2007). Academic language: What is it and how do we acquire It? In J. Cummins & C. Davison (Eds.), *International Handbook of English Language teaching*. (pp. 797–810) Springer. <https://doi.org/10.1007/978-0-387-46301-8>

- Cummins, J. (2009). BICS and CALP. University of Toronto.
- Dawson, B. (2009). Discrimination, stress, and acculturation among dominican immigrant women. *Hispanic Journal of Behavioral Sciences*, 31(1), 96–111.
<https://doi.org/10.1177/0739986308327502>.
- Dietsche, P. (2012). Use of campus support services by Ontario college students. *Canadian Journal of Higher Education*, 42(3), 65–92. <https://doi.org/10.47678/cjhe.v42i3.2098>
- Doolan, S. M. (2013). Generation 1.5 writing compared to L1 and L2 writing in first-year composition. *Written Communication*, 30(2), 135–163.
<http://doi.org/10.1177/0741088313480823>
- Douglas, S. R. (2010). *Non-native English speaking students at university: Lexical richness and academic success*. [Doctoral dissertation: University of Calgary]. PRISM: University of Calgary's Digital Repository. <https://doi.org/10.11575/PRISM/16571>
- Duke, C. R. (2002). Learning outcomes: Comparing student perceptions of skill level and importance. *Journal of Marketing Education*, 24(3), 203–217.
<https://doi.org/10.1177/0273475302238043>
- Dulay, H., & Burt, M. (1974). Natural sequences in child second language acquisition. *Language Learning*, 24(1), 37–53. https://doi.org/10.1111/j.1467_1770.1974.tb00234.x
- Dulay, H., & Burt, M. (1979). Research priorities in bilingual education. *Educational Evaluation and Policy Analysis*, 1(3), 39–53. <https://doi.org/10.3102/01623737001003039>
- Duru, E., & Poyrazli, S. (2007). Personality dimensions, psychosocial-demographic variables, and English language competency in predicting level of acculturative stress among Turkish international students. *International Journal of Stress Management*, 14(1), 99–110. https://doi.org/10.1037/1072_5245.14.1.99

- Elementary and Secondary Education Act of 1965. 20 U.S. C. 27001 et seq.
- Eun, B. (2008). Making connections: Grounding professional development in the developmental theories of Vygotsky. *The Teacher Educator*, 43(2), 134–155.
<https://doi.org/10.1080/08878730701838934>
- Eun, B., & Lim, H. S. (2009). A sociocultural view of language learning: The importance of meaning-based instruction. *TESL Canada Journal* 27(1)1, 12–26.
<https://doi.org/10.18806/teslv27i1.1031>
- Exec. Order No. 13769, 3 C.F.R. 8977–89824 (2017). <https://www.govinfo.gov/content/pkg/FR-2017-03-09/pdf/2017-04837.pdf>
- Fang, F. (2010). A discussion on developing students' communicative competence in college English teaching in China. *Journal of Language Teaching and Research*, 1(2), 111–116.
- Flaitz, J. (2006). *Understanding your refugee and immigrant students: An educational, cultural, and linguistic guide*. University of Michigan Press.
- Flaitz, J., & Eckstein, L. K. (2003). *Understanding your international students: An educational, cultural, and linguistic guide*. University of Michigan Press.
- Fishman, J. A. (1960). A systematization of the Whorfian hypothesis. *Behavioral Science*, 5(4), 323–339. <https://doi.org/10.1002/bs.3830050407>
- Flores, A. (2016). Forms of exclusion: Undocumented students navigating financial aid and inclusion in the United States. *American Ethnologist*, 43(3), 540–554.
<https://doi.org/10.1111/amet.12345>
- Freeman, R. E. (1984). *Strategic management: A stakeholder approach*. Pitman Publishing.
- Galante, A., Okubo, K., Cole, C., Elkader, N. A., Carozza, N., Wilkinson, C., . . . & Vasic, J. (2020). “English-Only Is Not the Way to Go”: Teachers' Perceptions of Plurilingual

- Instruction in an English Program at a Canadian University. *TESOL Quarterly*, 54(4), 980–1009.
- Garcia, O. (2002). Language: A diversity category beyond all others. In R. Phillipson (Ed.), *Rights to language: Equity, power, and education* (pp. 243–248). Lawrence Erlbaum Associates Publications.
- Giang, M. T., & Wittig, M. A. (2006). Implications of adolescents' acculturation strategies for personal and collective self-esteem. *Cultural Diversity and Ethnic Minority Psychology*, 12(4), 725–739. <https://doi.org/10.1037/1099-9809.12.4.725>
- Glass, C. R., Buus, S., & Braskamp, L. A. (2013). *Uneven experiences: What's missing and what matters for today's international students*. [Report] Global Perspectives Institute. <https://gpi.central.edu/supportDocs/Report-on-International-Students.pdf>
- Green, S. B. (1991). How many subjects does it take to do a regression analysis. *Multivariate Behavioral Research*, 26(3), 499-510. https://doi.org/10.1207/s153270906mbr2603_7
- Gómez, E., Urzúa, A., & Glass, C. R. (2014). International student adjustment to college: Social networks, acculturation, and leisure. *Journal of Park and Recreation Administration*, 32(1), 7–25.
- Glass, C. R., Gómez, E., & Urzua, A. (2014). Recreation, intercultural friendship, and international students' adaptation to college by region of origin. *International Journal of Intercultural Relations*, 42, 104–117. <https://doi.org/10.1016/j.ijintrel.2014.05.007>
- Gonzales, R. G. (2009, April). *Young lives on hold: The college dream of undocumented students*. College Board Advocacy & Poling Centers. <https://files.eric.ed.gov/fulltext/ED532871.pdf>

- Han, X., Stocking, G., Gebbie, M. A., & Appelbaum, R. P. (2015). Will they stay or will they go? International graduate students and their decisions to stay or leave the US upon graduation. *PloS One*, *10*(3). <https://doi.org/10.1371/journal.pone.0118183>
- Hahne, A. (2001). What's different in second-language processing? Evidence from event-related brain potentials. *Journal of Psycholinguistic Research*, *30*, 251–266.
<https://doi.org/10.1023/A:1010490917575>
- Hahne, L. D. (2004). Primary stress and intelligibility: Research to motivate the teaching of suprasegmental. *TESOL Quarterly* *38*(2), 201–223. <https://doi.org/10.2307/3588378>
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2017). *A primer on partial least squares structural equation modeling (PLS-SEM)* (2nd ed.). SAGE.
- Hartshorn, K. J., & Hart, J. M. (2016). Comparing the academic word list with the academic vocabulary list: Analyses of frequency and performance of English language learners. *Journal of Language Teaching and Learning*, *6*(2), 70–87. <http://www.jltl.com/tr/index.php/jltl/article/view/31>
- Harrison, J., & Shi, H. (2016). English language learners in higher education: An exploratory conversation. *Journal of International Students*, *6*(2), 415–430.
<https://doi.org/10.32674/jis.v6i2.364>
- Harryba, S. A, Guilfoyle, A. M, & Knight, S. A. (2012). Understanding the challenges of accessing university support services: The perspectives of staff members and international students. *International Journal & Learning*, *18*(6), 263–289.
<https://doi.org/10.18848/1447-9494/CGP/v18i06/47649>
- Hayes, A. F. (2018). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach* (2nd ed.). Guilford Press.

- Hazelkorn, E. (2008). Learning to live with league tables and ranking: The experience of institutional leaders. *Higher Education Policy*, 21, 193–215.
<https://doi.org/10.1057/hep.2008.1>
- Heggins, W. J., & Jackson, J. F. (2003). Understanding the collegiate experience for Asian international students at a Midwestern research university. *College Student Journal*, 37(3), 379–391.
- Heng, T. T. (2018). Different is not deficient: Contradicting stereotypes of Chinese international students in US higher education. *Studies in higher education*, 43(1), 22–36.
<https://doi.org/10.1080/03075079.2016.1152466>
- Hofstede, G. H. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations*(2nd ed., pp. 1–77). California: SAGE Publications.
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2005). *Cultures and organizations: Software of the mind* (2nd ed.). McGraw-Hill.
- Holmes, P. (2004). Negotiating differences in learning and intercultural communication: Ethnic Chinese students in a New Zealand university. *Business Communication Quarterly*, 67(3), 294–307. <https://doi.org/10.1177/1080569904268141>
- Hoover, E., (2003). A student under suspicion, *Chronicle of Higher Education*, 49(31), A12.
- Huang, L. M., & Bilal, D. (2019, July). Usability of university recruitment web pages from international doctoral students' perspectives. In *International Conference on Human-Computer Interaction* (pp. 505–521). Springer, Cham.
- Huber, L. P., & Malagon, M. C. (2007). Silenced struggles: The experiences of Latina and Latino undocumented college students in California. *Nevada Law Journal*, 7, 841–861.
<https://scholars.law.unlv.edu/nlj/vol7/iss3/8/>

- Hymes, D. (1972). On communicative competence. In J. Pride, & J. Holmes (Eds.), *Sociolinguistics* (pp. 269–293). Harmondsworth, England: Penguin Books.
- Hyun, J., Quinn, B., Madon, T., & Lustig, S. (2007). Mental health need, awareness, and use of counseling services among international graduate students. *Journal of American College Health, 56*(2), 109-118. https://doi.org/10.3200/JACH.56.2.109_118
- Institute of International Education. (2017). “New International Student Enrollment, 2006/07-2016/17” *Open Doors Report on International Educational Exchange*. Retrieved from <http://www.iie.org/opendoors>
- Jaeger, P., & Burnett, G. (2003). Curtailing online education in the name of homeland security: The USA PATRIOT Act, SEVIS, and international students in the United States. *First Monday, 8*(9). <https://doi.org/10.5210/fm.v8i9.1073>
- John-Steiner, V., & Mahn, H. (1996). Sociocultural approaches to learning and development: A Vygotskian framework. *Educational Psychologist, 31*(3-4), 191–206. <https://doi.org/10.1080/00461520.1996.9653266>
- Joy, S., & Kolb, D. A. (2009). Are there cultural differences in learning style?. *International Journal of Intercultural Relations, 33*(1), 69–85. <https://doi.org/10.1016/j.ijintrel.2008.11.002>
- Kang, H. W. (1994). Helping second language readers learn from content area text through collaboration and support. *Journal of Reading, 37*(8), 646–652. <https://www.jstor.org/stable/20172386>
- Kanno, Y. (2015, March 21-24). *English Language learners, identity, and access to post-secondary education*. American Association for Applied Linguistics Conference, Toronto, Ontario, Canada.

- Kanno, Y., & Harklau, L. (Eds.). (2012). *Linguistic minority students go to college: Preparation, access, and persistence*. Routledge
- Kaestle, C. (1983). *Pillars of the republic: Common schools and American society, 1780 – 1860*: Hill and Wang.
- Kerr, D. B. (2004). A cross cultural study of the learning styles of practicing accountants in Mexico and United States. Unpublished dissertation. The Steinhardt School of Education, New York University.
- Ketelaar, E., Beijaard, D., Boshuizen, H. P., & Den Brok, P. J. (2012). Teachers' positioning towards an educational innovation in the light of ownership, sense-making and agency. *Teaching and teacher education, 28*(2), 273–282.
<https://doi.org/10.1016/j.tate.2011.10.004>
- Kettle, M., & Luke, A. (2013). The critical meets the cultural: International students' responses to critical, dialogic postgraduate education in a western university. In S. Sovic & M. Blythman (Eds.), *International students negotiating higher education: critical perspectives*, (pp. 104–123). Routledge.
- Kim, H. Y. (2011). International graduate students' difficulties: Graduate classes as a community of practices. *Teaching in Higher Education, 16*(3), 281–292.
<https://doi.org/10.1080/13562517.2010.524922>
- Kolb, D. A. 1984. *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, New Jersey: Prentice-Hall.
- Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of management learning & education, 4*(2), 193–212. <https://doi.org/10.5465/amle.2005.17268566>

- Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon.
- Kroeber, A. L., and Kluckhohn, C., [1952] 1963. *Culture: A critical review of concepts and definitions*. Vintage.
- Kozulin, A. (1990). The concept of regression and Vygotskian developmental theory. *Developmental Review*, 10(2), 218-238. [https://doi.org/10.1016/0273-2297\(90\)9011-R](https://doi.org/10.1016/0273-2297(90)9011-R)
- Kusek, W. A. (2015). Evaluating the struggles with international students and local community participation. *Journal of International Students*, 5(2), 121–131. <https://doi.org/10.32674/jis.v5i2.429>
- Lak, A., Aghamolaei, R., & Myint, P. K. (2020). How do older women perceive their safety in urban outdoor environments?
- Lantolf, J. P. (2006). Language emergence: Implications for applied linguistics—A sociocultural perspective. *Applied Linguistics*, 27(4), 717–728. <https://doi.org/10.1093/applin/aml034>
- Lantolf, J. P. (2007). Sociocultural theory: A unified approach to L2 learning and teaching. In J. Cummins (Ed.). *International Handbook of English Language Teaching*, (Vol. 2, pp. 693–700). Springer.
- Lantolf, J. P., & Zhang, X. (2017). Concept-based language instruction. S. Lowen & M. Sato (Eds.), *The Routledge Handbook of Instructed Second Language Acquisition*, (pp. 146–165). Routledge.
- Lau v. Nichols, 414 U.S. 563 (1974).
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.

- Le, A. T., LaCost, B. Y., & Wismer, M. (2016). International female graduate students' experience at a midwestern university: Sense of belonging and identity development. *Journal of International Students*, 6(1), 128–152. <https://doi.org/10.32674/jis.v6i1.485>
- Lee, J., & Rice, C. (2007). Welcome to America? International student perceptions of discrimination. *Higher Education: The International Journal of Higher Education and Educational Planning*, 53(3), 381–409. <https://doi.org/10.1007/s10734-005-4508-3>
- Lee, M. S. (2015). Implementing the sociocultural theory while teaching ESL. *SPACE: Student Perspectives About Civic Engagement*, 1(1), Article 6. <https://digitalcommons.nl.edu/space/vol1/iss1/6>
- Liaquat, A., Munteanu, C., & Epp, C. D. (2020). Collaborating with Mature English Language Learners to Combine Peer and Automated Feedback: a User-Centered Approach to Designing Writing Support. *International Journal of Artificial Intelligence in Education*, 1–42.
- Lightbown, P., & Spada, N. M. (2006). *How languages are learned* (3rd ed.). University Press.
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.) Oxford University Press.
- Lin, S. Y., & Scherz, S. D (2014). Challenges facing Asian international graduate students in the US: Pedagogical considerations in higher education. *Journal of International Students*, 4(1), 16–33. <https://doi.org/10.32674/jis.v4i1.494>
- Lipson, C. (2008). *Succeeding as an international student in the United States and Canada*. Chicago, London: University of Chicago Press.
https://doi.org/10.7208/Chicago/9780226484815_001.0001

- Liu, L. (2011). An international graduate student's ESL learning experience beyond the classroom. *TESL Canada Journal*, 29(1), 77–92. <https://doi.org/10.18806/tesl.v29i1.1090>
- Madden-Dent, T., Wood, D., & Roskina, K. (2019). An inventory of international student services at 200 U.S. universities and colleges: Descriptive data of pre-departure and post-arrival supports. *Journal of International Students*, 9(4), 993–1008.
- Mainardes, E. W., Alves, H., & Raposo, M. (2010). An exploratory research on the stakeholders of a university. *Journal of Management and Strategy*, 1(1), 76–88. <https://doi.org/10.5430/jms/v1n1p76>
- Mainardes, E. W., Alves, H., & Raposo, M. (2011). Stakeholder theory: Issues to resolve. *Management Decision*, 49(2), 226–252. <https://doi.org/10.1108/00251741111109133>
- Malakoff, M., & Hakuta, K. (1990). History of language minority education in the United States. In A. M. Padilla, H. H. Fairchild, & C. M. Valadez (Eds.), *Bilingual education: Issues and strategies* (pp. 27–43). SAGE
- Marambe, K. N., Vermunt, J. D., & Boshuizen, H. P. (2012). A cross-cultural comparison of student learning patterns in higher education. *Higher Education*, 64, 299–316. <https://doi.org/10.1007/s10734-011-9494-z>
- Martirosyan, N. M., Bustamante, R. M., & Saxon, D. P. (2019). Academic and social support services for international students: Current practices. *Journal of International Students*, 9(1), 172–191. <https://doi.org/10.32674/jis.v9i1.275>
- Matsumoto, D., & Juang, L. (2016). *Culture and psychology* (6th ed.). Cengage Learning.
- Migration Policy Institute (MPI). Data Hub. (2020) Deferred action for childhood arrivals (DACA) data tools,” accessed July 28, 2019, www.migrationpolicy.org/programs/data-hub/deferred-action-childhood-arrivals-daca-profiles

- Mitchell, R. K., Agle, B. R., & Wood, D. J. (1997). Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts. *Academy of Management Review*, 22(4), 853–886. <https://doi.org/10.5465/amr.1997.9711022105>
- Montgomery, K. A. (2019). Supporting Chinese undergraduate students in transition at US colleges and universities. *Journal of International Students*, 7(4), 963–989. <http://doi.org/10.5281/Zenodo.1029727>
- Mulligan, D., & Kirkpatrick, A. (2000). How much do they understand? Lectures, students and comprehension. *Higher Education Research & Development*, 19(3), 311–335. <https://doi.org/10.1080/758484352>
- Murphy, J. M. (1985 April 8–14). An investigation into the listening strategies of ESL college Students. [Paper Presentation]. 19th Annual Meeting of the Teachers & English to Speakers of Other Languages, New York, NY, United States.
- Nassaji, H. (2003). L2 vocabulary learning from context: Strategies, knowledge sources, and their relationship with success in L2 lexical inferencing. *Tesol Quarterly*, 37(4), 645–670. <https://doi.org/10.2307/3588216>
- National Liberal Arts Colleges Rankings. *US News & World Report*.
- National Science Board. (2012, January). *Science and engineering indicators 2012* (NSB 12-01). National Science Foundation. <https://sufun.org/readings/SEind12.pdf>
- Nichols, A., & Santos, J. L. (2016). *A glimpse inside the coffers: Endowment spending at wealthy colleges and universities*. The Education Trust. https://edtrust.org/up_intent/uploads/2016/08/EndowmentsPaper.pdf
- No Child Left Behind (NCLB) Act of 2001, Pub. L. No. 107-110, § 115, Stat. 1425 (2002).

- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific Region. *TESOL Quarterly*, 37(4), 589–613.
<https://doi.org/10.2307/3588214>
- Nutt, P. C. & Backoff, R. W. (1992). *Strategic management of public and third sector organizations*. Jossey-Bass.
- Nye, Jr. J. S. (2004). Soft power and American foreign policy. *Political Science Quarterly*, 119(2), 255–270 <https://doi.org/10.2307/20202345>
- Patkowski, M. (1980). The sensitive period for acquisition of syntax in a second language learning. *Language Learning* 30(2), 449–468.
https://doi.org/10.1111/j.1467_1770.1980.tb0038.x
- Peilan, P. Rethinking Language-thought Relationship from the Perspective of Non-linguistic Behavior: Interpreting Benjamin Lee Whorf’s Language, Thought, and Reality.
- Portes, A., & Rumbaut, R. G. (1996). *Immigrant America: A portrait*. (2nded.). University of California Press.
- Purnell, R., & Blank, S. (2004, November). *Support success: Services that may help low-income students succeed in community college*. [Report] MDRC.
<https://files.eric.ed.edu/fulltext/ED484621.pdf>
- Rajaretnam, T. (2016). *Statistics for social sciences*. SAGE
- Ralarala, M. K. (2014). Transpreters’ translations of complainants’ narratives as evidence: Whose version goes to court?. *The Translator*, 20(3), 377–395.
<https://doi.org/10.1080/13556509.2014.934002>.
- Ralarala, M. K., Pineteh, E. A., & Mchiza, Z. (2016). A case study on the language and socio-cultural challenges experienced by international students studying at Cape Peninsula

- University of Technology: Part 2–General articles. *South African Journal of Higher Education*, 30(4), 231–255. <https://doi.org/10.20853/30-4-572>
- Ravichandran, S., Kretovics, M., Kirby, K., & Ghosh, A. (2017). Strategies to address English language writing challenges faced by international graduate students in the US. *Journal of International Students*, 7(3), 764–785. <https://doi.org/10.5281/zenodo.570033>
- Renukadevi, D. (2014). The role of listening in language acquisition; the challenges & strategies in teaching listening. *International Journal of Education and Information Studies*, 4(1), 59–63. <http://www.ripublication.com>
- Reynolds, M. (1997). Learning styles: A critique. *Management Learning*, 28(2), 115–133. <https://doi.org/10.1177/1350507697282002>
- Roessingh, H. (2008). Variability in ESL outcomes: The influence of age on arrival and length of residence on achievement in high school. *TESL Canada Journal*, 26(1) 87–107. <https://doi.org/10.18806/tesl.v26i1392>
- Rubin, J. (1975). What the “good language learner “ can teach us. *TESOL Quarterly*, 9(1), 41–51. <https://doi.org/10.2307/3586011>
- Rumbaut, R. G., & Ima, K. (1988). The Adaptation of Southeast Asian refugee youth: A comparative study. Final report to the Office of Resettlement (U.S. Department of Health and Human Services). <https://files.eric.ed.gov/fulltext/ED299372.pdf>
- Russell, A. (2011, March). *State policies regarding undocumented college students: A narrative of unresolved issues, ongoing debate and missed opportunities*. [Policy brief] American Association of State Colleges and Universities. <https://uascu.org/uploadFiles/AASCU/Conflict/Home/MediaandPublications/PolicyMattersMagazine/Article/2011.marchpm.pdf>

- Ryan, C. L. (2013). Language use in the United States: 2011. U.S. Department of Commerce, Census Bureau. <https://lsaweb.com/cp-vid-docs-Industry-Resources-18/Information/Language-Use-in-the-United-States-2011.pdf>
- Saichaie, K., & Morphew, C. (2014). What college and university websites reveal about the purposes of higher education. *Journal of Higher Education*, 85(4), 499–530. <http://dx.doi.org/10.1080/00221546.2014.11777338>
- Sanford, R. (2009). *Predictors of international graduate student success in US universities: Analysis of noncognitive student variables and institutional characteristics*(Publication No. 3395319) [Doctoral dissertation, University of La Verne]. ProQuest Dissertations and Theses Global.
- Savignon, S. J. (1976, April 23). Communicative competence: Theory and classroom practice [Paper presentation]. Central States Conference on the Teaching of Foreign Languages, Detroit, Michigan, United States. <https://files.eric.ed.gov/fulltext/ED135245.pdf>
- Sweitzer, K., & Volkwein, J. F. (2009). Prestige among graduate and professional schools: Comparing the *US News* graduate school reputation ratings between disciplines. *Research in Higher Education*, 50(8), 812–836. https://doi.org/10.1007/s11162_009_9140_0
- Schweitzer, B., Morson, G., & Mather, P. (2011). Understanding the international student experience. *American College Personnel Association*.
- Selvadurai, R. (1991/1992). Problems faced by international students in American colleges and universities. *Community Review*, 12(1–2), 27–32. <http://www.homeworkgain.com/wp-content/uploads/edd/2019/06/problems-faced.pdf>

- Sexton, J. D. (1979). Education and acculturation in Highland Guatemala. *Anthropology & Education Quarterly*, 10(2), 80–95. <https://doi.org/10.1525/aeq.1979.10.2.05x1224b>
- Shane, M. J., Carson, L., & Macri, D. G. (2020). First Term Support for International Graduate Students Attending Small Colleges and Universities. *Journal of International Students*, 10(2), 527–538.
- Shyne, C. M. (2021). Perspectives of African American and Hispanic American Students on Academic Support Services.
- Sheppard, B., Rice, J., Rice, K., DeCoster, B., Drummond-Sardell, R., & Soelberg, N. (2015). Re-Evaluating the speaking and listening demands of university classes for novice international students. *ORTESOL Journal*, 32, 1–12.
<https://files.eric.ed.gov/fulltext/EJ1152428.pdf>
- Sherry, M., Thomas, P., & Chui, W. H. (2010). International students: A vulnerable student population. *Higher education*, 60(1), 33–46. https://doi.org/10.1007/s70734_009_9284_z
- Sherzer, J. (1987). Discourse-centered approach to language and culture. *American Anthropologist*, 89(2), 295–309. <https://doi.org/10.1525/aa.1987/89.2/02a00010>
- Shi, H. (2018). English language learners strategy use and self-efficacy beliefs in English language learning. *Journal of International Students*, 8(2), 724–741.
<https://doi.org/10.5281/zenodo.1250375>
- Shin, J. C., & Toutkoushian, R. K. (2011). The past, present, and future of university rankings. In J. C. Shin, R. K. Toutkousian, & U. Teichler (Eds.), *The changing academy: The changing academic program in international comparative perspective* (Vol. 3, pp. 1–16). Springer, Dordrecht. https://doi.org/10.1007/978-94-007-1116-7_1

- Snow, C. E., & Biancarosa, G. (2003). *Adolescent literacy and the achievement gap: What do we know and where do we go from here?*(Issue brief). Carnegie Corporation of New York.
<https://www.issuelab.org/resources/8172/8172.pdf>
- Soria Mendoza, G., & Shaikh, N. (2019, January 16). *Tuition Benefits for Immigrants*. [Factsheet], from National Conference of State Legislatures. <https://www.ncsl.org/portals/1/documents/immig/in-state-tuition-update-jan-16-2019.pdf>
- Srivastava, S., Tamir, M., McGonigal, K. M., John, O. P., & Gross, J. J. (2009). The social costs of emotional suppression: A prospective study of the transition to college. *Journal of Personality and Social Psychology*, 96(4), 883–897. <https://doi.org/10.1037/a0014755>
- Stewner-Manzanares, G. (1988). The Bilingual Education Act: Twenty years later. *New Focus, Occasional Papers in Bilingual Education*, 6. www.semanticscholar.org/paper/The-Bilingual-Education-Act%3A-Twenty-Years-Later.-in-Stewner-Manzanares/f16170bd793753a43f8ab2cbeadf8b191efc5de2
- Storch, N. (2009). The impact of studying in a second language (L2) medium university on the development of L2 writing. *Journal of Second Language Writing*, 18(2), 103–118.
<https://doi.org/10.1016/j.jslw.2009.02.003>
- Suanet, I., & Van de Vijver, F. (2009). Perceived cultural distance and acculturation among exchange students in Russia. *Journal of Community & Applied Social Psychology*, 19(3), 182–197. <https://doi.org/10.1002/casp.989>
- Tan, A. (2015). College choice behaviors of international students. *SAGE Open*, 5(4), <https://doi.org/10.1177/2158244015618995>.

- Terui, S. (2012). Second language learners' coping strategy in conversations with native speakers. *Journal of International Students*, 2(2), 168–183.
<https://doi.org/10.32674/jis.v2i2.530>
- Todd, T. A., Stinson, T. A., & Sivakumaran, T. (2011). Strategies for improving academic performance by non-native English speakers in graduate programs. *Journal of College Teaching & Learning*, 8(12), 1–10. <https://doi.org/10.19030/tlc.v8i12.6616>
- Trice, A. G. (2004). Mixing it up: International graduate students' social interactions with American students. *Journal of College Student Development*, 45(6), 671–687.
<https://doi.org/10.1353/csd.2004.0074>
- Tseng, W. C., & Newton, F. B. (2002). International students' strategies for well-being. *College Student Journal*, 36(4), 591–598. https://www.researchgate.net/profile/Fred-Newton/publication/285864451_International_students'_strategies_for_well-being/links/577e6cce08aeaa6988b0c72f/International-students-strategies-for-well-being.pdf
- Turuk, M. C. (2008). The relevance and implications of Vygotsky's sociocultural theory in the second language classroom. *ARECLS*, 5(1), 244–262. https://www.academia.edu/11992810/the_relevance_and_implications_of_vygotsky_s_sociocultural_theory_in_the_second_language_classroom
- Turner, Y. (2006). Students from mainland China and critical thinking in postgraduate business and management degrees: Teasing out tensions of culture, style and substance. *International Journal of Management Education*, 5(1), 3–11.
<https://doi.org/10.3794/ijme.51.131>

- Van Nelson, C., Nelson, J. S., & Malone, B. G. (2004). Predicting success of international graduate students in an American university. *College and University*, 80(1), 19–27.
- Verhoeven, L. (2000). Components in early second language reading and spelling. *Scientific Studies of Reading*, 4(4), 313–330. https://doi.org/10.1207/S1532799XSSR0404_4
- Volkwein, J. F., & Grunig, S. D. (2005). Resources and reputation in higher education: Double, double, toil and trouble. *Achieving accountability in higher education: Balancing public, academic, and market demands*, 246-274. Jossey-Bass.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological process*. Harvard University Press.
- Vygotsky, L. S. (1981). The genesis of higher mental functions. *The concept of activity in Soviet psychology*, 144, 188. Armonk, NY: M.E. Sharpe.
- Waldeck, S. E. (2009). Coming showdown over university endowments: Enlisting the donors. *Fordham L. Rev.*, 77(4), 1795–1835. <https://ir.lawnet.fordham.edu/flr/vol77/iss4/22>
- Walker, R. L., Wingate, L. R., Obasi, E. M., & Joiner, T. E., Jr. (2008). An empirical investigation of acculturative stress and ethnic identity as moderators for depression and suicidal ideation in college students. *Cultural Diversity and Ethnic Minority Psychology*, 14(1), 75–82. <https://doi.org/10.1037/1099-9809.14.1.75>
- Wang, Y., Martin, M. A., & Martin, S. H. (2002). Understanding Asian graduate students' English literacy problems. *College Teaching*, 50(3), 97–101. <https://doi.org/10.1080/87567550209595885>
- Wang, Z., Tchernev, J. M., & Solloway, T. (2012). A dynamic longitudinal examination of social media use, needs, and gratifications among college students. *Computers in Human Behavior*, 28(5), 1829–1839. <https://doi.org/10.1016/j.chb.2012.05.001>

- Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *International Journal of Bilingual Education and Bilingualism*, 9(2), 159–180. <https://doi.org/10.1080/13670050608668639>
- Wei, M., Heppner, P., Mallen, M. J., Ku, T., Liao, K., & Wu, T. (2007). Acculturative stress, perfectionism, years in the United States, and depression among Chinese international students. *Journal of Counseling Psychology*, 54(4), 385–394. <https://doi.org/10.1037/0022-0167.4.305>
- Wiese, A. M., & Garcia, E. E. (1998). The Bilingual Education Act: Language minority students and equal educational opportunity. *Bilingual Research Journal*, 22(1), 1–18. <https://doi.org/10.1080/15235882.1998.19668670>
- Wu, H. P., Garza, E., & Guzman, N. (2015). International student's challenge and adjustment to college. *Education Research International*, Article 202753. <https://doi.org/10.1155/2015/202753>
- Xiaonan, C. H. U (2012). On a constrastive method of teaching culture in ELT classroom for college-level students. *Higher Education of Social Science*, 3(3), 22–25. <https://files.eric.edu.gov/fulltext/EJ1005010.pdf>
- Xue, M. (2013). Effects of group work on English communicative competence of Chinese international graduates in United States institutions of higher education. *Qualitative Report*, 18(7),1–19. <https://doi.org/10.46743/2160-3715/2013.1556>
- Zeigler, K., & Camarota, S. A. (2018). *Almost half speak a foreign language in America's largest cities*. Center for Immigration Studies. <https://cis.org/report/almost-half-speak-foreign-language-americas-largest-cities>

- Zhai, L. (2002). Studying International Students: Adjustment Issues and Social Support. [Report]. (IED474481), ERIC. <https://files.eric.ed.gov/fulltext/ED474481.pdf>
- Zhang-Wu, Q. (2018). Chinese international students' experiences in American higher education institutes: A critical review of the literature. *Journal of International Students*, 8(2), 1173–1197. <https://doi.org/10.32674/jis.v8i2.139>
- Zhao, R., & Hirvela, A. (2015). Undergraduate ESL students' engagement in academic reading and writing in learning to write a synthesis paper. *Reading in a Foreign Language*, 27(2). <https://hdl.handle.net/10125/66891>
- Zhao, C., Kuh, G. D., & Carini, R. M. (2005). A comparison of international student and American student engagement in effective educational practices. *Journal of Higher Education*, 76(2), 209–231. <https://doi.org/10.1080/00221546.2005.1178911>.
- Zwaigenbaum, L., Bryson, S., Rogers, T., Roberts, W., Brian, J., & Szatmari, P. (2005). Behavioral manifestations of autism in the first year of life. *International Journal of Developmental Neuroscience*, 23(2–3), 143–152. <https://doi.org/10.1016/j.ijdevneu.2004.05.001>

Appendix A – International IHLs

Institution	Reputation	Size Classification	Size	Endowment Classification	Endowment
Adelphi University	International	3	7991	2	188.6 million
American University	International	4	14318	3	676.4 million
Andrews University	International	2	3390	1	55.0 million
Baylor University	International	4	18033	4	1.3 billion
Benedictine University	International	2	4401	1	36.4 million
Biola University	International	3	6103	2	154.6 million
Boston University	International	4	33720	4	2.2 billion
Brandeis University	International	3	5825	4	1.0 billion
Brown University	International	4	10333	4	3.6 billion
California Institute of Technology	International	2	2237	4	2.9 billion
Case Western Reserve University	International	4	11874	4	1.9 billion
Clark University	International	2	3498	2	436.9 million
Clarkson University	International	2	4301	2	198.0 million
Columbia University	International	4	31456	4	10.9 billion
Cornell University	International	4	24027	4	6.9 billion
Dallas Baptist University	International	2	4487	1	51.4 million
Dartmouth College	International	3	6606	4	5.5 billion
DePaul University	International	4	22064	3	593.4 million
Drexel University	International	4	24205	3	779.8 million
Duquense University	International	3	9197	2	370.4 million

Institution	Reputation	Size Classification	Size	Endowment Classification	Endowment
Edgewood College	International	3	2038	1	57.0 million
Emory University	International	4	14415	4	8.0 billion
Fordham University	International	4	16972	3	729.2 million
George Washington University	International	4	27814	4	1.8 billion
Georgetown University	International	4	19593	4	1.8 billion
Hofstra University	International	4	10804	3	611.4 million
Howard University	International	3	9399	3	688.6 million
Illinois Institute of Technology	International	3	6515	2	248.6 million
Johns Hopkins University	International	4	27079	4	4.2 billion
Lehigh University	International	4	6953	4	1.4 billion
Lipscomb University	International	2	4595	1	85.0 million
Loyola University Chicago	International	4	17159	3	640.3 million
Marquette University	International	4	11819	3	668.8 million
Maryville University of St. Louis	International	4	10013	1	54.7 million
Massachusetts Institute of Technology	International	4	11520	4	16.4 billion
New York University	International	4	52885	4	4.2 billion
Northeastern University	International	4	22207	3	847.8 million
Pace University	International	4	13395	2	181.9 million
Pepperdine University	International	3	8824	3	904.1 million

Institution	Reputation	Size Classification	Size	Endowment Classification	Endowment
Princeton University	International	3	8419	4	25.4 billion
Rensselaer Polytechnic Institute	International	3	7258	3	751.1 million
Rice University	International	3	7282	1	6.2 billion
Robert Morris University	International	2	4608	1	36.5 million
Rochester Institute of Technogy	International	4	16254	3	938.2 million
Saint Louis University	International	4	12799	4	1.2 billion
Seton Hall University	International	4	10219	2	257.7 million
Shenandoah University	International	2	3791	1	66.2 million
Southern Methodist University	International	4	11824	4	1.6 billion
Stanford University	International	4	17249	4	26.5 billion
Suffolk University	International	3	7169	2	249.1 million

Appendix B – Northeastern IHLs

Institution	Reputation	Size Classification	Size	Endowment Classification	Endowment
Providence College	Northeastern	2	4618	2	\$238,500,000.00
Loyola University of Maryland	Northeastern	3	5473	2	\$228,200,000.00
Emerson College	Northeastern	2	4930	2	\$171,600,000.00
University of Scranton	Northeastern	3	5253	2	\$205,600,000.00
Marist College	Northeastern	3	6738	1	\$ 71,200,000.00
Ithaca College	Northeastern	3	6266	2	\$316,000,000.00
Bryant College	Northeastern	2	3640	2	\$183,800,000.00
Simmons University	Northeastern	3	6535	2	\$194,900,000.00
Saint Joseph's University	Northeastern	3	7362	2	\$280,300,000.00
Quinnipiac University	Northeastern	3	9708	3	\$526,600,000.00
Thomas Jefferson University	Northeastern	3	8026	3	\$932,900,000.00
Le Moyne College	Northeastern	2	3326	2	\$187,600,000.00
Canisius College	Northeastern	2	3102	2	\$133,900,000.00
Lebanon Valley College	Northeastern	2	1915	1	\$ 70,500,000.00
Endicott College	Northeastern	2	4741	1	\$ 88,700,000.00
Molloy College	Northeastern	3	5113	1	\$ 38,200,000.00
Monmouth University	Northeastern	3	5953	2	\$118,200,000.00
Salve Regina University	Northeastern	2	2771	1	\$ 62,700,000.00

Springfield College	Northeastern	2	3110	1	\$ 78,000,000.00
St. Francis University	Northeastern	2	2930	1	\$ 50,300,000.00
La Salle University	Northeastern	2	4933	1	\$ 85,100,000.00
Nazareth College	Northeastern	2	2979	1	\$ 65,700,000.00
Rider University	Northeastern	2	4674	1	\$ 58,700,000.00
Mount St. Mary's University	Northeastern	2	2362	1	\$ 52,300,000.00
Hood College	Northeastern	2	2002	1	\$ 91,300,000.00

Appendix C – Private Liberal Arts IHLs

Institution	Reputation	Size Classification	Size	Endowment Classification	Endowment
Williams College	National Private Liberal Arts	2	2150	4	\$ 2,600,000,000.00
Middleburg College	National Private Liberal Arts	2	2657	4	\$ 1,100,000,000.00
Claremont McKenna College	National Private Liberal Arts	2	1346	3	\$ 865,500,000.00
Smith College	National Private Liberal Arts	2	2894	4	\$ 1,900,000,000.00
Wesleyan University	National Private Liberal Arts	2	3230	4	\$ 1,100,000,000.00
Soka University of America	National Private Liberal Arts	1	419	4	\$ 1,300,000,000.00
University of Richmond	National Private Liberal Arts	2	3914	4	\$ 2,500,000,000.00
Bryn Mawr College	National Private Liberal Arts	2	1723	3	\$ 897,200,000.00
Colorado College	National Private Liberal Arts	2	2123	3	\$ 735,900,000.00
Bucknell University	National Private Liberal Arts	2	3697	3	\$ 851,300,000.00
Trinity College	National Private Liberal Arts	2	2234	3	\$ 621,200,000.00
Furman University	National Private Liberal Arts	2	2828	3	\$ 702,900,000.00
Rhodes College	National Private Liberal Arts	2	2010	2	\$ 359,300,000.00

Bard College	National Private Liberal Arts	2	2289	2	\$ 359,300,000. 00
St. Johns College	National Private Liberal Arts	1	542	2	\$ 122,700,000. 00
Sarah Lawrence College	National Private Liberal Arts	2	1670	2	\$ 113,800,000. 00
Lewis & Clark College	National Private Liberal Arts	2	3223	2	\$ 235,600,000. 00
University of Puget Sound	National Private Liberal Arts	2	2608	2	\$ 369,000,000. 00
Williamette University	National Private Liberal Arts	2	2179	2	\$ 258,600,000. 00
Earlham College	National Private Liberal Arts	1	998	2	\$ 429,200,000. 00
Juniata College	National Private Liberal Arts	2	1429	2	\$ 122,300,000. 00
New College of Florida	National Private Liberal Arts	1	726	1	\$ 45,900,000. 00
Bennington College	National Private Liberal Arts	1	826	1	\$ 35,000,000. 00
College of the Atlantic	National Private Liberal Arts	1	360	1	\$ 57,400,000. 00
St. John's University	National Private Liberal Arts	5	21718	3	\$ 748,900,000. 00

APPENDIX D

Samples From IHL Websites

The following pages in the appendix contain samples from each of the nine categories from the coding. The nine categories include: Organizational Commitment, Linguistic, Social/Cultural/Integrational, Academic Support/Student Success, Financial, Career Planning, Lega/Personal, Health/Wellness, and Organization. The samples were randomly selected. Some of the categories did not have samples because the content was either missing or not found on respective websites. Please note that the samples given in the following pages are snippets extracted from the institutional websites. They are provided in an unedited manner.

Appendix D.1– Mission Statements

IHL Category	Inst itution	Mission Statement
International	Clarkson University	<p>“Clarkson University is an independent, nationally recognized technological university whose faculty of teacher-scholars aspires to offer superior instruction and engage in high-quality research and scholarship in engineering, business, science, health, education and liberal arts. Our primary mission is to educate talented and motivated men and women to become successful professionals through quality pre-collegiate, undergraduate, graduate, and professional continuing education programs, with particular emphasis on the undergraduate experience. Our community and campus settings enhance the quality of student life and afford students access to and interaction with their faculty. We value the diversity of our University community, and we strive to attune ourselves and our programs to our global, pluralistic society. We share the belief that humane and environmentally sound economic and social development derive from the expansion, diffusion, and application of knowledge. ”</p>
International	Columbia University	<p>“Columbia University is one of the world's most important centers of research and at the same time a distinctive and distinguished learning environment for undergraduates and graduate students in many scholarly and professional fields. The University recognizes the importance of its location in New York City and seeks to link its research and teaching to the vast resources of a great metropolis. It seeks to attract a diverse and international faculty and student body, to support research and teaching on global issues, and to create academic relationships with many countries and regions. It expects all areas of the University to advance knowledge and learning at the highest level and to convey the products of its efforts to the world. ”</p>
Northeastern	Providence College	<p>College Mission Statement Providence College is a Catholic, Dominican, liberal arts institution of higher education and a community committed to academic excellence in pursuit of the truth, growth in virtue, and service of God and neighbor.</p> <p>Faith and Reason Providence College is confident in the appeal of reason, believes that human beings are disposed to know the truth, and trusts in the power of grace to enlighten minds, open hearts, and transform lives. Providence College maintains that the pursuit of truth has intrinsic value, that faith and reason are compatible and</p>

complementary means to its discovery, and that the search for truth is the basis for dialogue with others and critical engagement with the world.

Academic Excellence

Providence College is committed to academic excellence, and holds itself to the highest standards in teaching, learning, and scholarship. Its core curriculum addresses key questions of human existence, including life's meaning and purpose, and stresses the importance of moral and ethical reasoning, aesthetic appreciation, and understanding the natural world, other cultures, and diverse traditions. Providence College honors academic freedom, promotes critical thinking and engaged learning, and encourages a pedagogy of disputed questions.

Community and Diversity

Providence College seeks to reflect the rich diversity of the human family. Following the example of St. Dominic, who extended a loving embrace to all, it welcomes qualified men and women of every background and affirms the God-given dignity, freedom, and equality of each person. Providence College promotes the common good, the human flourishing of each member of the campus community, and service of neighbors near and far.

Veritas and Providence

Providence College brings the eight-hundred-year-old Dominican ideal of veritas to the issues and challenges of today. It seeks to share the fruits of contemplation in an increasingly global and diverse society, and to praise and bless all that is good and vital in human endeavors. Providence College supports the Dominican mission of preaching the gospel of Jesus Christ to a new generation of students and helping them discover God's providence in their lives.

Northeastern Rider
University

Rider University welcomes students from throughout the region, across the nation, and around the world who seek to be challenged and supported as active members of our inclusive and vibrant living and learning community. Committed to student growth, transformation and leadership, we connect rigorous academic, artistic and professional programs of study with a rich array of learning experiences that engage students inside and outside the classroom. We prepare graduates to thrive professionally and to be lifelong independent learners and responsible citizens who embrace diversity, support the common good, and contribute meaningfully to the changing world in which they live and work.

Private Bryn Mawr College Bryn Mawr College educates students to the highest standard of excellence to prepare them for lives of purpose. The College’s rigorous liberal arts curriculum and distinguished graduate programs foster a thirst for knowledge, open inquiry, global perspectives, civic engagement, and innovation through study across the arts, humanities, sciences, and social sciences. A world-class faculty of teacher-scholars, a talented staff, and a tight-knit student body cultivate intellectual curiosity, independence, personal integrity, and resilience in a community of passionate, joyful learners.

As a residential women’s college at the undergraduate level, and through coeducational graduate programs in arts and sciences, in social work, and in post-baccalaureate premedical training, Bryn Mawr is committed to women’s education and empowerment, to gender equity, and to supporting all students who choose to pursue their studies here.

Equity and inclusion serve as the engine for excellence and innovation. A commitment to racial justice and to equity across all aspects of diversity propels our students, faculty, and staff to reflect upon and work to build fair, open and welcoming institutional structures, values, and culture.

Emerging from their Bryn Mawr experience equipped with powerful tools and with a deeper understanding of the world and each other, our graduates define success on their own terms and lift up others as they make a meaningful difference in the world.

Private Sarah Lawrence College At Sarah Lawrence College our mission is to graduate world citizens who are diverse in every definition of the word, who take intellectual and creative risks, who cross disciplinary boundaries, and who are able to sustain exceptional academic discipline within a framework of humanistic values and concern for community. Our unique educational practices provide our students with the opportunity to study intensively in small classes, to engage in independent research, and to spend unparalleled amounts of time working one-on-one with an exceptional faculty of scholars and artists, creating a tailored academic program of students' own design. Our goal is to instill a lifelong intellectual curiosity and nimbleness, as well as the confidence and entrepreneurial spirit to embrace a broad range of personal, professional, and creative pursuits. We thus prepare students to think and act independently so that they will tackle the problems of, and thrive in, a complex and rapidly evolving world.

Appendix D.2 – ESOL Classes

IHL		
Category	Institution	ESOL Class
International	Adelphi University	Ready to improve your English-language proficiency? Gain confidence in your academic writing, reading, speaking and listening abilities at Adelphi University. The Intensive English Program is offered through the Adelphi English Language Institute and provides international students with English language courses. These courses are designed to develop English-language skills in the shortest possible time. Students are provided with the tools and resources to improve their communication skills and thrive personally and professionally. This program is available at both Adelphi’s Manhattan Center and Garden City campus.
International	American University	American University's English language and Training Academy (ELTA) is an intensive, full-time ESL (English as a Second Language) program for students who wish to improve their academic English language skills while becoming closely oriented with American culture and university life.
Northeastern	Salve Regina	Academically qualified students who need support to become fluent in English reading, writing and speaking can be offered full admission to Salve Regina with our English for Academic Purposes (EAP) program.
Northeastern	Nazareth College	English Language Institute - <ul style="list-style-type: none"> • Master English well enough to pursue a bachelor’s or master’s degree • Integrate English studies with your academic interests by attending classes or guest lectures • Get your individual needs met through small classes and a diversified curriculum • Accelerate your learning with additional language practice and cultural exchanges with native English-speaking partners
Private	Bard College	The English Language Program (ELP) is located in the Learning Commons. The mission of the program is to provide a variety of ways to support students non-native to English so that they can successfully reach their academic goals. To that end, we focus on English classes and personalized tutoring. We offer two courses (Intensive English 107 and Grammar for Writers 110) as well as "ESL Partners": tutors familiar with areas of the English language such as pronunciation and

reading skills and who may be assigned to work individually with students who apply for them for a semester. We also offer ESL-Specialized drop-in writing tutors -- Bard students who have been trained in collaborative methods of conferencing for writing and grammar concerns, that may be helpful to ESL students. All of our tutoring services are free. In addition, faculty-taught workshops and tutorials on specific issues can be arranged for small groups upon request.

Appendix D.3 – Language Exchange

IHL	Category	Institution	Language Exchange Program
International	Massachusetts Institute of Technology	<p>The Language Conversation Exchange (LCE) is an organization dedicated to sharing the power of language through conversation partnerships and informal events open to all members of the MIT community.</p> <p>Through this website, our events, and our <u>community slack space</u>, you can connect with people in the MIT community who are interested in exchanging languages. Conversation partners arrange the time, place, and frequency of their meetings. They typically meet once a week for an hour.</p> <p>These informal partnerships can help new members of our community get acquainted with MIT, while helping their conversation partners improve their language proficiency. Members find the informal nature and flexibility of the LCE an enjoyable way to share their culture and learn more about someone else's.</p> <p>Anyone who is affiliated with MIT can participate in the LCE. Our members include students, staff, visiting scientists and scholars, faculty members, and their spouses and partners.</p>	
International	Columbia University	<p>The ALP runs the Language Exchange Program (LEP), which helps students find a language partner to practice with.</p> <p>An ALP student learning English is paired with an English-speaking Columbia student* who is learning the first language of the ALP student. The two then meet and spend time speaking their two languages. For example, an ALP student who is fluent in Spanish is paired with a Columbia student who is fluent in English, but wants to practice Spanish. Both partners then help and learn from one another. Partners have the independence to design their meetings according to their needs and to meet whenever it is convenient.</p>	

Appendix D.4 – Conversation Partners

IHL Category	Institution	Conversation Partners
International	DePaul University	In addition to working with writers on texts, <u>The Writing Center</u> offers <u>Conversation Partner appointments</u> . These appointments can be 30 minutes or 1 hour, and you can use that time to explore and practice language however you'd like with a native speaker of English: have a conversation to practice speaking and listening, ask specific questions about language, or talk about different settings and how to have conversations within such contexts.
International	Drexel University	The Conversation Network is a unique opportunity for language and cultural exchange. It provides a forum for Drexel students to interact with English Language Center (ELC) students as conversation partners. Conversation partners are expected to meet for about 1 hour each week during the current term. Being a conversation partner has many benefits. Native English speakers can help ELC students practice English, while the ELC students can help native English speakers learn a second language. Partners can also learn about each other's countries and customs. You can find a partner whose interests match your own and make a new friend.
Northeastern	University of Scranton	<p>The CTLE Conversation Partners Program is designed to match international students with native, English-speaking students for language practice through informal and friendly conversation. The program promotes and encourages cultural awareness and understanding, helps international students understand and adapt to U.S. culture and academic life, and provides both participants the opportunity to see the world from another perspective and create a rewarding new friendship.</p> <p>For international or non-native English speakers: Practice speaking and listening to English in a conversational tone</p> <p>Build your confidence in speaking English Ask specific questions about American culture or university life</p> <p>Make new friendships and connections with peers For domestic English-speaking students:</p> <p>Explore a new culture through authentic conversation</p>

Learn about a new country

Share your culture and background with a new friend

Help a fellow student feel welcome at the University of Scranton

Northeastern
Springfield
College

To support international students and limited English speaking students, the Conversation Partners Program matches non-native speaking students with native-speaking conversation tutors to improve conversation and comprehension skills in spoken American English. The Conversation Partners Program also offers students who possess some fluency in foreign language the opportunity to practice and improve speaking with native-speakers of Spanish, French, Chinese, and other languages as available.

During one-on-one sessions, students and conversation tutors hold topical discussions and informal conversations. Conversation tutors help their students improve listening skills, expand vocabulary, check comprehension, explain colloquialisms and, in general, support their assigned students' linguistic skill-enhancement.

Northeastern
University of
Scranton

Conversation Partners Program

The CTLE Conversation Partners Program is designed to match international students with native, English-speaking students for language practice through informal and friendly conversation. The program promotes and encourages cultural awareness and understanding, helps international students understand and adapt to U.S. culture and academic life, and provides both participants the opportunity to see the world from another perspective and create a rewarding new friendship.

Benefits of the Conversation Partners Program:

Practice speaking and listening to English in a conversational tone

Build your confidence in speaking English

Ask specific questions about American culture or university life

Make new friendships and connections with peers

Private
Juniata
College

In the Conversation Partner Program, international students and American students are paired up for casual conversation

and gatherings. Partners meet as often as they can to learn about other cultures and languages, participate in group activities like midnight canoeing, bowling, and international food night, as well as just to laugh, talk, share, relax...and much more!

Private

Lewis & Clark

Conversation Partners –a program to help students enrolled in Academic English Studies to integrate into the community and develop their English skills. AES students meet once a week with L&C student volunteers to discuss topics of mutual interest.

Appendix D.5 – American Cultures and Conversation Class

IHL Category	Institu tion	American Culture and Conversations Class
International	Cornell University	English conversation classes are offered for spouses and partners of international students and for visiting scholars.
International	Dallas Baptist University	English for Communication For students who would like to strengthen their English skills for personal or professional reasons. Course work focuses on enabling the student to thrive in English conversations and written interactions.
Northeastern	The University of Scranton	Talking Tuesdays The CTLE is proud to announce a new series designed to help international students practice English speaking and listening skills. Talking Tuesdays are one-hour informal talking sessions moderated by a native speaker. Talking Tuesdays will give you a chance to practice, ask questions, or just listen to native speakers in authentic conversation.
Northeastern	Nazareth College	Oral Communication This is a two-level oral communication class designed for students with lower level of English proficiency. This course provides non-native speakers with the opportunity to practice and improve their listening and communication skills in both social and academic settings. Listening practice will include academic lectures, interviews, video and audio files. In addition, this course will provide students with opportunities to discuss about cultural topics related to the United States and other countries represented in our class. This course will be available three times a year and will meet three hours a week. Academic Speaking This two-level course is designed for those English language proficiency level is placed at the intermediate or higher to help them become more effective speakers and listeners in an academic setting. Students will become familiar with common assignments such as group discussion and individual presentations. Over the course of the semester, students will learn how to develop PowerPoint presentations, how to take notes effectively, and how to absorb material learned in class. This course will be available three times throughout the year.

Pre-requisite: unless the placement test determines the level of grammar proficiency, all higher levels of this course requires successful completion of the preceding level.

Private	Lewis & Clark	<i>Communication Skills—5 hours per week</i> Communication class focuses on listening and speaking skills. Students work on various academic styles of presentation, pronunciation, note-taking skills, interview skills, observation and evaluation of classroom dynamics, interaction with and support from native speakers, group discussion and debate.
Private	St. John's University	The English Language and American Culture Program at St. John's University is a short, intensive English program that introduces international students to U.S. academic and American culture while advancing their English communication skills. Students are exposed to the American higher education environment, and experience American college campus life up-close. This program can be customized to the needs of your group, and previous groups have included high school students, college students, and adults.

Appendix D.6 – American Language Program

IHL Category	Institu tion	American Language Program
International	Clark University	<p>Clark University’s American Language and Culture Institute (ALCI) offers programs and workshops designed to help our students meet their English language learning goals. No matter where our students are living, we have online or in-person programs that cater to improving their language skills for academic, professional, or personal reasons. Whether succeeding in an American college or university, holding a conversation, or bettering professional language, we strive to ensure improvement in English proficiency.</p>
International	Dallas Baptist University	<p>For students who would like to pursue a degree at DBU. Course work focuses on building English skills to succeed in an American university. This track includes the opportunity to earn academic credit and meet DBU English requirements.</p> <p>The student must apply to a university academic program.</p> <p>The program is 8 weeks long, with 24 hours of weekly instruction, including laboratories.</p> <p>Course content focuses on grammar, composition, conversation, reading, and academic skills.</p> <p>Students who intend to stay for 16-weeks have the opportunity to take a carefully-selected college-level academic course designed to introduce American teaching concepts. The tuition for the course is included in the program cost, and the course may count toward an academic degree.</p>
Northeastern	University of Scranton	<p>The Center for Teaching and Learning Excellence (CTLE) is dedicated to providing our international students with support in speaking, reading, listening, and writing English. Through our Conversation Partners Program, Talking Groups, and ESL Workshops, the CTLE provides a safe and comfortable environment for English Language Learners looking to enhance their academic experience by strengthening their language skills.</p>
Northeastern	Nazareth College	<p>Master English well enough to pursue a bachelor’s or master’s degree</p> <p>Integrate English studies with your academic interests by attending classes or guest lectures</p>

Get your individual needs met through small classes and a diversified curriculum

Accelerate your learning with additional language practice and cultural exchanges with native English-speaking partners

Private

St. John's
University

The Office of International Education offers customizable programs in English language and American culture; professional development courses; and teacher training courses. Programs can be designed based on the needs of your group, whether they be short- or long-term; professional or academic in focus; on-campus or on-site.

Appendix D.7 – English Conversation Hours

IHL Category	Institution	English Conversation Hours
International	California Institute of Technology	English Conversation group Every Tuesday, from 10:30 a. m. to 11:30 a. m. Meet at the grey tables on the Olive Walk to practice English speaking skills and ask any cultural questions you may have.
International	Case Western Reserve University	The English Conversation Hour is an opportunity for members of the CWRU community interested in strengthening their proficiency in conversational English as well as those already proficient in conversational English to come together each week for connection and sharing.
Northeastern	Emerson College	During the academic year, the WARC offers an informal weekly conversation hour hosted by a WARC consultant. The conversation hour is a chance for international students to practice their English speaking skills while discussing topics of general interest. The group is open to both graduate and undergraduate students.
Northeastern	University of Scranton	Weekly Conversation Hours: During the regular semester, weekly conversation hours are available in many of the languages taught at the University of Scranton to provide extra practice for speaking and listening skills. No registration is required. Conversation hours may be offered virtually or in person.

Appendix D.8 – Practical English Tutorials

IHL Category	Institution	Practical English Tutorials
International	Marquette University	<p>ESL SELF HELP HANDOUTS</p> <p>Are you interested in improving your English language skills on your own? If you are, please feel free to use the self-help handouts below. These handouts were written by the ESLP faculty at Marquette to assist you with improving your language skills.</p> <p>To access the handouts, just click on the links below and download the documents.</p> <ul style="list-style-type: none"> General Guidelines to Achieve Academic Success General Tips for Writing Academic Papers Strategies for Correcting Grammar and Wording Errors in Your English Papers General Reading Tips General Listening and Speaking Tips Tips for Giving a Presentation in English for ESL Students Communicating Effectively with Your International TA Communicating Effectively with Your Students (for International TAs)
Northeastern	Nazareth College	<p>Need help with grammar, mechanics and style? Follow these links.</p> <ul style="list-style-type: none"> Documentation and Citation Online Writing Lab (OWL) At Purdue Grammar and Usage Other Resources around campus
Northeastern	Mount St. Mary's University	<p>We also offer instructor led academic support tutorials where students receive class notes, reading support, vocabulary development, and learn test preparation skills to help them succeed in their courses.</p>

Appendix D.9 – Accent Reduction

IHL Category	Institution	Accent Reduction
International	Stanford University	<p>Accent Reduction for Non-Native Speakers of English</p> <p>This course is designed for individuals who are already proficient in English, but who would benefit from the reduction of their foreign accent. It will provide an approach to accent reduction that is systematic yet not overly technical. The course will combine theory and practice. Key concepts will be introduced and then applied to language-specific pronunciation issues, followed by practical exercises and feedback. Special emphasis will be placed on practical exercises that will lead students to rapid and noticeable improvement in class and will also serve as a guide for continued improvement after the course is over. Topics covered will include a quick, basic, and useful introduction to where and how speech sounds are produced; individual sounds of American English in isolation, with close attention to typically problematic consonants and vowels; difficult combinations of sounds; word stress; intonation; and pronunciation differences between formal and casual speech.</p>
International	Pace University	<p>ACCENT REDUCTION</p> <p>English for Professionals is pleased to offer private Accent Reduction classes. We will work with you to assess your needs and match you with a qualified instructor. This flexible option allows you to choose the time, date and location for your class.</p>
Northeastern	Mount St. Mary's University	<p>Additionally, our state-of-the-art language lab helps seminarians master the pronunciation and listening comprehension skills integral for ministerial success.</p>

Appendix D.10 – Writing Center

IHL Category	Institution	Writing Center
International	Clarkson University	<p>Our Writing Center is Here to Help You Improve Your Written Communication</p> <p>Are you stuck somewhere in the writing process? Could you use some help? Clarkson's Writing Center provides one-on-one consultations in a collaborative environment to help you develop and improve your written papers or projects. We're here to assist with academic papers of all sorts, such as lab reports, essays, research papers, honors theses, presentations and conference posters, as well as post-grad and professional projects, including grad school essays, resumes, cover letters, professional websites and even LinkedIn content. Schedule an appointment (ideally!)— or walk-in and we'll help if there's an opening — bring your paper or assignment and the desire to improve and let's get writing!</p>
International	DePaul University	<p>The UCWbL (pronounced uk-wubble) believes that "anyone who writes anything is a writer" and provides free peer writing tutoring in individual and collaborative appointments—as well as quarterly events—for any and all writers at DePaul.</p> <p>UCWbL peer writing tutors collaborate with writers at any stage of the writing process from brainstorming to polishing a near-finished project. Writers from any discipline or major, working on any genre of writing, are welcome at the UCWbL.</p> <p style="text-align: center;">Writers are welcome to make both in-person and online appointments with peer writing tutors at the Writing Center. Writing Center appointment hours, schedule, and locations information can be found on the UCWbL website.</p>
Northeastern	Ithaca College	<p>Want to become a better writer, thinker, and reader? The Writing Center has two main goals: to help students from all disciplines develop their academic writing skills and to foster advanced writers across the College—students, staff, and faculty alike.</p> <p>We are committed to helping students see writing as central to critical and creative thinking.</p>

All writers can benefit from a second reader. At the Writing Center, trained faculty and peer tutors work with folks at any stage of the writing process, from pre-writing through drafting, revising, and editing. We believe in helping people become better writers through a facilitated understanding of their own processes: we are not a drop-off editing service, but rather a holistic, caring, and professional place where undergraduate, graduate, staff, and faculty writers can discover fruitful, clear ways to best express and explain their thoughts and research.

In a friendly, comfortable atmosphere, writers at all levels may participate in one-on-one conferences to work on effective strategies for all aspects of the writing process. Topics explored in these conferences include:

- generating, focusing, and organizing ideas
- understanding assignments and readings
- comprehensive rewriting of drafts
- sentence structure and style
- grammar, punctuation, and spelling
- research and note-taking methods
- documentation of sources
- ESOL needs

We offer these services for students in all disciplines -- humanities and sciences, business, health sciences and human performance, communications, and music. In our conferences we encourage students to develop their own voices and confidence as independent thinkers and writers. We will not revise or correct papers for students, but will help them learn these skills.

While many students visit us to work on assignments for their classes, we are also happy to work on pieces from independent creative writing to application essays and anything in between.

Northeastern St. Francis
University

The Writing Center at Saint Francis University offers one-to-one consultations for students seeking assistance with their writing. Our tutoring staff is trained to work with students at any stage of the writing process on almost any type of assignment. Our services and resources are free to all students enrolled at Saint Francis University.

Private Emerson
College

Writing Support

The Writing Center at the WARC is a community of writers, for writers. We aim to create dynamic spaces

across campus for writers to collaborate and cultivate a knowledge of writing.

Our Beliefs

Whether it's an in-class writing workshop, a one-on-one consultation at the Writing Center, or a drop-in session at our satellite space in the Iwasaki Library, we aim to be a hub for writing at Emerson.

We believe:

- Audience is everything. Our team knows that writing comes in many forms for many audiences, but that communicating a message with a clear purpose and meaning is important in every field and profession. We work with writers to communicate messages in the genre and voice most appropriate for their audience, project, course, and situation.
- Writing is social. We believe that writing is a social act. We work with writers to navigate the process while developing clear markers for their personal success. We work alongside writers to set expectations, meet goals, and reflect on what they've accomplished in each meeting, and we hope they leave each session with a plan for future work.
- Writing is a process. We see writing as a process and a practice, and our mission is to develop confident and prepared writers, who visit us not only when they are struggling, but also when they are challenging themselves to enhance and develop their work.
- Writing starts with ideas. Writers are constantly negotiating language and code switching in various parts of our campus and urban community. The Writing Center values all writers and the many languages writers bring with them to consultations. We strive to empower all writers to communicate with an authentic sense of self.
- We write in a translingual community. Every consultation or workshop focuses on ideas, concepts, and conversation: the big picture. We take a writing studies approach and work from higher order concerns to lower order concerns, recognizing that writing is a recursive process from invention to revision. Proofreading is the final stage before sharing the work with an audience. We do not copyedit or "fix" writing, but we will work with

writers on editing strategies and knowledge of standard English writing practices.

Private

Furman
University

In the Writing & Media Lab (WML), our trained student Consultants provide one-on-one or small group assistance with student writing and multimedia projects. We can help with written essays, research papers, presentations, video projects, and podcasts, just to name a few! We can support you at whatever stage of the project you're in, from brainstorming to final edits, and help you progress to the next level.

Collaboration and conversation are a vital part of scholarly work at the college level, and everyone can benefit from talking through their ideas!

Appendix D.11 – International Education Week (IEW)

IHL

Category	Institution	International Education Week (IEW)
International	Dallas Baptist University	<p>International week is our yearly celebration of culture right here on campus. During that week, DBU provides so many events such as Food and Culture night, International Chapel, Karaoke Night, Pepsi Break, Noondays, the Soccer Tournament, and Worship Night. Through International Week, students will get to learn, engage, and equip with many different cultures.</p>
International	Adelphi University	<p>With a diverse population of students and faculty from around the world, Adelphi University is fast becoming a leading global institution committed to creating more programs with a global appeal for students.</p> <p>For a week in November, Adelphi showcases its commitment to our multicultural community during International Education Week. An initiative of the United States Department of State and United States Department of Education, the week is designed to encourage both U.S. and global students to learn about global affairs, as well as highlight study-abroad opportunities and one another's cultures.</p> <p>“With International Education Week, we have the opportunity of experiencing and celebrating the richness of the many cultures that make up our community,” said Susan Briziarelli, PhD, assistant provost for global affairs. “Wendy Badala does an amazing job of organizing it.”</p> <p>Badala, the University's director of International Services, noted, “International Education Week is an opportunity for the Adelphi community to come together to showcase our culture, learn from each other and celebrate what makes the Panther family so exceptional and memorable.”</p>
Northeastern	Marist College	<p>For Students</p> <p><i>Who we are:</i></p> <p>The Writing Center is staffed by part-time faculty, full-time faculty, and student interns. Our tutors are experts in writing and have experience working with writers from all disciplines.</p> <p><i>What we do:</i></p> <p>The Center sees its mission as helping students and the Marist College community at large become more self-sufficient writers by showing them how to express ideas</p>

clearly and effectively. We help writers at any stage in the writing process--from choosing a topic to drafting and revising--for any writing project, including both academic and non-academic writing. We work with writers on everything from thesis statements and organization to grammar and citation methods.

Students are encouraged to bring assignments, ideas, or rough drafts, although tutors will work on completed papers as well. In addition, members of the Marist community may come for help with non-academic writing tasks including cover letters, personal statements, and other job/graduate school application materials. For more in-depth employment and career advising, we recommend visiting the Center for Career Services.

How we tutor:

Our Writing Center tutors take a facilitative, non-evaluative approach to writing. This means we focus on having a conversation about your work and your writing goals. We do not edit, proofread, or rewrite papers. That being said, we would be glad to help you learn to edit and proofread your own writing.

Most sessions are 30 or 60 minutes long. We focus on structural and organizational matters as well as the generation of ideas, and are dictated by the student's concerns. Predominantly, our staff hopes to see writing improvement over time and to empower students in a substantive way, not just to get the student a better grade.

Did we mention it's free?

Each semester, hundreds of Marist students benefit from talking and working with our Writing Center instructors. Let us help you!

Northeastern Emerson
College

International Education Week: November 18-22

Emerson College's Office of Internationalization and Global Engagement is delighted to invite you to participate in International Education Week (IEW)!

A joint venture by the U.S. State Department and the U.S. Education Department, IEW is an opportunity for colleges and universities to celebrate their role in global education.

At Emerson, IEW will feature everything from an internationally themed food festival and guide to hostelling

like a pro, to a Global Pathways film exhibition and workshop on translating study abroad into a future career!

We hope to see you there!

Schedule:

Monday, November 18

International Food Festival — 6:00-7:30 pm, Bordy Theater.

This festival gives a taste of cultures from around the globe! Enjoy complimentary bites reflecting the diversity of nationalities and cultures at Emerson and in Boston.

Tuesday, November 19

Go Forth and Be You! A Conversation with Returned Study Abroad Students — 12:00-1:00 pm, 172 Tremont (Owens MPR). Ever wonder what it's really like for students to study abroad — not just the glossy images posted on Instagram? Join this panel of returned study abroad students to hear about their personal experiences of going through the process — from applications and financing their journeys to living in another country and culture, as well as their advice to students looking to study abroad at Emerson.

Panelists: Dessaline Etienne (Cape Town); Keenan Wittman (Netherlands); and Marquelle Bell (Patmos). Light refreshments will be served.

Wednesday, November 20

Putting Your Study Abroad Experience to Work — 2:00-3:00 pm, 216 Tremont, Career Development Center.

This will be a presentation on how to incorporate your study abroad experience into your career development. We will cover ideas for adding the experience to your resume and how to sell the related and transferable skills gained in a professional interview or networking conversation.

Global Pathways Film Festival — 6:30-9:00 pm, Bright Family Screening Room, Paramount Center.

See the global journeys of Emerson students come alive! Watch student-made international film projects and learn first hand about the process of bringing a film from concept to screen from thousands of miles away.

Films from the following Global Pathways programs will be screened: Prague Summer Film; Mobility Medellin (Colombia) — Art, Research & Social Change; Art into Film (Kasteel Well); The James Baldwin Writers' Colony (Kasteel Well); Rosarito (Mexico) Public Diplomacy Workshop; Cape Town International Narrative Co-Production.

Thursday, November 21

Think Summer! Global Pathways Study Abroad Fair
— 12:00-3:00 pm, Bordy Theater.

Want to make Summer 2020 the best yet? Come to the Global Pathways Study Abroad Fair, where all of Emerson's faculty-led Global Pathway programs will be on display! Earn anywhere from four to eight credits across all major disciplines while studying abroad in places such as the Netherlands, Ireland, Ecuador, Sweden, Canada, Japan, Mexico, and Australia. Light refreshments will be served.

Conflict to Consciousness: A Conversation with
Former Brazilian Congressman Jean Wyllys de Matos Santos
— 6:00-7:30 pm, Jackie Liebergott Black Box Theatre

Jean Wyllys de Matos Santos was Brazil's second openly gay member of parliament and the first legislator who was a gay rights activist. However, after being the target of a national "fake news" campaign, receiving death threats during the 2018 Brazilian presidential campaign, and in the wake of Jair Bolsonaro's election as president, Wyllys decided to leave his native country for good to become the Harvard University Afro-Latin American Research Institute Scholar-at-Risk for the Fall 2019 term.

Wyllys and Emerson School of Communication Dean Raul Reis, through translated conversation, will discuss the role of media literacy and the importance of engaging in sometimes difficult conversations across opposing cultural, social, and political viewpoints. Refreshments will be served.

Friday, November 22

Not All Who Wander Are Lost: The Backpacker's
Guide to Hostelling — 12:00-1:00 pm, 172 Tremont, Owens
MPR

Are you an international student spending a semester, year, or more at Emerson? Are you thinking of studying abroad? Do you want to know how to experience another place like a local without a hefty price tag and make friends from around the world along the way?

Join staff of Hostelling International (HI) – Boston for a presentation on best practices in hostelling, both within the United States and abroad. Get insider tips on how to travel like a pro, learn about the HI community, and hear about scholarships and other programs open to young travelers.

For more information, visit emerson.edu/iew.

Private

University
of
Richmond

International Education Week

Since 2017, the University of Richmond has promoted the value of deeper connection to cultures through International Education Week, part of a national effort to highlight the importance of global engagement, dialogue, and cultural exchange. We work with faculty, students, staff, partner organizations abroad and the Richmond community to learn together on campus through classes, lectures and discussion, the annual Ecochallenge created with the Office of Sustainability, and cultural activities.

Through International Education Week (IEW) we hope to encourage stronger ties among our diverse community and curriculum to expand the breadth and depth of shared knowledge and understanding. We have been glad to see this type of engagement result in increased interest in study abroad in featured locations. Past IEWs have also seen the highest attendance in UR history for special D-Hall dinners; more than 300 campus members adopt new, sustainable behaviors that saved 3,340 gallons of water in a year when Cape Town suffered drought; and visits to campus by scholars, diplomats and study abroad partners.

Private

Bard
College

International Education Week at Bard
Bard College Campus

The Institute for International Liberal Education (Bard Abroad) invites you to participate in International Education Week at Bard! International Education Week (IEW) is an opportunity to celebrate the benefits of international education and exchange worldwide. This joint initiative of the U.S. Department of State and the U.S. Department of Education is part of our efforts to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences” (U.S. Dept. of State)

Appendix D.12 – Global Student Mentor Program

IHL Category	Institution	Global Student Mentor Program
International	Boston University	<p>International Peer Mentor Program</p> <p>International Peer Mentors (IPMs) are assigned a group of no more than 6 incoming international students, whom they support in their transition to BU. IPMs are expected to build a line of communication with their mentees in order to answer questions about American culture as well as culture at Boston University. By developing a dialogue surrounding their mentees’ transition, IPMs are able to create personal connections and a sense of community to help welcome international students to Boston University. The International Peer Mentor position requires excellent communication, leadership, and team-building skills, as well as the ability to take initiative.</p> <p style="text-align: center;">Responsibilities</p> <p>Help introduce incoming international students to resources, people and departments within the University.</p> <p>Facilitate the academic and social integration of incoming international students to Boston University culture.</p> <p>Communicate via social media, email, text, or video chat with their assigned mentees prior to their arrival at Boston University in August, as well as throughout the fall semester.</p> <p>Log frequency of conversations as well as concerns at app. mentorcollective. You will not be asked to share the content of your exchanges but logging conversations helps us gauge whether the program is successful, and flagging any issues will let us know better what you or your mentee need.</p>
International	Pace University	<p>INTERNATIONAL BUDDY PROGRAM</p> <p>The International Buddy Program strives to make incoming international students feel welcome and help them transition to life in the U.S. and at Pace University.</p> <p style="text-align: center;">Objectives:</p> <ul style="list-style-type: none"> • Match new international students with returning, international or domestic students • Integrate students into the university community, engaging them in campus life outside the classroom • Create cross-cultural friendships <p style="text-align: center;">Expectations:</p> <ul style="list-style-type: none"> • Attend programs and events sponsored by Pace International

- Contact each other by phone or email at least once every two weeks
- Meet with each other at least three times per semester

Northeastern Emerson College

Navigating your first year at college can be difficult for anyone, and it can be more arduous for international students who often face language barriers, cultural differences, and homesickness.

That's why Emerson College created the International Student Peer Mentor program, which placed four returning students in the Little Building to mentor all international first-year students.

Private Trinity College

Squid Squad Mentor Program:

Over the summer, incoming international students are asked to fill out a survey of personal and academic interests. We then place them into small groups of other first years, under the careful aegis of a sophomore, junior, or senior international student.

Beyond being orientation advisors (who help you move into your dorms), mentors will also take you on fun excursions, such as to the pumpkin patch in the fall.

We also have a few get-togethers throughout the semester to chat with each other about topics relevant to international first years, all while sharing delicious meals, of course.

Appendix D.13 – Host Family Programs

IHL Category	Institution	Host Family Programs
International	Massachusetts Institute of Technology	<p>Resources</p> <p>Hosts to International Students Program</p> <p>MIT's Hosts to International Students Program (HISP) matches incoming international students with MIT faculty, staff, alums, and friends. The program helps students make the transition to US life, gives hosts the opportunity to learn about other cultures and perspectives, and can serve as a springboard for friendships that often last beyond a student's stay at MIT.</p> <p>Students in HISP don't live with their hosts. Instead, they join their hosts in activities that expose them to aspects of US life that they might not otherwise experience; for example, dinner at a host's home or sightseeing around Boston. Participating in the program is voluntary for both students and hosts.</p> <p>We limit student participation in HISP to international students who have never lived in the US before coming to MIT and who don't have close relatives who live in the US. Entering international freshmen are sent HISP applications in the summer before they arrive at MIT.</p> <p style="text-align: center;">Frequently Asked Questions for Hosts</p> <p style="text-align: center;"><i>Will a student live with me in my home?</i></p> <p>The Hosts to International Students Program (HISP) is a friendship program, not a homestay program. Students in the program have their own housing.</p> <p style="text-align: center;"><i>What are a host's responsibilities?</i></p> <p>Your main responsibility is to keep in touch with your student. Postcards and email notes are good ways to stay connected. We also ask that you be a supportive friend by inviting your student to a meal in your home or at a restaurant, to visit a museum or attend an event with you, or just to go for a walk.</p> <p style="text-align: center;"><i>Who can be a host?</i></p> <p>Faculty, staff, administration, alumni/ae, and friends of MIT are all welcome. Single people, couples, single parents, and other families of all sizes are hosts in the program.</p> <p style="text-align: center;"><i>How are hosts matched with students?</i></p> <p>We ask hosts and students similar questions when they apply to the program (e. g., what do you like to do in your spare time?). You then choose your student by telephone with the program coordinator.</p>

Do I need to live near MIT?

Our hosts come from Boston, Cambridge, Newton, Manchester, Andover, Carlisle, Duxbury, and northern Rhode Island. If it's convenient for you, it probably will be for your student, too.

What if I don't have a car?

It's fine to be a host if you don't have a car. But you will need to plan activities that are accessible by walking or mass transit.

When do the students arrive on campus?

Most students arrive during the last week of August or the first week in September, a few arrive in June/July, and some arrive in January. We match students with hosts throughout the year.

How much time will I be expected to spend?

The amount of time participants spend together varies. Many participants get together throughout the year. Others spend more time together during MIT vacations and breaks.

Do I make a commitment for a specific length of time?

We hope that you will continue your relationship throughout your student's stay at MIT. This may be nine months or four years, depending on your student's program.

What do students do during vacations?

Students go home, travel, or stay in their own on- or off-campus accommodations. If you would like to invite your student to spend all or part of a holiday with you, you may, but this isn't an expectation or requirement of the program.

What if a match doesn't work?

We try to make matches that satisfy both the host and the student. If a match doesn't work, we ask the student and the host to contact the program coordinator so that a new connection may be made.

Do students usually have enough money to pay their own way to events?

Because different students in the program have different financial situations, it's not possible to assume that each one can afford to pay for outings or events. If you suggest an activity that requires money, we ask that you pay unless you and your student have clearly made another arrangement. (The Calendar section of the Thursday Boston Globe can be a great guide to free activities and events in the Boston area.)

How can I learn more about HISP?

The HISP program sponsors orientation sessions designed to help you learn more about being a host.

Where do I sign up?

Host applications are available online as well as on paper. For more information contact Janka Moss, the HISP Coordinator, email Janka.

International Lipscomb
University

Host an International Student

Our homestay program gives Global Students a home away from home during their time here. If you are interested in serving international students as a host family, you're in the right place.

CLASS OF 2020 GRADUATE JIAQING Y. FROM
JINAN, CHINA, WITH HIS HOST FAMILY

Host families open up their houses, but they also open up their lives to Global Students — and their own families end up being tremendously blessed.

Our host families are screened, trained, supported, and reimbursed by Lipscomb. Families abroad can feel confident that their children are placed in nurturing families well connected to our school. As a host family, you'll receive ongoing support from us as we partner together.

Ready to become a host family?

Begin by reviewing the **handbook** and **completing an application**.

Our international students need you.

"Eight thousand twenty-four miles away I found my new home at Lipscomb Academy. " — Prince K., Class of 2019 from Sylhet, Bangladesh

Host siblings make never-ending bonds.

"She is my sister... forever. " —Sydney W. and Yan L., Class of 2020

Northeastern Loyola
University of
Maryland

What Does It Mean to Be a Host

The host program is designed to assist newly arrived international students in their transition to life in the United States and particularly to Loyola University Maryland. A host shares his/her culture with an international student by becoming a friend and resource to the student as they experience the American culture.

Who Can Be a Host

Loyola faculty, students, alumni, staff, administrators and their families are welcome to be hosts. The best hosts are those who enjoy meeting new people and who can spend time with their student at least once a month.

Why Should I Be a Host

An international student's first priority is his/her academic studies. However, many also want to expand their experience and exposure to American politics, economics, environment, and culture. Being a host assists students in adjusting to their new environment.

Relationship Between Hosts and International Students

The relationships that develop between hosts and foreign students tend to foster a new appreciation for how others live and view the world, and can contribute to achieving one of the principal values of the cross-cultural experience: cultural self-awareness. Cultural self-awareness allows us to see that our way of doing this is but one of many different, equally "natural" ways. The ability to accept those differences helps in building relationships with people from other cultures.

How the Relationship Develops

During a brief dinner at the beginning of the semester, you will be introduced to the student with whom you have been matched.

From this brief meeting you can:

Exchange names, addresses and telephone numbers

Recognize the student's English proficiency and ease in social situations

Learn the pronunciation of his/her name and what to call one another. (Keep in mind that the student may feel uncomfortable calling you by your first name)

Use this time to extend your first invitation. (In some societies it is considered impolite to accept the first invitation. If your invitation is refused, tell the student you will call to set up another date. Since understanding each other over the phone can be more difficult than speaking person-to-person it might be helpful to send a reminder)

What the Student May Need or Enjoy

International students may need assistance getting themselves settled during their first weeks here.

For example they might need to:

- Become acquainted with the transportation systems

- Become familiar with elementary precautions for safety

You can assist by:

- Take students shopping;
- Invite students to a family dinner;
- Meet students from time to time for coffee;
- Take students sightseeing around Baltimore;
- Have lunch with students on campus;
- Take students to or from airport;
- Lend students things they forgot to bring from home;
- Invite students to socialize at a local hangout;
- Invite students to come to a party you are having;
- Invite students to a holiday dinner; and
- Get together to play tennis or another sporting activity

Although some students will be living on limited means, do not feel you need to spend money on them or give them money. Creating an interpersonal relationship is the emphasis in this program. Since it is unlikely your student will have a car and since Loyola has limited bus service and offers little access to shopping facilities, transportation may be a problem. Providing transportation at your convenience for errands or to necessary appointments would be a great service.

What Are Some Issues in Which I Should Not Become Involved

Students are financially responsible for themselves. Do not feel any obligation to pay the students' expenses when you socialize together.

There are employment restrictions on student visas. Always direct the students to International Student Services before suggesting employment options to them.

Students may have problems with visa and immigration issues. It is best if you direct them International Student Services rather than get involved.

If students are having major medical, financial or personal problems, please direct them to the Office of International Programs so that we can make the appropriate referrals.

How Can I Make the Most of This Experience

Ask the students what name to use when addressing them. Practice the correct pronunciation of the student's name. Your efforts will be appreciated.

Ask the students if they have any dietary restrictions before having them over for a meal. Dietary restrictions may be physical, religious or cultural.

Do a little reading on the student's culture before meeting them. This will help "break the ice" as well as help you understand some of the possible cultural barriers that you may face.

American's live by the clock much more than many other cultures. If you are scheduling to meet the students, be clear with them that you will expect them at the time discussed.

Students may hesitate to contact you at first. Students may feel that they are burdening you or may hesitate to accept an invitation during busy school periods. Do not give up, they are happy to receive your attention and support.

Finally, don't be discouraged if conversation is awkward at first. It's a new experience for both of you. Understand that the student's ways of doing things are not the same as ours. Discussing these differences will help you both.

Private

Willamette
University

Homestays for International Students

International students may be interested in seeking a cultural and language immersion experience. Willamette University partners with 2 local homestay providers that match students with host families in the Salem area. Both ANDEO and American Homestay Network screen and interview their host families, ensuring a safe and welcoming environment for students.

ANDEO

ANDEO is a Portland-based nonprofit organization that offers homestays for international students attending colleges and universities in Oregon. A homestay can be a great learning experience for international students who wish to immerse themselves in American culture and the English language as part of a local family. All ANDEO homestays include a private bedroom, all meals, high-speed internet access, and access to public transportation. Please visit ANDEO.org or call (503) 274-1776 for more information.

American Homestay Network

American Homestay Network (AHN) is an international organization that matches students with host

families, including in the Salem area. Please visit HomestayNetwork.com for more information.

Private

Bucknell
University

BRIDGE Host Family Program

Being far away from home — sometimes for the first time — can be hard on some students. This program matches American host families with international students based on shared interests or demographics and is a great opportunity to meet new people and share culture and community.

Students and families alike can choose the level of interaction. Though all students live on campus, local host families can invite students over for dinner or to stay over breaks. Often, students and families meet for concerts, festivals, hiking or trips out of town.

Appendix D.14 – Social Support Programs

IHL Category	Institution	Social Support Programs
International	Boston University	<p>SUPPORT SERVICES FOR FAMILY MEMBERS</p> <p><u>CELOP</u></p> <p><u>Danielsen Institute</u></p> <p><u>FitRec</u></p> <p><u>Medical Insurance</u></p> <p><u>Childcare and Education</u></p> <p><u>Office of Family Resources</u></p>
International	Northwestern University	<p>Spouses and families</p> <p>Students who bring their spouses and children to the U.S. have these family members admitted as F-2 or J-2 dependents. Learn about visa requirements and restrictions for dependents, and find resources for them.</p> <p><u>Spouse and Family</u></p> <p><u>Parent Resources</u></p> <p><u>CCIS Student & Family Programming</u></p> <p><u>J-2 Sample Employment Authorization Letter</u></p> <p><u>Spouses & Families</u></p>

Appendix D.15 - CPT/OPT Help

IHL Category	Institution	CPT/OPT Help
International	Benedictine University	<p>CPT/OPT for F-1 Students</p> <p>Curricular Practical Training</p> <p>CPT is designed to fulfill the internship requirement of a course of study. It is intended to provide hands-on practical work experience for which the student receives class credit.</p> <p>Students can work up to 20 hours per week during school and up to 40 hours per week during vacation.</p> <p>Students must be in F-1 status for nine months before applying.</p> <p>SEVIS authorization is required. Follow these steps in order to apply for CPT:</p> <p>Complete a Request for Work Authorization form by stating internship course number and receiving a signature from your academic advisor.</p> <p>Obtain a letter from the employer stating job title, dates of employment, number of hours per week, place of employment and a brief description of the work.</p> <p>After submitting your documentation to IPS, your international student advisor will update the report for your employment and issue you a new I-20.</p> <p>Important: CPT must be reported by your international student advisor BEFORE you begin your internship.</p> <p>Optional Practical Training</p> <p>OPT is temporary employment authorization that gives F-1 students an opportunity to apply knowledge gained in the classroom to a practical work experience off campus. The maximum amount of time granted to work on F-1 OPT status is 12 months per degree level. You may use some or all of the available 12 months of practical training during your course of study or save the full 12 months to use after you complete your studies.</p> <p>Authorization for OPT is granted by the U.S. Citizenship and Immigration Service and can take at least 90 days to obtain. You may apply up to 90 days before your program end date listed on your I-20 or within your 60-day grace period. Please note, the later you apply the</p>

more likely it is you will lose OPT work time. OPT has to be completed within 14 months of your program end date.

Eligibility Requirements, to be eligible to apply for OPT, you must:

Have been in full-time student status for at least one full academic year.

Maintain a valid F-1 status at the time of the application.

Intend to work in a position directly related to your major field of study.

Students enrolled in English language training programs are not eligible for OPT. Please review OPT “Frequently Asked Questions” for more information.

Students can start the process by gathering the necessary documents for their initial OPT appointment by downloading the OPT Checklist. Make an appointment with your International Student Adviser by e-mailing ips@ben.edu.

As of December 23, 2016, the OPT USCIS Fee has been raised to \$410.

STEM OPT Extension

F-1 student who received a degree included in the STEM Designated Degree Program List is eligible to apply for the 24-month OPT extension.

The application process is similar to OPT application. However, you must have a job offer (with an E-Verify employer) and apply before your 12-month OPT ends. Pay the OPT fee again.

Benedictine STEM OPT majors/programs:

Bachelor of Science in Environmental Science
Bachelor of Science in Biochemistry/Molecular
Biology
Bachelor of Arts in Computer Information Systems
Bachelor of Science in Computer Science
Bachelor of Science in Mathematics
Bachelor of Arts in Engineering Science
Bachelor of Arts in Biology
Bachelor of Science in Chemistry
Bachelor of Science in Biology
Bachelor of Science in Physics

Bachelor of Science in Clinical Laboratory Science
Masters of Science in Business Analytics

Students can start the process by gathering the necessary documents for their initial OPT appointment by downloading the STEM OPT Checklist. Make an appointment with your International Student Adviser by e-mailing ips@ben.edu.

International Biola
University

Curricular Practical Training (CPT)

What is Curricular Practical Training (CPT)?

An F-1 student may be authorized by the DSO to participate in a CPT program that is an ‘integral part of an established curriculum.’ CPT is a type of off-campus work permission for F-1 students currently pursuing study programs in the United States and wanting to gain experience in their fields of study.

For further information on CPT, visit the [help hub from the Department of Homeland Security](#).

Specific training that is required of all students is generally viewed as an acceptable basis for approving CPT. The phrase “integral part of an established curriculum” is subject to a great deal of interpretation. An internship may qualify as curricular practical training because it may be required for a particular course or track, within a larger educational objective, even though it is not required for all students in the program. Also employment offered under cooperative agreements between an employer and the university through a university cooperative education office, which is an integral part of the curriculum but not required either for a particular course or of all students constitutes bona fide curricular practical training.

CPT is designed to facilitate employment that deemed an integral part of the program of study. The completion of the degree cannot be extended or delayed to accommodate curricular practical training.

Types of CPT

Internship (employment) which is a required part of a student's major field of study

Students must have maintained F-1 status that has been lawfully enrolled on a full-time basis for at least nine

consecutive months. (Two semesters for semester program.)

If an internship is a requirement for graduation, CPT need not be credit bearing. Needs to be mentioned in the University catalog.

Training offer form to be filled in by the employer is required as CPT is employer specific. CPT requires a written job offer indicating job title, dates of employment, number of hours, and location of employment before getting the I-20 from the Student Immigration Services.

Student needs to turn in the forms from Course supervisor and Employer to the DSO along with Biola application form for Off-campus employment.

DSO needs to authorize the student in I-20 before the start of the CPT employment.

Full time (more than 20 hours a week) will only be approved in limited circumstances such as, students in programs that require full-time internships. If full-time (more than 20 hours per week) for 12 months or more, the student becomes ineligible for optional practical training.

Students must have a Social Security Number to begin employment.

Internship (employment) which is NOT a required part of a student's major field of study

Students must have maintained the F-1 status for at least nine full months, two semesters in a semester system or three trimesters in a trimester system.

Students should enroll in internship or practicum credits for the program within the major field of study.

CPT is employer-specific. Students must obtain a job offer letter with all the relevant particulars from their specific employer.

An internal recommendation form needs to be turned in to SIS by the department chair or supervising professor. The department will ensure that the position meets the major-related CPT requirement and then approve the position. Thus, if an internship is not a requirement for graduation, we may require registration in a specific internship within the major curriculum. Work must be required by a credit-bearing course within the student's major program.

Students must meet the DSO with all the above forms to get the I-20 for CPT endorsement before starting the job.

To obtain the final I-20 recommendation for CPT, the following documents must be given to DSO:

Biola Application for Off-Campus Employment from SIS

Course Supervisor Form to be filled in by the professor explaining how the training is related to the student's major field of study

Training Information Form filled in by the employer

Make sure you have a Social Security Number before starting work

Optional Practical Training (OPT)

What is Optional Practical Training (OPT)?

According to USCIS, "Optional Practical Training (OPT) is a temporary employment that is directly related to an F-1 student's major area of study. In other words, the students engage in this temporary employment to gain practical experience in their major field of study. OPT can be granted before or after the completion of the program. It is an extension of F-1 status until the student finishes OPT. No offer of employment is required to apply for the work permit but the student is expected to be actively seeking employment after applying.

There are Three Types of OPT

Pre-completion OPT to Standard OPT

Post-completion OPT to Standard OPT

STEM Extension OPT

For pre- and post-completion OPT to standard OPT, the application process and fees are the same. Student on pre-completion OPT may work only part-time before the completion of the program while the semester is on, but during summer months may work full-time. Students applying for either must have been enrolled at Biola for at least one full academic year.

ELSP students are not eligible to apply for OPT.

STEM major students will get an additional 24 months of extension after the completion of post-completion OPT.

This page deals only with standard OPT.

Dividing OPT Between Pre- and Post-Completion OPT

Students can use a chosen amount of OPT before graduation and a chosen amount after graduation, as long as the aggregate does not exceed 12 months per educational level.

If you have applied for a period of pre-completion OPT, you must deduct that time from your 12 months allowed for the post-completion OPT.

Part-time pre-completion OPT will be deducted at one-half rate.

Example: four months of part-time will be considered as two months of full-time OPT completed.

Full-time pre-completion OPT will be deducted at full rate.

Example: three months of full-time pre-completed OPT will be considered as three months of full time OPT done.

Timeline

You may submit your post-completion OPT application following the timeline below:

Apply 90 days before your program completion date.

Your requested OPT start date must be within 60 days of completing your program.

After 12 months of work, you have a 60 day grace period during which you may remain in the United States but may not continue employment.

USCIS must have received your application before the end of 60 days after your program end date. It will be considered late on the 61st day and will be denied.

It takes up to 90 days for USCIS to process an OPT application to grant employment authorization.

Choosing Your OPT Start Date

Earliest date: You may start your OPT job the day after program completion if you choose to apply around 90 days before the program completion date. Remember, if you apply more than 90 days before program completion date, U. S Immigration will deny your application.

Latest date: Up to 60 calendar days after the program completion date.

Stick strictly to these deadlines in order to receive employment authorization.

Application Process at Biola

To apply for OPT, you will need around three appointments with a DSO at the Student Immigration Services. Students are not required to have an employer when OPT is requested in SEVIS.

Schedule your appointments when:

Paperwork is completed

A new I-20 recommending OPT is issued

Your application package is ready to be mailed out

Documents needed for submission

- Form I-765 in original
- Fees: \$410. (Check with USCIS to confirm current fees.) Check or money order payable to U. S Department of Homeland Security. No cash is accepted.
- Copy of your passport ID page as well as visa stamp.
- Two photographs taken for a U.S. -style passport
- Copy of the recent I-94 generated from the CBP Website (go to www.cbp.gov/i-94)
- New I-20 from DSO recommending OPT within 30 days
- Letter from the professor recommending OPT
- Documents, if any, to show previous authorized employment by USCIS
- Biola off-campus form (for Biola's student files)
- Copy of all I-20s received for the current degree level (pages 1 and 2)

Mailing information for the application

USCIS Phoenix Lockbox

For U. S Postal Service (USPS) deliveries:

USCIS
P. O Box 21281
Phoenix, AZ 85036
For FedEx, UPS, and DHL deliveries:
USCIS
Attn: NFB AOS
1820 E. Shyharbor Circle S
Suite 100
Phoenix, AZ 85034

Receipt Notice from USCIS
USCIS will mail you a receipt notice (I-797C) which you will receive within 10 days after your application has been accepted, use this notice as proof of your pending application or petition.

Reporting requirements by the OPT students to SIS DSOs

Do not submit a change of address request to the USCIS lockbox facilities because the lockbox does not process change of address requests.

Change in student's legal name.

Change in student's address while on OPT.

Changes in employment or interruption of employment.

Other details about the employment

Students can enter employment information using the SEVP Portal or the DSOs can update SEVIS to reflect the changes. Employment information must be updated in a timely manner.

Northeastern Lebanon University

If a cooperative agreement is not in place, the employer must write a letter supporting the student. The letter must stipulate the specifics of the internship or training and how it relates to the curricular goals of the student.

Applying for Curricular Practical Training

Review CPT Eligibility and Requirements Checklists below (must be done prior to registration period).

Schedule a meeting with the Center for Global Education to discuss CPT eligibility.

Schedule a meeting with your academic advisor and discuss CPT opportunity.

Complete the CPT Request Form with academic advisor signature.

Obtain an Employer Sponsor Letter that stipulates the following:

a. Your name (must match Passport Name), the type of responsibilities, the work/training you will be completing (in detail), how this work and training will relate to your coursework and major, the amount of hours per week (including days, etc), whether or not you will be compensated for your work, and, if so, what the hourly rate will be, start date, and end date of training/internship.

Once steps 1-5 have been completed, please sign up for a time to review CPT requirements and regulations, as well as receiving your new Form I-20 with printed CPT authorization.

Eligibility | Eligibility Flow Chart

The student is currently in valid F-1 active status at an SEVP-approved "college, university, conservatory, or seminary. " LVC is SEVP-approved.

The student has been enrolled on a full-time basis for one academic year. MBA students have an exception to this rule and must schedule an appointment with the Center for Global Education for additional details.

The student has declared a major.

The student is registering for CPT during course registration period, prior to the start of the given semester or vacation period.

The student has been given a job offer for an upcoming semester or vacation period.

Requirements

The training is "an integral part of an established curriculum" or, the student must receive credits for their work. MBA students can fulfill the Professional Experience Requirement or log an internship under their elective course options. Please note that CPT can have an effect on tuition and fees.

The training is "directly related to the student's major area of study" (minors not included).

The student will continue to be enrolled for a full course of study (at least 12 credits for undergrad and 9 credits for MBA) during CPT authorization during academic semesters.

The student must have the *CPT Request Form* completed with academic advisor signature.

A letter from the prospective employer or sponsoring organization must be obtained prior to start of CPT indicating the necessary information about the training or internship.

The student will only perform training or internship tasks, as well as the amount of hours, at the designated location specified on the *CPT Request Form* and Employer Sponsor Letter.

CPT cannot occur after the duration of study for the student.

The student must receive a new Form I-20 designating CPT authorization.

Types of CPT

CPT can be authorized as either part-time or full-time:

Part-time: 20 hours a week or less

Full-time: More than 20 hours a week

Regardless of the amount of hours worked, students will need to remain full-time during academic semesters (Fall & Spring semesters) while pursuing CPT. Students will also need to be making “normal progress” in their academics to continue with CPT.

***IMPORTANT:** Working 12 months of full-time CPT will forfeit a student’s eligibility for Optional Practical Training (OPT). Part-time CPT will not forfeit a student from participating in CPT. CPT can be renewed, as long as the opportunity fits all stipulated eligibility and requirements. There is no limit of time that a student can participate in part-time CPT. Each CPT opportunity must receive individual authorization and students must go through the entire process each time.

CPT can be either compensated or not. There is not any stipulation to the amount of compensation a student can receive. Compensation does not influence whether CPT is authorized.

CPT + On-Campus Employment

If authorized for part-time CPT, a student who wants to work on campus, may only render CPT with on-campus employment for a total of 20 hours or less a week. If a student has been authorized for full-time CPT, then the student should not work on campus during this time.

Authorization

CPT does not require authorization from the Department of Homeland Security and instead a Designated School Official (DSO) can authorize this training opportunity. However, the DSO will exercise extreme discretion and caution in authorizing CPT opportunities for students. It is very important that students find opportunities that truly follow the requirements for CPT and receive Academic Advisor support.

Timeline

Students should plan for CPT opportunities in advance of course registration for the desired semester or vacation period. The student is responsible for setting up three meetings prior to authorization to learn about eligibility, requirements, and authorization. The student will also need to secure the Employer Sponsor Letter from a prospective employer/ supervisor of the CPT opportunity. Once the CPT Request Form and Sponsor Letter have been delivered to the Center for Global Education, the student can then register the necessary CPT course for the CPT experience. Students should expect to wait one week before the new Form I-20 is printed stipulating the location of training, as well as start and end dates. The student is then able to begin working when the start date of CPT has occurred. Students must remember not to work past their stipulated end date on their Form I-20, nor work at another employer.

Northeastern
Monmouth
University

Curricular Practical Training

Curricular Practical Training, also known as CPT, is an internship which is available to F-1 students under certain circumstances. An internship must be an integral part of your program of study in your department. CPT can be paid or unpaid by the employer.

ELIGIBILITY

Undergraduate Students:

Fall, spring semesters: Part-time CPT for a total of 20 hours per week, which includes on-campus work.

Summer semester: Full-time CPT. Students must not go over a total of 12 months (40-hours-a-week) of CPT during the entirety of their degree program. Students who

participate in full-time CPT over 12 months are INELIGIBLE for Optional Practical Training (OPT) after they graduate.

Students are responsible to keep track of their hours and ensure they do not exceed the limit.

Must be enrolled on a full-time basis for one academic year before being eligible to enroll in CPT.

Graduate Students:

Fall, spring, summer semesters: Full-Time CPT.

Students must not go over a total of 12 months of full-time (40-hours-a-week) of CPT during the entirety of their degree program. Students who participate in full-time CPT over 12 months are INELIGIBLE for Optional Practical Training (OPT) after they graduate.

Students are responsible to keep track of their hours to ensure they do not exceed the limit.

Must be enrolled on a full-time basis for one academic year before being eligible to enroll in CPT. EXCEPTION: If Graduate Program supports immediate curricular training, students are eligible to start CPT during their first semester.

PROCESS

Students should first speak with their academic advisor to ensure their department will support CPT.

Make an appointment with the Global Education Office DSO who will provide a new Form I-20, "Certificate of Eligibility for Nonimmigrant Student Status." This confirms that the DSO has approved you for this employment.

Submit a signed cooperative agreement or letter from your employer to the DSO.

Receive academic approval from the student's department.

CPT does not substitute for a class nor does it take credit away from the total number of credits needed to complete a degree program. It is simply an extra credit.

CPT is renewable. Students need to complete the entire enrollment process for each semester enrolled in CPT.

Students must maintain full-time student status while participating in CPT. EXCEPTIONS include: summer semester, or if a student is completing their final semester before graduating.

OPT: Initial 12-Month

Optional Practical Training (OPT) is a benefit given to F-1 students who are completing a bachelor's or graduate degree in the United States. Its purpose is to provide an opportunity to gain employment experience in a student's field of study. OPT is adjudicated (approved) by the United States Citizenship and Immigration Services (USCIS).

To apply for 12-month OPT, please come into the Global Education Office for further information and to get the application.

OPT STEM 24-Month Extension

STEM OPT is an extension of the 12-month OPT for those students with a degree in a designated science, technology, engineering or math-related discipline. You can only apply for the STEM OPT if you are in a valid OPT post-completion period.

You must be 'in status' with your F-1 visa and be engaged in post-completion OPT. You must also have a job or a job offer from an employer who is participating in E-verify. If the company is not in E-verify, you cannot apply for the STEM extension.

You need to have completed your STEM-eligible degree from a US-accredited institution with SEVP certification within the last 10 years and have not already utilized this degree to apply for the OPT STEM extension. Or, you are in a period of post-completion OPT and engaged in a STEM-eligible Master's or Ph. D. program, completed all required coursework, and have only a thesis or dissertation to complete.

You also need to be in an active period of post-completion OPT at the time of applying for the OPT STEM extension.

Your job needs to be paid, not volunteer. You cannot be self-employed.

Private

Smith College

CPT (Curricular Practical Training) is an employment option for off-campus career opportunities, much like OPT (Optional Practical Training). It is available for students

who have been in F-1 student status for nine months or longer. Smith's policies allow for students to use CPT authorization to pursue off-campus jobs and internships -- paid or unpaid -- during Summer (and J-term under limited circumstances).

CPT differs from the OPT in that the job/internship for which you are applying must be an integral part of a curricular opportunity at Smith. In other words, this internship must be an essential part of your coursework and relate directly to your major course of study. CPT can be issued on a part-time (20 hours per week or less) or full-time (more than 20 hours per week) basis. Part-time CPT will not interfere with the ability to pursue your 12 months of Optional Practical Training. Full-time CPT that totals 12 months or more will result in a student being ineligible for OPT.

Qualifications

CPT permission is granted by the International Students & Scholars Office. In order to qualify for CPT:

You must declare your major.

You must have a job offer letter from your employer in a field related to your major (not minor or concentration). The job/internship must take place during Summer (or J-term under limited circumstance). The offer letter should be on company letterhead and contain the following:

- Your name
- Your position title
- A brief description of the job/internship duties
- Number of hours per week expected
- Name of company/organization
- Name and contact information of employer and/or supervisor
- Physical address where job/internship will take place
- Dates of employment/internship, as specific as possible.

You must complete a CPT application - and Educational Plan Addendum, if applicable - detailing how this internship is an integral part of your curriculum at Smith.

You must register for IDP 100 or other applicable course.

Note: For students studying abroad or taking leave before or after CPT, you must speak with the ISSO directly about your situation.

How to Apply

CPT application - Undergraduate

 CPT application - Undergraduate

CPT application - Graduate & SSW

 CPT application - Graduate & SSW

The deadline to apply for CPT is the last day of classes. Extenuating circumstances must be discussed with ISSO staff prior to the deadline.

Please allow up to one week before your intended employment start date for the ISSO to process your application. There is no guarantee that applications received within one week of the employment start date will be reviewed by the ISSO.

There is no application fee.

You may apply for CPT more than once. The employment authorization page of your I-20 will specify the permission granted for CPT, as well as the authorized period during which you can work. It will also have the name and address of your employer. It is a violation of your visa status to work outside the dates or for employers other than those printed on your I-20. If the dates of your job/internship or the employer change, please consult with the ISSO before engaging in unauthorized work.

Optional Practical Training (OPT) is an authorization to work in off-campus employment or internships for F-1 students in their major or field of study. Off-campus work is only allowed under certain circumstances. Please check with the ISSO *before* engaging in any off-campus employment to make sure you have the proper work authorization in place.

International students are eligible for a total of 12 months of Standard OPT for each level of their education, which can be used as:

- Pre-Completion Optional Practical Training
- Post-Completion Optional Practical Training*

OPT can be granted in various increments of time. However, any OPT used prior to graduation will be deducted from the total allowed for Post-Completion Optional Practical Training. This means that if you use

Pre-Completion OPT, those months will be deducted from the 12-month total.

You may apply for Pre-Completion Optional Practical Training programs up to 90 days before the end of classes. You may apply for Post-Completion Practical Training up to 90 days before graduation (for May graduates: Mid-February), and up to 60 days after graduation (for May graduates: Mid-July).

Private

Colorado
College

Optional Practical Training (OPT)

What is OPT?

Optional Practical Training (OPT) is temporary employment that is directly related to your major field of study. During OPT, a student remains in F-1 status. F-1 students request this employment authorization through U.S. Citizenship and Immigration Services (USCIS).

Who Can Apply?

You do NOT need to have a job offer in order to apply for OPT

You must have been a full-time student for at least one academic year in the U.S.

You must currently be maintaining valid F-1 status

You must be in good academic standing and be making normal progress toward finishing your degree

You must not have used more than 12 months of OPT in the past at your current degree level

If you are finished with your academic program, you can still apply for OPT as long as USCIS receives your application within 60 days of your program end date AND you have not left the US since completing your program

When Can You Use OPT?

You can use your OPT:

before you finish your academic program (this is called Pre-Completion OPT)

after you finish your academic program (this is called Post-Completion OPT)

or a combination of the two, as long as the total amount of OPT does not exceed 12 months

How long does it take to get approved?

Processing times vary, but you should anticipate at least 3 months upon receipt of the OPT application by USCIS before you receive employment authorization.

APPLICATION PROCESS

You may apply for OPT as early as 90 days before your program end date and as late as the final day of your 60-day grace period following the completion of your program. We strongly recommend applying as early as possible to ensure you receive your employment authorization in time to begin your practical training employment. USCIS can take 3-5 months to process your OPT application. Check the [USCIS government processing times](#). [You must select "I-765" for form type. For Field Office or Service Center, most of our students' applications go to the Potomac Service Center.] It is best to plan ahead and apply as early as possible because USCIS rarely expedites applications. For December graduates, you will apply by mid-September; for May graduates, by mid-February.

ISSS offers workshops to explain OPT eligibility and the application process for Optional Practical Training. These workshops are the best way to receive the most comprehensive and up-to-date information on the OPT application process and processing times. Please contact [ISSS](#) for a list of workshop dates.

Download the [OPT Application Packet](#)

To apply for OPT, please complete the OPT Application Packet (see above) and submit all the documents on the checklist to ISSS. ISSS will review the documents to ensure accuracy as any mistakes could delay USCIS processing of your OPT application. Once reviewed, ISSS will prepare a new I-20 recommending you for OPT. Once completed, you will be contacted by ISSS to pick up the new I-20 form along with the application packet for mailing to USCIS. We will provide you with mailing instructions upon pick-up.

You may not begin working until you receive the Employment Authorization Document (EAD) from USCIS. Employment is only permissible for the dates listed on the EAD card. You may not begin working before the EAD start date or after its end date.

If you move while USCIS is processing your OPT application, you must update your mailing address with USCIS online or by calling the National Customer Service Center at 800-375-5283. USCIS has also provided tips on how to track delivery of the EAD card.

OPT EMPLOYMENT REQUIREMENTS

OPT authorizes employment/practical training that is related to your major field of study and you must work an average of at least 20 hours per week. SEVP's OPT Policy Guidance [7. 2. 1] states that the following activities are considered allowable employment on both pre-completion and standard post-completion OPT, provided that the job is directly related to the student's program of study.

Regular paid employment in a position directly related to the student's program of study.

For post-completion OPT, the work must be for at least 20 hours per week

Students may work for multiple employers, as long as it is directly related to the student's program of study.

Payment by multiple short-term multiple employers. SEVP says that "Students, such as musicians and other performing artists, may work for multiple short term employers (gigs). The student should maintain a list of all gigs, the dates and duration. The student should maintain a list of all gigs, the dates and duration. "

Work for hire. SEVP says, "This is also commonly referred to as 1099 employment where an individual performs a service based on a contractual relationship rather than an employment relationship. If requested by DHS, students should be prepared to provide evidence showing the duration of the contract periods and the name and address of the contracting company. "

Self-employed business owner. SEVP says, "Students on OPT may start a business and be self-employed. The student should be able to prove that he or she has the proper business licenses and is actively engaged in a business related to his or her degree program. "

Employment through an agency. SEVP says, "Students on post-completion OPT must be able to provide

evidence showing they worked an average of at least 20 hours per week while employed by the agency. "

Volunteers or unpaid interns. SEVP says, "Students may work as volunteers or unpaid interns, where this practice does not violate any labor laws. The work should be at least 20 hours per week for students on post-completion OPT. A student should be able to provide evidence, acquired from the student's employer, to verify that he or she worked at least 20 hours per week during the period of employment. "

EMPLOYMENT REPORTING REQUIREMENTS

Immigration regulations require F-1 students to report OPT employment within 10 days of starting or stopping work. Failure to report OPT employer details could result in the termination of your F-1 status by USCIS.

Students can now report their OPT employer details through the [SEVP portal](#).

Additional Resources:

- [SEVP Portal Overview](#)
- [Make and Maintain User Password](#)
- [Navigate the SEVP Portal](#)
- [Update Employer Information](#)
- [SEVP Portal Password Tips Sheet](#)
- [SEVIS and the SEVP Portal](#)

OTHER REPORTING REQUIREMENTS

While in F-1 status on OPT, it is still necessary to inform ISSS (iss@coloradocollege.edu) of certain changes within 10 days of their occurrence:

- Change of residential or mailing address including phone number or email address
- Change of legal name
- Change of immigration status
- Permanent departure from the United States

OPT Frequently Asked Questions

When should I apply? How long does the application take?

*If I had CPT, can I still have OPT?
Which date should I select for the start date?
What if my application is rejected or denied?
My application is taking a long time. Can I do anything to speed up the process?
Can I cancel my OPT application once I have applied?
Can I travel while my OPT application is pending?
How do I find a job in the U.S. ?
What if I can't find a job?
What happens if I exceed the 90-day unemployment limit?
Can I change employers during OPT?
What type of visa am I on during OPT?
Can I get an extension of my OPT?
What are my options after my OPT ends?*

Curricular Practical Training (CPT)

Curricular Practical Training

Curricular Practical Training (CPT) authorizes an F-1 student to engage in off-campus employment as part of the curriculum of your degree program. CPT employment MUST be directly related to your major field of study. CPT authorization is issued by International Student and Scholar Services (ISSS) and specifies the employer, site of employment, and start and end dates of the training.

CPT authorization is required for both paid and unpaid off-campus internships.

ISSS offers workshops to explain eligibility for Curricular Practical Training and the application process. Please contact ISSS@coloradocollege.edu for a list of dates.

DEFINITION OF CPT

Curricular Practical Training (CPT) is defined as an "alternative work/study, internship, cooperative education, or any other type of required internship or practicum which is offered by sponsoring employers through cooperative agreements with the school. " CPT must be in an F-1 student's major area of study and considered "an integral part of an established curriculum. " "A student may begin curricular practical training only after receiving his or her Form I-20 with the DSO endorsement" [214. 2(f)(10)(i)].

Employment not required by the degree program or arranged through an approved co-op agreement, must be tied to an academic course. The employment must be related to the student's major field (minor academic disciplines cannot be used). Demonstrating the academic tie for Curricular Practical Training requires that a student register for a course in the established curriculum that requires the employment (GS198/GS199). The enrollment MUST occur during the semester in which the employment begins or as close to the beginning of the Curricular Practical Training as possible.

ELIGIBILITY

To be eligible for CPT a student must:

- Be maintaining valid F-1 status
- have been enrolled full-time for at least one academic year prior to the training start date
- Be making normal progress toward degree completion and be in good academic standing
- Have a job offer directly related to your MAJOR field of study

APPLICATION PROCESS

Complete the CPT application form in Summit

Obtain a description of your job/internship duties from your supervisor and upload the document to your CPT application in Summit. The letter should include:

- The beginning and end dates of your employment;
- The number of hours you are expected to work per week;
- The name and address of your employer (the letter must be on company letterhead signed by your supervisor);

Enroll in the General Studies: Internship Adjunct course in CANVAS (GS198/GS199).

ISSS will review your documents and determine whether or not you are eligible to be authorized for CPT. If you are approved for CPT, you may begin working as of the start date of your CPT authorization. Note that you will need the I-20 with the CPT authorization in hand before you can begin working.

In order to be authorized for CPT, you will need to work with both the Career Center and ISSS. Check out this video from international students to learn more about the services our offices can provide for the CPT process!

Appendix D.16 – Immigration and Federal Regulations

IHL

Category	Institution	Immigration/Federal Regulations
International	Hofstra University	<p>How to Maintain F-1 or J-1 Status</p> <p>It is important that all international students at Hofstra University be aware of and comply with the following requirements to avoid problems that may interfere with your program of study or employment benefits. Please review this list and click the yellow plus icons to see more information about how to fulfill your immigration responsibilities.</p> <p>Complete entrance immigration check-in to report your first arrival to Hofstra.</p> <p>Accepted students will receive an email with instructions on how to check-in online. You must check in as soon as you arrive at Hofstra, and no later than 1 week after the start of classes.</p> <p>Register for full-time enrollment every semester and attend your classes.</p> <p>Full-time enrollment consists of 12 credits for undergraduate students and 9 credits for graduate students. For F-1 students at least 6 credits must be in person, but for J-1 students all credits must be in person (i. e. not online). Be careful to avoid UW grades that will cause you to fall below full-time enrollment.</p> <p>Apply for a <u>Reduced Course Load (RCL)</u> if you meet the exceptions that allow less than full-time enrollment.</p> <p>Eligible exceptions include certain academic difficulties, medical reasons, or if you are in your final semester and do not need a full-time course load to complete your degree requirements. Please see the <u>RCL application</u> for more details.</p> <p>Make sure the end date on your I-20/DS-2019 is accurate.</p> <p>If you need <u>more time to complete your degree</u> or will finish earlier than the end date on your I-20/DS-2019, contact ISA immediately to change your end date. It is the student's responsibility to keep track of their own end date to avoid violating their status by overstaying in the U.S.</p> <p>Leave the U.S. before your grace period ends.</p>

After the end date on your I-20/DS-2019 or completion of any authorized post-graduation employment, the grace period allows you to remain in the U.S. for up to 60 days for F-1 students and 30 days for J-1 students.

Inform ISA of any changes to the information on your I-20/DS-2019. This includes changes to your major, phone number, address, or other personal information. If you are on authorized practical training, you must also inform ISA of any changes to your employer.

Do not work without authorization.

Please be aware that even unpaid activities or internships may be considered work and require authorization. Learn more about employment options and consult ISA if you have any questions or concerns. Please note that due to Hofstra University policy, J-1 students are not allowed to work on campus.

Inform ISA before making major changes to your academic program.

If you will leave your program before completing it (e. g. take a leave of absence or withdraw from the University), begin a new program at Hofstra, or plan to change your immigration status, please inform ISA immediately.

Have a valid travel signature on your most recent I-20/DS-2019 when traveling outside the U.S.

Travel signatures are signed by ISA staff on the second page of your original I-20 or DS-2019. The signature is valid for 1 year and confirms that you are maintaining your F-1 or J-1 visa status. It will be checked by an immigration official when you re-enter the U.S.

Make sure your passport is valid at all times.

F-1 and J-1 students are required to have a valid passport at all times while studying in the United States. The passport must be valid for 6 months beyond the program end date on your I-20 or DS-2019. A valid passport is also required when traveling outside the U.S.

If you plan to leave Hofstra to attend another school, request a transfer of your SEVIS record.

Please inform ISA of your plans. Once you decide which institution you will be transferring to, our office will require a completed Student SEVIS Record Transfer Form

and a copy of your acceptance letter from the school you intend to transfer to

Keep copies of all your immigration related documents, even after graduation.

This includes current and expired passports, EAD cards, I-20s/DS-2019s, etc. You may need them for future immigration applications to document your employment history and compliance with U.S. immigration regulations.

New Student Resources

[Visa Application](#)[I-20 Form](#)[Before Arrival](#)[Arrival in the U.S.](#)[Entrance Check-In](#)[Orientation](#)

Becoming a F-1 or J-1 Student at Hofstra University

The first step to becoming an international student at Hofstra University is to be accepted into a program of study. For more information, please contact:

[Undergraduate Admission](#)

[Graduate School Admission](#)

[Law School Admission](#)

After a student is accepted, they can then apply for the immigration documents necessary to study in the United States.

Applying for the I-20 or DS-2019

The Form I-20 is an official government document on which Hofstra University certifies to the U.S. government that you are eligible for F-1 student status. It certifies that you have met our admission requirements, have been accepted to a full course of study and have submitted proof that you have enough financial resources to cover the full length of your program of study. Form DS-2019 is an official government document which certifies that a person is eligible to be a J-1 exchange visitor. Most Hofstra University international students apply for F-1 status. Both F-1 and J-1 student immigration categories allow you to apply for a visa to enter the U.S. for the purpose of studying full-time.

The Form I-20 and Form DS-2019 are not automatically generated when you are accepted to Hofstra; they require that you complete a separate I-20 or DS-2019 application and provide documentary proof that you have enough liquid funds to cover at least one year of your program of study. Once a completed application is received, the Form I-20 or Form DS-2019 will be sent to you and can be used to apply for the appropriate student visa at a United States Embassy

or Consulate in your home country. Visa issuance is always at the discretion of the U.S. Department of State and is not guaranteed.

Initial I-20s and DS-2019s are issued by the following offices. Please contact them if you have any questions.

Undergraduate students: Once you are accepted to Hofstra, the Admissions Office will request the necessary information for creating an I-20 or DS-2019 form for you. That information will be forwarded to the International Student Affairs office, who will create your I-20 or DS-2019. Then the Admissions Office will mail the I-20 or DS-2019 to you. If you have already been accepted to Hofstra University and need to check on the status of your I-20 form, contact InternationalAdmission@hofstra.edu.

Graduate students: Once you are accepted to Hofstra, the Office of Graduate Admissions will request the necessary information for creating an I-20 or DS-2019 form for you. Then, that information will be forwarded to the International Student Affairs office, who will create your I-20 or DS-2019 and send it to you. If you have already been accepted to Hofstra University and need to check on the status of your I-20 form, contact the Office of Graduate Admissions at GraduateInternational@hofstra.edu.

Law students: Once you are accepted to Hofstra, the Law School will request the necessary information for creating an I-20 or DS-2019 form for you. Then, that information will be forwarded to the International Student Affairs office, who will create your I-20 or DS-2019 document and send it to you. If you have already been accepted to Hofstra University and need to check on the status of your I-20 or DS-2019 form, contact lawadmissions@hofstra.edu.

Applying for Your F-1 or J-1 Visa

Once you have received the Form I-20 or Form DS-2019

If you are deciding between multiple schools, do not sign the I-20 or the DS-2019 or apply for a visa until you make a decision on what school to attend. Signing the document means that you understand all the rules and regulations that you will have to follow once you are in the United States.

We encourage you to visit the U.S. Department of State website to learn more about the F-1 or J-1 student visa

application. [View U.S. Department of State student visa application information](#). The U.S. Department of Homeland Security also provides helpful advice on their [Study in the States](#) website.

Pay the SEVIS Fee

In order to make a visa appointment, you must pay the U.S. Department of Homeland Security SEVIS I-901 fee. Payments can be made online at [https://www. fmjfee. com/i901fee/index. jsp](https://www.fmjfee.com/i901fee/index.jsp). Be sure to print out a receipt to bring to your visa interview. Do not pay the fee until you have your I-20 or DS-2019 in your possession.

Make a Visa Interview Appointment

Schedule an appointment to apply for a student visa at the United States Embassy or Consulate closest to your residence ([See a list of U.S. Embassies and Consulates](#)). Each U.S. Embassy and Consulate has application instructions posted on their website.

Preparing for the Visa Interview

A student visa is a non-immigrant visa. By law, the Consul Officer must assume that all non-immigrant visa applicants plan to remain in the U.S. permanently. It is up to the applicant (you, the student) to convince the Consul that you will go home again when you have completed your academic program.

In order to ensure that your interview for an F-1 visa is successful, you should be prepared for what to expect. Practice your English and be ready to answer questions such as: Why do you want to study in the U.S. ? Why are you going to take this program of study? Why did you choose Hofstra University? What career will your studies prepare you for back home? You must be able to clearly communicate your academic or professional objective for coming to the U.S. and Hofstra to study.

Documentation: Many F-1 or J-1 visas are denied because the applicant does not bring all the necessary documentation to the interview. Be sure to bring the following documents to your interview:

- Your acceptance letter to Hofstra University
- Your original I-20 or DS-2019

-
- Your original financial documentation, proving that you have the financial means to cover the costs of your entire program of study
 - I-901 SEVIS fee receipt
 - Proof of ties to your home country (see below)

Compelling Ties to Your Home Country: By law, the Consular Officer must assume that all non-immigrant visa applicants (you, the student) intend to remain in the U.S. permanently. *To successfully obtain your visa, an important part of the application is convincing the Consul Officer that you plan to return home after you complete your studies in the U.S.* To do this, you must establish “compelling ties” or strong bonds to your home country. An example of compelling ties could be immediate family members living there, property, or a job offer waiting for you once you complete of your degree. It is helpful to bring documents to support your connection to your home country. Some examples of documentation proving strong ties to your country are: A letter from a potential employer saying that they are interested in people with degrees like the one that you will be studying. If your family owns a business, take a letter from the bank describing it, and if they own property, it is helpful to take the deeds. In addition, if you have a brother or sister who studied in the U.S. and then returned home, take a copy of his or her diploma and statement from his or her current employer.

Relations in the U.S. : It is not beneficial to emphasize immediate family members permanently residing within the U.S. In addition, do not talk about working in the U.S. since you are required to prove that you can support the financial costs of studying and living in the U.S. Employment in the U.S. is strictly controlled by the Department of Homeland Security (DHS) and is not guaranteed.

English: If your Form I-20 states that you are proficient in English (see item 6 on your document), the Consul is required to hold the visa interview in English. Practice speaking in English, read U.S. newspapers and magazines, and watch television in English. You might also be asked to show your TOEFL results. Unless you are expected to take English language courses, you will be expected to be able to communicate clearly in English at the interview.

Passport: Make sure that your passport is valid for at least 6 months after the program end date on your Form I-20 or

Former U.S. Study: If you started your studies in another immigrant status and received a change of status to F-1 inside the U.S., be prepared to discuss how your original purpose for coming to the U.S. changed to that of a full-time student. It is also recommended that you speak with International Student Affairs for additional counseling before you apply.

Personal Matters: Consulates can be impersonal when administering the visa interview and implementing immigration law. In the U.S., laws are applied equally to all people regardless of status or gender. Therefore, it is not in your best interest to negotiate or discuss personal matters with the consular officer. Answer all questions truthfully and concisely.

Denials: If your visa application is denied, request the reason for the denial in writing. Then contact your appropriate admissions office with information about why your application was denied.

Undergraduate students:
InternationalAdmission@hofstra.edu.

Graduate students: GraduateInternational@hofstra.edu.

Law students: lawadmissions@hofstra.edu.

We will try to assist you in any way that we can, however it is the Consulate's decision whether or not to grant you a visa. Although we can research the situation for you and try to help, there is no guarantee that a later application attempting to overcome the denial will be approved.

International Rensselaer
Polytechnic
Institute

Immigration and Visas

The section of the website offers information on program extensions, changes of status, dependent requests, SEVIS transfers, and more.

While our office is here to assist students and scholars in maintaining their status, please remember that it is ultimately the responsibility of the student or scholar to maintain his or her status while in the United States. If you have any questions or concerns, please contact our office.

The ISSS Office is not a branch of the Department of Homeland Security (DHS). However, the ISSS Office is

required to answer inquiries from DHS or the United States Immigration and Customs Enforcement (USCIS). All international students and scholars who abide by USCIS regulations have no reason to fear USCIS authorities. If you are confronted by USCIS investigators, please let the ISSS Office know so that we can assist you or refer you to legal help.

Please refer to the [Department of Homeland Security's "Study in the States" website](#) for more information.

The Department of Homeland Security also offers [information on I-94 retrieval and port of entry questions and issues](#).

If you are a J-1 exchange visitor, please visit the [J-1 Visa Exchange Visitor Program website](#) for more information and for answers to common questions about the program.

Please note: The information provided in this section is brief and subject to change. Therefore, we recommend that you consult the ISSS Office if you have any questions.

F-TYPE VISA INFORMATION

I-20 Extension Request

Inviting an F-2 dependent

F-1 students: Transferring Schools

Change of Status F-1 to F-2 (link to PDF file)

Change of Status F-2 to F-1 (link to PDF file)

F-1 Reinstatement (link to PDF file)

J-1 INFORMATION

J-1 Graduate extension form (link to PDF file)

J-1 Undergraduate extension form (link to PDF file)

Inviting a J-2 dependent

J-1 students: Transferring schools

J Health Insurance requirements

MAINTAINING YOUR STATUS

SEVIS

Leaves of Absence

Maintaining your legal status

Immigration resources and links

Change of Immigration Status Form (link to PDF file)

Welcome to Simmons University!

During your time here at Simmons you will have a number of opportunities to challenge yourself personally and academically, to develop friendships with people from a variety of backgrounds, and to experience Boston. As you will soon discover, studying abroad provides as much opportunity for learning outside the classroom as you will learn in the classroom!

The Center for Global Education (CGE) supports F-1 international students on questions of immigration and compliance, and serves all international students in questions of adjustment to U.S. academic and social environment. We understand that coming to live in a new country or even a new state can be challenging! CGE staff is always available to advise students on whatever questions or concerns they may have about coming to the U. S, Boston or Simmons!

Traveling to the US. as an F-1 Student [Click to Close](#)

When you travel into the U.S., you will need to present the following documents at the U.S. port of entry:

Valid passport

Valid F-1 Visa (except for passport holders from Canada and Bermuda)

Valid Form I-20 (with a valid travel signature after the initial entry)

Proof of I-901 (SEVIS) fee payment

First time students may enter the U.S. up to 30 days prior to the start date listed on the Form I-20.

Form I-20 [Click to Close](#)

Your Form I-20 is the certificate of eligibility issued by Simmons University and consists of three pages: the student information page, the endorsement page, and the instructions page. The student information page includes information about Simmons and the program you have been admitted to. Your SEVIS ID number (which begins with N) is printed at the top of the page.

If you are entering the U.S. to attend school for the first time, the Custom and Border Control (CBP) official at the U.S. port of entry will review your Form I-20 and place an entry stamp in your passport. This stamp indicates that you have been inspected for admission into the U.S. and

have been authorized to attend the school whose name appears on your Form I-20. You must attend the school that issued you the Form I-20.

The signature on page 2 of your Form I-20 is valid for 12 months (or six months if you are on USCIS-approved Post-Completion Optional Practical Training). While travel signatures are valid for 12 months, if you intend to apply for a new F-1 visa, we recommend that your signature be less than six months old.

It takes one week to process a travel signature request. If you intend to travel outside the U. S you may request a travel signature from the CGE via e-mail. You will be required to drop off your Form I-20 for up to one week, and pick it up once signed. You may use that signature for unlimited entries to the U.S. during the specified time period.

The Form I-20 must be accurate and valid throughout your enrollment and you are responsible for the accuracy of this document. Check the Form I-20 to make sure that all the dates, program and enrollment information are correct. Be sure that you do not allow your Form I-20 to expire prior to completion of your academic program. Speak with the CGE if you see any incorrect information on your I-20 or if you need to request an extension of the document.

Note: each dependent (child or spouse) who accompanies you to the U.S. must have an individual Form I-20 (indicated by the class "F-2" on page one of the form).

F-1 Visa Passport Stamp [Click to Close](#)

Entry visas are issued by the Department of State at U. S embassies or consulates throughout the world. Students who are not U.S. citizens or permanent residents of the United States must obtain an F-1 student visa in order to attend Simmons University.

The visa stamp on your passport is your permission to enter the U.S. It indicates the number of times you may enter the U.S. and the time period for which this permission is valid. You cannot apply for a new visa while you are in the U.S. If you leave the U.S. and want to re-enter, you must have a valid visa. The visa in your passport does not have to be valid while you are in the U.S.

Entering students who have questions about their F-1 visa please contact the CGE directly.

Important Resources

SEVIS

Study in the States

Student Travel to the U.S.

What is SEVIS?

SEVIS stands for the Student and Exchange Visitor Information System. This is an internet-based system put in place by the Department of Homeland Security to maintain records on non-immigrant students and exchange visitors (F, M, or J visa status). Springfield College is required to give electronic reports to SEVIS of all non-immigrant students and exchange visitors. SEVIS connects colleges and universities, US embassies and consulates, U.S. ports of entry, the Department of State, and exchange visitor programs.

SEVIS Fee

After receiving the Form I-20, you will need to pay the SEVIS I-901 fee. You will need to pay the fee [here](#).

I-901 SEVIS Fee F or M visa applicants (full payment)\$200

I-901 SEVIS Fee J visa applicants (full payment)\$180

The I-20 Document

After you have been accepted to Springfield College and have submitted your financial guarantee for the undergraduate statement and for the graduate statement to the College and a \$300 deposit, we will issue the I-20. This document is required for you to apply for the F-1 student visa. The I-20 will be signed in the International Center by either the DSO or the PDSO of the College. The I-20 is valid for the duration of your studies, but the signature is valid for one year. You must get your I-20 signed each year you are in attendance at Springfield College. If you plan to travel outside the United States, be sure you have a valid signature on your I-20 or you may not be able to re-enter the U.S. If you do not complete your degree before the completion date on your I-20, you must apply for an extension at least 30 days before the completion date. You should report to the International Center (X3215) for your extension.

Applying for the F-1 Student Visa

When you have received the letter of acceptance and the I-20, you must apply for the visa stamp at a U.S. Embassy/Consulate in your country of residence. The visa allows entry into the United States. The visa does not state how long you can stay in the U.S. . It indicates when you may apply to enter. You may remain in the U.S. on an expired visa as long as you have a valid I-20.

To apply for the visa:

Obtain a passport if you do not already have one

Read all the information on both pages of the I-20 you have been sent. It is up to you to know your legal responsibilities.

Pay your SEVIS I-901 Fee [here](#).

Payment will be linked to your Form I-901 and your online Payment Confirmation will be available immediately at fmjfee.com. You will be able to go to your Visa Appointment 2-3 days after your payment has posted.

Schedule an appointment at the nearest US Embassy/Consulate in your country of residence. Check the embassy or consulate websites at [here](#). The websites have directions for the student visa process, including how to make an appointment for the visa interview.

Take the following with you to your interview: passport, Form I-20, financial support documents, receipt for the SEVIS fee, a photo, evidence of English ability sufficient to study at Springfield College, and evidence of intent to leave the US after completing your studies. Upon approval, you will receive a visa stamp for study at Springfield College.

When you arrive in the U.S., you must present your passport with visa stamp, your Form I-20, and a completed Form I-94 to the U.S. Immigration Inspector at the Port of Entry. The Form I-94 will be given to you on your flight or when you arrive in the airport.

The Inspector will stamp your I-20 and I-94 and return both to you. You should receive a D/S (Duration of Status) stamp.

Report to the International Center on the second floor of the Flynn Campus Union when you arrive at Springfield College.

The International Center will keep a copy of your documents. You are expected to keep all original documents safe.

Maintaining F-1 Visa Status

In order to maintain your F-1 visa status, you will need to complete the following items.

Report to the International Center within 30 days of your arrival

Enroll as a full-time student: 12 credits for undergraduate study, 9 credits for graduate study

Notify the International Center if you change your address

Keep all your documents current

Apply for extensions at least 30 days before the completion date on the I-20

If you plan to change to another college or university, contact the International Center about the change so that we can transfer your SEVIS record

Work only on campus; ask for authorization for any opportunities off campus

Contact the International Center if you leave the U.S. or change visa status

Have your I-20 signed before you travel outside the U.S.

Transfer Students

If you are transferring into Springfield College from another college or university or transferring from Springfield College to another college or university, contact your International Advisor for instructions on transferring the I-20.

Canadian Students

Canadian citizens may receive their visa at the port of entry. You should have the following documents with you when you enter the U.S. :

A valid passport

A SEVIS I-20

Evidence of financial support

Private

Bard College

Evidence that you plan to return to Canada at the completion of your studies

NONIMMIGRANTS

Nonimmigrants are foreign nationals who enter the United States for a temporary visit with a specific intent. Nonimmigrants who wish to visit the States for the purposes of studying must have a student visa. Bard College sponsors F1 and J1 student visa categories.

F1 VISA

The F1 nonimmigrant visa allows International students to enter the United States in order to matriculate and complete a program of study at a U.S. institution of higher education. The majority of international students who apply and are accepted to Bard will be required to secure an F1 visa to enter the United States for the purpose of being a student in a degree or certificate-granting program.

F1 Visa

KEEP YOUR PASSPORT VALID

Your passport may be valid for at least six months prior to your program end date. You can renew your passport while you are in the United States by visiting your home country's consulate or embassy in New York City. Contact the embassy directly for more information about the renewal process.

KEEP YOUR LOCAL RESIDENTIAL ADDRESS UPDATED WITH OISSS

Complete and submit a change of address form if you change your residential address at any point during your program. You are required to notify OISSS every time you move.

ENROLL FULL TIME

You must be enrolled full time, a minimum of 12 credits, every semester.

CHANGE OF PROGRAM / WITHDRAWAL

You are required to meet with, and have the authorization of, the Office of International Student and Scholar Services before you can drop below full time or withdraw from your program of study.

KEEP YOUR I-20 ACCURATE AND UP TO DATE

You are required to have a current, valid I-20 form issued by Bard College. If you transfer to Bard, the transfer process must be complete before you enroll and begin coursework at Bard. If you change your major or degree level (e. g., bachelor's to master's), you must meet with the OISSS and request a new I-20 form.

EXTENSION OF PROGRAM

If you need to extend your program to complete your degree program, you can request an extension of program and request an updated I-20 to reflect a new program end date.

TRAVEL ENDORSEMENTS

Be sure to have your I-20 authorized for travel before you depart the country. The PDSO or DSO will sign page 2 of your I-20 authorizing your exit from and return to the United States. The signature is valid for one year. A new signature is required every six months while you are on OPT.

GRACE PERIODS

AN F1 may enter the United States up to 30 days prior to, but no later than, the initial program start date on the I-20. There is a 60-day grace period at the of a an F1 program. The grace period will end 60 days after your program end date on your I-20 (completion of program of study) or EAD card (completion of preauthorized postcompletion OPT) or when you depart the United States.

EMPLOYMENT

On-campus employment does not require any special permissions or authorizations. Part-time (up to 20 hours/week) on-campus employment is permitted during the semester. Full time on-campus employment is permitted during the semester breaks and vacation periods.

Off-campus employment requires permission from the OISSS and USCIS authorization. See OPT.

J1 Visa

KEEP YOUR PASSPORT VALID

Your passport may be valid for at least six months prior to your program end date. You can renew your passport while you are in the United States by visiting your home country's consulate or embassy in New York City. Contact the embassy directly for more information about the renewal

process.

KEEP YOUR LOCAL RESIDENTIAL ADDRESS UPDATED WITH OISSS

Complete and submit a change of address form if you change your residential address at any point during your program. You are required to notify the International Services office every time you move.

ENROLL FULL TIME

You must be enrolled full time every semester. Full-time status is defined by the program you are participating in.

CHANGE OF PROGRAM / WITHDRAWAL

You are required to meet with, and have the authorization of, the International Services office before you drop below full time or withdraw from your program of study.

KEEP YOUR DS 2019 ACCURATE AND UP TO DATE

You are required to have a current, DS 2019 form issued by Bard College or the Institution sponsoring your J1 program at Bard College. If you transfer to Bard, the transfer process must be complete before you enroll and begin coursework at Bard.

EXTENSION OF PROGRAM

You can request an extension of your J1 program before your program end date. This request must be made with supporting documentation from your hosting department.

TRAVEL ENDORSEMENTS

Be sure to have your DS 2019 authorized for travel before you depart the country. The RO or ARO will sign your DS 2019 form authorizing your exit from and return to the United States. The signature is valid for one year.

GRACE PERIODS

A J1 visitor may enter the United States up to 30 days prior to the program start date on the DS 2019. There is a 30-day grace period at the end of a J1 program. The grace period at the beginning and end of your J1 program is intended for recreational purposes; travel and preparation for arrival in and departure from the U.S.

EMPLOYMENT

All employment, both on campus and off campus, requires

preauthorization. Part-time (up to 20 hours/week) on-campus employment is permitted, with authorization, during the semester. Full-time on-campus employment is permitted during the semester breaks and vacation periods.

Off-campus employment also requires authorization from the OISSL. See [Academic Training](#).

HEALTH INSURANCE

Maintain required health and accident insurance J1 students must have RO-approved health and accident insurance for themselves and any J2 dependents throughout their stay in the United States. The U.S. Department of State requires the following as minimum levels of coverage: (1) medical benefits of at least \$100,000 per accident or illness; (2) repatriation of remains in the amount of \$25,000; (3) expenses associated with the medical evacuation of the exchange visitor to his or her home country in the amount of \$50,000; and (4) a deductible not to exceed \$500 per accident or illness.

Visa vs. Immigration Status

It is not uncommon for the term visa and status to be used interchangeably, however it is important to recognize they mean two different things. *Visa* refers to the stamp placed in your passport that is used for entry into the United States. *Status* refers to the immigration classification you have while you are in the United States. It is possible to have more than one active visa stamp in your passport; however, you can only enter the United States in one immigration status. You can legally remain in the United States after your visa has expired, but you can not legally remain in the United States if your immigration status has expired or terminated.

VISA STAMP

The Visa Stamp is the entry document, placed in your passport, required to enter the United States as a nonimmigrant visitor. The visa stamp can only be applied for at a U.S. consulate or embassy outside of the United States. This passport stamp will indicate the type of nonimmigrant visitor you will be (F1, J1, O1, H1B, B1/B2), the number of entries you are allowed (1 or M for multiple), and the expiration date. If your visa expires while you are in the United States, as long as your program and immigration status remain active and you do not leave the United States and try to reenter, you do not have to take any action. If you

leave the United States and plan to return after your visa expires, you will need to reapply for a new visa to reenter the United States.

Your passport must always be valid while you are in the United States. If you plan to travel outside the United States, your passport should still be valid for six months on the day that you will reenter the United States. You can apply for a new passport in your home country or at your country's consulate in New York City.

IMMIGRATION STATUS

Immigration status determines the legal category for which you were admitted to the United States. Bard welcomes international visitors with various immigration statuses: F1, J1, J2, H1B, O, TN. Each category has different governing regulations, responsibilities and benefits.

At the port of entry, visitors must demonstrate their eligibility to enter the United States by providing documents to support the nonimmigrant category they are entering with. Visitors will be issued an entry stamp at the port of entry that will show the date of entry, immigration status, and expiration of that status. F1 and J1 visitors are given an expiration date of D/S, which stands for Duration of Status. The duration of status is determined by the program dates as stated on the I-20 (F1) or DS 2019 (J1) form. The program end date on that form determines the end of a person's legal status in that category.

Changing Status

If you are already in the United States and need to change the purpose of your visit, you have two options:

Exiting the country, applying for a new visa stamp, and reentering the United States in your new immigration status.

Remaining in the United States and filing a Change of Status request with USCIS before your authorized stay expires. Do not begin the activities of your new immigration status before you have received authorization from USCIS that your status change has been approved. Failure to maintain your approved immigration status may prevent you from returning to or have you removed from the United States.

Private

Juniata College

The Center for International Education at Juniata College has prepared the following information about visa requirements for students visiting the United States. The process of applying for and obtaining a visa can be complicated, and this information should help you. Please send us an [email message](#) for help or to ask for more information.

Visa Requirements for International Students

In most cases citizens of other countries will need a visa to enter the United States to study. You may refer to the [U.S. Immigration and Customs Enforcement web site](#) for more information about student and exchange visitors to the United States.

Types of Student Visas

In order to study in the United States, you will need to obtain one of the following:

F-1 Visa

A visa for people who want to study at a U.S. college or university. This visa is usually given to students whose primary purpose is to obtain a degree or to study English as a Second Language.

J-1 Visa

A visa for people who will be participating in an exchange visitor program in the U.S. This visa is usually given to students or scholars who are participating on an exchange program or who intend to study in a non-degree program.

What You Need to Send to Juniata College

To apply for your visa you will need to have a Form I-20 (if applying for an F-1 visa) or a Form DS-2019 (if applying for a J-1 visa). Either an I-20 or a DS-2019 form will be sent to you by Juniata College. These forms contain your personal information such as name, date of birth, address, the area of study and level of education you will pursue in the United States, and also the estimated cost of the program. It is important that you read the I-20 or DS-2019 form carefully as you are required to sign that you understand your rights and responsibilities specific to the kind of visa you will hold. In order for Juniata College to send you an I-20 or a DS-2019 form, you must complete the online application. The following documents will be needed to process your immigration documents:

Photocopy of the passport photo page - This is usually the first page of your passport and carries your photo and personal information such as Name, Date of Birth, Place of Birth, etc.

Completed online application form for exchange students (J-1)- The information from your online application will be used by the Center for International Education at Juniata College to prepare your immigration documents. The application can be found [here](#).

Proof of financial support - Persons applying for a student visa must provide appropriate documentation to show that they will have sufficient financial support during their period of stay in the United States. Documentation can include a certified bank statement of account or an official letter from a bank. Letters of employment and other evidence of sources of income and assets may be helpful, but are not necessary. The documents should clearly show that the student has sufficient funds to meet all financial needs for the full period of study at Juniata (including the costs of tuition, fees, room and board, travel, health insurance, and personal expenses). If sponsored by someone else (such as a parent, family member, government agency, or other individual or organization), a bank statement and an original letter from the sponsor (in English or with a certified translation) are necessary. The letter should state the sponsor's willingness to support the student for the period of study and give the specific amount, in U.S. Dollars. See a sample [affidavit of support](#).

The Center for International Education at Juniata College will issue an I-20 or a DS-2019 form within a week of receiving all of the above documents. When you receive your I-20 or DS-2019, please check that all the information on the form is correct. Please contact the Center for International Education if any of the information on the form is incorrect.

Applying for Your Visa At the US Embassy or Consulate

After you have received your I-20 or DS-2019 and verified the information, you can proceed to apply for a visa at a US consulate or embassy closest to you. To learn more about the visa application process and its requirements, and to locate your nearest US consulate or embassy, please visit the [official visa information web site](#) of the US Department of State.

Depending on the visa application process specific to your country, you may be required to schedule a personal interview with a consular officer. You may be denied a visa if the consular officer believes you do not intend to return to your home country. US Immigration Laws require that people who apply for non-immigrant visas provide evidence that they don't intend to immigrate to the United States.

In order to support your request for a visa you will need:

Confirmation of the Payment of I-901 Remittance Fee for Certain F, J, and M Non-immigrant Visas

The remittance fee of \$350 for an F nonimmigrant and \$220 for a J exchange visitor has been established to support the Student Exchange and Visitor Information System, SEVIS, which collects and stores data on persons who enter the US on non-immigrant visas. The remittance fees must be paid prior to applying for a J-1 or F-1 Visa or prior to requesting any changes in visa status. It may be paid by mail or via the internet. In order to submit the payment you have to fill out the I-901 Form. Note that the fee is non-refundable and a failure to submit documents with correct information will result in return of the forms and delay in processing.

You can fill in the Form I-901 online at www.fmjfee.com and pay with a credit or debit card (card must be a Visa, MasterCard or American Express.)

After the payment has been received, you will be sent an unique coupon and a confirmation of payment. You will get a paper receipt in the mail for all payments. You can also print a paper receipt immediately if you file online.

If you do not have internet access or a credit or debit card, you can send a paper version of the I-901 form by mail. When using a paper form, please print clearly. The only acceptable forms of payment by mail are checks or money orders. DO NOT MAIL CASH. All checks and money orders must be made in U.S. dollars and drawn on a bank located in the United States. Make the check payable to the "I-901 Student/Exchange Visitor Processing Fee." Also, write your last name (surname or family name), SEVIS identification number and date of birth on the check. The SEVIS Identification number can be found in the top right corner of your I-20 or DS-2019; it is a long number starting with the letter "N. "

Mail the form along with a check or money order to:
I-901 Student/Exchange Visitor Processing Fee
P. O. Box 970020
St. Louis, MO 63197-0020
United States

Or by courier (to expedite delivery to SEVP) the form and
the payment to:
I-901 Student/Exchange Visitor Processing Fee
1005 Convention Plaza
St. Louis, MO 63101
United States

Other acceptable payment methods include:

By Western Union Quick Pay Service -
Nonimmigrant students and exchange visitors in more than
130 countries can pay the I-901 SEVIS fee locally using the
Western Union Quick Pay™ service.

Effective April 15, 2014, nonimmigrant students and
exchange visitors choosing to pay their I-901 SEVIS fee by
Western Union must complete the Form I-901 at [www.
fmjfee.com](http://www.fmjfee.com) prior to visiting Western Union.

Follow the detailed payment instructions below
when using Western Union:

Fill out the Form I-901 online at [www. fmjfee. com](http://www.fmjfee.com).
A payment coupon will be generated upon completion of
the form.

Print a copy of the payment coupon and take it to
your local Western Union.

Fill out the Quick Collect/Quick Pay Form
according to the information found at the bottom of the
printed coupon. Example below:

Company Name (or Code City): SEVISFEE

Account Number: Coupon Number (ex:
010222013872390)

Amount: 200. 00*

**Please note that the payment amount may differ
according to your specific visa type.*

Present the coupon and your payment to the Western
Union Agent for processing. Payment will be linked to your

Form I-901 and your online payment confirmation will be available immediately at [www. fmjfee. com](http://www.fmjfee.com).

Important Information for Nonimmigrant Students and Exchange Visitors:

You must complete the Form I-901 online at [www. fmjfee. com](http://www.fmjfee.com) prior to visiting your local Western Union. Completing the form online will generate a unique coupon number that you will need to validate and process your I-901 SEVIS fee payment at Western Union. You cannot submit a payment via Western Union without the coupon number.

You do not have to print and bring the coupon to Western Union; you only need the unique coupon number in order to submit your payment.

If a third party is paying your I-901 SEVIS fee on your behalf, you will need to provide them with your coupon number to enter into the Account Number field of the Western Union Quick Pay/Quick Collect Form.

F students and J exchange visitors who have paid their required I-901 SEVIS fee can access [FMJfee. com](http://FMJfee.com) on their mobile devices. While users still need the printed receipt for their I-901 SEVIS fee payment, they will have on the go access to [FMJfee. com](http://FMJfee.com) and can conveniently check the status of their I-901 SEVIS fee payment. The mobile-friendly site will provide users news and updates regarding the I-901 SEVIS fee, as well as answers to I-901 SEVIS fee frequently asked questions.

To access the mobile-friendly [FMJfee. com](http://FMJfee.com) site:

Enter the URL into your mobile device: [www. fmjfee. com](http://www.fmjfee.com)

The I-901 Welcome Page will display the following menu options:

Recent News and Updates

Check I-901 Status/View Payment Confirmation

Form I-901 and Payment

I-901 FAQs

SEVP Main Page

After receiving your coupon number, you should take it to the consulate or embassy nearest to you along with

the following immigration documents in order to apply for your US visa:

Online Immigration Visa Electronic Application (DS-160) - The Online Immigration Visa Electronic Application is a fully integrated online application form that is used to collect the necessary application information from a person seeking a nonimmigrant visa for temporary travel to the United States. Form DS-160 is submitted electronically to the Department of State website via the Internet. Consular Officers use the information entered on the DS-160 to process the visa application and, combined with a personal interview, determine an applicant's eligibility for a nonimmigrant visa. After you have completed the DS-160, you must print and keep the DS-160 barcode page. (You will not need to print the full application.) and visit the [U.S. Embassy or Consulate](#) website where you will apply for additional country-specific instructions. More information about the DS-160 online process can be found [here](#).

Visa Processing application fee - This information is available on the website of the U.S. Embassy or Consulate in the country where you are applying.

An Acceptance Letter - sent to you by Juniata College.

An I-20 or a DS-2019 Form

Financial Verification Documents - These documents are proof of your ability to cover the costs of education and living expenses during your period of stay in the United States. They can include bank statements and other verifications of sources of income, or letters of support from your sponsor or scholarship organization. You may use the same financial support documents that you have already sent to Juniata College.

A Passport - The passport must be valid at least six months into the future at all times while you are staying in the United States.

Recent Passport Photograph - One (1) 2x2 photograph. View the required photo format [here](#).

Proof of residence outside the U.S. - This document should confirm that the student resides at an address outside the US to which he/she intends to return after completing the temporary period of study (usually the family's home address.)

Except under unusual circumstances, the U.S. consular official will review the above documents and evidence presented and will issue a visa within a few hours or days of the submission of the application. After approving the visa application, the consular officer places a visa in the applicant's passport, noting the period of its validity and the number of entries allowed.

Entering the United States

On the Airplane

Present the following to the immigration inspector at the port of entry:

passport

visa (for initial entries, the name of the school on the F-1 visa must match the name of the school on form I-20)

I-20 or DS-2019 Form

evidence of financial support

Acceptance Letter

You should keep these documents in your carry-on baggage. You should also carry the name and contact information for the Designated School Official or Responsible Officer at Juniata College. This is usually someone who works in the Center for International Education.

At the Port of Entry

The Form I-94, "Arrival/Departure Record" is a critical record. It shows that you have been legally admitted to the United States, the class of admission, and the authorized period of stay. It is very important that the information on the record is correct. Inconsistencies between the information on the Form I-94 and Student and Exchange Visitor Information System (SEVIS) records can reduce the chances of a successful systems interface. In particular, this can cause issues with status verification for Social Security numbers.

If you arrive by a land port, you will receive a paper Form I-94. If you arrive at the port of entry by air or sea, an automated Form I-94 record will automatically be generated for you by U.S. Customs and Border Protection (CBP) officers. CBP will provide you with an admission stamp on your passport that is annotated with date of admission, class of admission and admitted-until date. The electronic

arrival/departure record can be obtained at [www. cbp. gov/I94](http://www.cbp.gov/I94).

Secondary Inspection Requirements

If the inspector has a question or you do not have all of the required documents and information, you may be directed to an interview area known as “secondary inspection. ” Secondary inspection allows inspectors to conduct additional research in order to verify information. Verifications are done apart from the primary inspection lines so that an individual case will not cause delays for other arriving passengers.

You Have Arrived! Welcome to Juniata!

The Center for International Education will make copies of your I-20 or DS-2019 form, passport, I-94 card and visa during orientation. This information will also be saved in the U.S. government database, The Student Exchange and Visitor Information System – SEVIS. The College will need to report whether you have arrived at the school and have enrolled.

Appendix D.17 – Financial Management

IHL Category	Institution	Financial Management
International	Georgetown University	<p>Budgeting Your Georgetown Experience</p> <p>Washington, DC, is one of the most expensive areas in the United States. Your immigration document has outlined the most basic costs required to live in the nation’s capital. Because lifestyles vary across people and cultures, we encourage developing a budget prior to arrival that fits your lifestyle as well as your financial means. It is important to acknowledge that it is extremely difficult to secure any additional funding once you arrive in the United States.</p> <p>To help plan and budget for your expenses, the Georgetown Office of Student Financial Services offers a program called <u>CommonSense</u>.</p> <p>We suggest visiting <u>Georgetown’s Neighborhood Life</u> website to access their budget sheet and other resources to understand the full cost of living and studying at Georgetown.</p> <p>Financial Glossary</p> <p><u>Security Deposits</u></p> <p>The concept of a security deposit is common in U.S. culture. Requests for security deposits are generally encountered when leasing a house or apartment (the deposit is generally returned at the end of the lease term), but can also be required when signing up for utility services, or when renting a vehicle from a rental car company.</p> <p>Rental companies and landlords will typically ask for a security deposit that equals one month’s rent, which you give to your rental company landlord in addition to your first month’s rent. Your security deposit is used to pay for any damages which might occur during your occupancy, to pay for cleaning/repairs when you move out, if you do not leave your apartment or house in satisfactory condition, or to hold if you do not pay your rent. You should receive your deposit back when vacating your residence if you have fulfilled all the requirements in your lease. You will generally not receive your security deposit back if you break your housing lease or damage the residence in any way.</p>

Utility companies will generally ask for a deposit of \$50-\$100. When you sign up for utilities, ask how the deposit is used.

Rental car companies will also ask for a deposit of \$200-500. Your security deposit is used to pay for any damages or accidents that may occur during the rental period. They may also keep the deposit if you do not add gas before returning the car, or if the car is not cleaned satisfactorily to the company's standard. If the car is returned according to all requirements, the company should return your deposit or release the hold on your credit or debit card.

Bank Accounts

There are many banks and companies that offer low rate credit cards to international visitors who do not have any established credit in the U.S. While OGS does not endorse any particular bank or company that provides credit card services, a good way to start your research on which card is best for your needs would be to check the banks that operate close to campus. Please see the **[Banking Information Handout \(PDF\)](#)** for more information.

Credit Cards

You'll find most Americans rely on their credit card or debit card to make purchases, even more than cash. While there are times when you will need to pay in cash (for example, paying for a drink at a small bar or buying a hotdog from a food truck), you will see that most merchants in American cities are set up with the infrastructure for card, contactless and mobile payments. Visa, Mastercard, and American Express are widely accepted. ATM and currency conversion fees may apply. There are only a couple of travel-friendly debit accounts currently offered on the US market. Investing in a credit card, and paying the balance in full each month, is a great way to establish a strong credit history in the U.S. and show others that you are able to repay debts.

Establishing Credit

In the United States, every person's credit history is linked to their Social Security number (SSN). Credit history reveals your patterns of taking loans or credit, paying them on time, how many times you make a late

payment, and whether you have defaulted on a loan. Without a credit history, you may encounter difficulty getting a loan, renting an apartment, getting a cell phone or a credit card. Bad marks on your credit (late payments and no payments) usually last seven years. You may receive credit card offers in the mail. That does not mean you are automatically approved for the credit card. Students and scholars without income may have trouble getting approved for a credit card. Some companies require that you live in the United States for six months to be eligible to apply for a credit card. Having a checking account or savings account can also help build a credit history. Having a lease, telephone service or other utilities in your name will also establish a credit history.

For more general information on how to establish credit, please visit the **Georgetown University Alumni and Student Federal Credit Union** (GUAFSCU). GUAFSCU has favorable interest rates and is a credit union that is exclusively offered to Georgetown students and alumni. GUAFSCU also has a blog page with articles to help the Georgetown community learn more about

Financial Wellness.

State and Federal Taxes

U.S. law requires all individuals living in the United States to submit tax forms to the Internal Revenue Service (IRS). Each year the U.S. Government establishes a threshold for taxation and any income earned above that threshold may be subject. This means that a University stipend or scholarship may be taxed, and the entire amount of the stipend will not be available for daily living expenses. Please do not be alarmed if you received a scholarship or stipend from the University, but do not receive the full amount. This may mean that the amount differential has been reserved for your tax payment. Check with the University tax office if you are concerned.

Individuals earning income in the United States may be required to submit a tax return and pay a portion of their income in taxes to the U.S. Government. Often, these taxes are taken out of each paycheck and reduce the total compensation that individuals receive from an employer or scholarship provider. The University will provide software and information sessions each spring to

help international visitors understand their tax obligations. Students who are paid by Georgetown University, whether through tuition scholarships, assistantships or hourly work and scholars who receive payment through Georgetown will be sent tax documentation from the University tax office. More information will be provided from our office in February, when the tax season officially begins.

For more information on U.S. taxes and international students, see the **OGS Taxes** web page.

Tippling

It is not only customary but expected that individuals will tip for service in America. Tips are generally given to waiters and waitresses in restaurants, bar tenders in restaurants, clubs and bars, taxi drivers and individuals who work in barber shops and beauty salons. Tips are not only recognition of good service, but part of the compensation to those who perform good service. The tip is generally not included in a bill, except in restaurants for larger groups. A tip is normally calculated between 15% and 20% of the bill (before tax is added). Taxi drivers, however, usually receive 10% of the fare.

Peer-to-Peer Payment

It is customary for Americans to share the costs of meals and entertainment when they go out together. You will find that many students use peer-to-peer payment smartphone apps to easily split the cost with friends, pay people back, and request money without having to use a credit card or carry cash.

Venmo, **Square Cash** and **Paypal** are examples of companies that provide peer-to-peer payment service apps. Once you download a peer-to-peer payment service app to your smartphone, you are able to link your app account to a funding source, like a credit card or bank account. If your friend or classmate has an account with one of these apps, it will allow you to easily transfer funds to their account, and for your friends to transfer money to you as well.

Downloading and signing up for these peer-to-peer payment apps are free. But, depending on the company, each has their own policy on which types of transfers are free, and which types of transfers will be charged. Please see the description and/or comparison table below for fee information about peer-to-peer payment apps. Additionally, please note that company policies are

subject to change and should be confirmed directly with the provider.

Venmo: transfers to/from a bank account, a debit card, or keeping funds in the app account are free, whereas transfers to/from a credit card have a charge of 3% per transaction.

Square Cash: cannot transfer from a bank account or keep funds in an app account, transfers to/from a credit card have a charge of 3% per transaction, but transfers to/from a debit card are free.

PayPal: transfers to/from a bank account and keeping funds in the app account are free, whereas transfers to/from a debit or credit card both result in charges of 30¢ + 2.9% per transaction.

Company	Transfer to/from Bank Account	Transfer to/from Debit Card	Transfer to/from Credit Card	Keeping Funds in App Account
Venmo	Free	Free	Charges 3% per transaction	Free
Square Cash	N/A	Free	Charges 3% per transaction	N/A
PayPal	Free	Charges 30¢ + 2.9% per transaction	Charges 30¢ + 2.9% per transaction	Free

All the apps keep track of the transfers or requests that you or your friends make and acts as a confirmation or receipt of the transaction.

Typical examples of how students at Georgetown use these peer-to-peer payment apps include:

- Restaurant Bills
- Taxi, Uber, Lyft and Via Rides
- Utilities and Home Supplies

International

Brown University

Banking and Finances

We will provide a Banking Fair during International Undergraduate and Graduate Orientation, but here's some info to get you started. If you would like additional information, please consult with staff in the Office of International Student and Scholar Services and view the OISSS page on Banking.

How to Open a Bank Account

The three banks that are closest to Brown's campus are Bank of America, Citizens Bank, and Santander Bank. make sure to investigate the terms and conditions of each bank before you open an account. If you do not have a social security number, remember to bring two pieces of

identification (student ID and a passport) and your I-20 form, as it may be necessary when opening a bank account.

Checking vs. Savings Accounts

Checking Accounts

Checking accounts ensure safe and quick deposit of checks, including foreign checks, and are oftentimes free to open. They offer a convenient and safe way to store large amounts of cash. Once you open a checking account, you receive a debit card that allows you to pay for items and services in stores and online without having to carry cash in your wallet.

Savings Accounts

Savings accounts should be reserved for money that you do not wish to access readily. When you open a savings account, you keep a certain amount of money in that account and do not use it unless absolutely necessary. The benefit of putting money in a savings account is that you can accumulate interest and earn more money over time, and it also helps you budget your money.

Please note that interest earned through a savings account may be taxable. Furthermore, some banks charge a penalty fee for withdrawing money from a savings account before a fixed amount of time elapses. Fortunately, many banks allow you to transfer or withdraw money into other accounts (such as a checking account) at any time without incurring penalty fees. Please ask your bank before you withdraw or transfer money from a savings account.

ATM Machines

Automatic Teller Machines, or ATMs allow you to deposit, transfer, or withdraw money using your debit card. ATMs are located on Thayer Street and inside the Stephen Robert '62 Campus Center.

Please use caution whenever you access an ATM. It is recommended that you use ATMs in safe, secure places—especially indoors, and avoid making withdrawals after dark. Avoid accessing the ATM if someone who looks suspicious is following you or "hanging around" the ATM machine for no apparent reason. You must input your PIN number whenever you use an ATM. This is a unique code which you should never share with anyone else. Make sure no one around

you sees you input your PIN number. Please also note that some banks charge a service for ATM transactions, especially if it is an ATM machine that belongs to a bank other than your own.

Safety Tips

Do not share your checking card PIN number with any one, not even with a close friend or relative. Your PIN number is the unique access code that you must enter whenever you purchase items or services or make transactions through an ATM machine. This code is private-sharing it with another person could put your money at risk of being stolen!

Do not carry large amounts of cash in your wallet or purse. Only carry enough cash that you may need for the day. Avoid "flashing" your cash in public. Use a checking (debit) card to make transactions, so as to avoid losing cash or getting robbed.

Carry your purse, wallet, or backpack close to your body and keep a tight grip on it.

Do not carry your id card and your checks in your wallet. It would be better to keep them separate (e. g. keep your id cards in your wallet in one pocket, and your checkbook in another pocket. If you lose your checkbook, contact your bank immediately so that no stranger or thief can access your money.

Do not write your PIN number down. Memorize it!

Make a list of all of your credit cards, checking account numbers, and identification cards. If anything gets stolen or lost, you should contact the police immediately and give them the list. You must also contact your bank as soon as possible to prevent a thief from accessing your money

Checks

Checks are typically used to pay for monthly bills such as rent, telephone, cable, water and electric bills. The benefit of using a check is that once it is cashed, you have proof of payment through the bank. Banks usually scan copies of checks that have been cashed or deposited, which allows you to view the checks conveniently through your online account statement. PLEASE NOTE: it is a very serious offense to write checks without having sufficient funds in your account. Please make sure you

have enough money in your checking account before you write any checks. A "bounced" check can result in fees from the bank, fees from the vendor, and other potential financial and legal consequences.

Check out these step-by-step tutorials that explain how to write a check:

[Visual Example of How to Write a Check](#)
[How to Write a Check by TheBeehive.org](#)

Private

Earlham
College

Be prepared to meet your initial expenses for tuition, room, and board, books, and personal items. For security reasons, it is not advisable to carry large quantities of cash with you. There is an ATM located on campus that you may use to withdraw cash with a card that is affiliated with any of the following networks: Discover, AMEX, MasterCard, Visa, Fastbank, Pulse, Quest, Cirrus, Maestro, US Bank.

In the U.S., it is customary to use credit cards or debit cards rather than using cash because it is easier and safer. It is best to open an account at a bank so that money can be taken out of the account when needed. It is not safe to carry large amounts of cash or to keep cash in your room. Representatives of area banks will be available on campus to assist you in opening an appropriate bank account. If you would like more information now, please visit the [Banking](#) page.

The expenses listed by the college for books and personal expenses (around \$3,155) are an average. Some students find that they need more money, and some less. Personal expenses, especially at first, may be higher than you imagine. You do not need to bring the entire \$3,155 with you in August, but you should plan to have at least that amount available to you for your personal expenses each year.

Required books in some academic areas (sciences, economics) are very expensive. Ordering books online or purchasing used books may reduce the price.

The next section may assist you in estimating expenses:

Total Personal Expenses \$150-350 per month

Supplies: Entertainment: Cell Phones:

textbooks (per semester) \$300 - \$600
notebooks \$1 - \$3
pen \$0.30 - \$3
laptop \$400 and up
64 GB flash drive \$10
128 GB flash drive \$20

Personal Items:

soap \$2/3 bars
shampoo \$3 - \$7
deodorant \$2.50
toothpaste \$3
shaving cream \$2.50
tampons \$5
laundry detergent \$6

movies off-campus \$6
movie rental \$1 - \$4
meal in restaurant \$10 - \$25/person
fast food \$5 - \$10
coffee shop on-campus \$1 - \$8

Health

Insurance:

college plan is approximately \$1,150 per year

with 2-year plan \$0 - \$200
without 2-year plan \$200 - \$600
monthly fees with plan \$40 - \$200/month
monthly pre-paid plans \$25 - \$60/month
pre-paid phone \$20 - \$200

Miscellaneous:

t-shirt \$10 - \$30
sweatshirt \$20 - \$45
blue jeans \$30 - \$100
tennis shoes \$30 - \$100+
sweater \$25 - \$75
winter coat \$50 - \$200+
sheet set \$15+
blanket \$15+
comforter \$25+
pillow \$10+
international telephone charges rates per minute vary depending on country
food during breaks when dining hall is closed \$10 - \$20+ per day
on-campus housing during breaks longer than 1 week: \$20/day

Private

Middleburg
College

Banking

The following banks are located near the Institute.

To open an account, you will likely need to provide two forms of identification. Most banks require that you show student ID and registration information to receive student rates. Visit or call the banks for details about their services.

Appendix D.18 – Tax Preparation

IHL

Category	Institution	Tax Preparation
International	Maryville University	<p>International Student Tax Information</p> <p style="text-align: center;"><i>Don't Forget to File Your U.S. Tax Forms!</i></p> <p>Do I have to file?</p> <p>All international students must file a Federal tax return with the Internal Revenue Service (IRS), and a State tax return with the Missouri Department of Revenue regardless of whether they have worked during 2017 or not. U.S. Tax laws distinguish between residents and non-residents for U.S. tax purposes. Most F visa holders are considered non-residents for their first 5 calendar years in the U.S.</p> <p style="text-align: center;"><i>What is a Tax Return or Tax Filing? Why Do I Need to File?</i></p> <p>Any of your earnings in the U.S. are subject to applicable federal, state, and local taxes. Filing tax paperwork, such as a tax return, is a reconciliation that compares what you paid in taxes throughout the year to what you should have paid in taxes.</p> <p>When you start a new job or receive taxable money, you typically will complete Tax Withholding paperwork, which dictates how much tax should be withheld from your payment. Employers and schools then withhold estimated taxes from your paychecks or other taxable income (such as stipend payments). If the estimated taxes that were withheld from your payment are higher than what you should have paid, you will get a refund after filing your tax return (“tax refund”). If taxes were not withheld, or insufficient tax was withheld, then you will owe money at the time of filing your taxes. You declare your income and account for the taxes owed on a form or set of forms called a “tax return.”</p> <p>Even if you didn't receive any taxable income, you may be required to file some forms with the IRS.</p> <p style="text-align: center;"><i>What Forms Do I Need to Complete?</i></p> <p>Tax forms may vary depending on your individual residency status for tax purposes and employment status. The Internal Revenue Service (IRS), an agency of the U.S. government, determines tax residency based on the two classifications outlined below. Before you file your taxes, you must determine your tax residency status, which may be different from your immigration status.</p>

Residents for tax purposes (also called ‘resident alien’): All U.S. citizens, legal permanent residents, and nonresident aliens for immigration purposes who have met the Substantial Presence Test. Information on how to file as a resident alien is not covered on this page.

Non-residents for tax purposes (also called ‘non-resident aliens’): all others, regardless of immigration status. All tax information on this page is pertaining to non-resident aliens for tax purposes.

IMPORTANT: The tax residency categories above are for tax purposes only and are NOT related to your immigration status. You may be in F-1 or J-1 non-immigrant status and be considered a resident for tax purposes.

When do I Need to File With The IRS?

The deadline for filing your tax paperwork with the IRS depends on whether or not you received any taxable income in the previous calendar year. You must file your 2019 tax return before the tax deadlines listed below:

July 15, 2020

What Documents do I need?

Before you complete your tax paperwork, you will need the following documents:

- Valid Passport
- Most recent immigration status documents (e. g. I-20 or DS-2019)
- All relevant tax documentation from employers**, stipend providers, or other relevant entities who distributed taxable money (e. g. W-2, 1042-S and/or 1099), if you received taxable income.
- If you received any taxable income, you must wait to receive all relevant documents before completing your tax return. You will not be able to alter or edit your tax documents after you submit them to the IRS.
- All US entry and exit dates
- You can look up your travel history on the [I-94 website](#) for reference.
- Social Security Number (SSN) or Individual Taxpayer Identification Number (ITIN), if you have one

We highly recommend you attend a tax workshop before filing tax documents. Please see below for more information on our tax workshops.

**If you received taxable money in the previous year (e. g. income, salary, taxable scholarships, grants, or awards), you will need to have any/all relevant tax forms before you can file your tax paperwork. These tax forms might come from U.S. employers, stipend/scholarship providers, or schools. The forms, (e. g. W-2, 1042-S, etc) provide information about the amount of money you were paid and what amount was withheld from your payment for tax purposes.

IRS website provides enriching information on filing your tax return forms as an international student under this [link](#).

What Happens if I Don't File Tax Documents with the IRS?

Filing tax documents each year is an important part of maintaining your immigration status and is a federal requirement for international visitors and their dependents. Not filing your required taxes could lead to penalties, such as fines, or even negatively impact your immigration status.

If you apply for future immigration benefits, such as H-1B, Permanent Residency, or other statuses, you will likely be asked to provide copies of tax filings for all previous years you were in the U.S. If you forgot or didn't file in previous years when you should have, the IRS recommends that you file now for previous years. You can find the relevant forms from past years on the IRS website.

The IRS expects you to file your taxes each year. Penalties for late filing may include fines, interest on taxes owed, or other consequences. Visit the IRS website for information on [Filing Past Due Tax Returns](#). You can follow up with the IRS or a foreign tax expert if you have questions.

You are responsible for filing for Federal and State tax returns. MO tax returns are filed online for free using this link: <https://dor.mo.gov/personal/individual/>

Please note that the staff of the Office of International Student Success are not trained in tax laws and cannot give tax advice. However we will assist with the filing of your return by providing a *FREE*code for an online tax solution software, [SPRINTAX](#), and by holding tax workshops to help clear some of the confusing rules regarding U.S. tax filing on these following dates:

March 9, 2018 3pm – Walker 220

March 20, 2018 4pm – Walker 220

April 4, 2018 3pm – Walker 220

Please [SIGN UP HERE](#) to attend a workshop.

With SPRINTAX, you can:

- Prepare either your 1040NR or 1040NR-EZ
- Access previous tax returns
- Determine your tax residency status

(resident/nonresident or dual status)

- Find out about tax treaty benefits
- Get answers to frequently asked questions and understand the various tax laws, regulations, and forms.

If you are employed in the United States, your employer will send you a statement of earnings, called a Form W-2, by the end of January that details your income and any taxes withheld during the previous year. If you receive benefits of a tax treaty for employment, scholarship or fellowship income, you will receive a Form 1042-S by mid March that details your income and treaty benefits. You will need these documents to complete your tax forms. Be sure to keep copies of all your tax documents.

STEP 1: Email euysal1@maryville.edu to receive an access code to waive the fee for SPRINTAX.

STEP 2: Go to: [Maryville Sprintax Website](#)

STEP 3: Complete the registration form and sign in with the username and password you created. Once you have your documents completed, you are ready to fill out the forms!

STEP 4: Use the code you have received from Esra when prompted to pay for the Federal tax return to waive the fee. You will need to pay for the Missouri State tax return yourself or file for free here: <https://dor.mo.gov/personal/individual/>

International Rochester Institute of Technology

All international students, scholars, and their dependents present in the U.S. at any time in 2020 are responsible for filing annual tax forms (called "tax returns" because you often get money returned to you by the government). This is a requirement for all F and J visa holders even if you did not earn any income in the U.S.

The staff of International Student Services are not tax experts and cannot address any personal tax questions. However, we have purchased Sprintax, a tax-filing system made especially for international students to make your tax filing easy. *In mid-late February we will send you a Sprintax*

access code which you may use to file your federal tax forms for free.

*** Sprintax Blog Post on Second Stimulus Payment

Please Note: The information provided by International Student Services is not a substitute for advice obtained from the Internal Revenue Service or a qualified tax professional.

+
Tax Webinars

Please register to participate in one of the helpful Sprintax webinars below.

Tuesday, February 2nd at 12:00 noon [REGISTER](#)

Wednesday, February 10th at 11:00 a. m. [REGSITER](#)

Thursday, March 4th at 2:00 p. m. [REGISTER](#)

Monday, March 15th at 11:00 a. m. [REGISTER](#)

Tuesday, March 30th at 1:30 p. m. [REGISTER](#)

Wednesday, April 7th at 2:00 p. m. [REGISTER](#)

Monday, April 12th at 12:00 noon [REGISTER](#)

Webinars will cover:

An overview of tax for nonresident students and scholars

Who must file a 2020 tax return

What income forms students/scholars may receive

Forms that need to be completed and sent to the IRS

Terms like FICA, ITIN, and Form 1098-T

What happens if students don't file, or file incorrectly

State tax returns

IRS stimulus payments

An overview of Sprintax

+

Filing your nonresident tax forms for FREE using Sprintax

ISS has teamed up with Sprintax to provide you with easy-to-use tax preparation software designed for nonresident students and scholars in the U.S. Sprintax will guide you through the tax filing process through a series of questions about your situation. It will complete and generate the forms you need to print, sign, and mail to the IRS (Internal Revenue Service). You cannot file your tax return forms electronically.

An ISS email will be sent to all RIT international students with *Sprintax Tax Preparation Software* in the subject line.

The email includes an access code you may use to file your federal tax forms for free.

Step by Step Guide

- Gather the documents you may need for Sprintax
Passport, I-20 or DS-2019
- Social Security or Individual Taxpayer Identification Number
- U.S. entry and exit dates for current and past visits to the United States (in addition to passport stamps you can review your travel history [here](#))
- If you received wages, the W-2 form(s) you received from your employer(s)
- If you received a scholarship or fellowship grant and/or claimed tax treaty benefits, the 1042-S form you received. If you received such payments from RIT, your 1042-S form will be available to you through the GLACIER system.

Create a Sprintax account

- Complete the questionnaire
- Use the access code you received from International Student Services when requested at the payment stage
- Sprintax will prepare your tax forms and determine if you are owed a refund or owe more in taxes
- Download and print the tax forms
- Sign the forms
- Make a copy of the forms or save to your computer
Mail the forms to the relevant address as per the

instructions

Need help with Sprintax?

Email Sprintax at hello@sprintax.com

Use the Sprintax 24/7 online chat system

Call Sprintax toll free at 1-866-601-5695

[Sprintax FAQs](#)

Sprintax Educational Videos and Blog

You also have access to the [Sprintax YouTube account](#) where there are a number of educational videos on nonresident taxes to provide further clarity on using Sprintax and nonresident taxes. There is also a [Sprintax Blog](#) which includes tax related topics which may be of interest to you.

[Sprintax FAQ's](#)

Tax documents

Some or all of the forms listed below may be issued to you. *It is important to note that you may not receive the same forms received by your friends.* Every person's tax situation is different. *Please do not use Sprintax until you have received all of your tax forms.*

You do not have to complete anything on these forms, but will enter information from them into Sprintax to complete your tax return. Copies of the forms are submitted to the IRS as part of your tax return.

W-2 (Wage and Tax Statement)

Issued by your employer(s)

Must be issued to you by January 31.

Summarizes the total amount of wages earned during the year and the amount of money withheld for any taxes (federal, state, and local).

1042-S (Foreign Person's U.S. Source Income Subject to Withholding)

Issued by RIT.

If a 1042-S Form has been issued to you, you will receive an email from support@online-tax.net with instructions on how to retrieve it from <http://www.online-tax.net>

Must be issued by March 15.

Documents taxable scholarship income, or employment income that is exempt from tax withholding because of a tax treaty.

1099-INE, 1099-DIV (Interest Income)

Issued by your bank.

Shows income from interest or dividends.

Bank interest is not taxable for nonresident aliens, so you do not need to consider these forms when preparing your tax return.

1099-MISC (Miscellaneous Income)

Issued by an employer

Used to show "independent contractor" income. Sometimes students who work in off-campus jobs for CPT, OPT, or Academic Training are given this form to document job income instead of the W-2. If the income shown on the 1099-MISC is very large, you may owe taxes when you file your return because taxes are not withheld from "independent contractor" income.

1098-T (Tuition Statement)

Issued by RIT.

Shows educational expenses for each tax year.
Nonresidents for tax purposes CANNOT use this form when filing a tax return.

If you are issued this form, ISS recommends keeping it for your records.

+

No income in 2020/Form 8843

All international students, scholars and their dependents present in the U.S. under F-1, F-2, J-1, or J-2 status who are nonresidents for tax purposes must file Form 8843 even if they received NO income in 2019. This form must be filed by June 15, 2020.

[Form 8843 and Instructions](#)

[Example of completed Form 8843](#)

Mail the form by June 15, 2020 to:

Department of the Treasury
Internal Revenue Service Center
Austin, TX 73301-0215

+

State income tax filing

After you have completed your federal tax forms in Sprintax you will have the opportunity to use the software to fill out your state tax forms. Sprintax will charge you \$29.95 for this service. If you do not want to pay the fee you may download the forms and complete them yourself. Please note that you will not be able to complete your state forms until you have finished your federal forms.

State taxes vary by the state where the income was earned during the tax year and forms must be filed separately for each state. If you worked on campus and also did a co-op in a different state you may need to complete two state tax forms.

The following links are provided to help you if you wish to do your state taxes on your own:

[New York State Tax Forms](#)

[Link to All State Tax Forms](#)

+

Replacing a lost W-2 Form

If you haven't graduated, you may print a copy of your RIT W-2 form by logging into myinfo.rit.edu. If you have not set up your myinfo account, the process is easy:

1. Go to <https://myinfo.rit.edu>

2. Enter username: SIS username

3. Enter password: SIS password
4. If this is your first time accessing this application, your account will be set up within an hour.
5. When you log back in, you can set up direct deposit, access your pay slip, and update Federal tax withholding. (State Tax withholding must be done via paper form submitted to payroll).

If you have graduated call the Payroll Office for help at 585-475-2381 or 585-475-2382

If you worked for another employer, you will need to contact the company for a copy of your W-2 form.

+

Residents for tax purposes

In general, students in F or J status are considered nonresident aliens for tax purposes for the first five calendar years of their stay in the U.S. Non-student J-1 visa holders are considered nonresident aliens for tax purposes for the first two calendar years of their stay. Please note that this is a general guideline only. Sprintax will accurately determine if you are a resident or nonresident for tax purposes.

If Sprintax determines that you are a resident for tax purposes, there are many resources you may use to file your taxes:

The IRS provides a good overview in [Publication 17, Your Federal Income Tax](#)

[Free File](#) on the IRS website

[turbotax](#)

[H & R Block](#)

[taxback.com](#)

+

Paying an outside vendor to complete your taxes for you

Some students decide to hire a professional tax preparer to file their taxes. This is often a good option for students who are unable to use Sprintax, students who have complicated tax issues, or those who would simply prefer to have a professional complete their tax forms for them.

The following are very reputable firms students may turn to for help in preparing both resident and nonresident tax forms:

[Welker Mojsej & Delvecchio Certified Public](#)

[Accountants, LLC](#)

[International Client Form](#)

1200 Jefferson Road

Suite 300

Rochester, NY 14623

Tulpen Tax Advisory, LLC
 PO Box 1012
 75 Barrett Drive
 Webster, NY 14580

+
 Turbo Tax Warning

International students who are NONresidents for tax purposes should NOT file tax returns using Turbo Tax because it does not assist in completing the nonresident forms you need. Most of the tax software programs advertised online do not offer assistance in completing nonresident tax forms.

If you are a nonresident and you already filed resident forms, you will need to follow these steps:

Log in to Sprintax. Complete the forms correctly and print them. Contact the Help team at Sprintax if you have any questions.

Download a 1040-X form from the IRS website
 Complete the 1040-X, including the final section explaining your mistake.

Attach a copy of the incorrect form and a copy of the correct form from Sprintax. Mail it to the address on the 1040-X instruction sheet.

Northeastern Thomas
 Jefferson
 University

Tax Information Resources

[Tax Treaties](#)

[IRS Resources and Documents](#)

[Other University Websites for Tax Help](#)

Which forms do I need to file (fill-out and send to IRS) taxes in the U.S. ?

STATUS	FORMS	FORMS NEEDED FROM JEFFERSON PAYROLL
J-1, F-1 Non-Resident Alien for tax purposes	Form <u>1040NR-EZ</u> (no dependents) AND <u>Form 8843</u>	W-2 and/or 1042-S
	OR Form <u>1040NR</u> (eligible dependents) AND <u>Form 8843</u>	
	OR ONLY <u>Form</u>	

8843 if you had
no U.S. income

J-1, F-1 Resident Alien for tax purposes	<u>1040EZ</u> (single, or married filing jointly w/no dependents; income <\$100,000) OR <u>1040A</u> (no itemized deductions; income < \$100,000) OR <u>1040</u> (itemized deductions; income > \$100,000)	W-2
--	---	-----

If you do not know whether you are considered a Resident Alien or a Non-Resident Alien for tax purposes, please contact OIA.

If your country has a tax treaty with the U.S., you may claim the Treaty Article Number on your tax forms.

***IMPORTANT: Countries with 2-year Retroactive Treaties**

If you are a resident of India, United Kingdom, Luxembourg, Netherlands or Thailand, and plan to stay in the U.S. for more than 2 years (from the date you entered the U.S.), do not claim the treaty exemption when filing the 1040NR. Otherwise, you will have to repay the entire exempted amount for the 2 years, plus possible penalties.

To find more information about your treaty article, go to: [Income Tax Treaties](#)

IRS Help & RESOURCES

Internal Revenue Service International Tax Help 215-516-2000

Internal Revenue Service Online <http://www.irs.gov/>

IRS Taxpayer Assistance Hotline 1-800-829-1040

Philadelphia IRS Taxpayer Assistance Office (forms and information)

6th & Arch Streets, Room 1232

Walk-in Hours: Monday-Friday from 8:00 AM-4:30 PM, Saturday from 8:30 AM-12:30 PM

IRS TeleTax Phone Number 1-800-829-4477

Call for recorded tax information on nearly 150 tax topics and for automated refund information.

IRS Forms and Publications Phone Number 1-800-829-3676

Order a free copies of IRS forms and publications

IRS Hearing-Impaired Phone Number

Get tax assistance through TTY/TDD equipment, 24 hours a day, 7 days a week.

1-800-829-4059

TAX FORMS Available Online

Internal Revenue Service Forms and Publications

Online <http://www.irs.gov/formspubs/>

Pennsylvania State Tax Forms Online <http://www.revenue.state.pa.us/forms>

Pennsylvania Department of Revenue Taxpayer Assistance Office

1400 Spring Garden Street (215) 560-2056

New Jersey State Tax Forms Online <https://www.nj.gov/treasury/taxation/>

New Jersey Taxpayer Hotline 609-292-6400

Delaware State Tax Forms Online <http://www.state.de.us/revenue/>

Delaware Division of Revenue Public Service, Wilmington Office (302) 577-8200

Northeastern Springfield College

Students with F-1 or J-1 visas who arrived in the United States are required to file a Tax Return even if they have earned no income.

Tax forms and instructions are available in the International Center or online [here](#).

If you have received no income subject to taxation, you may complete Form 8843. Taxable income includes salary from on-campus work and U.S. based scholarships that exceed the cost of tuition, fees, books and course supplies.

You do not need a social security number to complete this form.

If you have received taxable income (for example, from on-campus employment), you will receive a W-2 form from the Business Office by January 31. You will need to complete a tax return even if you are exempt from paying taxes.

For support, Springfield College recommends using 1040nra, a tax prep for non-resident aliens that is specially built for international students on F1 and J visas. They support tax prep for federal (form 1040NR) and are free for students with an income of less than \$10,000. Please note: 1040nra is not an e-filing tool. You will need to mail the forms to the IRS.

You will need the following information to complete your tax return.

Passport
Form I-94
Form I-20 or Form DS-2019
W-2 Form
1040 NR or 1040NR-EZ
Social Security Number

The deadline for filing your tax return for April 15 each year.

Private

Middleburg
College

Filing Your Tax Return

U.S. and state tax returns for the year ending December 31, 2018 are due (postage scanned) by midnight on April 15, 2019.

Generally, U.S. Citizens and non-U.S. Citizens alike who receive any type of payments, e. g., salary, stipend, honorarium, scholarship, etc., are required to file a federal tax return as well as in most states, a state tax return. The U.S. tax year is a calendar year, thus tax returns filed in the spring are for the previous calendar year. An individual may be required to file more than one state tax return.

You have to file a tax return in the U.S. if:

1) You received income and received treaty benefits on that income no matter how much your income was or

2) You received income of more than \$4,050, which was reported to you on Form 1042S or Forms W-2 or Form 1099MISC (some states have a lower threshold for income) or

3) If you wish to claim a refund of any taxes withheld on these forms.

You do not have to file a tax return if:

1) You were a student in the U.S. and you did not have any income or the ONLY income you received in the U.S. was financial aid or merit scholarship that was less than the tuition charged or

2) Your U.S. income was less than \$4,050 for 2018.

Note: In order to get a refund of any taxes withheld from your paycheck or your financial aid, you will need to file a tax return.

International visitors are required to file a Form 8843 whether you have income or not. This form records your visa information and days of presence in the U.S. for purposes of the Substantial Presence Test. For most individuals, this form can be found in the FNIS system.

Below you will find information on how to file federal and state tax returns and how to deal with special tax situations.

HELP: I did not get my refund! Only the IRS can help you (or the state taxing authority) - you have to answer specific questions on the IRS website to get information on your refund. You will be asked to provide your Social Security number or ITIN, your filing status and the amount of refund expected based on the return you filed. If you are a foreign national and filed Form 1040NR or 1040NR-EZ the process of obtaining a refund can take six months or longer.

In the United States, the individual taxpayer is responsible for filing an appropriate and accurate tax return and negotiating all tax matters with the IRS. Taxpayer assistance can be found by calling the toll free taxpayer assistance number, 800-829-1040. Expect to wait on hold if you call this number. You can also visit your area IRS office.

Private

Bard College

U.S. TAX INFORMATION

All international students and scholars are required to file tax forms with the United States tax department (Internal Revenue Service, or IRS) and possibly with the New York State tax department if they were present in the United States during the previous calendar year. For example, if you resided in the United States as an international student or scholar

between January 1 and December 31, 2018, you would need to file tax forms in spring 2019 (the annual filing deadline is April 15). If you arrived in the United States in 2019, you would file forms in spring 2020 for the 2019 calendar year.

International visitors must file tax forms whether or not income was earned while they were in the United States.

Taxation of Scholarships, Fellowships, and Stipends

A scholarship/fellowship payment is generally not taxable income provided it meets the criteria of use for "qualified expenses. "

Qualified expenses are defined by the Internal Revenue Service (IRS) and include tuition and required fees, and/or for books, supplies, and equipment required of all students in the course. These payments do not need to be reported to the IRS by the student or the College.

A scholarship/fellowship used for expenses other than qualified expenses is taxable income. Taxable scholarships are generally referred to as stipends and are payments for which no services are rendered or required. Examples of stipends are payments that can be used for living and incidental expenses such as room and board, travel, nonrequired books and personal computers, etc.

A stipend paid to a nonresident alien with an F1 or J1 visa is subject to U.S. income tax withholding at a rate of 14 percent unless tax treaty relief is available. Currently, state taxes are not required to be withheld by the College even though the payments may be taxable in the state. However, this is subject to changes in state legislation. A taxable scholarship/fellowship is not subject to FICA withholding since the payment is not for services.

Students from countries that have a tax treaty with the United States that includes a scholarship article may claim exemption or a reduction of the 14 percent withholding if the payment meets the requirements of the treaty. The student must, however, complete the required forms at the College's Payroll Office.

The College reports stipend payments and the amount of federal tax withheld, if any, on Form 1042-S to the student and to the IRS. Students are responsible for reporting these

payments and remitting any tax due with their personal income tax return at the end of the year on form 1040NR or 1040NR-EZ and the corresponding state forms.

SPRINTAX

Bard Colleges has a partnership with the Sprintax online 1040NR International Tax Service for tax preparation assistance. This service is compatible with the preparation of 1040NR tax filing. Sprintax software is available for those who are considered nonresident aliens for tax purposes and have not been in the United States for more than five years. Individuals who do not have a Social Security number can apply for an ITIN through Sprintax at the time of tax filing.

If you have been in the United States for more than five years, you will have to file a 1040/1040EZ form as a resident alien. TurboTax is available as an online software program, or you may prefer to file a 1040 tax form with the support of an international tax adviser.

Appendix D.19 – License and State ID

IHL Category	Institution	License/State ID
International	Fordham University	<p>Driver’s License and DMV New York State Driver’s Licenses, Identification Cards</p> <p>All the information on this page is based on living in <u>New York</u>. Living in <u>New Jersey</u> or <u>Connecticut</u> require different standards.</p> <p>You must have a valid driver's license to drive a car in the United States. A valid driver's license from another country is also valid in New York State (NYS). You do not need to apply for a NYS license unless you become a resident of NYS. Please see the section on "<u>Drivers from Other Nations</u>" on the NY DMV website.</p> <p>According to NYS law, <u>Section 250 (5) and the Definition of a Resident</u>, "Students from other states or nations are normally not considered residents of NYS. " This means that students do NOT need to get a NYS license in order to drive in NYS. Students who have been in the US for more than 5 years ARE considered residents.</p> <p>However, students should have an International Driving Permit, in addition to their home country license, in order to drive. <i>The International Driving Permit is not a license.</i> The permit only verifies that you hold a valid driver's license in your home country. Your foreign driver's license, NOT the International Driving Permit, allows you to drive in NYS. You can ONLY obtain a Permit in your home country. You are not required to have an International Driving Permit, however it is strongly recommended, as it verifies, in several languages, that you have a valid foreign license. A police officer who cannot read the language on your foreign driver's license can read the Permit.</p> <p>The OIS recommends that you always carry:</p> <ol style="list-style-type: none"> 1. International driver's license (in English, if possible) 2. International Driving Permit 3. Copy of the Section 250(5) law that states you are NOT a resident (<u>print this page</u>). 4. The DMV page that states it is legal for non-residents to drive with your non-NY State license (<u>print pages 6-7 from this document</u>)

If you become a resident of NY State, you must have a NY State driver's license in order to drive.

New Drivers

If you do not have a driver's license from your home country, and you want to get a driver's license for the first time, you will need to follow NY State's rules for all new drivers.

Learner's Permits and Driver's Licenses

Identification: When you go to the Department of Motor Vehicles (DMV) you will need to provide 6 points of Identification (see "How to Prove 6 Points of Identification" below) in order to apply for a NY Driver's license.

How to Prove 6 Points of Identification

The following items can be used to accumulate 6 points of identification. Please note: you must show Proof of Date of Birth and if you do not qualify for a Social Security (SSA) number you must still provide the denial letter from SSA to show you do not qualify and include it in your application. The denial letter is not worth any points but it is required.

Required

Social Security Number (SSN) OR Social Security Denial Letter** = 2 Points

Worth 2 POINTS only if you have SSN. The DMV will ask you for a social security number. Most students in F1/J1 status will not be eligible to apply for a social security number. Please refer to the section on Social Security numbers to see if you qualify. &**

To address the DMV social security number requirement, go to the local Social Security Administration office and request a *denial letter*. The Social Security Administration will issue this letter immediately. You are required to take this denial letter to the DMV and submit it as part of your application for a driver's license.

Proof of Date of Birth = 3 POINTS

This will include your Passport, Visa, I-94, and I-20 (or DS2019). A passport is a good source of identification because it provides proof of age, a photo ID, and a signature. All documents must be originals, no exceptions.

U.S. Health insurance card= 1 POINT

Utility bill(1 POINT)

ONE of the following: Bank statement, Cancelled check, US credit card =1 POINT

US College ID & Official Transcript = 2 POINTS

For new students you should wait one semester in order to have a transcript available.

* The DMV has a very useful tool to help you with getting the right documentation for your application.

Initial Process

You may obtain a NY Driver's license from the DMV by passing a written examination, obtaining a learner's permit, and then passing the road test. The written test is available in 25 languages. A driver's manual, used to study for the written exam, is available at the DMV. If you are unable to take a written examination, you have the right to request an oral exam. In addition, you must have your eyes screened for field vision and basic colors. Both tests are given on a walk-in basis at most full-service DMV offices. The addresses of two full service DMV offices are listed at the end of this section. Once you have passed the written test and eye exam, you will be issued a learner's permit. After you receive a learner's permit, you will be able to schedule a road test, which is a requirement for the NY driver's license.

The Road Test

To take the road test you must supply a car that has a valid NY inspection sticker. The vehicle's registration must be presented as well. Please note that the examiner must be able to reach the vehicle's emergency brake or footbrake.

Sponsor Requirements

To take the road test, you must be accompanied by a sponsor who is at least 18 years of age, has at least one year of driving experience, and possesses a valid license issued by his/her home state. You do not need a road test sponsor if you are licensed from a country that is listed in the 1949 Road Acts Convention. Upon passing the road test, you may exchange your Learner's Permit for a driver's license. Bring the stamped and signed learner's permit to any DMV full-service office to obtain your driver's license.

International License Conversions

Everyone must take a full examination - written and driving, including people converting licenses from other countries and

many states. Call the DMV for more information.

New York Identification Cards

It is also possible to obtain an identification card (not valid for driving purposes) from the DMV. You must follow the same process and requirements as obtaining a Driver's License listed above. You will need to present your documents equaling 6 points, complete an application, and pay a fee. This is recognized as a valid form of photo identification.

Buying a Car

Owning a car in NY is expensive. Car-related expenses can far exceed the price you actually pay for the car. If you buy a car, you will have to purchase car insurance, register your car in NY, and have your car inspected. Before buying a used car, have a mechanic examine the car. Be sure the car you want to buy has a "title" (certificate of ownership). To legally transfer ownership of the car over to you, the previous owner must sign the title and give it to you.

Driver's Insurance:

NY law requires that all cars have insurance. Therefore, you will need to purchase car insurance. The price of car insurance is influenced by many factors including the age of your car, how many years you have been driving, your place of residence, and the type of coverage requested. The average annual cost of insuring a car in NY ranges from \$800 to \$1,500 per year or higher. To purchase insurance, present the title of the car and your driver's license to any insurance agency. There are many companies to choose from by doing a search online under "Insurance. " Often, for a small additional fee, the insurance agent will register your car and get the license plates for you at the DMV.

Registering Your Vehicle

If you choose to register the car by yourself, you must do so by the end of the month in which you purchased car insurance. The DMV will require proof of car insurance, the bill of sale, proof of payment of sales tax and the certificate of ownership (the "title"). Registration cost a fee. You may also have to pay an additional fee for a New York title. You must also pay New York sales tax if you have not already paid it on either the price you paid for the car or the "NADA" trade-in value of your vehicle (whichever is greater).

Inspection

Finally, you must have your car inspected within 10 days of registering it. Certain gas stations can inspect your car for the required safety features. The insurance agent can give you a list of garages which will inspect your car. Inspection costs about \$19.

Remember, many car expenses will be annual expenses. Each year you will have to insure your car, have your car inspected, and possibly pay an "excise tax" on the value of your car. The town in which you keep your car will notify you of the amount of excise tax you owe each year.

Renting a Car

For occasional weekend excursions and trips outside the New York City area you may want to consider renting a car. Car rental agencies are listed online under "Automobile Renting and Leasing". You will need a driver's license and a major credit card. In addition, some companies require the driver to be over 25 years of age. Prices vary between companies. Some companies charge only a daily fee while others charge per day and for each mile driven.

International

California
Institute of
Technology

You must have a California driver's license, issued by the California Department of Motor Vehicles (DMV). The DMV is the California state agency that is responsible for processing and issuing your driver's license or your state identification card (ID). The DMV office closest to Caltech is in Pasadena.

If you want to schedule an appointment with the Pasadena DMV but the times offered do not match with your possibility, then you can consider going to another DMV office: Glendale, West Covina, Montebello and Lincoln Park.

There are two tests to take at the DMV: The Written Test (California driving rules) and the Driving Test (called Behind The Wheel).

The Written Test. The written test examines your understanding of the California driving laws, which differ from other states. We highly recommend that you schedule an appointment online, or call 1-800-777-0133. Otherwise, you can come without an appointment and be at the DMV office as early as 5am; an officer will give you a time slot to come back the same day to take the Written Test. The results are available as soon as you finish the test.

For your written test appointment, be prepared to:

Bring your passport and Social Security Number

A print of your I-94 and DS-2019

A proof of your residency (see below for more details)

Pay an application fee (\$33 in cash or debit card only, DMV does not accept credit card)

Pass a vision test (you will do it on the DMV site)

Have your picture taken (you will do it at the DMV site)

Give a thumbprint (you will do it at the DMV site)

Take the Written Test.

The California Driver Handbook and sample tests will help you study for the test.

Tips: For those who are NOT eligible for a Social Security Number (usually, the spouses of the scholars), you can STILL APPLY to the DMV and obtain a California Driving License.

The Driving Test (behind-the-wheel). Once you have passed the written test (you will know the same day, right after your exam), you may immediately schedule the driving test. The DMV does not provide cars to take the test, so you are encouraged to rent a car or ask a friend to drive you to the DMV and use his/her car while you take the driving test. Alternatively, you can enroll in a driver education course and the driving school may lend you a car for the driving test.

Tips: If the day and time offered seem too far away (one month and more sometimes), you should check the online appointment system for the Pasadena site and other DMV sites around.

NEW: REAL ID - What is it?

REAL ID is an option for customers who wish to board domestic flights or enter secured federal facilities beginning October 1, 2021. A valid passport also serves in lieu of a REAL ID compliant driver license or identification card. Individuals must decide whether REAL ID is necessary for them. If not, they can simply continue to have a federal non-compliant card.

Here is the list on TSA's website of acceptable identification

With respect to REAL ID, the federal government determines which documents are acceptable in order to apply. These documents include an unexpired foreign passport with a

valid US Visa and approved I-94 form. Additional acceptable documents are included on the attached list.

To review the REAL ID site and the materials therein. The site provides helpful document checklists, information on the process to apply, and a video guide.

Northeastern
Springfield
College

To obtain a Massachusetts driver's license, you must take both a written test and a road test, even if you have a license from your home country.

In Massachusetts you may drive for one year on your home country license if it is on the list of countries found in Appendix C of the Driver's Manual.

You will be asked for your passport w/ visa, I-20, I-94, proof of address (phone bill or letter from the College addressed to you), social security card. If you do not have a social security card, please come to the International Center and we will give you a letter explaining why you do not have a SS#.

Written Test/ Permit Fee \$30

This fee is to process your application and for the test.

DOWNLOAD THE DRIVER'S MANUAL.

The written test is a short computer based test of road rules and traffic safety. You may request the test in other languages. When you pass the test, you will receive a permit to drive with a licensed operator over 21 years of age. You may practice driving with a licensed friend or family member or you may take lessons from a driving school.

Road Test Fee \$20

This fee is to process your application and for the road test. You must schedule a road test at the RMV.

If you take driving lessons, your instructor will go with you for the test. If you schedule the test by yourself, you should have another driver with you. Be sure the car in which you plan to take the test has both front and rear license plates, all lights and signals in working order and a valid inspection sticker. If the car does not meet these standards, you will not be allowed to take the test.

The license will be mailed to you.

Northeastern
The
University
of Scranton

Driver's License

It is always recommended that international students at The University obtain a Pennsylvania Driver's License if they plan to drive in the United States. A Pennsylvania Driver's

License is also required when purchasing a car and obtaining car insurance.

The Pennsylvania Department of Motor Vehicles (DMV) website outlines the process of obtaining a Pennsylvania Driver's License. The application process includes a written test and driving skills test administered by DMV staff. The Pennsylvania Driver's Handbook is an indispensable resource when preparing for these tests.

The DMV requires that you present originals of the following immigration documents:

Valid Passport

I-94 Card

Visa (used for last entry)

Social Security Card, or letter from SSA indicating that SSA did not make a decision yet, or SSA rejection letter I-20 or DS-2019

Letter from the Office of International Student and Scholar Services

2 proofs of residency (utility bills, bank statements, lease agreement)

Pennsylvania honors a valid foreign driver's license with an international driving permit for a period of up to one year. If the foreign license and/or international permit expires before one year, the individual must apply for a Pennsylvania learner's permit to continue to drive in the state.

Private

Colorado
College

Getting a Driver's License

Driving an Automobile in Colorado

Any person who operates a motor vehicle, motor-driven cycle or moped on the public streets & highways in Colorado is required to be at least 16 years of age and have a valid driver's license. Many international students choose to get a driver's license while studying in the U.S.

Make an appointment at one of the designated Division of Motor Vehicles (DMV) offices to obtain a license

You may be required to take a written test or a driving (road) test - (country specific)

Keep in mind that first-year students at Colorado College are not eligible to bring a car to campus.

Students must wait 10-15 days after entering the U.S. before applying for a Colorado Driver's license, instruction permit, or ID card. Applicant's status will be verified by the DMV through the Systematic Alien Verification for

Entitlements (SAVE). Student must be registered in SEVIS and allow time for port of entry data to transfer to SAVE.

The following items are needed to apply for a Colorado Driver's license:

- Passport
- Form I-20 (F-1 students) or Form DS-2019 (J-1 students)
- I-94 number (electronic I-94 record can be accessed via: www.cbp.gov/I94).
- One other form of identification (such as your CC student ID card)
- Proof of Colorado residency such as a copy of your apartment lease, bank statement from a Colorado bank, or electric utility bill showing your residence address

Colorado Division of Motor Vehicles (DMV)

Colorado Springs - [Map](#)

2447 North Union Blvd
Colorado Springs, CO 80909
M-F, 8 a. m. -5 p. m.
(719) 594-8701

Full service office: CO License, CO State ID, Driving Exam, Driving Test

During your driver license office visit, expect the following:

- Present your required identification documents to driver license employee for review
- Take the written exam
- Take an eye test
- Pay applicable fee after passing written test
- Take the drive skills test
- Pay applicable fee after passing driving test

You may take your written exam and eye exam, purchase an instruction permit, take drive skills test and purchase a driver license on the same day if over 18 years old. Minors under 18 years old must hold their permit for at least one year prior to testing and applying for a driver license.

Applicants may work with a driving school to complete testing.

The written test is not very difficult, but you will need to study! You may download the Colorado Driver Handbook for more information about Colorado driving requirements.

Everything you will need to know for the written test is contained in the handbook.

Fees may be paid with cash, personal check or credit card (Visa, Mastercard, American Express, Discover Card).

Please note: Colorado law prohibits a person from holding both a valid CO driver's license and a CO State identification card. You cannot be issued an identification card if you hold a valid driver's license.

Driver's License Guide

Obtaining a Massachusetts Driver's License will give you the ability to drive a car in the United States. As an international student, you would most likely be interested in getting a Class D (passenger) license.

In order to be eligible for a standard driver's license or REAL ID card, you need to provide valid, verifiable immigration documents as well as proof that you have been granted a legal stay in the United States for a total of at least 12 months. If eligible, the validity of your driver's license or ID card will be the same as your remaining length of stay in the United States.

Applying for a Class D Permit

A Class D Permit is the first step required to earn a license. A permit gives you the ability to practice your driving skills as long as you have a licensed driver age 21 or older, with at least 1 year of driving experience in the U.S. in the passenger seat with you. It is illegal to drive alone if you only have a permit. To get your permit, fill out the online form and see a list of required documents to bring to the Registry of Motor Vehicles (RMV).

Upon arrival at the RMV, you will pay the \$30 application fee (cash, check, or credit card). You will also be required to take an eye exam. From there, you will be required to take the written test. The test is available in 27 different languages if you do not wish to take the test in English. To pass, you must answer at least 18 of the 25 questions correctly. It is recommended you read and fully understand the Massachusetts Driver's Manual before taking the test.

Applying for a Class D License

You can apply for a license at any time as long as you are over 18 and have a Class D permit. To take the road test, you must schedule by phone or online ahead of time and show

Private

Williams
College

up at the designated location for your appointment. For the road test, you must have a sponsor with you who is at least 21 years old, has at least one year of driving experience in the U.S., and possesses a valid U.S. driver's license. Foreign license holders are not eligible to be sponsors. Additionally, you must bring:

A completed Class D Road Test Application

Your valid Class D permit

A vehicle

Once you pass the road test, your permit will be stamped and signed by the examiner. You must bring the signed permit, a completed Class D, M, or D/M License and ID Card Application, and the appropriate fee to the RMV to get your license.

Important: The Massachusetts Registry of Motor Vehicles (RMV) will issue licenses to those who have been granted a legal stay in the United States for at least 12 months and have at least 30 days remaining in their stay in the United States. They will use the SAVE system to verify lawful presence and duration of status, and licenses will be valid from the date of issue until the date that SAVE brings back showing the end of their approved stay in the United States. For F-1 students, this should be the expiration date of the I-20. For J-1 Exchange Visitors, this will be the expiration date of the DS-2019. Licenses cost \$10 per year with a maximum validity of 5 years (\$50).

RMV Location and Hours

The Registry of Motor Vehicles branch in North Adams is located at 33 Main St. Hours are 9:00 am to 5:00 pm Monday to Friday.

Driving Schools

While you are not required by law to take driver education classes through a certified driving school, it can help you to learn U.S. driving rules and expectations. Additionally, it can help to reduce your insurance premiums. Local driving schools include:

Dave's Driving School, 413-442-0502

Karen's School of Driving, 413-743-9972

Online Driving Test Prep

Converting a U.S. License from another State

If you have a valid license from another state in the U.S. that has not yet expired, you must convert your license to a Massachusetts license once you become a resident of Massachusetts. To do so, you must bring the same documents listed in *Applying for a Class D Permit* as well as your out-of-state license. Your out-of-state license must be surrendered to the RMV. At the RMV, you will be required to fill out a Class D, M, or D/M License and ID Card Application and pay the \$115 conversion fee.

Converting a U.S. License from another Country

If you are licensed in another country other than Canada, Mexico, or one of the U.S. Territories, you must take the full written test, road test, and eye exam. The process is similar to applying for a Class D Permit and Class D License.

Driving with a Foreign License

Legally, a *foreign visitor* from one of the countries listed in the 1949 Road Traffic Convention list can drive with their foreign license for up to one year from the date of arrival in the United States. However, this is designed for short-term visitors and not for students who are establishing residency. As an international student on a student visa, you are required to obtain a Massachusetts driver's license if you plan to drive a car.

NOTE: As a student, you can get a ticket for not having a proper Massachusetts driver's license as you are now considered as a Massachusetts resident.

Appendix D.20 – Social Security

IHL Category	Institution	Social Security
International	Biola University	<p>Social Security Number</p> <p>Do I Need a Social Security Number (SSN)?</p>

These are not required for international students, but you will most likely find it helpful. If you will be working at all — whether on-campus, or eventually off-campus — you will be required to get a social security number. The number you are given will remain the same for the rest of your life.

What is a Social Security Card?

A social security card is required for everyone who works in the United States, even U.S. nationals. On the card is a unique Social Security Number (SSN) that you will keep for life. This number is used for many purposes in the United States, including employment and paying taxes. A social security card is not a work permit. Visit the Social Security Administration’s website for more information at ssa.gov.

How Do I Get a Social Security Number?

After your arrival and registration, you can make an appointment with the Immigration Specialist in the Office of the Registrar and she will supply the appropriate letter from the university requesting that you are given a social security number. The laws regulating the Social Security Administration are changing, so you must see Student Immigration Services (SIS) as your first step.

Before meeting SIS, read the following two online documents see how SSN works.

International Students And Social Security Numbers

Get a New or Replacement Card.

Download the SSN application form (PDF), print it, fill in whatever you can and bring it with you to your advising appointment.

Take your completed SSN application and original documents to your local social security office.

Social Security Number Safety

Because the SSN is a unique ID, it is often the target of identity theft. Because of this, you should be very careful about where and to whom you give your SSN.

Never carry your social security card or number with you. Keep it at home in a secure location.

Only give our SSN to someone who has a specific and legitimate need for it.

Be very careful with any forms, applications or other materials that may have your SSN on them.

Never give your SSN to someone who phones you. You should initiate the call or meet in person.

Never reply to an email or click on website links that request an SSN.

Most businesses do not need an SSN from you unless it is for credit purposes (loans, credit cards, cell phone companies, etc.). You do not need an SSN to open a bank account. If a bank clerk insists on an SSN, ask to speak to a manager

For more information, please see [FTC Resources on Identity Theft](#).

International

The George Washington University

The [Social Security Administration \(SSA\)](#) will not issue a Social Security Number (SSN) to those in F or J status unless they are employed. If students have a job, they should bring a letter verifying employment to the ISO. An alternate responsible officer will then issue the student a letter that the student will take with the employer's letter to the SSA office to apply for an SSN.

To issue a letter, an advisor must have copies of all current immigration documents in order to validate visa status. If the student has traveled recently, have a new visa or I-94 card, extended their passport or have any other new documents, the ISO requires the student to submit new copies.

Please submit the following at the [ISO Front Desk](#) with your request:

If you are requesting permission to engage in On-Campus Employment:

Students are requested to submit a letter from the employing department, on GW letterhead, stating the following information:

- Position title
- Number of hours per week student is expected to work
- Location of employment
- **F-1 students with fellowship or Graduate Assistantship (GTA, GRA, GAA): please provide a

copy of award letter in lieu of the on-campus employer letter.

If you are requesting permission to engage in Off-Campus Employment:

Students authorized for Curricular Practical Training (CPT) must provide their I-20 with a CPT endorsement on Page 2 when applying for a Social Security Number at the Social Security Administration Office. All previous I-20s must also be included.

Students authorized for Optional Practical Training (OPT) or severe economic hardship must provide a valid Employment Authorization Document (EAD).

Students authorized for Academic Training should present their work authorization letter and academic training DS-2019.

To apply for a SSN:

The Social Security Administration requires original documents stating age, identity and lawful alien status. The ISO has prepared a comprehensive [Social Security Number Guidelines](#) on how to apply for an SSN.

Please bring

- I-20
- Passport
- Visa or I-797 Approval Notice of Change of Visa Status
- I-94 Card
- Social Security Support Letter (from ISO)
- Letter from Employer
- GWorld Card

Northeastern
Salve
Regina
University

Anyone who works in the U.S. must have a Social Security number and card. Numbers are only issued to those who are eligible for employment in the United States. Numbers are not issued for purposes of general identification (driver licenses, tax returns, bank accounts, phone service, etc.).

If you are engaging in on-campus employment, assistantship or a graduate fellowship, follow the steps below. The Social Security Administration needs to check your visa and U.S. entry records before a card can be issued.

If you just arrived in the U.S. for the first time, please wait at least two weeks from the time of your entry to the U.S. before applying for a Social Security card. Typically it takes

the Social Security Administration up to two weeks to access your U. S entry records. Applying earlier will not speed up the process, but may result in a notification from Social Security that your records could not be verified.

Northeastern
Rider
University

If you will be working or plan to receive any wages while in the U.S., you will be required to apply in person for a Social Security number (SSN) for payment purposes. If you are eligible and plan to apply for a Social Security Number, you must report to the Social Security Administration, which is located in Trenton, NJ, about 35 minutes southwest of Rider and is accessible via train or bus. Effective October 13, 2004, F-1 students must have a job offer/letter from an on-campus employer to apply for a Social Security Number. Before you apply, please be sure you have the following documents:

- F-1 students
- I-94 card (small white card stapled in your passport)
- Passport
- Original I-20
- Employment letter from on-campus employer at Rider
- Authorization letter from the director of international programs (which may be combined with the employment letter)
- J-1 students
- I-94 card (small white card stapled in your passport)
- Passport
- Original DS-2019
- Employment letter from prospective employer
- Authorization letter from the International Programs Office. (which may be combined with an employment letter)

J-2 dependents

As a J-2, you may apply for a SSN if you apply and are approved for work authorization. To apply, you must have the following:

- I-94 card (small white card stapled in your passport)
- Passport
- Original DS-2019
- Employment Authorization Document (EAD)

Private
Juniata
College

Social Security Process

A social security number is a unique identifying number assigned by the national government to all United States Residents. The number is used is used for employment

purposes in the United States in order to report wages to the government.

Generally, only non-US citizens who have permission to work from Department of Homeland Security (DHS) can apply for a Social Security number. To apply for a social security number:

Meet with the Center for International Education Staff.

Complete the Application for a Social Security Card (FormSS-5)

Show original documents proving immigration status, work eligibility, age, and identity. These include: Passport; visa, I-94, and I-20 or DS-2019.

Take completed application and original documents to the local Social Security Office.

Private

Bennington College

Social Security Number

To work in the United States you must have a Social Security Number. You may start working without a Social Security Number as long as you provide evidence to your employer that you have applied for one. If you have a Social Security Number you should use it when completing your tax forms.

If you are an F-1 visa holder with on-campus employment, you must first obtain a job offer letter from your on-campus employer.

A Social Security Number card is an important document and should be kept in a safe place to avoid identity theft.

If You Are Not Eligible for a Social Security Number

The US government restricts the issuance of new Social Security Numbers (SSN) to individuals who are employed. However, SSNs have come to be used for many other purposes such as opening a bank account, buying a cell phone and/or obtaining a credit card.

You will be able to open a bank account without a Social Security Number. However, in this case, you will need to show two forms of identification. If you do not have your ID yet, the Form I-20 should be acceptable along with your passport. You will also need to provide a local address.

Appendix D.21 – International Student Office

IHL Category	Institution	International Student Office
International	Rice University	<p><u>#YouAreWelcomeHere</u></p> <p>The Office of International Students & Scholars is here to support all Rice internationals and the Academic Departments with all matters related to immigration, international compliance, and cultural adaptation.</p>
International	American University	<p>International Student & Scholar Services</p> <p>A Home Away from Home</p>
Northeastern	Providence College	<p>International Students</p> <p>The Office of the Dean of Undergraduate and Graduate Studies staff and the Director of International Student Success warmly welcome you to the Providence College community. We invite you to utilize the office and this website as a resource for information and appropriate referral and wish you a productive and enjoyable stay here at PC.</p> <p>This web site is updated regularly to offer information about a wide range of topics useful to incoming international students and scholars, both before and after their arrival in the United States. The Office of the Dean of Undergraduate and Graduate Studies provides support in the development of university policies and programs relating to issues particular to international students. The office maintains active relationships with the Office of Admissions, the Center for International Studies, Career Services, the Dean of Student Affairs, the Office of Academic Services, and Financial Services.</p> <p>Please use the links on the left-hand side of this page to find out more about being an international student at Providence College and in the United States. We hope you find it helpful in preparing for your life here in Rhode Island!</p>
Northeastern	Hood College	<p>Hood College currently has over 250 students from more than 30 countries who contribute to a rich cultural diversity and dynamic fusion of perspectives on campus.</p> <p><u>#YouAreWelcomeHere</u></p> <p>The Office of International Student Services is pleased to welcome international students from all regions of the world. International students are a vital and integral part of our campus and community. The Office of International Student</p>

Services offers services and programs to help international students transition to their new surroundings, support academic and personal goals and understand cultural adjustment issues.

Programs are planned to enhance a broader understanding of cultural and ethnic issues. Additional services provided by the office include immigration advising for international students in accordance with the regulations set forth by the United States Citizenship & Immigration Services (USCIS) such as:

- I-20 and visa issues
- Curricular Practical Training (CPT)
- Optional Practical Training (OPT)
- I-20 extension and SEVIS transfer
- Authorized reduced course load
- Travel signatures
- Change of status information

Private
Williams
College

Will
Welcome to International Student Services!
ISS provides:
Advisement on immigration, academic, social,
professional and personal issues
Guidance to on and off-campus resources
Informative programs, workshops, and training
Support, advocacy and more....
Checkout the 2020 [International Orientation Handbook](#)

ILounge

The International Lounge aka ILounge is now open to all international students as your home away from home. Feel free to use it as a meeting, study and relaxing space. It's located in the Davis Center Hardy House 2nd Fl. And it's a work in progress so feel free to add your personal touches...photos from home or anything that reminds you of home. Enjoy and take good care of it.

Private
Smith
College

The International Students and Scholars Office (ISSO) advises and assists students through the complexities of U.S. immigration and visa and travel regulations, both prior to their arrival and throughout their stay at Smith. We assess the needs of international students and professors and facilitate their smooth transition to life at Smith and within the United States. Our office conducts programs and workshops on various topics throughout the year, and we act as a liaison and an advocate with governmental agencies and various college offices.

APPENDIX E – IRB Application

Hood College

Institutional Review Board

Research Proposal Template

1. **Title of Proposal:** Support Services Provided to Undergraduate and Graduate English Language Learners: A Content Analysis of 100 Colleges and Universities
2. **Principal Investigator (PI):** Simarjeet Kaur Sandhu
3. **PI Department:** Doctoral Program in Organizational Leadership Hood College
4. **PI Contact Information:** ss50@hood.edu; 240-505-0935
5. **Faculty Sponsor and Contact Information (if PI is a student):** Anita Jose
6. **Other Investigators** (name, e-mail address, and if student, class year):
Dissertation Committee Members:
Anita Jose, Ph. D.
Committee Chair
George B. Delaplaine Jr. School of Business, Hood College

Kathleen C. Bands, Ph. D.
Director, Doctoral Program in Organizational Leadership, Hood College

Dr. Nora El-Bilawi
Dept of Education, Hood College
7. **Date of this Submission:** February 5, 2021
8. **Proposed Duration of the Project:** Starting October 10, 2019; Ending May 2, 2021
9. **Background Information and Research Questions/Hypotheses**

This study seeks to explore the types of support services that are being provided by Institutions of Higher Learning as presented on their websites. The two research questions of this study are the following:

1. How are Institutions of Higher Learning (IHL) providing support services that fit the needs of undergraduate and graduate English Language Learners (ELLs)?

2. How do institutional characteristics such as reputation, size, and endowment affect the availability of different types of support services for undergraduate and graduate ELLs?

10. Human Participants:

A. Who are the participants?

There are no human participants in this study. Using a content analysis, this research examines the support services provided by 100 colleges and universities to undergraduate and graduate ELLs. These 100 colleges and universities are divided into three categories: International (50), Northeastern. (25), and Private Liberal Arts (25).

B. How many participants do you plan to have in your study?

In order to answer the research questions of this study, 100 Institutes of Higher Learning (IHLs) in the United States will be evaluated. More specifically, the websites of these institutions will be evaluated based on an a-priori coding scheme to analyze the various types of support services provided to undergraduate and graduate ELLs.

C. How will the participants be contacted or recruited?

In order to narrow down the sample size to 100 IHLs, extensive research was conducted. Narrowing the list to 100 IHLs first began by looking through the 2019 *U.S. News & World Report's* rankings. The first group of 25 came from the 2019 Best National Liberal Arts Colleges. *U.S. News & World Reports* had over 233 National Liberal Arts Colleges identified. In order to narrow my search to 25, I visited the websites for each college identified, beginning with Rank #1, Williams College. I visited each respective IHL to explore whether they had both undergraduate and graduate programs. Many Private Liberal Arts colleges do not have graduate programs. Since my study is geared to both undergraduate and graduate ELLs, Private Liberal Arts Colleges that included graduate programs were targeted. After identifying whether they had both programs, I looked at the website for proof of an international population. If there was an international program, as well as a graduate program, the name of the school was added to the sample. If there were no webpages on international students, the IHL was not included on the list. There were cases where there was no information on international

students, therefore requiring me to go through each of the 233 websites. After going through the list of all 233 IHLs, 25 Best National Liberal Arts Colleges were identified.

A similar process was used to identify the 2019 Best Regional Universities in the North. The National Rankings included 196 IHLs. In order to narrow it down to 25, I had to go through each school. Since my focus is primarily on private liberal arts colleges, the first step was to examine each IHL and identify which ones were private liberal arts colleges. This required me to visit each school's website to identify the type of IHL they are. After identifying the type of IHL they were, I then had to ensure that each IHL had an undergraduate and graduate program and had a webpage for international students. Once this information was obtained, the school was added to the list. The final list comprised of 25 Best Regional Universities of the North.

The last list came from the 2017 – 2018 Top Universities for International Students. This is the most recent list available. This list comprised of 177 IHLs. A similar process was done for the Top Universities for International Students; however, since this list was specifically identified as universities, there was not a search to identify Liberal Arts Colleges. This list was examined for undergraduate and graduate programs. After going through the 177 IHLs, a list of 50 was created to identify the Top Universities for International Students.

D. Will the participants be compensated for participating? If so, describe:

None of the institutions will receive any compensation.

11. Procedures

- The data collection began by locating the websites of all the schools being examined. Once this was done, individual files were made for each respective school and the information, as appropriate given the a-priori content codes, were identified, copied and saved into a Microsoft Word document, and stored for further exploration.
- Categories used for this study were primarily based off a study by Martirsoyan, Bustamante & Saxon (2019), but was also influenced by theories that relate to

second language acquisition. First, the coding scheme was the basis on which the scheme of this study was patterned Martirosyan, Bustamante & Saxon's (2019) article, *Academic and Social Support Services for International Students: Current Practices*.

- Once the information was codified and the underlying patterns were measured and noted, inferential statistical techniques were used to test the various hypotheses.
- After the qualitative data was converted to quantitative data, a series of statistical tests were conducted.

12. **Consent:**No consent will be needed because the study will be conducted using the information from websites.
13. **Risks and Debriefing:**There are no identified risks to participating in the survey. Therefore, no debriefing is planned.
14. **Privacy and Storage of Data:**The content analysis will be conducted using websites of IHLs chosen for the study. The raw data will be collected and entered to my Hood OneDrive storage. The only individuals who will be given access to the raw data will be the Principal Investigator and the members of the dissertation committee.

References

- Martirosyan, N. M., Bustamante, R. M., & Saxon, D. P. (2019). Academic and Social Support Services for International Students: Current Practices. *Journal of International Students*, 9(1), 172-191.



May 3, 2021

Ms. Simarjeet Kaur Sandhu
401 Rosemont Ave.
Frederick, MD 21701

Dear Ms. Sandhu,

The Hood College Institutional Review Board reviewed your proposal for the study entitled *“Support Services Provided to Undergraduate and Graduate English Language Learners: A Content Analysis of 100 Colleges and Universities”* (Proposal Number 2021-36) and determined that it meets EXEMPT status. The committee approves this study for a period of 12 months. This approval is limited to the activities described in the procedure narrative and extends to the performance of these activities identified in the IRB research proposal.

All individuals engaged in human subjects research are responsible for compliance with all applicable Hood Research Policies:

<https://www.hood.edu/sites/default/files/Hood%20IRB%20Policy%20revised%20September%202013.pdf>.

The Lead Researcher of the study is ultimately responsible for assuring all study team members review and adhere to applicable policies for the conduct of human sciences research.

The Hood College IRB approval expiration date is May 3rd, 2022. As a courtesy, approximately 30-60 days prior to expiration of this approval, it is your responsibility to apply for continuing review and receive continuing approval for the duration of the study as applicable. Lapses in approval should be avoided to protect the safety and welfare of enrolled participants.

No substantive changes are to be made to the approved protocol or the approved consent and assent forms without the prior review and approval of the Hood IRB. All substantive changes (e.g., change in procedure, number of subjects, personnel, study locations, study instruments, etc.) must be prospectively reviewed and approved by the IRB before they are implemented.

Sincerely,

Diane R. Graves, PhD
Chair, Hood College Institutional Review Board

APPENDIX F

Websites Used for Literature Review Data Collection

The following websites were used to collect data in the literature review.

<https://www.americanimmigrationcouncil.org/research/immigrants-in-the-united-states>

<https://www.americanimmigrationcouncil.org/research/deferred-action-childhood-arrivals-daca-overview>

<https://www.investopedia.com/ask/answers/how-do-university-endowments-work/>

<https://www.acenet.edu/Documents/Facts-About-College-and-University-Endowments.pdf>

<https://www.uscis.gov/citizenship>

<https://www.usnews.com/education/best-colleges/top-universities-for-international-students>

<https://www.census.gov/newsroom/press-kits/2018/acs-5year.html>

<https://cis.org/Report/673-Million-United-States-Spoke-Foreign-Language-Home-2018>

<https://www.publichealth.columbia.edu/research/population-health-methods/content-analysis>)