

Murray State University

**College of Education
COURSE SYLLABUS
Fall, 2012**

INSTRUCTOR INFORMATION:

Dr. Michael Basile
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DEPARTMENT: Educational Studies, Leadership, & Counseling

COURSE PREFIX/NUMBER/CREDIT HOURS:

I. TITLE:

International Student Administration

II. COURSE DESCRIPTION AND PREREQUISITE(S):

This course focuses on the management of international student and scholar presence on American campuses. Specific aspects addressed include international student enrollment, orientation, advisement, integration into campus community life, visiting scholar administration, faculty cooperation and development, and institutional internationalization.

Prerequisites: Graduate standing, the course, "International Education Administration (CSP 630) or equivalent, and advisor/program approval.

III. COURSE OBJECTIVES:

The purpose of the course is to prepare the international education professional to manage the range of responsibilities required to increase and sustain international student and scholar presence and participation in the American higher education context. International students and scholars represent a key component of campus internationalization. As the institution's main support and point resource, the international student adviser provides all services required to enroll and guide the presence of international students. The course focuses on developing knowledge and skills in working with applicants and families, admissions, orientation, immigration and adjustment counseling, academic unit and faculty collaboration, co-curricular programming, integration into community life, and cross-cultural issues.

Upon successful completion of this class, students will acquire in-depth knowledge, skills, and meaningful insights to be able to:

- 1) Examine and compare international student flows and their significance in the global competition to enroll international students.
- 2) 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.
- 3) Examine and assess diverse models of international cooperation and partnerships among institutions in light of global trends and influences that impinge on efforts to strengthen

international education at the institutional level.

- 4) Explore ways to extend and strengthen international education across the curriculum and co-curriculum through furthering the participation of international students and scholars both in classroom and community life activities.

Based on investigation of international programs operation in a real institution, analyze issues and factors involved in introducing an innovation to improve international student support services.

IV. CONTENT OUTLINE:

The layout of course content is divided into three main units, or “rubric” 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. *Because assignment columns are scheduled to be closed within two weeks after their respective deadlines, it will not be possible to submit late assignments through Blackboard.* Assignments submitted late, i.e., the day after they are due, will have points deducted according to the schedule listed in the “GRADED ASSIGNMENTS” section below. Course content generally follows the unit divisions below:

A. The enhancement of international student presence on American campuses:

1. Review 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.
2. Assess the potentials of diverse international partnering models to enhance international student presence.
3. Examine and analyze the international enrollment process, from recruitment outreach, through application counseling, admission, orientation, and enrollment phases.

B. International student and scholar services provision at the institution:

1. Explore various ways to orient, support, and guide new students into campus and community life.
2. Acquire knowledge and skill about immigration rules, processes, barriers, and advisement guidelines necessary and helpful to new and continuing students and scholars.
3. Explore and assess various approaches to campus life, including initial settlement, adjustment, housing options, dining, and problem-solving toward successful campus integration
4. Find, critique, and adapt various ways to internationalize co-curricular programming, including forum presentation management, extra-curricular program development, and campus activity planning.

C. Internationalizing the campus:

1. Based on investigation of a real institution’s international programs operation, analyze organizational and management issues that would impinge on introducing an innovation to strengthen international education support services.
2. Study ways by which international student and scholar presence can be applied to enhancement of a global campus community.
3. Analyze issues and strategies to support professional staff and faculty efforts to introduce international content into the curriculum.

Observe and critique various approaches to support institutional commitment and measures to advance international education.

V. INSTRUCTIONAL ACTIVITIES:

A. Readings from text and published sources

B. Writing exercises such as the following:

1. Short answer annotations
2. Brief analytical reports
3. Rubric summary papers
4. Interview and field project reports
5. Final research synthesis
6. Small group online discussion forums
7. Interviews with institutional practitioners and international students
8. Field experience in an international student support office
9. Case study research, reports, and on-line presentations
10. Critical incidents and case exercises and analysis
11. Website writing assistance:

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:

- ✓ be typewritten double-spaced, 12pt. font, 1 inch margins;
- ✓ *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>; and 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/>

Since the course is offered entirely on line, you are advised to read the syllabus thoroughly to understand how it is laid out and how you can access instructions, submit work, receive feedback, see grades earned, and communicate with the class in total, in small groups, and with me. The teaching software used is the Blackboard system and I assume you have working familiarity with this system. If you have difficulty, 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. *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 student and scholar advisement/support office of a university, community college, or other higher education institution that host international students and scholars. Interviews are expected with staff advisers, currently enrolled international students, visiting international scholars, and other faculty and administrators engaged with international education. To the extent possible, you are encouraged to engage in a brief practical experience working in the international support office, preferably through relevant volunteer assistance to the extent it facilitates contact and generates knowledge of the international student and education work environment. Visits may be scheduled according to the student's availability, access to the international student advisement office, and the course outline.

VII. TEXT AND RESOURCES:

A. Text:

Andrade, M., & Evans, N. (2009). *International students: Strengthening a critical resource*. Lanham, MD: Rowman & Littlefield Education.

B. Resources/References:

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)

Bonfiglio, O. (1999). The Difficulties of Internationalizing the American Undergraduate Curriculum. *Journal of studies in international education*, 3 (2), 3-18.

Deardorff, D. K. (Ed.). (2009). *The SAGE handbook of intercultural competence*. Thousand Oaks, CA: Sage Publications.

Frey, J. S. (1998, Spring). The Admissions Section: ADEC at 34: Growth, Neglect, and Renewal. *International educator*, VII (2-3).

Institute of International Education. (Annual). *Open doors*. New York: Institute of International Education.

Klasek, C. B. (Ed.). (1992). *Bridges to the future: strategies for internationalizing higher education*. Carbondale, IL: Association of International Education Administrators.

Lambert, R. (1995). Foreign Student Flows and the Internationalization of Higher Education. In K. Hanson, & J. Meyerson (Eds.), *International challenges to American colleges and universities: looking ahead*. Phoenix, AZ: Oryx Press.

NAFSA. *NAFSA's principles for foreign student and scholar services, the profession of foreign student advising: the international student office, an important resource on campus*. CAFSS Resources. Washington, DC: NAFSA.

Singarvelu, Hemla D. & Mark Pope (Eds.). (2007). *A handbook for counseling international students in the United States*. Alexandria, VA: American Counseling Association.

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

C. Professional Journals

D. Supplementary readings

VIII. EVALUATION AND GRADING PROCEDURES:

Evaluation:

Please consult the assignments that are laid out according to each of the three section rubrics for

specific grading information. Generally, course submission deadlines must be observed for full grade consideration. Late submissions will adversely affect the points you can earn for each assignment submission: unless explicit extension is granted prior to the assignment due date, one point will be deducted per day late. All grade information is provided through your individual Blackboard course access.

Most course work is in the form of short research papers and reports on interview visits to a working international student advisement office. The evaluation of the work you submit is based on its quality. *Because I do not use tests of any kind, make sure your writing meets these expectations!* Your papers require you to identify, select, and integrate pertinent information that supports conclusions and findings. The published literature you consult to treat the topic requires a specific and recognized format for citations you insert into the text as well as for the bibliography at the end.

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 a total of three rubric units. Points earned for each of the three rubric 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
- 60% to 69.99% = D
- below 60% = E

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 the assignments sections 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 entirely 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 point per day late. 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 additionally expects students to be prepared to participate in discussion forum exchanges on a regular and timely basis.

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).