

Murray State University

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

INSTRUCTOR INFORMATION:

Dr. Michael Basile
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DEPARTMENT/PROGRAM: Educational Studies, Leadership, & Counseling/Human Development

COURSE PREFIX/NUMBER/CREDIT HOURS: CSP 631/3 credits

I. TITLE:

Study Abroad Programs Administration

II. COURSE DESCRIPTION AND PREREQUISITES:

This course emphasizes study abroad from an administrative perspective and begins with broader and contextual issues around institutional internationalization. Major topical areas include the importance and relevance of study abroad in the core as well as co-curriculum; orientation and preparation of students, faculty, and staff to participate in study abroad programs; counseling, placing, and supporting interested students; identifying and developing appropriate new program options; and administering a study abroad office. **Prerequisites:** Graduate standing, CSP 630 (International Education Administration) or equivalent taken prior or simultaneously, and advisor/program approval.

III. COURSE OBJECTIVES:

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

- A.** Develop global perspective on international education by identifying, exploring, and describing major global issues that affect American Higher Education's commitment to international education, with specific focus on study abroad.
- B.** Identify and explore major trends that either drive or constrain institutional responses to expanding international education programs and study abroad support for students, faculty, and professional staff.
- C.** Survey background factors influencing the current field of study abroad practice by examining and critiquing strategies and programs institutions have deployed to increase exchange flows and participation in study abroad.
- D.** Analyze and adapt various study abroad program partnership models here and across the world according to local circumstance, need, and custom.
- E.** Ascertain the complex of factors impinging on campus internationalization and the crucial role of study abroad.
- F.** Identify and explore driving and inhibiting factors that influence the introduction of innovations in study abroad and international education more broadly
- G.** Review and list support resources for study abroad expansion.
- H.** Enhance and support student learning from orientation through program participation for

academic and personal success, and finally reintegration into study and readjustment on return.

- I. Explore study abroad program development options and strategies
- J. Perform case analysis and make realistic recommendations for improvement of study abroad services that take account of current institutional incentives and constraints.

IV. **CONTENT OUTLINE:**

The overall purpose of the course is to provide background, experience, knowledge, and practice in preparation for education abroad administration. The course is designed to provide contextual background about international education globally, nationally, and locally to develop understanding of trends and issues that make study abroad essential to the higher education experience. The student will gain practical knowledge and skills in study abroad administration in colleges and universities in the areas of student advisement, curriculum development and integration, management, faculty and staff relations, and international relations among institutions and other complex organizations. The layout of course content is divided into three units, or “modular” sections. All assignments and documents are scheduled to be accessible generally at least two weeks in advance of the transition to the succeeding unit. Work done is to be submitted according to the deadlines listed in the assignments file for each unit. Course content generally follows the unit divisions below:

- A. **Module 1:** The global context of study abroad:
 - 1. review of trends in international higher education that impinge on study abroad programming in American and other national initiatives to manage and increase student exchange.
 - 2. comparative analysis of needs and experience across Asian, European, and American contexts in study abroad.
 - 3. examination and critique of various institutional strategies to respond to changes in global conditions affecting higher education.
- B. **Module 2:** Improving and expanding study abroad from the academic, institutional, and international unit levels:
 - 1. analysis of strategies to grow and improve education abroad in light of best practices and expert-guided recommendations.
 - 2. redefining study abroad in light of changing circumstances and needs of students, the institution, and society
 - 3. exploration of models for introducing innovations to improve and expand study abroad options in light of local needs, support, resistance, inertia, and circumstance.
- C. **Module 3:** Planning to introduce an innovation in study abroad and curricular services program management:
 - 1. conduct needs and feasibility analysis.
 - 2. include student support resources, advisement, and program options relevant to academic pursuits.
 - 3. develop preliminary design based on curricular, faculty development, program option, or other relevant educational intervention focused on study abroad, such as: curricular integration, new program development, faculty classroom and advisement, program option development, consortial membership development, orientation and advisement, increased funding support, and other relevant ideas.

V. **INSTRUCTIONAL ACTIVITIES:**

The course will be offered 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. Modular unit summary papers
4. Final research synthesis and innovation proposal

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. Small group discussion forums and threads

E. Interviews with institutional practitioners and students

F. Field experience in a Study Abroad office

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

H. 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 education abroad office of a university, community college, or other higher education institution. Interviews with staff advisers, returning study abroad students and study abroad advisers, and other faculty and administrators engaged with international education are expected. To the extent possible, you are encouraged to engage in a brief practical

experience working in the study abroad office, preferably through relevant volunteer assistance to the extent it facilitates contact and generates knowledge of the study abroad work environment. Visits may be scheduled according to the student's availability and the course outline.

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 study abroad staff 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:

Brockington, Joseph L., William W. Hoffa, and Patricia C. Martin, Eds. *NAFSA's Guide to Education Abroad for Advisers and Administrators*. NAFSA: Washington, DC. Third Edition, 2005.

B. Reference samples¹:

American Council on Education. (2003). *Internationalization efforts of US colleges and universities*. Retrieved September 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)

Bachner, D. (Fall, 2000). Study Abroad: A Summary. *Hartwick college peer review*, 3 (1). *Frontiers: the interdisciplinary journal of study abroad*, I, III, IV, VI, VIII, IX.

Lewin, Ross. (Ed.) (2009). *The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship*. New York: Routledge.

Osfield, K. (2009). *Internationalization of student affairs and services*. NASPA, Washington, DC.

Paige, R. Michael, et al. (2006). *Maximizing study abroad: a students' guide to strategies for language and culture learning and use*. Minneapolis: University of Minnesota Press.

Shannon, E. (Fall, 1995). Reflections on the Meaning of Study Abroad. *Frontiers: the interdisciplinary journal of study abroad*.

C. Professional Journals

D. Handouts

VIII. EVALUATION AND GRADING PROCEDURES:

Evaluation:

Please consult the assignments that are laid out according to each of the three unit 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 grade information is provided through your individual Blackboard course access.

Grading 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 a total of three Module units. Points earned for each of the three Module sections will be summed and converted into the grade scale below:

90% and above = A

80% to 89.99% = B

70% to 79.99% = C

¹ Fuller list is provided in BB Course Documents folder.

60% to 69.99% = D

below 60% = E

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

IX. ATTENDANCE AND OTHER 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 Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).