**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 7970

**Course Title:** Special Topics: Global Studies in Education and

Counseling: South Korea Program

**Credit Hours:** 3 Semester hours (Lecture 3)

**Prerequisites:**

**Course Instructor:** Dr. Suhyun Suh

**Semester/Year:**  Summer 2012

**2. Date Syllabus Prepared:** January 2012

**3. Text**(s) : No text is assigned.

**Recommended Texts:**

**4. Course Description:** The focus is on enhancing school counseling students’ multicultural counseling competencies in working with diverse students and parents populations of all k-12 students. The course will be provided at a university in Korea over three weeks in conjunction with the school counseling program in the university. The course will include a seminar in pre-selected special topics areas, professional field experiences and an educational tour of Korea and China. The special topics are chosen to enhance school counseling students’ multicultural counseling knowledge, skills and practices that will enhance their ability to promote the academic, career and personal/social development of all k-12 students.

**5. Course Objectives:**

**Upon completion of this course, students will demonstrate knowledge and** skills and practices **of the following (**Refers to CACREP 2009 standards):

* Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
* Understanding the cultural, ethical, economic, legal, and political issues surrounding diversity, equity and excellence in terms of student learning.
* Identifies community, environmental, and institutional opportunities that enhance-as well as barriers that impede-the academic, career, and personal/social development.
* Understand the ways in which educational policies, programs, and practices can be developed, adapted and modified to be culturally congruent with the needs of students and their families.
* Understand multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.
* Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
* Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
* Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).
* Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
* Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
* Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

**6.** **Course Content:  Please see the attached course schedule for a detailed discussion of content:**

**Topic 1: Bullying Prevention and Intervention**

**Topic 2: College Preparation and Admission Counseling**

**Topic 3: Parent Involvement in Education**

**Topic 4: Crisis Intervention**

**Topic 5: Dropout prevention**

**Topic 6: Diversity Sensitivity Training in Public Schools**

**Topic 7: Self-esteem Development**

**Topic 8: Sex Education and Teen Pregnancy**

1. **Assignments/Projects**

*Pre-departure Learning Activities:*

Students will attend an hour weekly session to learn Korean culture and language for a minimum of 10 weeks. Students will develop an understanding of traditional and modern Korean life style, geography, history, culture, religion, language, education, and science and technology.

*Journal entries posted on blog site:* http://auburn-seoul.blogspot.com

Students will take turns posting daily journal entries and updates to the online blog. These posts will educate other cohort members as well as the public about students’ learning and cultural experiences. Posts will include daily activities, feelings, and educational opportunities. Video clips and pictures may also be used to further explain the students’ daily activities. Other questions to be covered in the blog journal are:

* How did you feel today? Discuss how your personal background, values and beliefs may have impacted how you felt.
* What are the some of the things that you have learned today about a foreign country, Korea or China, in relation to increasing your knowledge and understanding about the other culture?
* If you were a practicing school counselor, what school policies, programs, and services would you recommend to your principal to enhance a positive school climate and are equitable and responsive to multicultural student populations? And explain why.

*Class Presentation:*

Each student will choose two topics among the 8 topics listed for class contents above and prepare a 50-60 minute presentation on each topic. AU students will present on the US cases while Korean students will present on Korean cases on the selected topics. The presentation should include: A description of the topic, model intervention programs and strategies, legal and ethical obligations to abide by in carrying out interventions, as well as the resources available for school counselors. You are asked to really think about innovative ways that you can communicate the central and critical issues in your topic area. This may include the use of multiple presentation methods (e.g., videos, demonstrations, power point presentations, experiential activities, readings, handouts, brochures).

*Classroom Guidance and Observation:*

Students will take field trips to selected k-12 schools to observe educational practice in Korean schools. Students will also provide classroom guidance to prearranged classes under the instructor’s supervision. Classroom guidance will range a minimum of 4 to a maximum of 8 individual sessions depending on the opportunities available. The topic for the classroom guidance will be “Sensitivity Development to Diverse Population.”

*Excursion to Cultural Sites:*

Students will take an educational tour to cultural sites across Korea and in Beijing, China. The tour will provide the students with an opportunity to gain insights into the history, culture, religion, and values and beliefs of Koreans as well as Chinese, which will increase the students’ ethnic specific knowledge needed to improve their multicultural counseling competencies while helping them increase the level of self awareness as a person and counseling professional. Students are expected to attend a daily an hour evening meeting to debrief their cultural experiences and to maintain daily journal writings throughout the excursions.

*Video Production:*

Students will product an 8-10 minutes video that may be instrumental for multicultural education for students and teachers in the US. The video will capture Korean educational system, teacher’s expectation of their students, parent’s expectations of their children, and student’s expectations of themselves and struggles to achieve. Students are encouraged to be as creative as possible to make the video entertaining and educational.

1. **Grading and Evaluation Procedures:**

Personal Journal and Reflection Paper 100

Class Presentations 100

Classroom Guidance 100

Video production 100

**TOTAL 400**

The following scale will be used:

360-400 =A

320-359 =B

280- 319 =C

240- 279 =D

239 and Below =F

**9. Class Policy Statements:**

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. Model and nurture intellectual vitality

**10. Justification for Graduate Credit:**

This course includes content on school counseling practice and development as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.