Course Outline
EDH 6931, section 4497: International Organization of Student Services
College of Education

Department: Educational Leadership, Policy, and Foundations
Instructor: Kenneth J. Osfield, Ed. D.
Office: Bldg 179, Newell Drive
Telephone: 392-7056
Email: osfield@ufl.edu
Office Hrs: By appointment (M-F, 7:30-4:30)

Course Time: Spring 2006, Thursday from 1:55-3:50 (periods 7-8)
Location: 278 Norman Hall
To access course materials on line go to http://plaza.ufl.edu/osfield

Graduate Level (2 credits) – No prerequisite - elective

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, and international education is no exception. The goal of this course is to expose students to how student services are delivered in various countries around the world. Students will be exposed to student affairs/student services around the world through publications, symposia, higher education associations around the globe, professionals in the field from various institutions around the world and through teleconferences with professionals in higher education.

Course Goals:
1. To become aware of the global nature of higher education by exposing students to the delivery methods of how student services and student affairs are organized and promoted in other parts of the world.
2. 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
   b. ACPA – College Student Educators International (USA). www.myacpa.org
   d. CNOUS – Centre National des Ceuvres Universitaires et Scolaires (France). http://www.cnous.fr/indexbis.html
   f. DSW – Deutsches Studentenwerk (Germany). http://www.studentenwerke.de/
h. NASDEV – National Association of Student Development Practitioners (South Africa)
i. SAASSAP – South African Association of Senior Student Affairs Professionals
j. ECStA – European Council of Student Affairs (European).
k. CSSI – Confederation of Student Services in Ireland [http://www.cssi.edu.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/]

2. 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.

**Primary Reading Materials:** Many of the auxiliary course materials will be provided by the instructor on CD ROM at no cost to the registered students in the course. Many of the materials will be accessed via the World Wide Web. Information about each reading assignment will be provided about how to access the reading materials.

**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. (See instructor to purchase publication.)

**Auxiliary Reading:**

6. Germany – Deutsches Studentenwerk (DSW) – Higher Education and the Deutsches Studentenwerk
   **Report authors:** Isserstedt, W., Middendorff, E., Weber, S., & Schnitzer, K.
   **Date of Publication:** (2003).

7. Bulgaria and student services – Position paper from Jill M. Rasmussen from American University in Bulgaria on student affairs and student services in Bulgaria. (CD ROM)


**Course Requirements**

A. Class participation – Class contributions are very important to this class. Each student will contribute weekly to discussions and keep the entire class abreast of their progress in requirements C-E below. (20 pts.)


C. Students will be required to contact at least one past registrant of NASPA’s International Symposium or any other student services professional in student affairs in another country and begin to communicate with them via email. Each student will be teamed with a professional in another country. (See Ken Osfield for list of international professionals.) Students will be expected to contact their assigned professional at least once per week and keep a log of all communication. The goal is to provide exposure to a higher education professional in another country and expose them to the daily issues. At the end of the course students will combine their journals into one document. They will work together to write about their individual experiences and collaborate on writing about their overall findings. Students will be encouraged to ask
their international colleague in depth questions on student affairs and services in that country. **Select** by Jan. 26 (15 pts. **Due** March 30)

**D.** Paper – Each student will select (**Select** by Jan 26) an association (student affairs and services) from another country and write about that association and higher education in that country. (**Due** March 2) (15 pts.)

**E.** Final Paper – Write about 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? Using all the material presented and discussed during the semester students will present their perspective on the future of student affairs and services around the world. (**Due** final 2 weeks of class, **April 13 & 20** – see Ken Osfield to select a date.) (This is a two part assignment: part 1, final paper worth 20pts; part 2 classroom presentation worth 10 pts.).

**F.** Final Exam – Date TBA – essay test: answer 5 of 6 questions. Questions from 3 primary texts.

### Weekly Topics

1. **Week 1 (Jan. 12)** - Introduction – review syllabus and course requirements. Discuss course goals and the individual goals of each student in the course.

2. **Week 2 (Jan. 19)** – NASPA International Symposium and NASPA’s international initiative and other student affairs professional organization commitments to internationalizing associations (SACSA, ACPA). 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), [http://www.ed.arizona.edu/csppp/index2.asp](http://www.ed.arizona.edu/csppp/index2.asp), [http://www.semesteratsea.com/index.html](http://www.semesteratsea.com/index.html), and [http://www.cies.org/](http://www.cies.org/). During the summer of 2006 there will be various study abroad opportunities sponsored by NASPA, ACPA and colleges around the United States. To access materials go to NASPA website at [www.naspa.org](http://www.naspa.org) and follow International Education Knowledge community links (see calendar). Semester at Sea 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). Review and discuss chapter 25 (Bardill) in Osfield text. Students will be given an up-front introduction into the planning for a national program on international student affairs. In addition we will discuss and review the IASAS publication (primary text #2 – Ludeman); chapter 5 (Jameison, et al.), 25 (Bardill), 26 (Ludeman) in Osfield text (primary text 1); and, chapters 3 (Kruger and Dungy), & 10 (Christie and Ragans) in Dalton text (primary text 3).

3. **Week 3 (Jan 26)** – Review and discuss chapters 1-3, 7 (Osfield; Dalton and Sullivan; Ludeman; Rybalkina) in Osfield’s *Internationalization of student*
affairs and services in higher education: An emerging global perspective. Read all three chapters and come prepared to discuss. Review and discuss Chapter 1 (Dalton) in Dalton text (primary text 3). Select contacts for course assignment C & D.

4. Week 4 (Feb 2) – Student affairs and services in European communities. During the next two weeks we will discuss some of the countries within the European Union. Review and discuss chapters 17 (France), chapter 18 (Germany), chapter 20 (Ireland), Chapter 22 (Spain), chapter 23 (UK) in Osfield text. Read chapter 4 (Germany) in Dalton text. Review and discuss auxiliary publications numbers 5-10, and 12.

5. Week 5 (Feb 9) Continue European discussion from previous week. All reading assignments from week 4 to be continued.

6. Week 6 (Feb 16) – Student affairs in Asia and the Pacific Rim area. Review and discuss 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, and auxiliary reading #4.


9. Week 9 (March 9) – Middle East – First part of class - discuss and review chapters 19 (Karkehabadi) and 21 (Hanson, Farouki) from Osfield text. Second half of class we will discuss how the community college is addressing international opportunities. Review and discuss chapter 27 (Bonahue) in Osfield text.


11. Week 11 (March 23) – The development of South African Student Affairs – Guest lecturer Dr. Roger Ludeman, Fulbright Scholar to South Africa and Former University of Wisconsin Vice Chancellor of Student Affairs. Live
internet video conference from Eugene, Oregon. Review the developments in South Africa. Dr Ludeman will discuss the development of both NASDEV (National Association of Student Development Practitioners) and SAASSAP (South African Association of Senior Student Affairs Professionals). These two groups are relatively new and have had a significant impact upon higher education in South Africa. Prior to class read publication # 7 (if available). IASAS (International Association of Student Affairs and Services). Prior to class read the primary text “The Role of Student Affairs and Services in Higher Education: A Practical Manual for Developing, Implementing and Assessing Student Affairs Programmes and Services.” Is it possible to have a worldwide association that addresses student services and student affairs in higher education? What are the pros and cons of an association of that magnitude? The class will also take part in an interactive teleconference with Dr. Roger Ludeman, the founder of IASAS and NASPA’s International Symposium. The class will be held in Norman G520 where we will use the videoconferencing services of the Turlington’s OAT. Dr. Ludeman will address the internationalization of higher education and student affairs. Review previously read publication # 2 (IASAS Manual).


13. Week 13 (April 6) – Leslie Owen, graduate of UF SPHE program and now from the UF International Student and International Scholars Office will be a guest speaker. She will discuss how the SPHE program prepared her for the world of work, the international office, taking part in international activities and more.

14. Week 14 (April 13) – Final Project (paper and presentation) Course requirement E due. Students will use Power Point for the classroom presentation. Provide paper copy to all in class (paper or electronic). Provide written paper and hard copy of presentation to instructor. Each student will have 15 minutes.

15. Week 15 (April 20) – Last Class. Final Project (paper and presentation) Course requirement E due. Students will use Power Point for the classroom presentation. Provide paper copy to all in class (paper or electronic). Provide written paper and hard copy of presentation to instructor. Each student will have 15 minutes.

16. Final Exam – the exam will cover the 3 primary text books. 2 questions will be asked about each of the publications – students will select 5 questions to answer.

Assignments Submission Guidelines and Grading Procedures
Assignments - All written assignments shall be typed (word processed on computer), double-spaced, with APA-style citations and references when appropriate. For any classroom presentation it will be expected that you use PowerPoint.

Grading  
A   (90-100 points), B+ (85-89 points), B (80-84 points)  
C+ (75-80 points), C (70-74 points), D (60-69 points)

Evaluation 

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<th>Evaluation</th>
<th>Points</th>
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<tr>
<td>A. Class participation (1 point per class, 5 extra to those who participated in all classes).</td>
<td>20</td>
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<tr>
<td>B. Attend NASPA International Symposium (bonus pts.)</td>
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<td>C. International Partner log and contact. Select partner by January 26. Log to be submitted by March 30. Provide paper that presents the information collected and the actual log.</td>
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<tr>
<td>D. International Association Paper (select by Jan 26 submit on March 2)</td>
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| E. Final Paper on your own perspective of international student affairs/services  
  Two part assignment: First part is the paper and the second part is a 30 minute class presentation (using Powerpoint). Presentations will be delivered April 13 and 20. Sign up for dates with instructor. (20pts/paper, 10pts/presentation) | 30     |
| F. Final Exam: Date TBA – essay answer 5 of 6 questions from primary reading Assignment (text 1-3). | 20     |

Students with Disabilities
For students with disabilities who require classroom accommodations please contact the Disability Resources Program at 202 Peabody Hall (392-1261).

Attendance
Attendance in this course is required and is part of the class participation grade (20 points). However, emergencies to occur and I will work with you in providing information that you may have missed. Please notify me as soon as possible if you are not able to attend.

Course Materials
To cut down on expenses some materials will be accessible via the www and on CD ROM provided by me. To obtain the main text please see instructor and the Dalton publication is available at the book store.

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