

**Course Outline**  
**EDH 6049, section 3635**  
**Domestic and International College Student Services**  
**College of Education**

**Department: Educational Administration and Policy**

Instructor: Kenneth J. Osfield, Ed. D.

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Office Hrs: By appointment (M-F, 7:30-4:30) or by email

**Course Time:** Fall 2007, WebCT Vista Course via WWW

**Location:** Individual computers

Graduate Level (3 credits) – No prerequisite – elective – open to all graduate students

Start - August 23, 2007

End - December 5, 2006 (15 week course)

**Purpose** – In our multi-global and multi-ethnic society, it is crucial that students in higher education preparatory programs receive training in all areas of higher education. The primary purpose of this course is to expose students to the global nature of various student services available on college and university campuses and how student populations use those services.

**Course Goals:**

1. To become aware of the global nature of student services in higher education by exposing students to the delivery methods of how student services and student affairs are organized and promoted in the United States and other parts of the world.
2. To become familiar the similarities and differences in working with specific student populations and how legislation has impacted these populations (e.g. students with disabilities).
3. To discuss the internationalization of student services and student affairs. The issue of adding global campuses, the increase in exchange opportunities for students and staff and how colleges and universities are changing their mission statements to reflect internationalization.
4. To develop an understanding and appreciation for how differences of nationality, race, class, gender, age, sexual orientation, disability or religious belief can influence the learning environment.
5. The course will expose students to many of the world associations devoted to promoting and improving student affairs and student services. The associations listed below are just some of the groups that the students will be exposed to:
  - a. NASPA - Student Affairs Administrators in Higher Education (USA). [www.naspa.org](http://www.naspa.org)
  - b. ACPA – College Student Educators International (USA). [www.myacpa.org](http://www.myacpa.org)

- c. AMOSSHE – Association of Managers of Student Services in Higher Education (England). <http://www.amosshe.org.uk/>
- d. CNOUS – Centre National des Ceuvres Universitaires et Scolaires (France). <http://www.cnous.fr>
- e. CACUSS – The Canadian Association of College and University Student Services (Canada). <http://www.cacuss.ca/en/index.lasso>
- f. DSW – Deutsches Studentenwerk (Germany). <http://www.studentenwerke.de/>
- g. ANZSSA – The Australian and New Zealand Student Services Association. <http://www.anzssa.org/>
- h. NASDEV – National Association of Student Development Practitioners (South Africa) [www.nasdev.org.za](http://www.nasdev.org.za)
- i. SAASSAP – South African Association of Senior Student Affairs Professionals
- j. ECStA – European Council of Student Affairs (European). <http://www.ecsta.org>
- k. CSSI – Confederation of Student Services in Ireland <http://www.cssi.edu.ie/>. To access “Good practice: In the organization of student services in Irish universities” go to <http://www.iuqb.ie/>.
- l. CCMU - Consejo de Colegios Mayores Universitarios de Espana (Spain) <http://www.ugr.es/~ccmmes/>.
- m. ANUSAC – Association of Normal University Student Affairs in China
- n. IASAS – International Association of Student Affairs and Services (worldwide) <http://iasas.ehs.ufl.edu/>
- o. APSSA – Asia Pacific Student Services Association (<http://home.ust.hk/%7Esanet/apssa.htm>)
- p. HKSSA – Hong Kong Student Services Association (<http://home.ust.hk/~hkssa/>)

### Primary Texts:

1. Osfield, K. J. & Assoc. (in press). *The Internationalization of Student Affairs and Services in Higher Education: An Emerging Global Perspective*. Washington, DC: NASPA. (If the publication isn't available at the time of the course the instructor will provide an advanced copy. Email instructor to purchase publication. The cost will be \$25.)
2. Ludeman, R. (Ed., et al.). (2002). *The Role of Student Affairs and Services in Higher Education: A practical manual for developing, implementing and assessing student affairs programmes and services*. Paris, France: United Nations Educational, Scientific and Cultural Organization. To access document go to <http://www.naspa.org/communities/kc/page.cfm?kcpagID=14&kcid=8>.
3. Dalton, J. (Ed.) (1999). *Beyond Borders: How international developments are changing student affairs practice*. Jossey-Bass: San Francisco, CA, Summer, 1999, Number 86. (Available at library or bookstores.)
4. Komives, S. R. & Woodard, D. B. (2003). *Student services: A handbook for the profession*. San Francisco, CA: Jossey-Bass. (Available at library or bookstores.)

5. Irish University Quality Board (2006). *Good Practice: In the organization of student support services in Irish universities*. Ireland: author. (To access publication go to <http://www.iuqb.ie/> and once there click onto the Good Practices Guidelines section on the left side menu and from there click onto National Guidelines – 2006 under student support services).
6. Mandew, M. (Ed.) (2003). *A guide to student services in South Africa*. South Africa: Centre for Higher Education Transformation (CHET). ISBN 1-919833-32-3. To obtain go to [http://www.chet.org.za/pdfs/student\\_services/student\\_services\\_entire.pdf](http://www.chet.org.za/pdfs/student_services/student_services_entire.pdf) for a free download. If this website doesn't work go to [http://www.chet.org.za/pubs/student\\_services.php#pdf](http://www.chet.org.za/pubs/student_services.php#pdf) and follow directions to download.

**Auxiliary Texts:**

7. Osfield, K. J. (2006, February). Providing service and access to students and employees with disabilities in higher education: Effective and reasonable accommodations. Gainesville, FL: University of Florida. Available online at [www.ada.ufl.edu](http://www.ada.ufl.edu).
8. Osfield, K. J. (2006, January). Resource guide to programs and services for students with disabilities attending state funded public universities in Florida. Gainesville, FL: University of Florida. Available online at <http://www.ada.ufl.edu/publication/SUSG.htm>.
9. ECStA – European Council for Student Affairs (ECStA). (2005). *Comparison of the Student Service Organisations in Europe*. Berlin/Paris: Author. (Link on Vista.)
10. Europe – Federal Ministry of Education and Research. (2005). *Eurostudent Report 2005: Social and Economic Conditions of Student Life in Europe 2005*. Hannover, Germany: Author. To access document go to [http://www.bmbf.de/pub/eurostudent\\_report\\_2005.pdf](http://www.bmbf.de/pub/eurostudent_report_2005.pdf).
11. Bulgaria and student services – Position paper from Jill M. Rasmussen from American University in Bulgaria on student affairs and student services in Bulgaria. (link from vista)
12. Sweden. Lauritzen, E. (2005, March 14). *From none to full responsibility – a new Swedish model emerging? A tale of five centuries and some decades at Uppsala University*. Unpublished paper, Uppsala University, Sweden. (Link from Vista.)
13. Wolanin, T. R. & Steele, P. E. (2004, June). *Higher Education Opportunities for Students with Disabilities*. Washington, DC: The Institute for Higher Education Policy. (Link from Vista.)
14. Other reading will be assigned as well and the publications will be either available via WWW sources or as an uploaded file in WebCT. (Rehabilitation Act of 1973, ADA Handbook, Introduction to DDA, Australia, Disability Discrimination Act (UK), Canadian Charter of Human Rights, German Info on services for students with disabilities, Hazing legislation, Civil Rights Act, Toward a National Strategy (Ireland).

### Course Requirements

- A. Weekly reading assignments – Students will be required to complete weekly reading assignments. Each week every student will submit a one page critique (submit through webct) about one reading assignment from the week. Each student will decide which chapters to evaluate. The assignments will be due prior to the start of the next weekly module. Each critique will be worth a total of 4 pts for a total of (40pts.) (10assignments).
- B. International email partner – Students will be required to communicate via email with a student services/student affairs professional in a country other than the United States. Students will be required to email instructor during the first week of class to discuss the options and for the list of international partners. If students already have an international professional contact the selection must be discussed with the instructor via email. The goal is to provide exposure to a higher education professional in another country and expose them to the daily issues at a campus in another country. First assignment due prior to 3<sup>rd</sup> week (name of professional, position, institution, department, enrollment information about institution). Students will develop their questions in an effort to discover how student services are provided on the campus the professional is responsible for. We want to get a picture of the student populations served, how students use student services, what student services are available, enrollment numbers, current issues on campus and nationally. Students will be encouraged to ask their international colleague in depth questions on student affairs and services in that country. Please note that some partners may not have the time to write weekly as there are busy periods. Try to get at least one submission per week and in the event that you submit multiple submissions during a week that will be acceptable. **Select** prior to start of week 3 and **submit** prior during week 14. Students will get credit for up to 10 weeks and the goal is to have at least 10 messages (during the course). Students can earn a total of 20 pts (2pts per submission). Students will assemble a log of all emails sent and received. Emails are to be listed in chronological order and submitted prior to the end of the course. Within the log provide closing thank you email to your partner and copy the instructor. Do not send weekly copies to instructor. If issues arise contact instructor immediately.
- C. Quizzes – Every week students will be required to complete the **weekly** quiz. The quiz will be reflect information about weekly reading assignments and student assignments. There will be a total of 14 quizzes. Each quiz will be worth a total of 10 pts (approximately 10 questions per quiz, 1pt each question). Total points 140 pts.
- D. Paper – Each student will select (**Select** by week 4) one international student services association (student affairs and services) and write about that association and student affairs and services in that country. (**Due week 10**) (25 pts.). **MUST BE AN INTERNATIONAL ASSOCIATION.**
- E. Discussions – There will be occasional discussion topics. Students will use the discussion tool and submit at least one original post and one

response to another student's post. Each discussion is worth 4pts. Each post and response are worth 1 pt each so to obtain 4 points you will need to make at least 4 original (please note "original" posts (weekly). No points will be awarded for an affirmation of someone else's comment. Look over the topic and go out on a line and make comments. (10 at 4pts. for a total of 40pts.) The discussions have start and completion times. All discussions start at 7:00am on Tuesday and end 11:59pm on Wednesday. In order to be able to take part in the discussions I have given you plenty of time to complete the reading prior to the start of the discussions. (Example – 4<sup>th</sup> week starts on Sept 13 and ends on Sept 19 and the discussion dates are Sept 18-19. This will be the same format throughout the course for those weeks with discussions. Discussion topics start during week 4. The following weeks all have discussion topics 4-10, 12, 14.)

- F. Final Paper – Write about your own perspective on the development of student affairs/services in international higher education. Where is it now? Where is it going in the future? Is it important for different associations around the world to work with one another? Is it possible to have one world association that focuses on higher education and preparation for the higher education profession? Once the paper is complete develop a Power Point presentation that highlights issues and information in the paper. This is a TWO part assignment, with the **first** being a **paper (due week 13)** and a **Power Point (due week 14)**. Submit via webct. (Paper 50pts., Power Point 31pts.)
- G. Final Exam – The final exam will be an essay test. Students will be asked to answer 5 of 7 questions. All questions will come from the reading assignments and the weekly slides. (20pts each question for a total of 100 pts.)

**Assignments** – the weekly assignments have been developed to provide some consistency to your weekly routines. Each week there will be reading assignments, writing assignments, email assignments and quizzes. If at any point there are questions, please do not hesitate to contact the instructor at [osfield@ufl.edu](mailto:osfield@ufl.edu).

### Weekly Topics

1. Week 1 (Aug 23-29) - Introduction – Review WebCT templates (My first learning module and UF Policies), review syllabus and all course requirements. Email instructor at [osfield@ufl.edu](mailto:osfield@ufl.edu) to discuss any questions! The first week is your opportunity to get acclimated to webct so use it!
  - i. Reading assignment – review course syllabus and Web CT Templates.
  - ii. Review weekly slides.
  - iii. Assignment – complete wk 1 assignments
  - iv. Email assignment – email instructor to discuss options for the international email partner assignment (B). A list of potential partners will be provided based on individual interest.

- v. Writing assignment – write one page paper describing your interest in international student services and affairs. This will be one of the few assignments you will send to the entire class. Submit via webct.
  - vi. Quiz 1 – Complete quiz
2. Week 2 (Aug 30 – Sept 5) – Review of the development of student services and student affairs within the United States.
- i. Reading assignment – Read chapters 15, 1, 4, 5 in Komives and ch. 24 in Osfield
  - ii. Review weekly slides.
  - iii. Writing assignment - write one page critique on any one chapter.
  - iv. Email assignment – select international email partner and notify instructor of selection. Goal is to correspond for a minimum of 10 times during the semester. Develop a list of questions for each individual correspondence. Forward email responses to instructor each week starting with week 3.
  - v. Web assignment – after reading the chapters assigned in Komives and Osfield review at least 5 university or college web sites and compare the student affairs hierarchies for each and develop a list of the top ten services provided. (e.g. judicial, housing, disability, gay and lesbian, etc...refer to ch. 24 in Osfield)
  - vi. Quiz 2 – complete quiz
3. Week 3 (Sept 6-12) - The focus of this week will be a look at the various student populations on college and university campuses (students with disabilities, new students, non traditional age students, commuters, Greek Letter students, and international students. We will also begin to look at international student services and we will take a closer more in depth look at a student population often forgotten (students with disabilities).
- i. Reading assignment – Read chapters 3, 10, 13, 19 from Komives text, Ludeman (2002), auxiliary text 5-6, 11 and chapter 8 in Osfield.
  - ii. Review weekly slides.
  - iii. Writing assignment - write one page critique on any one chapter or book.
  - iv. Email assignment – Assignment B - Select email partner by this week and start Email partnership log
  - v. Web assignment – review at least 5 university and college websites (around the world) and provide web site addresses for one of the following student population areas - disability resource offices (not within Florida), gay and lesbian student programs, new student programs, commuter students, non traditional age students, international student services.
  - vi. Quiz 3

4. Week 4 (Sept 13-19) – We will review the various international initiatives by student service and student affairs professional associations around the world. In the United States we will look specifically at NASPA and ACPA’s initiatives for students and staff. Each student will look at the associations they belong to and comment on whether those associations have gone international in some way. Review NASPA’s international initiative and other student affairs professional organization commitments to internationalizing associations (ACPA, or any other). Discuss the international opportunities for students in student affairs (the goal here is to inform students that there are international opportunities out there for them). For international opportunities go to [www.naspa.org](http://www.naspa.org), [www.myacpa.org](http://www.myacpa.org), [www.nafsa.org](http://www.nafsa.org), <http://www.ed.arizona.edu/csppp/index2.asp>, <http://www.semesteratsea.com/index.html>, and <http://www.cies.org/>. Also look at (<http://iasas.ehs.ufl.edu>, [www.ecsta.org/front](http://www.ecsta.org/front), [www.anzssa.org](http://www.anzssa.org), [www.studentenwerk.de](http://www.studentenwerk.de), [www.amossh.org.uk](http://www.amossh.org.uk), [www.cnous.fr](http://www.cnous.fr), [www.cacuss.ca/en/index.lasso](http://www.cacuss.ca/en/index.lasso), [www.cssi.edu.ie](http://www.cssi.edu.ie), [www.ugr.es/~ccmmes](http://www.ugr.es/~ccmmes), <http://home.ust.hk/%Eсанet/apssa.htm>, <http://home.ust.hk/~hkssa>, <http://www.aau.org/>). During the summer terms many student personnel programs and professional associations are offering study abroad opportunities for their students. Look over initiatives by NASPA, ACPA, Clemson University, University of Miami (Ohio). Students will need to connect to appropriate links. For NASPA, look at the community file at [www.naspa.org](http://www.naspa.org) and follow International Education Knowledge community links (see calendar). One very interesting opportunity for students and staff is the Semester at Sea program (<http://www.semesteratsea.com/>). The program has staff opportunities available during the fall, spring and summer terms but you must plan in advance as most positions fill up fast (plan year in advance). For more about the SAS read chapter 25 (Bardill) in Osfield text. Please review NASPA’s International Symposium initiative at [www.naspa.org](http://www.naspa.org). Review program books from past symposia (hint: materials available at NASPA’s International Education Knowledge Community under general resources).
  - i. Reading assignment - read chapters 3, 5, 25 and 26 (Osfield text); ch. 3 & 10 (Dalton text).
  - ii. Review weekly slides.
  - iii. Review Web sites listed above. You are welcome to review others as well.
  - iv. Assignment D selection– select one international student services professional association to review and write about and notify instructor of selection. Writing assignment due week 10.
  - v. Writing assignment – write one page critique on any one chapter.
  - vi. Discussion topics – There are (2) discussion topics (4.1 and 4.2) for this week. See weekly folder and slides for more.
  - vii. Quiz 4

5. Week 5 (Sept 20-26) – This week the primary topic will be the internationalization of student services around the world.
  - i. Reading assignment – read chapters 1-3, 10 (Wang conclusion), 13 in Osfield text, chapter 1 in Dalton text
  - ii. Review weekly slides
  - iii. Writing assignment - write one page critique on any one chapter.
  - iv. Email assignment - Email partnership log
  - v. Discussion Topic 5.1 – see weekly slides and folder for more information.
  - vi. Quiz 5
6. Week 6 (Sept 27 – Oct 3) - The focus for this week will be to look at staff development and staff competencies in student services. What competencies and skills does someone need to be a successful professional in student affairs.
  - i. Reading assignment – read chapter 7 in Osfield, chapter 5, 6 and Resources A & B in Komives,
  - ii. Review weekly slides.
  - iii. Writing assignment – write one page critique on any one chapter.
  - iv. Email assignment – Email partnership log
  - v. Discussion topic 6.1 – see weekly folder and slides for more
  - vi. Quiz 6
7. Week 7 (Oct 4-10) – The focus for this week is legislation that protects student populations around the world.
  - i. Reading assignment – auxiliary texts 5 and 6, 12-16. Also chapter 7 in Komives.
  - ii. Review weekly slides
  - iii. Writing assignment – write one page critique on any one chapter.
  - iv. Email assignment – Email partnership log
  - v. Discussion Topic 7.1 – See weekly folder and slides for more.
  - vi. Quiz 7
8. Week 8 (Oct 11-17) - Student affairs and services in European communities. During the next two weeks we will look at student services and student population in some of the countries within the European Union.
  - i. Reading assignment – Read chapters 17 (France), chapter 18 (Germany), Chapter 22 (Spain), in Osfield text. Read chapter 4 (Germany) in Dalton text.
  - ii. Review weekly slides
  - iii. Writing assignment - write one page critique on any one chapter.
  - iv. Email assignment – Email partnership log
  - v. Discussion Topic 8.1 – See weekly folder and slides for more.
  - vi. Quiz 8
9. Week 9 (Oct 18-24) – This week we continue the European review.

- i. Reading assignment – read chapters 20 (Ireland), Text #5 – full-text (Irish Quality Board), 23 (UK) in Osfield text. Read auxiliary publications 7-10 are available in week 9 folder on WebCT.
  - ii. Review weekly slides
  - iii. Writing assignment - write one page critique on any one chapter.
  - iv. Email assignment – Email partnership log
  - v. Discussion Topic 9.1 – See weekly folder and slides for more.
  - vi. Quiz 9
10. Week 10 (Oct 25-31) – Student affairs in Asia and the Pacific Rim area.
  - i. Read chapters 9-15 (Wang, Asia; Yu and Quan, China; Tang and Lai, Hong Kong; Ambihabathy and Agus, Malaysia; Tejido, Philippines; Eng, Singapore; Andrews, Australia) in the Osfield text; chapter 6-7 (Wong, Barlow) in Dalton’s text.
  - ii. Review weekly slides
  - iii. Writing assignment – Assignment D is due this week. See syllabus for details.
  - iv. Email assignment – Email partnership log
  - v. Discussion topic 10.1 – see weekly folder and slides for more
  - vi. Quiz 10
11. Week 11 (Nov 1-7) – Student affairs in Canada and Mexico
  - i. Reading assignment - Read chapter 16 (Shea, Canada) in the Osfield text. Read chapter 5 (Mexico) in Dalton’s text.
  - ii. Review weekly slides
  - iii. Review Power Point about ITESM from the NASPA IEKC website at [http://www.naspa.org/communities/kc/NASPAweb\\_files/frame.htm](http://www.naspa.org/communities/kc/NASPAweb_files/frame.htm).
  - iv. Writing assignment - write one page critique on any one chapter.
  - v. Email assignment – Email partnership log
  - vi. Quiz 11
12. Week 12 (Nov 8-14) – The rapid growth of student services in the Middle East and South Africa will be the topics for the week.
  - i. Reading assignment - read chapters 19 (Karkehabadi) and 21 (Hanson, Farouki) from Osfield text. Read #6 – full-text (Mandew – A guide to student services in South Africa)
  - ii. Review weekly slides
  - iii. Writing assignment - write one page critique on any one chapter.
  - iv. Email assignment – Email partnership log
  - v. Discussion topic 12.1 – see weekly folder and slides for more
  - vi. Quiz 12

13. Week 13 (Nov 15-21) - Community colleges are now in the mix and providing international services and opportunities. What is on the horizon – current issues facing student affairs professionals around the world.
  - i. Read chapters 27 and 28 in Osfield text
  - ii. Reviews weekly slides
  - iii. Writing assignment – Assignment F is due. Please review syllabus for details. This is the first part of a two part assignment. Submit via email as a Word document.
  - iv. Email assignment – continue with partnership log for those who haven't obtained a minimum of 10 emails
  - v. Quiz 13
14. Week 14 (Nov 22-28) – Special topic – Australia and the treatment of the Aborigines. The class will review the Bringing Them Home Website at <http://www.humanrights.gov.au/bth/timeline/index.htm>. We will discuss the treatment of the Aboriginal Peoples and how Australia is providing access to higher education.
  - i. Reading assignment – review the website
  - ii. Review weekly slides
  - iii. Writing assignment – write a one page critique about the treatment of the Australian Aborigine based on information found at the website list
  - iv. Email assignment – continue with partnership log for those who haven't obtained a minimum of 10 emails
  - v. Discussion topic 14.1 – see weekly folder and slides for details
  - vi. Assignment F part 2 – Power Point presentation. Submit Power Point presentation via email to instructor. See syllabus for more.
  - vii. Quiz 14
15. Week 15 (Nov 29 – Dec 5) – Review for exam and complete and submit any missed assignments.
16. **Final Exam – the exam will come from the reading materials and weekly slides. A total of 6 questions will be presented and each student will be required to answer 5 questions.**
  - i. Exam – online WebCT exam.

### **Assignments Submission Guidelines and Grading Procedures**

Assignments - All written assignments shall be submitted via webct as **attachments**. The attached documents shall be double-spaced, with APA-style citations and references when appropriate.

Grading            A        ( 446-390 points), B+ ( 389-359 points), B (358-339 points)  
                          C+        ( 338-298 points), C ( 297-278 points), D ( 277-237 points)

<b>Evaluation</b>	<b>Points</b>
A. Weekly reading critique (10 assignments 4 pts each)	40
B. International Email partner logs (10 submissions 2 pts each)	20

C. Quizzes (14 quizzes 10 pts each)	140
D. International Student Services Association Paper (25 pts)	25
E. Discussion topics (10 topics 4pts. each) (wks 4-10, 12, 14)	40
F. Final Paper (50pts paper and 31 pts power point submittal)	81
G. Final Exam (100 pts)	<u>100</u>
	446

**Students with Disabilities**

For students with disabilities who require classroom accommodations please contact the Disability Resources Program at Reid Hall (352-392-8565).

**Attendance**

Students will be expected to keep up with their weekly assignments. I have tried to distribute the reading over the entire course. Follow the weekly assignments and submit materials on time.

**Course Materials**

Only 3 of the texts used will cost you any money. The other documents and text will be provided via WebCT link or Website link.

**Alternative Format Publication**

This document is available in alternate format for students with disabilities. Please contact the instructor for the alternate format of choice.