

Murray State University

**College of Education
COURSE SYLLABUS
Spring, 2013**

INSTRUCTOR INFORMATION:

Dr. Michael Basile
3105 Alexander Hall
Office hours: mornings or by appointment
Tel: 270-809-6467
Email: mbasile@murraystate.edu

DEPARTMENT: Educational Studies, Leadership, & Counseling/Human Development

COURSE PREFIX/NUMBER/CREDIT HOURS: CSP 630/3 credits

I. TITLE:

International Education Administration

II. COURSE DESCRIPTION AND PREREQUISITES:

This course serves as the introduction to the field of international education practice primarily at institutions of higher learning. In addition to preparation for the international education specialist, the course offers the aspiring student affairs generalist an overview of global issues and context in extending international education opportunity and knowledge to both international and American students. The course addresses the major components of international programs administration and campus internationalization.

Prerequisites: Graduate standing and advisor/program approval.

III. COURSE OBJECTIVES:

Upon successful completion of this class, students will be able to:

- A.** Build knowledge of the field of practice in general by gaining new perspective and insights on the range of global influences over higher education trends and developments throughout key areas of the world.
- B.** Examine and compare international student flows and their significance in the global competition to enroll international students.
- C.** Review and assess benefits and strategies of institutional partnership development models.
- D.** Explore cooperative models of international education such as European and nascent Asian initiatives.
- E.** Identify and analyze driving and inhibiting factors that influence the introduction of innovations in international education.
- F.** Develop a useful appreciation of the current field of practice through analysis of factors involved in the provision and delivery of international student and scholar support services.
- G.** Explore study abroad program development options and strategies.
- H.** Analyze and explore international student advisement support services.

IV. CONTENT OUTLINE:

The layout of course content is divided into three units, or “Module” sections. All assignments and documents are scheduled for release at least two weeks in advance of their due dates. Work done is to be submitted according to the deadlines listed in the assignments file for each unit. Course content generally follows the three unit divisions below:

- A.** The state of international education across the globe:
 - 1. Comparative analysis of Asian, European, and other developments in international education
 - 2. Review of international student flow trends the past 20 years, American and other (mainly, though not exclusively, English-speaking) initiatives to attract international students and their significance for global enrollment competition
 - 3. Institutional partnering as an educational and enrollment strategy for American institutions
 - 4. Future trends in introducing innovations in international education.
- B.** Study abroad management and curricular services:
 - 1. Program option development, including external provider review, consortial membership, advisement, funding support, and institution-based new program development
 - 2. Review of history and approaches to study abroad, including student-centered, academic program, and co-curricular options
 - 3. Curricular integration, current strategies, and new approaches to increasing study abroad participation
 - 4. Orientation and returning student support, including strategies for campus integration.
- C.** Improving international student advisement:
 - 1. Enrollment management, including recruitment, application counseling, and immigration advisement
 - 2. Campus integration, including adjustment guidance, orientation models, residence hall options, problem-solving, and campus integration
 - 3. Co-curricular programming, including forum presentation management, extra-curricular program development, and campus activity planning

V. INSTRUCTIONAL ACTIVITIES:

The course will be offered entirely online. All instructional activities will be conducted through Blackboard software in asynchronous mode. This affords maximum flexibility for students enrolled from different locations. Generally, instructional activities will involve the following:

- A.** Readings from text and published sources
- B.** Writing exercises such as the following:
 - 1. Short answer annotations
 - 2. Brief analytical reports
 - 3. Unit summary papers
 - 4. Final research synthesis
- C.** All writing assignments must:
 - 1. be submitted in MSWord format;
 - 2. be typewritten double-spaced, 12pt. font, 1 inch margins;

3. *include full citations using APA style for the social sciences.* For guidance on the APA format, as well as research paper writing in general, you may [Click here](#). If this link fails to work, you may insert the full URL into your browser:
<http://libguides.murraystate.edu/content.php?pid=117791&sid=1144701>
4. include an appropriate, relevant bibliography. Course assignments, references, and links are included in both Blackboard “Assignments” and “Documents” folders. Other MSU website links through our library service reference desk can also be accessed:

<http://lib.murraystate.edu/>

D. Discussion forums

E. On-site visits and interviews with institutional practitioners and students

F. Case study research, reports, and on-line presentations

G. Critical incidents exercises and analysis

You are advised to read the syllabus thoroughly to understand how it is laid out and access instructions, submit work, receive feedback, see grades earned, and communicate with the class in total, in small groups, and with me. If you have difficulty working in the Blackboard system, please try the “Help” function Blackboard provides; if this does not work, then contact MSU’s Help Desk at 270.809.2346 during normal work hours (Central Time). All course documents, both those in the “Documents” folder, as well as those in the “Assignments” folder, have been created using MSWord Office Professional 2007. If you have difficulty opening these documents, you need to contact me immediately. Again, *because I work in MSWord exclusively, I expect all your submissions to be done or converted into this format.*

For assistance with preparation of writing assignments, MSU has a writing services center located in the central Waterfield Library building. The MSU library has also assigned a specialist in education, Ms. Katherine Farmer, for you to consult for content and other database access assistance. Her contact information is:

Phone: 270-809-6180; email: kfarmer10@murraystate.edu, or

[Click here](#) to contact her through the library. In the event this quick link fails to work, please copy the URL below here for your browser:

<http://libguides.murraystate.edu/edleadership>

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

The course requires contact and visits to the international programs office of a university, community college, or other higher education institution. Assigned are interviews with international students and staff advisers, returning study abroad students and study abroad advisers, and other faculty and administrators engaged with international education. While the visits do not require work in the international office, students may offer appropriate volunteer assistance to the extent it facilitates contact and generates knowledge of the work environment. Scheduling office visits is the responsibility of the student.

VII. TEXT AND RESOURCES:

As a Murray State University enrolled student, you may access all services and resources through our libraries, the internet, Blackboard, and academic advisement. MSU’s international office would also be available to interview staff, international, and study abroad students. A reading references list is provided *as an initial point of departure* in the Blackboard “Course Documents” folder. The text assigned must be used throughout the

duration of the course.

A. Text:

Stearns, P.N. (2009). *Educating Global Citizens in Colleges and Universities: Challenges and Opportunities*. New York: Routledge.

B. The references list here represents only a fraction of the sources on this subject you should consult:

1. American Council on Education. (2003). *Internationalization efforts of us colleges and universities*. Retrieved September 20, 2009, from American Council on Education: [www.acenet.edu/bookstore/pdf/2003 mapping summary.pdf](http://www.acenet.edu/bookstore/pdf/2003_mapping_summary.pdf)
2. Bonfiglio, O. (1999). The Difficulties of Internationalizing the American Undergraduate Curriculum. *Journal of studies in international education*, 3 (2), 3-18.
3. Charles B. Klasek, e. (1992). *Bridges to the future: strategies for internationalizing higher education*. Carbondale, IL: Association of International Education Administrators.
4. Falk, R., & Kanach, N. A. (2000). Globalization and Study Abroad: An Illusion of Paradox. *Frontiers: the interdisciplinary journal of study abroad*, VI.
5. Hanson, K., & Meyerson, J. W. (1995). *International challenges to American colleges and universities: looking ahead*. Phoenix, AZ: Oryx Press.
6. NAFSA: Association of International Educators Resources. (ND). *NAFSA's principles for foreign student and scholar services*. Washington, DC: NAFSA.
7. Southern California Consortium on International Studies. (2005). *Campus models of internationalization*. Retrieved 2009, from [http://www.globaled.us/soccis/campus models.html](http://www.globaled.us/soccis/campus_models.html).

VIII. EVALUATION AND GRADING PROCEDURES:

Evaluation:

Please consult the assignments that are laid out according to each of the four section modules for specific grading information. Generally, course submission deadlines must be observed for full grade consideration. *Late submissions will adversely affect the grade you earn for each assignment submission*. All assignment submission grade information is provided through your individual Blackboard course access.

Grading information and scale:

Final grades will be based on points earned as a percentage of a total possible 150 points, with 50 points allocated for each of the three modular units. Points earned for each of the four modules will be summed and converted into the grade scale below:

- 90% and above = A
- 80% to 89.99% = B
- 70% to 79.99% = C
- 60% to 69.99% = D
- below 60% = E

Please consult the specific assignment for that module's grading standards required for each of your submissions and other learning activities.

IX. ATTENDANCE/PARTICIPATION POLICIES:

Nb: Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Graduate Bulletin.

A. Adherence to the course outline schedule provided in each modular section is required.

While the course is delivered entirely online, opportunities for online asynchronous discussion and presentation are scheduled. Additionally, you may at any point consult with me individually as your instructor throughout the course as needed. These consultations are optional. You may email, phone, or arrange to meet with me at a mutually agreeable time.

- B.** While the course is delivered online in asynchronous format, *assignment and activity deadlines are as important as regular classroom meetings*. Building on your experience, interests and other inputs, your reports, presentations, and other submissions will sometimes be shared with classmates enrolled. To this extent, the class is managed in part as a participatory graduate seminar to take advantage of your perspectives. The penalty for submission tardiness will be the lowering of one grade below the grade earned. Submission/participation tardiness over one week more than once may result in further grade reduction or failure.
- C.** Individual extra work to improve a grade will not be allowed.
- D.** The instructor expects professional quality performance on all written work submitted for credit in this course. Professional quality performance includes: a) proper grammatical construction and spelling; b) logical and clear presentation of content; c) neat, well structured documents; d) proper documentation of sources; and e) use of APA format for all in text citations and final bibliography.
- E.** The instructor additionally expects students to be prepared to participate in discussion forum exchanges on a regular and timely basis.
- F.** For text and other publication and website information, please refer to the appropriate sections of the syllabus below.
- G.** Detailed instructions for all submissions, including the final paper, are provided in the appropriate section of the Blackboard “Assignments” folder. In general, all submissions must:
 - 1.** be typewritten double-spaced, 12pt. font, 1 inch margins;
 - 2.** include full citations using APA research paper formatting; and
 - 3.** include an appropriate, relevant bibliography.
- H. NOTE:** The instructor reserves the right to change the contents of this syllabus during the semester by providing advance notice. If such changes are made, consultation with those enrolled will be made.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas

fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).