



Department Information

Requesting Department: _____

Department Chairperson/Dean/Director/Executive Director: _____

Faculty Host of incoming visitor: _____

Host Contact Information: _____
Email Phone Office Location

Visitor Information

Name: _____
Surname/Primary Name Given Name(s)

Current Country of Residence: _____

Current Employer: _____

Current Profession: _____

Field of Expertise: _____

Which best describes how you've come to work with this visiting scholar?

- Professional Connection
- Professional Connection-Grant Funded
- Unsolicited Inquiry
- Other: _____

Visitor Program Details

Anticipated Arrival Date: _____ Anticipated End Date: _____

Will the visitor be an employee of UAA? Yes No

Where will the visitor conduct most of his/her duties? _____
Building and Office Number

Please provide a brief nontechnical description of teaching and/or research activities at UAA:

English Language Proficiency

How has the visitor met the English Language Proficiency Requirements (attach proof)

- _____ Have citizenship or permanent residence in a country whose primary language is English (passport)
- _____ Signed documentation from an academic institution or English Language School (transcript/diploma)
- _____ Official scores from a recognized English language test taken within the last two years (score report)
- _____ J-1 English Proficiency Interview Assessment Report (detailed report)

Proof of Funding

Below are the minimum amounts required for funding based on one month in Anchorage, Alaska. These amounts are taken from the Living Wage Calculator estimate of required annual income after taxes found at: <http://livingwage.mit.edu/>.

Proof of Funding must be provided for the duration of the scholars stay.

	Scholar	Scholar + Spouse	Scholar + 1 Child	Scholar + Spouse + 1 Child	Scholar + Spouse + 2 Children	Scholar + 2 Children
Total Minimum Per Month	\$1,900	\$2,980	\$3,880	\$4,360	\$5,260	\$4,850
Total For 6 Months	\$11,400	\$17,880	\$23,280	\$26,160	\$31,560	\$29,100
Total For Year	\$22,800	\$35,760	\$46,560	\$52,320	\$63,120	\$58,200

This proof could include any or all of the following:

- Offer letter from UAA indicating a salary or stipend
- Scholarship or sponsor letter signed and on company's letterhead
- Personal bank statement—if statement does not have scholar's name on it, it must be accompanied by a sponsor letter stating that the money will be used for the scholar's stay

UAA SALARY/SUPPORT INFORMATION

Total Salary: \$ _____ ~ or ~ Lump sum payment: \$ _____

EXTERNAL SALARY/SUPPORT INFORMATION:

Sources may include a U.S. government agency, international organization(s), the Exchange Visitor's government, the Visitor's employer or other organizations, personal funds, or any combination of these.

Will the visitor receive funding for international exchange from one or more U.S. Government Agency?

- Yes No

Source _____ Amount: \$ _____ Government Entity

Source _____ Amount: \$ _____ Government Entity

Source _____ Amount: \$ _____ Government Entity

J-1 Program Requirements

The J-1 exchange visitor visa was created with the primary purpose of enabling cultural exchange between the United States and other nations, thereby “building mutual understanding between Americans and people of other countries.” Cross-cultural exchange activities are an essential part of the University’s J-1 exchange visitor program and of our continued ability to sponsor exchange visitors across campus. Briefly describe the Cross-Cultural activities this visitor may experience both on campus and in the community:

Host Department’s Verification

As the Department Sponsor of this Exchange Visitor, we confirm that we have reviewed and understand the information provided here about the proposed activities of the visitor and have spoken with the faculty member(s) in my department who will host the visitor. We hereby give approval for the visitor’s program in my department. We also confirm the following:

1. The visitor’s program of research/teaching is consistent with his/her professional background and experience;
2. The visitor has sufficient proficiency in the English language to participate in the program;
3. We will notify ISS immediately regarding any changes to the terms/conditions of the visitor’s program (including employment or payment not listed on the DS-2019 or early completion of their program);
4. We will provide adequate space and support to the visitor for the duration of their program at UAA.
5. The J-1 visa program will not be used for tenure-track or tenured faculty appointments.

Signature of UAA Faculty Host:

Signature

Print Name

Date (Month/Day/Year)

Approval Signature of Department Chairperson/Dean/Director/Executive Director:

Signature

Print Name and Title

Date (Month/Day/Year)

Questions? Contact International Student Services (ISS) at uaa.international@alaska.edu
Exchange Visitor Program Information: <http://J1visa.state.gov/programs>

J-1 English Proficiency Requirement

The U.S. Department of State mandates that J-1 exchange visitors including short-term scholars, research scholars, professors, specialists, and student interns have sufficient English proficiency [22 CFR §62.10(a)(2)].

Sponsors must establish and utilize a method to screen and select prospective exchange visitors to ensure that they are eligible for program participation, and that:

1. The program is suitable to the exchange visitor's background, needs, and experience; and,
2. The exchange visitor possesses sufficient English proficiency as determined by an *objective* proficiency measurement to *successfully participate in his or her program and to function successfully on a day-to-day basis.*

If the host faculty member cannot firmly establish sufficient English proficiency, then it is not appropriate to request a DS-2019 for the J-1 exchange visitor, as s/he is not eligible for J-1 status.

To comply with this regulation, host faculty must submit documentation of a prospective J-1 scholar's English proficiency as part of the DS-2019 request process and ISS must retain this in case of a government audit.

ISS will not issue a DS-2019 without valid documentation.

The English Proficiency Requirement can be met by submitting documentation of one of the following:

- 1) Documentation that the prospective J-1 exchange visitor is a citizen or permanent resident in a country whose primary language is English
- 2) Copy of diploma or transcript from U.S. institution or foreign institution where instruction occurred in English, and, if applicable, documentation that the instruction occurred in English.
- 3) Copy of official scores from one of the following English language tests taken within the last two years that meets the stated minimum score noted below:

Language Assessment	Minimum Score	Website
TOEFL	71 iBT	https://www.ets.org/toefl/ibt
IELTS	6.5	http://www.ielts.org/

- 4) J-1 English Proficiency Interview Assessment Report (see template on next page) from an interview conducted in English by host faculty member with the prospective exchange visitor. The interview can be conducted in person, via Skype or other videoconferencing method. The host faculty conducting the interview must be proficient in English.
 - a. The interview should be assessed according to the TOEFL Independent Speak Rubric Scoring Standards: https://www.ets.org/s/toefl/pdf/toefl_speaking_rubrics.pdf
 - b. The interview should address the content area of the proposed J-1 program and must include the following questions:
 - i. Please share a little about your previous experiences traveling and/or living abroad.
 - ii. What motivated you to pursue being an exchange visitor at the University of Alaska Anchorage?
 - iii. What do you think will be the most challenging aspect of living and working in the U.S?
 - iv. How do you think that the time you spend at the University of Alaska Anchorage will benefit you personally and professionally?
 - c. The Interview Assessment Report must accompany the Request to Host a J-1 Visitor Form.

J-1 English Proficiency Interview Assessment Report

Prospective Scholar: _____ Country of Citizenship: _____

UAA Host: _____ Department: _____

Interviewer: _____ Department: _____

Date of Interview: _____ Method: In Person Videoconference

The interviewer must 1) score each question; 2) provide an overall assessment; and 3) attest to the fact that the scholar has sufficient English proficiency to participate fully in the proposed J program and function in the U.S. on a day-to-day basis.

The interview should be assessed according to the TOEFL Independent Speak Rubric Scoring Standards:
https://www.ets.org/s/toefl/pdf/toefl_speaking_rubrics.pdf

Question	Score	Assessment Comments
Please share a little about your previous experiences traveling and/or living abroad		
What motivated you to pursue being an exchange visitor at the University of Alaska Anchorage?		
What do you think will be the most challenging aspect of living and working in the U.S?		
How do you think that the time you spend at the University of Alaska Anchorage will benefit you personally and professionally?		
Please enter additional J program content-area questions and questions developed to gauge whether the prospective scholar will be able to function on a day to day basis in the U.S. and this specific J program.		

Does the prospective J-1 exchange visitor have sufficient English proficiency to participate fully in the proposed J program and function on a day-to-day basis? Yes No

Interviewer's Overall Assessment: Please address the extent to which you think the scholar will be able to function in the J program (e.g., collaborating with others in the department) and on a day-to-day basis (e.g., apply for a SSN, navigate public transportation, ask for directions, establish his/her life in Anchorage).

Interviewer's Signature and Date: _____

Independent **SPEAKING** Rubrics

SCORE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE	TOPIC DEVELOPMENT
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).
3	The response addresses the task appropriately but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.	Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.
2	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.
1	The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation, stress and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit or prevent expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete the task and may rely heavily on repetition of the prompt.
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			