

Murray State University

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

INSTRUCTOR INFORMATION:

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DEPARTMENT: Educational Studies, Leadership, & Counseling

COURSE PREFIX/NUMBER/CREDIT HOURS: CSP/633/3

I. TITLE: Internship in International Education

II. COURSE DESCRIPTION AND PREREQUISITE(S):

As the culmination of in the international education concentration, this experience is designed to apply previous course lessons in an actual higher education work setting. Required is a minimum of 100 assignment hours devoted to an international education office unit in any one or combination of study abroad, international student and scholar support services, or international relations responsibilities at a college or university. The assignment includes close supervision by the professional directly responsible for this area of university service, plus review of performance by the internship course instructor.

Prerequisites: Successful completion of the course CSP 630, International Education Administration and simultaneous enrollment in and/or completion of either CSP 631, Study Abroad Administration or CSP 632, International Students Administration, with at least a “B” grade.

III. COURSE OBJECTIVES:

The student will be able to:

The purpose of the internship is the culmination of graduate preparation, which requires the student to integrate and demonstrate, under supervision, their acquired knowledge and skills in an international office operations context. The internship provides an opportunity for the student to apply the skills learned through coursework and practicum experiences and to learn new skills to address the needs of international students, American students on study abroad programs, and faculty and staff interested in international program activity by demonstrating their abilities to extend and improve international education. The internship is offered at the end of the formal three course sequence period and occupies a full semester or more of work.¹ The experience provides the student with hands-on engagement with and current international programs involving

¹ With program adviser and instructor approvals, the internship may occur simultaneously with the third and final course of the international education concentration.

international student and scholar presence, study abroad advisement and support, and campus internationalization.

Upon successful completion of this class, students will advance their in-depth knowledge, skills, and practical insights required to manage and deliver international education support services in any one or combination of the following areas:

- Provision and delivery of international student and scholar support services at a higher education institution that may involve:
 - ✓ introducing an innovation to improve international student support services,
 - ✓ analysis of specific global influences on institutional policies and practices to further international student diversity and enrollment,
 - ✓ international student advisement practice, including orientation, immigration, adjustment, problem-solving, or
 - ✓ other project idea subject to supervisor and instructor approval.
- Engagement with a broader campus internationalization effort such as:
 - ✓ introducing variations of cooperative models of international education,
 - ✓ study and report of factors affecting the introduction of a specific innovation in campus internationalization,
 - ✓ engagement with any aspect of curricular or co-curricular effort to introduce new international content into academic courses or campus programming, or
 - ✓ other project idea that promotes campus or community international education subject to supervisor and instructor approval.
- Enhancement of study abroad program development options and strategies that may include any one or more of the following:
 - ✓ assistance in any aspect of study abroad support service delivery, such as advisement, program review, orientation, management, or other relevant activity,
 - ✓ study and report of an innovation in any of the above-mentioned activities, or other project idea subject to supervisor and instructor approval.

IV. CONTENT OUTLINE:

Generally, while no formal content outline is followed, work on the above objectives will include any one or more of the following possible applications in three primary areas of practice:

- International student and scholar service provision at the institution
- Campus internationalization
- Study abroad service provision

V. INSTRUCTIONAL ACTIVITIES:

Learning activities center around two instructional focuses: the workplace and progress reports. The course instructor and the internship work supervisor on site agree on a plan of activity. Progress is monitored by the work supervisor and progress reports are submitted to both the course instructor and the supervisor in the form of the following specific requirements:

- Case journal notes compiled into summary work experience paper
- Readings references
- Regular and formal consultations between instructor, work supervisor, and student.

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

The internship itself is a field experience under the specific guidelines and activities outlined above.

VII. TEXT AND RESOURCES:

It is expected that the intern will refer to the texts and other readings covered in previous coursework done in preparation for this internship. The texts previously used in the concentration's courses are:

- Andrade, M., & Evans, N. (2009). *International students: Strengthening a critical resource*. Lanham, MD: Rowman & Littlefield Education.
- Deardorff, D. K. (Ed.) (2009). *The SAGE handbook of intercultural competence*. Thousand Oaks, CA: Sage Publications.
- 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.
- Singaravelu, 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.

It is also expected that other published articles and books will be consulted depending on the topic and internship assignment.

VIII. EVALUATION AND GRADING PROCEDURES:

Note: **This is a competency-based course** and is graded pass/fail. This determination is made through formal and informal assessments throughout the internship, including a review of the extent items on the internship contract have been addressed and mastered, a review of written reports and case summaries, and supervisor ratings.

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).