

Program Specification
Graduate Diploma (International Curriculum)
(Teaching Profession)
Curriculum Improvement 2018

Name of institution:	Srinakharinwirot University		
Campus/Faculty/Department:	Graduate School, Faculty of Education, Faculty of Humanities and Educational Research Development Institute		
Curriculum model:	Graduate Diploma	Language:	English
Recruitment:	Foreign students or Thais with good English	Degrees offered to the graduates:	Graduate Diploma (Teaching Profession)
Cooperation with other universities:	Illinois State University, Illinois, United States		

Philosophy

Graduates are qualified teachers with an adherence to the professional ethics of the teacher and creative work based on the research.

Justification

The Graduate Diploma Program in the Teaching Profession of Srinakharinwirot University will help foreign teachers who do not have a professional certificate to be able to teach and evaluate effectively.

Objectives

1. Understand professional knowledge and have teaching abilities.
2. Creating and learning design for curriculum goals.
3. Applying technologies to make learning management suitable for students.
4. Academic leadership and commitment to self-development as a researcher and a teacher.

5. Expressing morality, ethics and faith in the teaching profession, and act as a good role-model for students.

Educational Management System, Curriculum Implementation and Structure

System: Semester system, 15 weeks per semester

Teaching schedule: Saturday – Sunday

First semester August – December

Second semester January – May

Summer June - July

Qualifications of prospective students:

1. Graduated with a Bachelor's degree or equivalent, certified by the office of the Civil Service Commission and the Office of the Higher Education Commission.
2. Performed duties as a teacher in a basic education institution.
3. English proficiency examination score as required by the Graduate school of Srinakharinwirot University.
4. Applicants with other qualifications may be considered by the Program Director, Program Committee and the Dean of the Graduate school.

Curriculum structure:

Courses	Credits
Teaching profession	24 credits
Practicum and Internship	9 credits
Total	33 credits

Courses:

1) Teaching profession		24 Credits
IPT 511	Philosophy and Educational Ethics of Teacher Professionalism	3(3-0-6)
IPT 521	Curriculum Development and Learning Design	3(2-2-5)
IPT 522	Academic Leadership and the Professional Learning Community	3(3-0-6)
IPT 523	Learning Assessment and Quality Assurance	3(2-2-5)
IPT 524	Seminar on Future Educational Trends	3(2-2-5)
IPT 531	Learning Psychology and Classroom Management	3(2-2-5)
IPT 541	Research and Development for Learning Innovation and Educational Information Technology	3(1-1-4)
IPT 551	Language and Culture in the Thai Context	3(3-0-6)
2) Practicum and Internship		9 Credits
IPT 591	Practicum	3(0-9-0)
IPT 592	Internship Project 1	3(0-16-0)
IPT593	Internship Project 2	3(0-16-0)

Professional Courses:

IPT 511: Philosophy and Educational Ethics of Teacher Professionalism, 3(3-0-6)

This course provided graduate students with the characteristics and the professional standards and ethics of their professions as well as morality and professional codes of conduct. It also analyzes prominent educational establishments on the basis of different perspectives of educational philosophies. The issues addressed included definitions of philosophy as a method of education, educational arrangements, professional laws for teachers, constructive criticism, and presentations of critical understanding of research articles related to sustainable development.

IPT 521 Curriculum Development and Learning Design 3(2-2-5)

This course examines a range of theories and social contexts related to curriculum development, theories and models of learning management for analytical and creative thinking, problem-solving, the development of the Basic Education Curriculum, instruction design involving technological advancement related to desirable characteristics, needs, and individual differences.

IPT 522 Academic Leadership and Professional Learning Community 3(3-0-6)

This course provides theoretical approaches, principles, and associated concepts of effective academic leadership, student-teacher interactions that promote the potential of students. It also focuses on teachers and academic leadership roles, the professional roles of teachers, the duties of the responsibilities of teachers, professional development and the professional learning community.

IPT 523 Learning Assessments and Quality Assurance 3(2-2-5)

This course focuses on the theoretical principles of learning assessment and assessment tools in the evaluation and assessment of the learning outcomes performed in different formats e.g. authentic assessment, international assessment, portfolio assessment and performance-based assessment. It also covers the use of quality assessment outcomes designed to develop the practices and the skills of the learners on educational quality assurance.

IPT 524 Seminars on Future Trends in Education 3(2-2-5)

This course emphasizes active dialogues and critical reflections on current and future trends involving global, national, and local changes. The issues addressed cover the radical changes that affect our daily lives, the needs of educational reform, educational management, and the desirable characteristics of the learners. This requires graduate students to identify, analyze, and utilize the research results of the future trends and the impact on educational management.

IPT 531 Learning Psychology and Classroom Management 3(2-2-5)

This course covers the theories and practices of educational psychology, including developmental psychology, learning psychology, psychological counseling and behavioral consultation, the practices of educational psychology in learning arrangements, integrating inclusive learning, developing a learning center, creating a climate of classroom management for learning and classroom management strategies to maximize the potential of learners.

IPT 541 Research and Development in Learning Innovation and Educational
Information Technology 3(1-4-4)

This course provides an understanding of fundamental concepts, principles and methods of educational research. It also examines the roles of teachers in conducting research as well as applying learning innovation to develop learning management skills.

IPT 551 Language and Thai Culture 3(3-0-6)

This course aims to cultivate understanding of prominent elements of Thai social context and culture, including social values, beliefs, religions, art, music, cuisine, and basic Thai communication. It also focuses on appropriate practices for teachers within and beyond the school setting, as well as classroom interaction on the basis of cultural diversity and the professional development of teachers.

IPT 591 Practicum

3(0-9-0)

This course provides graduate students with opportunities to integrate their theoretical knowledge in designing and planning learning arrangements into practice in school settings and classroom observation. It also covers the evaluative method, classroom action research, and teaching professional development.

IPT 592 Internship Project 1

3(0-16-0)

This internship project focuses on a teaching practicum performing teaching practices in school settings for at least 240 hours, practicing their teaching under the supervision of the course instructors. Teaching activities cover the following: designing lesson plans, teaching practice, selecting assessment tools, evaluating learning outcomes, conducting classroom action research and other assignments.

IPT 593 Internship Project 2

3(0-16-0)

This internship project allows the graduate students to attend educational seminars and to utilize their knowledge and skills to develop the learning management skills, as well as performing teaching practices. It also covers classroom action research conducted to develop learners or innovation in the classroom, as well as presentations of research studies.

Learning Support

The Graduate School coordinates with the Central Library to purchase books and related texts for service teachers and students to study and to use in their teaching. In order to coordinate book purchases, each instructor will be involved in making recommendations for the book list. In addition, special lecturers are invited to teach some courses and topics. It also includes a list of books for the central library to buy. Relevant agencies may provide classroom instruction in terms of books, textbooks or specialized journals. The Graduate School must arrange teaching materials for teachers, such as multimedia, projector, computer, 3D broadcasting, slide projectors, etc.