BEST PRACTICES

Teaching Current International Students Abroad

July 2020

In the following report, Hanover Research presents the results of a best practices and benchmarking analysis of strategies for course design and course facilitation for current international students who are unable to return to the United States due to COVID-19.

TABLE OF CONTENTS

HIGHER EDUCATION

EXECUTIVE SUMMARY

RECOMMENDATIONS

Based on an analysis of available literature and institutional policies, Hanover recommends that University A:

Develop courses that allow simultaneous participation from in-person and online students.

Several national universities are adopting this model so that students can participate regardless of their personal circumstances. An additional layer of instruction, in which sessions are recorded, could facilitate participation from international students in other time zones. This model can accommodate students with a range of personal circumstances, including domestic students who feel uncomfortable returning to campus or students who fall ill later in the semester. If this model is not feasible, consider online courses with both synchronous and asynchronous components.

Ensure that course materials are mobile-friendly and utilize a variety of presentation formats.

To accommodate students with differing technological access, instructors should ensure that course materials are available in a variety of formats. For example, in addition to live recordings, instructors may want to develop an audio file that accompanies a PDF file. Additionally, instructors should ensure that materials are easily viewable on mobile platforms, which are often still accessible to countries with limited bandwidth.

Encourage practices that facilitate international student engagement and a sense of community.

These practices can include the private chat functions or breakout sessions, where international students may feel more comfortable expressing their opinions. Digital portfolios, multimedia discussion forums, or other activities that allow for greater student agency can also foster engagement.

KEY FINDINGS

Benchmarked institutions are typically considering online or HyFlex courses to accommodate students unable to attend in-person classes. Many institutions are recommending online course participation until the spring semester, when students can travel to campus. However, not all classes may be available remotely. In a HyFlex model, a single course section is simultaneously available both in-person and online, with students able to choose their preferred delivery mode from session to session. Institutions like the University of Notre Dame are recommending the HyFlex model in case the whole campus needs to transition back to remote-only learning later in the fall.

Courses with effective online components must consider community, engagement, and consistency. When looking to integrate international students, instructors should consider practices that accommodate their learning styles and unique circumstances. Such practices may include adopting alternative feedback methods for students unable to participate in live sessions, creating a backup plan for students who cannot access materials, or using private chat functions or one-on-one sessions for disengaged or struggling students.

To accommodate students with differing access to technology, institutions provide guidelines for developing course materials available in multiple formats. For example, students without technological challenges may be able to participate in live class sessions. However, other students may not have the capacity to do so and may require a downloadable presentation format such as a compressed video file, PowerPoint with recorded narration, or a compressed MP3 file. International organizations suggest developing mobile-friendly course materials as students with limited bandwidth in countries within Latin America, the Middle East, and North Africa often have greater access to mobile platforms.
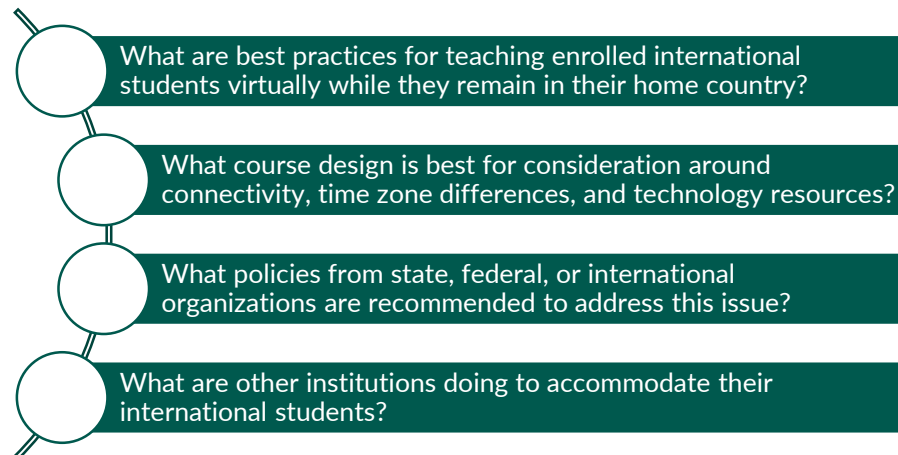
METHODOLOGY

To assist University A as it develops strategies for teaching international graduate students who must remain abroad due to COVID-19, Hanover conducted a study to identify best practices suggested by available literature and strategies employed at a sample of national institutions. The analysis aims to provide insight into interrelated research questions about effective course design and course facilitation for students living abroad who are unable to attend in-person classes in the United States.

The following analysis is based on a review of information drawn from institutional websites as well as publicly available sources, including the World Bank and Inside Higher Ed. Hanover selected the institutions included in this analysis based on the availability of academic policies developed for course delivery in Fall 2020.

RESEARCH QUESTIONS

What are best practices for teaching enrolled international students virtually while they remain in their home country?

What course design is best for consideration around connectivity, time zone differences, and technology resources?

What policies from state, federal, or international organizations are recommended to address this issue?

What are other institutions doing to accommodate their international students?

OVERVIEW OF REVIEWED INSTITUTIONS

Institution	Location	COVID-19 Course Delivery Policies
American University	Washington, D.C.	All Undergraduate/ Graduate Students
Boston University	Boston, MA	Graduate and Professional Programs
Duke University	Durham, NC	The Graduate School
Georgetown University	Washington, D.C.	Graduate Programs
George Washington University	Washington, D.C.	School of Engineering & Applied Science Graduate Programs
New York University	New York City, NY	Center for Urban Science + Progress
Northwestern University	Evanston, IL	All Undergraduate/ Graduate Students
Purdue University	West Lafayette, IN	All Undergraduate/ Graduate Students
Rice University	Houston, TX	Graduate Programs
University of California – Berkeley	Berkeley, CA	Graduate Programs
University of Southern California	Los Angeles, CA	School of Engineering Graduate Programs

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COURSE DELIVERY

COURSE DELIVERY OPTIONS

Graduate programs are considering course delivery options with significant online components.

While benchmarked institutions have generally committed to offering in-person classes to some extent, all recognize the need for online options and nearly every institution believes that online components will comprise a significant part of the fall semester. However, Fall 2020 plans are subject to change as the pandemic progresses. Institutions typically vary among the following factors when determining course delivery options:

Will entire courses be delivered online or in person?	If courses will use a hybrid format, what proportion will be online or in person?	How many courses will be offered in a hybrid/online format, and which ones?

Will online students participate in their own class sessions or be integrated with in-person students?	How will students sign up for a particular enrollment option?

Additionally, benchmarked institutions have considered a variety of enrollment options for international students who may be delayed in their return to campus. Factors that benchmarked institutions consider in determining enrollment options for international students include:

Will students be permitted to begin with online courses but return to campus in the middle of the semester?	Will students be able to take only in-person courses by delaying their return to campus?	Will students be allowed to defer enrollment and for how long?

BENCHMARKED PRACTICES

The following figure highlights course delivery options that benchmarked institutions are considering for Fall 2020:

Hybrid — Courses will consist of in-person and online elements. Some courses may be fully online.

- George Washington University
- Purdue University
- University of California-Berkeley
- American University
- Northwestern University

Online/In-Person — Students may choose between an in-person or online semester.

- New York University Center for Urban Science + Progress

Partial HyFlex* — Classes will be in person with the option to remotely participate live.

- Boston University
- Georgetown University
- University of Southern California School of Engineering

Full HyFlex* — Classes will simultaneously be offered in-person and online, with sessions recorded for asynchronous learning.

- Rice University

Additional enrollment options are in place for international students, particularly those entering their first year of a graduate program. Available options typically include:

- Remote-only Fall 2020
- Deferred enrollment
- Delayed Fall 2020 start (e.g., begin with online classes and transition to in-person classes)

*See the following page for a more detailed explanation of the HyFlex model.

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HYFLEX COURSE MODEL

A HyFlex course model, where class sessions are simultaneously delivered both in-person and online, could accommodate students with a range of personal circumstances.

Unlike hybrid courses, where instructors determine whether to deliver individual components in-person or online, the HyFlex course model requires instructors to develop both fully online and entirely in-person versions of their courses. Students independently decide which version to participate in and can switch between delivery modes at any time. Importantly, instructors should ensure that students achieve the same learning outcomes regardless of delivery mode. An initial review of results at institutions with HyFlex courses reveals that student performance is not affected when shifting between delivery modes.

An added layer of complexity may arise if online instruction is available both synchronously and asynchronously, resulting in the need to develop three different modes. Nevertheless, this arrangement may be necessary to accommodate the circumstances of international students, who can toggle between asynchronous and synchronous online work depending on their personal situation.

The University of Notre Dame

While Notre Dame plans to reopen its campus in the fall, it has asked instructors to prepare for HyFlex courses, or what it is terming "dual delivery of courses."

While this decision will accommodate students who need to attend classes remotely, Notre Dame believes that the HyFlex model will also help the institution prepare for a full return to online classes later in the fall if necessitated by pandemic conditions.

In order to support faculty, the Notre Dame Learning team will assist with resiliency planning for the fall semester. Faculty will have access to workshops and training programs throughout the summer. Additionally, they will work to ensure that all classrooms are technologically equipped to deliver classes in multiple formats.

The creator of the HyFlex model identified the following common considerations for faculty in utilizing this format:

Managing a Multi-Modal Learning Environment

- **Classroom instruction**: Instructors will not necessarily know who will attend each class session in person and must develop course elements (e.g., groupwork) with flexibility.
- **Online synchronous instruction**: Technology facilitates the live-streaming of classes for online students.
- **Online asynchronous instruction**: Content is shared via the Learning Management System (LMS) and is made accessible to all students regardless of delivery mode.

Workload

- Faculty may be unfamiliar with developing online courses and likely do not have experience creating a learning community for students engaging in multiple delivery modes.
- Faculty may also need to rearrange their working schedules to accommodate interactions with online students.

Student-Instructor Interaction

- Faculty must ensure they provide equal attention to students across all delivery modes and may require professional development to build effective engagement skills.

Assessing Learning Progression

- Faculty can typically assess learning in ways similar to traditional classes.
- Faculty may face greater difficulty in assessing online asynchronous students and may need to rely on alternative practices, such as discussion forums or digital portfolios. Instructors may want to consider developing assessments for all students that specifically keep asynchronous students in mind.

EFFECTIVE ONLINE COURSE ELEMENTS

Graduate instructors should design online courses that allow for greater student agency, as students should better understand their own learning habits necessary for success.

In other words, instructors should move away from teaching strategies that prescribe a strictly defined set of learning activities, which may be more necessary for younger learners. Rather, graduate instructors should facilitate opportunities for students to engage with course material in multiple ways (see figure to the right), facilitated via multi-modal course delivery. Instructors of courses with online elements may want to design course components with some of the following concepts in mind:

Community	Instructors of courses that allow both in-person and online participation must help students feel connected regardless of their selected delivery mode.
	In particular, instructors may want to adopt course elements (see figure to the right) that foster the cohort experience and ensure that asynchronous students, for example, do not disengage from their peers' learning experience.
Engagement	Online instructors cannot simply provide content but must make sure to closely monitor student engagement and observe student participation across different activities.
	Instructors may look to adopt dynamic activities that promote more active learning, including case studies or simulations. Asynchronous course discussions may particularly benefit from strategies to foster dynamic dialogue, including greater instructor participation or student mediation.
Consistency	At the institutional level, consistency in course design across schools or programs will minimize student challenges in adopting to a new course delivery mode. Administrators should develop a common approach to designing new courses and encourage instructors to pre-plan as much of their courses as possible.
	To encourage consistency, all instructors should receive training in delivering multi-modal courses. Additionally, institutions should ensure that quality control procedures are in place to evaluate offerings prior to the new academic year.

Discussion Forums
- Stay away from formulaic questions or topics that simply ask students to recap the reading.
- Consider allowing multimedia responses (e.g., videos, concept maps).
- Provide prompt feedback to responses and privately encourage students who feel uncomfortable posting.

Frequent Quizzes
- While frequent quizzes can improve student attendance, they can also boost confidence when the time arrives to complete a more comprehensive exam.
- Frequent quizzes can also help students retain information but should be low stakes.

Chat Platforms
- Chat platforms can build community in online courses.
- Real-time instant messaging can be used to facilitate study groups. Instructors may want to schedule chat sessions for different times to accommodate students in different time zones, but also allow conversations before and after scheduled class sessions.

Digital Portfolios
- Digital portfolios can provide added reflection opportunities for asynchronous students while also resulting in a professional work sample.
- Portfolios also require students to engage with course material but give them agency in selecting topics they find interesting.

COURSE DESIGN

ONLINE COURSES FOR INTERNATIONAL STUDENTS

Online courses should aim to integrate international students into the class and campus community while also incorporating teaching practices and course structures that accommodate their unique needs.

Some best practices in the online classroom apply to all international students. For example, instructors should understand that international students may not be able to take courses as they were originally structured and provide accommodations around assessment, peer collaboration, and student-to-faculty interactions. Additionally, some students may face unique barriers depending on their country of residence. For example, students from China may face limitations in the materials they are able to access due to Internet firewalls. The following figure illustrates considerations broadly applicable to international students, while page 10 highlights country- or region-specific considerations for course design and facilitation.

▪Ensure students understand how to access lecture recordings and other course materials. ▪Develop a back-up plan for accessing course materials.	▪Convey clear learning outcomes. ▪Provide clear guidance as to how, when, and where key course information will be published.	▪Develop a clear class structure and begin each session with an agenda introducing learning goals. ▪Use multiple modalities, including captioning, to facilitate revisiting material.	▪Consider a flipped model that allows students to prepare for class in advance. ▪Facilitate breakout sessions or other small group settings in which students may feel more comfortable.	▪Consider new ways to provide feedback, including online peer review or virtual conferences. ▪Develop clear assessment guidelines for students who may need to participate in asynchronous elements.
Accommodate students unable to attend synchronous sessions.	**Establish clear course expectations.**	**Set clear course plans and deliver content in multiple modalities.**	**Use practices that engage international students.**	**Re-evaluate feedback and assessment practices.**
▪Design activities to facilitate peer interaction. ▪Consider assigning a class "buddy" to international students not on campus.	▪Ensure respect for all levels of English proficiency, as international students' work may be on greater display in an online setting. ▪Be aware of potential discrimination against Asian students in response to COVID-19.	▪Encourage attendance at virtual office hours and consider one-on-one meetings with disengaged or struggling students. ▪Consider using private chat functions when asking questions in class.	▪Understand institutional resources and contacts that international students have access to.	▪Be understanding of individual student circumstances, including visa issues, financial concerns, safety, etc. ▪Be willing to negotiate a mutually acceptable solution for any issues that arise.
Build community.	**Promote respect for international students' cultural strengths.**	**Develop opportunities for private meetings with students.**	**Share institutional resources and provide support.**	**Be flexible and accommodating.**

Source: Recreated and parts taken verbatim from George Washington University

COURSE FACILITATION

TECHNOLOGICAL CONSIDERATIONS

In order to accommodate students with differing access to technology, instructors may need to develop course materials in multiple formats.

In addition to serving international students, such methods will also accommodate domestic students unable to return to campus due to personal or health reasons who live in underserved areas. Barriers that such students may face include low bandwidth, lack of technology, limited access to libraries or other public resources, or geographical and/or financial obstacles. As a result, while faculty members may naturally gravitate towards synchronous course sessions, developing an array of course materials for students with differing resources will be important in fostering access. Purdue University's Innovative Learning team has developed the following strategies for instructors to consider:

Video content should be short (3-5 minutes), divided by content, and use captions.

Content should be downloadable.

Develop content (e.g., Word documents) for students who use screen readers.

Allow students to locate their own materials (e.g., articles, books, videos) that relate to course topics.

Make use of alternative, free materials from Open Educational Resources (OER) repositories.

TECHNOLOGY SOLUTIONS

Princeton University's McGraw Center for Teaching and Learning has provided the following technological solutions for faculty to consider when accommodating students with limited bandwidth. Faculty should consider recording materials in multiple formats to ensure the ease of accessibility for all students.

Kaltura

- Available in Blackboard and Canvas, the Kaltura tool automatically transcodes uploaded audio and video files into several levels of quality.
- To accommodate students who may not be able to access streaming media, Princeton recommends a downloadable lecture file via one of the methods below.

Compressed Video File

- Instructors can compress video files in their video editing software of choice (e.g., iMovie, Adobe Premiere Rush).

PowerPoint Presentation

- Faculty members can record accompanying narrations within the PowerPoint file, which students can then play back within their own PowerPoint software.

Compressed Audio Recording

- Instructors can create an MP3 or M4A recording designed to accompany a PDF copy of a lecture presentation.
- Faculty members must ensure that they provide verbal cues as to when to advance the presentation PDF.

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COUNTRY-/REGION-SPECIFIC CONSIDERATIONS

The following figure highlights considerations for educators in course facilitation or design for online learners from international organizations and higher education institutions. Resources may be specific to the COVID-19 pandemic or provide general guidelines for online education in different regions.

China

Instructors must consider access to digital materials that may be blocked by the firewall. These challenges can include access to university email addresses if they are provided via Gmail, as well as course materials that make use of news articles from blocked sources.

Consider that students may choose to practice self-censorship due to government surveillance, which may limit what they feel comfortable saying and writing in class. Instructors may want to allow students to choose between multiple topics in assignments so they can make decisions best for their safety.

Europe

In response to COVID-19, the Body of European Regulators for Electronics Communications (BEREC) has begun publishing a weekly report to "ensure regular monitoring of the Internet traffic situation" so as to "respond swiftly to capacity issues." While BEREC has noticed increase traffic on fixed and mobile networks, it has not reported any major congestion issues.

Middle East and North Africa (MENA) Region

Access to online education materials tends to be via mobile devices and smart phones. Much of the younger generation is familiar with mobile technologies. Nevertheless, bandwidth limitations will exist in certain parts of the region.

A review of the Arab Open University shows that students appreciate the availability of online material via the Learning Management System (LMS), including access to video recordings of lectures.

Latin America

UNESCO notes that Latin American countries experience significant variation in household Internet connectivity, but that the rate of mobile line usage is very high.

Students may not have access to resources obtainable from local institutions, as local universities appear to have suspended access to libraries and resource centers.

Multiple Countries

The World Bank has developed a repository of distance education solutions for students of all ages across geographical regions. The resources it highlights as appropriate for higher education institutions include:

- OER Commons (multiple languages)
- OpenStax (multiple languages)
- Project Gutenberg (English)
- Directory of Open Educational Resources (English)
- Xowa (English, German)

UNESCO notes that graduate students may be more open to teaching methods that involve greater interaction with faculty. Additionally, it joins other organizations in noting the importance of mobile technologies in reducing the digital divide.

ANALYSIS OF FINDINGS

The Harvard Graduate School of Education (GSE) has decided to offer online classes throughout the 2020-2021 academic year and is taking steps accordingly to develop an engaging and accessible experience.

Because GSE predominantly offers one-year master's programs, administrators determined that the potential disruption for students would be too great, particularly as many other institutions are planning to return to online instruction following the Thanksgiving holiday. However, GSE is considering whether it will be possible to bring students to campus in May 2021 for an in-person commencement experience. Nevertheless, GSE is planning to develop a new, engaging online experience that will improve upon lessons learned during the Spring 2020 transition to online classes.

INTERNATIONAL STUDENTS

Faculty will consider course design that facilitates learning regardless of student location, while GSE does not foresee any legal difficulties for international students.

Faculty members are currently working with instructional coaches within GSE's Teaching and Learning Lab to "build or reimagine courses for online delivery in the fall" (see right). Courses will emphasize "accessibility and choice" accommodating students across time zones.

In terms of visa applications, GSE anticipates the following impacts:

- Due to online instruction, international students do not need to apply for a visa – the Harvard International Office advises that new international students should not come to the United States even if they successfully receive a visa.
- GSE will continue to process I-20 visas for undergraduate students continuing onto graduate programs.
- Incoming students currently outside the United States will not be eligible for OPT.

COURSE DESIGN AND DELIVERY

Most courses will consist of a combination of synchronous and asynchronous elements to improve accessibility and interactive learning.

Students can expect both delivery formats within a single course, varying based on the pedagogical needs of the instructor. Additionally, students can continue to expect participation in both larger classes, which may rely more on asynchronous delivery, and smaller seminars, which may consist of a larger number of synchronous sessions. While course listings will not be available until July 15th, instructors are considering the following principles when designing their courses:

Accessibility and Choice

- Asynchronous course elements contribute to convenient access for students across time zones.
- Synchronous sessions will be scheduled to accommodate different time zones or will be offered multiple times.
- Instructors will develop multiple pathways or alternative materials.

Collaboration

- Students will have access to supports like message boards and shared documents.

Diversity of Perspectives

- The removal of place will facilitate greater co-mingling among students.
- Guest speakers may be better able to participate in class sessions.

Reflection

- Students will be able to monitor their progress through asynchronous activities like learning journals.
- Digital portfolios will allow students to demonstrate their skills to employers.

In order to focus on successful course design, GSE will offer its most popular classes, though available courses will still cover a breadth of topics to ensure that they cater to student interests.

Source: Harvard Graduate School of Education. Updated June 17.

OVERVIEW OF GRADUATE PROGRAM DELIVERY OPTIONS

The following table provides an overview of delivery options for graduate programs in Fall 2020 being considered at universities across the United States.

Institution	School/Program	COVID-19 Planning Latest Update	Fall 2020 Course Delivery Options	International Student Impact	Notes
American University *Washington, D.C.*	All Undergraduate/ Graduate Students	6/16	▪ All classes will take place in a hybrid or online format – no courses will be meeting in-person only	AU simply advises that the online only courses will be most suitable for students who cannot meet at a set time	N/A
Boston University *Boston, MA*	Graduate and Professional Programs	N/A	▪ Classes will be available in an in-person format with students also able to remotely participate in live class sessions, termed a Learn *from* Anywhere (L*f*A) format	▪ Students are advised of the potential necessity of participating in L*f*A until visas can be processed ▪ Recommendations for developing PhD programs in the L*f*A format will emerge over the summer	▪ Continually updated list of available Learn *from* Anywhere (L*f*A) programs available here
Duke University *Durham, NC*	The Graduate School	6/12	Reopening plans are not yet defined at Duke, but incoming international students may have the following options: ▪ Take online courses in the fall and return to Duke in the spring (students cannot begin remotely and transfer to the Duke campus in the same semester) ▪ Some students may be able to take in-person classes at Duke Kunshan University in China ▪ Defer matriculation until Spring/Fall 2021	Options for current international graduate students are not yet available as Duke has not determined the format of its reopening	▪ Options may vary depending on the graduate program, and the program director will communicate with further information
Georgetown University *Washington, D.C.*	Graduate Programs	6/15	▪ Graduate students will be welcomed to campus, with online instruction available to students unable to return ▪ Most graduate classes will use a format that will allow students to participate both in-person and online	Not Specified	▪ Some courses may require some in-person participation, with details to be provided by individual programs
George Washington University *Washington, D.C.*	School of Engineering & Applied Science Graduate Programs	N/A	▪ New Flex-Start program will be available to incoming students to take 2-3 classes online in Fall 2020 and enroll in in-person courses in Spring 2021 ▪ Courses will generally be developed in a hybrid format	▪ Flex-Start program specifically designed for students impacted by travel restrictions or visa delays ▪ F-1 visa-seeking students can take 1-3 courses in the Flex-Start program – they do not need to be in a full-time course load of 9 credits as long as they participate in the Flex-Start program	▪ Students must opt into the Flex-Start program by 8/1 but have until 8/15 to submit I-20 request documents and will be able to pursue classes on campus if circumstances allow
New York University *New York City, NY*	Center for Urban Science + Progress	N/A	▪ Regular, in-person fall start ▪ Delayed fall start – students will begin online and join the campus once able ▪ Fall online courses, Spring 2021 courses on-campus ▪ Spring 2021 start date	International students must arrive in the U.S. within 30 days of their program start to be registered in SEVIS and may need to select an option accordingly	▪ Remote options will continue to be available through the Spring and Summer 2021 terms

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Source: Institutional Websites (see embedded hyperlinks)

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The following table provides an overview of delivery options for graduate programs in Fall 2020 being considered at universities across the United States.

Institution	School/Program	COVID-19 Planning Latest Update	Fall 2020 Course Delivery Options	International Student Impact	Notes
Northwestern University *Evanston, IL*	All Undergraduate/ Graduate Students	6/16	▪ Significant portion of instruction will be conducted remotely, while schools/programs are still committed to offering in-person curricular and co-curricular experiences ▪ Some courses will be entirely remote to accommodate students who cannot arrive to campus	Students are recommended to apply for immigration documents so that they will be ready to submit visa applications when consulates reopen, but may need to prepare for the eventuality of remote classes	▪ Some professional programs (School of Law, School of Management) will run on slightly different schedules
Purdue University *West Lafayette, IN*	All Undergraduate/ Graduate Students	6/17	▪ Classes will be on-campus with most using a hybrid delivery format ▪ Graduate students have until July 15th to instead opt into a fully online Fall 2020 semester	Students are advised that they may need to select the online option, or can defer their admission to a later semester	N/A
Rice University *Houston, TX*	Graduate Programs	5/5	▪ All classes, with limited exceptions, will be delivered in dual mode and simultaneously available both on-campus and online	▪ Rice notes that all sessions will be recorded to accommodate students "in substantially different time zones" ▪ Rice will provide flexibility in allowing new international students to start mid-year or defer enrollment	N/A
University of California – Berkeley *Berkeley, CA*	Graduate Programs	6/17	▪ Some in-person classes restricted to a limited capacity ▪ Large courses will be offered remotely, though discussion sessions may be in person ▪ Courses with an in-person option will be announced **in July**, though nearly every course will be available remotely	Berkeley recognizes the uncertainty of current travel guidelines and instructional plans, and has not yet provided definitive guidance for international students as to how their remote learning will be structured.	▪ Master's/Professional degree students are advised to consult individual programs for additional information
University of Southern California *Los Angeles, CA*	School of Engineering Graduate Programs	6/8	▪ Plans to allow graduate students to take a substantial portion of in-person courses ▪ Distance Education Network (DEN) will still allow lectures to be simultaneously delivered online	▪ States that plan is specifically designed to accommodate in-person compliance requirements for international students ▪ International students will have multiple enrollment options, including online-only for Fall 2020, late-start on-campus student, or deferred enrollment, but decision may impact CPT availability	▪ Students can consult this webpage to view the available enrollment options for each program

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