Thank you in advance for all the hard work you do orienting IUPUI’s student body! The Office of International Affairs (OIA) welcomes any questions you have about working with international students. This Survival Guide covers the following topics:

- Resources
- Who International Students Are
- Pre-Arrival Communications
- Important Dates
- Placement Assessment
- International Welcome Week
- Enrollment Needs
- All About Culture &
Helpful Resources:
OIA Website: international.iupui.edu

OIA August Calendar: http://international.iupui.edu/after-admission/orientation/augustovertureview.pdf

Extensive orientation information based on visa and admit type: international.iupui.edu/orientation

Resources for Academic Advisors including screen shots: international.iupui.edu/advisors

International Peer Mentoring Program: Freshman should join as mentees (application in iStart) program information online: international.iupui.edu/events-programs/mentoring

EAP: liberalarts.iupui.edu/English/eap

Who are IUPUI's International Students:

- Fall 2017—1966 international students
  - 1647 F-1s as of Fall 2017 census
  - 740 Undergraduates
- Saudi Arabia, China, India are top countries represented by undergraduates
- Engineering, Business, Health Professions, and Engineering Technologies are the top fields of study
- OIA advises on immigration status for all F-1 and J-1 students (student visas) plus many other visa types
  - You can see visa data in the “Visa/Permit” screen of SIS (Add/Update a Person)
- Many other categories allow study, but don’t have the same regulatory requirements. Enrollment requirements in this newsletter are for F-1 and J-1 student visas only.
OIA sends pre-arrival information in both iStart and also email. All our content is also available on our website here (public). While the online newsletters often duplicate or reinforce the information in iStart, students should complete their iStart tasks to complete their entire pre-arrival journey. Students are applying in iStart, so they should see and understand how easily available this information is. Topics are broken down into easy steps covering topics ranging from getting technology accounts to housing, enrollment holds, airport transfers, and emergency contact information.

**Important Dates:**

There are two groups of students coming in August, Freshman coming for Bridge, and everyone else. OIA has a soft requirement for freshman to participate in Bridge, while some do, some do not. If they come in early August we’d prefer they participate in an International Bridge section if they have lower EAP scores (G9/G10/G11). With higher scores, they are absolutely able to participate in major-based Bridge sections. The content in the International Bridge sections is set up to replicate most of the value of the International Welcome Week (a.k.a. orientation week) material.

There will be both freshman and transfers (and graduate students) arriving mid-August for our regular International Welcome Week programming.

### Important Dates for Freshman Bridge Participants

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Arrival Date on I-20</td>
<td>July 31, 2018</td>
</tr>
<tr>
<td>EAP Testing</td>
<td>August 2, 2018</td>
</tr>
<tr>
<td>UC Orientation</td>
<td>August 3, 2018</td>
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<tr>
<td>Mandatory Immigration Meeting</td>
<td>August 6, 2018</td>
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<tr>
<td>Bridge begins</td>
<td>August 7, 2018</td>
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### Important Dates for Non—Bridge Participants

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Arrival Date on I-20</td>
<td>August 12, 2018</td>
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<tr>
<td>Mandatory Immigration Meeting</td>
<td>August 13, 2018</td>
</tr>
<tr>
<td>EAP Testing</td>
<td>August 14, 2018</td>
</tr>
<tr>
<td>UC Orientation</td>
<td>August 15, 2018</td>
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<tr>
<td>Various Workshops</td>
<td>August 16-17, 2018</td>
</tr>
<tr>
<td>Start of School</td>
<td>August 20, 2018</td>
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Placement Assessments:

**EAP Information**

Students whose applications were processed in the International Admissions processing center have a SIS Student Group Code of VEL1 indicating that they should take the EAP exam. Some students may be waived (and not have the VEL1 group code) if they have previous coursework equivalent to W131, score high enough on the TOEFL/IELTS, or come from an English speaking country. For all others, they should take the EAP exam on the appointed date during their International programming sessions. OIA defers to the EAP Department’s recommendations as far as placement and co-requisite placement. Course permissions also go through EAP’s Melanie Mundy 274-2188, mjcurfma@iupui.edu.

**Students who test “Not Ready”**

Due to federal compliance regulations, we cannot rescind an admission. These students should complete a reduced course load request in their iStart account and enroll in ENG G9 and G10 only.

**Retests**

EAP offers retest opportunities in rare cases where the student indicates that there was extraordinary circumstances (extreme jetlag for example). Those can be arranged through Melanie.

For complete information on placement assessments, see what we tell students online:


**ALEKS**

Students are notified of ALEKS requirement in:

- Admission letter
- Pre-Arrival Checklist (with extensive instructions)
- Extensive website instructions
- CRM based newsletters
- Facebook Reminders
**International Welcome Week:**

This is the traditional week-long programming for non-freshman students at IUPUI. OIA follows the same program outline annually:

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>August 13, 2018</td>
<td>Check—In Services Fair&lt;br&gt;Mandatory Immigration Meeting&lt;br&gt;Personal Safety Workshop (including Title IX)&lt;br&gt;Dinner on the Town (with IPMP Mentors)</td>
</tr>
<tr>
<td>Tuesday</td>
<td>August 14, 2018</td>
<td>EAP Testing&lt;br&gt;ALEKS Testing&lt;br&gt;Money Matters Workshop</td>
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<tr>
<td>Wednesday</td>
<td>August 15, 2018</td>
<td>Academic Advising&lt;br&gt;Indy Go Workshop&lt;br&gt;Trip to Saraga via IndyGo</td>
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<tr>
<td>Thursday</td>
<td>August 16, 2018</td>
<td>Health Insurance Workshop&lt;br&gt;Sponsored Student Workshop&lt;br&gt;Employment in the U.S. Workshop&lt;br&gt;Scavenger Hunt</td>
</tr>
<tr>
<td>Friday</td>
<td>August 17, 2018</td>
<td>U.S. Education Workshop&lt;br&gt;Life in the U.S. Workshop</td>
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Enrollment Needs for Registration:

- **12 credit hours**
  - Must have 9 credit hours of traditional in-person course work
- **Learning Communities:**
  - UCOL has 4 options
  - Other major Bridge/LC/FYS are ok with higher EAP scores
  - If they are here on August 3, they **must** be in a Bridge section

**Exceptions to 12 credit hour requirement:**

- Concurrent Enrollment—must be equal to 12 hours between both institutions and complete a *Concurrent Enrollment* request in iStart
  - For example, Math at Ivy Tech (3 credits) + 9 credits at IUPUI
  - Must submit a copy of the I-20 with the Passport agreement
- 6 credit hours + *Reduced Course Load for Academic Reason (RCL)* in iStart
  - Example of RCL online: [http://international.iupui.edu/doc/visas/rcladvisorexample.pdf](http://international.iupui.edu/doc/visas/rcladvisorexample.pdf)
- Students sponsored by their government should be cautious of taking online or hybrid courses, HPER E courses, music, religion, or other ‘filler’ courses. It should be cleared with their sponsor prior to enrollment.

**Bridge Options:**

- Fully International (lower EAP scores)
  - UCOL U110 #24050 - with fall FYS Tuesday from 3-4:15
- Bridge Mixed International/Domestic (mid–high EAP scores)
  - UCOL U110 #26302 with fall FYS Monday from 1:30—2:45
- Bridge Mixed International/Domestic (high EAP score)
  - UCOL-BE 499 #3286 Global Perspectives on Communication & Culture
    - U110 Tuesday 9-10:15
    - R110 Tuesday/Thursday 12—1:15

**Fall FYS Only:**

- UCOL U110 #25866 - opens after August 7
  - Monday 4:30—5:45

**Tips for working with international students:**

- There is no single international student culture (our students are from 140 different countries)
- Speak clearly
- Avoid Yes/No questions
- Avoid slang/jargon/idioms
- Provide a written summary (like email)
- Listen
- Rephrase if you need to
- Ask a student to repeat back to you
- Use simple sentence structure

If a student attends UC Academic Orientation on August 3, 2018, they **must** participate in a Bridge section. We are telling the federal government that they need to be here, so they need to be studying. Students can have a dummy enrollment in a UC bridge and then fall major-based FYS if that is necessary. See Heather Bowman for details.
Major Differences to Be Aware of:

- **Differences in educational systems**
  - In many other cultures, grades are based on one exam at the end of the term. There is little room for assignments, participation, etc.

- **Locus of Control (internal v. outer direction)**
  - Internal locus of control countries: U.S., Australia, U.K.
  - External locus of control countries: China, Russia, Saudi Arabia

- **Sequential v. Synchronous Time (value of time and it’s control)**
  - Sequential time value places a high value on punctuality, planning and staying on schedule (U.S., U.K, Germany)
  - Synchronous time value sees past, present, and future as interwoven periods and views commitments more as flexible (Saudi Arabia, Mexico, Japan)

- **Universalism v. Particularism**
  - Universalist cultures place a value on treating everyone fairly and consistently. There is little room for bending the rules (U.S., Canada, U.K., Germany, Australia)
  - Particularist cultures believe in circumstance and that relationships dictate rules. This may manifest in negotiation tactics (Saudi Arabia, China, Russia)

- **Specific v. Diffuse relationships**
  - Specific cultures are very direct and to the point and believe keeping a separation between work/personal life (U.S., Switzerland, Scandinavia, Germany)
  - Diffuse cultures see an overlap between work/personal life and focus on building a good relationship before business objectives (Argentina, Russia, India, China)

- **Individualism v. Collectivism**
  - You might see this come out in terms of major selection, “I want to be an artist but it is better for my family if I am a Businessman.”
  - In collective cultures, the good of the group is more important than the individual (Latin-America, China, Japan, African nations)

- **Neutral v. Emotional responses**
  - In neutral cultures, people take great care to manage emotions and use reason to influence their decisions. They don’t want people to know what they are thinking or how they feel (U.S., Sweden, Germany, the Netherlands)
  - Emotional cultures look for ways to express emotion, even spontaneously. In this culture, this is welcome and accepted (Italy, France, Spain, Latin-America)

**Culture** is related to our deepest values that generally cannot be changed.

*Understanding how your behavior is influenced by cultural values combined with the value that is influencing the student behavior can go a long way to help resolve conflict.*

What International Students May Expect From You:

- “Just tell me what to do”
- “There must be a way around this...”
- “Aren’t you going to do this for me?”

- Immediate in-person access to you or your supervisor
- That everyone understands special needs of an international student.
- That NO ONE understand special needs of an international student.

Frustration Points:

- What **IS** an academic advisor?
- Relationship differences (students/faculty/staff)
- Different approaches to problem solving.
How to deal with Conflict When it Happens:

- Recognize it for what it is
- Validate the frustration
  - Is this something a domestic student would also be upset with?
- Use the situation as a teaching moment—when appropriate
- Explain the American cultural value behind the behavior
  - Ask about the student’s culture at home
- Ask the student what their ideal goal/outcome is
  - How can you work together to reach this expectation?
  - If it can’t be done, explain why

OIA is happy to provide customized training to you and your department to fit your needs. Please contact iadvisor@iupui.edu or call 317-274-7000 for more information.

What Can You Do To Prevent Misunderstandings?

- Try to understand how culture is affecting your behavior
- Try to understand how culture is affecting the student’s behavior
- Explain the role of an academic advisor
  - What do you do?
  - What do you NOT do?
  - What are your expectations of the student?
  - What can the student expect from you?
- Provide links to policies and procedures when you can
  - Explain them clearly.