

GENERAL EDUCATION

SURATTHANI RAJABHAT UNIVERSITY (SRU)

2011 REVISED EDITION

1. NAME OF CURRICULUM : GENERAL EDUCATION COURSES,
SURATTHANI RAJABHAT
UNIVERSITY
2. OFFICE OF RESPONSIBILITY : BOARD OF GENERAL EDUCATION,
SURATTHANI RAJABHAT
UNIVERSITY
3. RATIONALE, PHILOSOPHY, AND OBJECTIVES OF THE COURSES

3.1 RATIONALE

The main goal of our General Education program improvement is to develop undergraduates so that their learning outcome will be appropriate to the changing world and localities. Included in the development are the five domains of learning, i.e. morality/ethics, knowledge, cognitive skills, interpersonal relations and responsibilities, and numerical analysis and communication. The outcome will integrate and cover these fields of study: Social Sciences, Humanities, Languages and communications, and Science and Technology where appropriate.

Our General Education courses were commissioned and have been used for all programs available at SRU since 2006. After the launch of the 2009 Thai Qualifications Framework for Higher Education (TQF: HEd), our new General Education courses have been reworked accordingly.

3.2 PHILOSOPHY OF GENERAL EDUCATION

General Education has been redesigned with the intention of upholding the concept of making students responsible members of society by requiring them to take a variety of courses. They will be required to not only have knowledge and understanding of related facts and concepts, they must also be able to pursue knowledge advancement independently.

The general aim of the courses is to help the undergraduates achieve extensively well-rounded knowledge, understand real global change, and be aware of the differences and the similarities in the global community. It is intended that students taking these courses will become not only self-aware, but cognitive of others and society as a whole. Furthermore, the students will become engaged in the pursuit of knowledge, will be able to think logically, and will make effective use of languages in communication.

In addition, the students will have both moral and ethical qualities, realize the value of local and international cultural arts, and will be able to effectively apply what has been learned to live happily and contentedly in society.

3.3 OBJECTIVES OF THE GENERAL EDUCATION

The general objective is to develop our undergraduates' education in order that they achieve the learning goals set by the 2009 TQF: HEd. The specific objectives of which are to:

- 1) Have students form habits of acting ethically and morally, faithfully and honestly, be people with social responsibility, respect for individual differences, and thus be able to live satisfactorily in their society;
- 2) Have students become motivated, self-sufficient learners, able to seek knowledge on their own as well as being able to do systematic, logical, and analytical thinking;
- 3) Have students be aware of changing context and be flexible, understanding the differences and similarities in the world community;
- 4) Have students appreciate the value of cultural arts and the beauty of nature;
- 5) Have students obtain language skills, be able to properly communicate, and be able to appropriately use their ability in the pursuit of knowledge;
- 6) Have students be able to apply their learning to everyday life activities, job-related responsibilities, household and social activities, and be able to adapt to complex societies due to the progress of science and technology.

4. IMPLEMENTATION SCHEDULE OF GENERAL EDUCATION PROGRAM

This revised edition of General Education program is planned for use with SRU's new curriculum scheduled to open for the academic year 2012.

5. GENERAL EDUCATION COURSE STRUCTURE

This 2011 revised edition of General Education program has been structured in line with the required qualifications for the SRU undergraduates, which are in accordance with those of the 2009 TQF: HEd and General Education Philosophy designed after the Qualifications Framework of 2005 Undergraduate Curriculum. Moreover, further and essential contents students should learn have been added in this curriculum. General Education, by and large, comprises 4 principle areas, that is, languages and communication, humanities, social sciences, and science and technology. Students have to take 12 credits of language and communication courses, at least 6 credits of humanities and social sciences, and 9 more credits of science and technology courses; in total, they must take at least 33 credits of the integrated General Education courses, the structure of which is as follows:

5.1 Languages and Communication courses—12 credits are to be taken from these courses:

GED1001 : Information and Study Skills	3(3-0-6)
GED1002 : Thai for Communication	3(3-0-6)
GED1003 : English Basics	3(3-0-6)
GED1004 : English for Application	3(3-0-6)

5.2 Humanities courses—a required elective course is Buddhadasa Studies OR Philosophy and Life and one more course from these courses:

GED2001 : Buddhadasa Studies	3(3-0-6)
GED2002 : Philosophy and Life	3(3-0-6)
GED2003 : Self-development	3(3-0-6)
GED2004 : Aesthetics	3(3-0-6)

5.3 Social Sciences courses—at least 6 credits are to be chosen from these courses:

GED3001 : Global Society and Living	3(3-0-6)
GED3002 : Thai Living	3(3-0-6)
GED3003 : Law and Society	3(3-0-6)

5.4 Science and Technology courses—9 credits are to be taken from the following:

GED4001 : Science for Quality of life	3(3-0-6)
GED4002 : Thinking and Decision Making	3(3-0-6)
GED4003 : Computer and Life	3(2-2-5)

6. ASPECTS OF DEVELOPING LEARNING OUTCOMES

6.1 LEARNING OUTCOMES OF GENERAL EDUCATION

6.1.1 Ethics and Morality

6.1.1.1 Learning Outcomes

- 1) Realize and perceive the value of, be interested, and enthusiastic in learning;
- 2) Respect for rules and regulations as introduced by the educational institutions, communities, and society;
- 3) Be polite, punctual, and have a sense of appreciation while leading their lives in accordance with the sufficiency economy philosophy;
- 4) Be a good leader and a good follower and have teamwork skills as well as being able to appropriately resolve conflicts;
- 5) Have the willingness, diligence, and endurance together with intelligence to responsibly resolve any problems encountered;
- 6) Realize the value of ethics, morality, and the rules of etiquette while being aware of others.

6.1.1.2 Teaching Strategies

- 1) Initiate new organizational attitudes that will help uphold the importance of order and discipline created at SRU; for instance, being punctual, dressing appropriately, honoring and acknowledging the achievement of others;
- 2) All courses will add additional contents and activities so that the learners will achieve ethical and moral values and other desirable characteristics of good citizenship;
- 3) Organize learning activities emphasizing actual practices to help students really understand the ethical values desired;

4) Arrange extra-curricular activities at different occasions to ensure students' understanding and appreciation;

5) Make conclusions bringing the moral/ethical issues to light and leaving students some ethical concept at the end of each class so that they will be reminded of their ethical obligations.

6.1.1.3 Evaluation Strategies

1) Evaluate the learners' behavior;

2) Evaluate the learners' performance on assignments, and semester tests/quizzes as well as their final examination;

3) Evaluate students' participation in extra-curricular activities, which will serve as indicators to their being well-disciplined and well-spirited/ cooperative, good leaders/ good followers, generous and polite.

6.1.2 KNOWLEDGE

6.1.2.1 Learning Outcomes

1) Have knowledge and understanding of interpersonal relations and relationships between man, society, and nature in addition to being able to solve problems and to resolve conflict arising from work and everyday life;

2) Have knowledge and understanding of both the facts and principles of what has been learned and be able to apply them to daily life;

3) Have knowledge and understanding of the role and importance of technology as related to daily life as well as being able to use it knowingly and wisely so it can be beneficially and effectively used;

4) Have knowledge and understanding of continual changes and be conscious of being a Thai as well as a global citizen;

5) Be able to put together knowledge and understanding in various fields of studies for practical use.

6.1.2.2 Teaching Strategies

1) Application of learner-centered approaches, organizing activities in ways that students' old knowledge, background and experience are integrated into their new knowledge; thus the old and the new can be smoothly blended into each other;

2) Organization of teaching-learning activities in ways that learning through practice is emphasized so that students can actually understand the lessons;

3) Visiting instructors / resource persons with knowledge and experience in specific fields will be invited at appropriate occasions to educate our students; field trips/ excursions made to inspire learning from real situations.

6.1.2.3 Evaluation Strategies

- 1) These methods are to employ: quizzes/tests, mid-semester examinations, and final examinations;
- 2) Evaluations to be made from various activities arranged for the courses requiring in-class learning and self-studying or outside of class studying;
- 3) Evaluations to be made from bodies of work assigned to create in group or in person and submit for evaluation.

6.1.3 COGNITIVE SKILLS

6.1.3.1 Learning Outcomes

- 1) Be able to think systematically;
- 2) Be analytical, sympathetic, and evaluative;
- 3) Be able to think critically;
- 4) Be able to grasp, collect, and conclude significant meaning from the texts read;
- 5) Have skills in planning and working out tasks;
- 6) Be able to do self study and apply the learning in accordance with the current/ existing situations;

6.1.3.2 Teaching Strategies

- 1) Organize teaching/learning activities applying thinking processes so that our undergraduates are able to think analytically, logically, and critically; examples of these activities are group discussion, group problem-solving situations, and role-play/simulation arrangements to have students practice making decisions on their own;
- 2) Arrange direct-experience learning methods, for example, role-playing techniques, making field trips to learning resources in order that students can learn to make observations, do interviews, have talks with knowledgeable people, and then make conclusions of their experience to gain new concepts as well as constructing their views/ideas, which will later be applied for use in their real lives.

6.1.3.3 Evaluation Strategies

- 1) Observe students' cognitive behavior from the beginning to the end of the stages: the way they ask questions, search for information, show analytical thinking, and make evaluations, respectively;
- 2) Evaluate students' ability to present their analytical results; synthesis and case study evaluation reports; and other types of reports/presentations, for instance, role-plays, article writing, and other forms of poetry;
- 3) Evaluate simulations of situations or cases of study so that students are able to make sound and logical decisions for problem resolution; both teacher and classmates are to act as co-evaluators for the reports/ presentations.

6.1.4 INTERPERSONAL SKILLS AND RESPONSIBILITY

6.1.4.1 Learning Outcomes

- tasks;
- 1) Have responsibility to complete any assigned
 - 2) Have good interpersonal relations with others;
 - 3) Have good skills both as leaders and followers;
 - 4) Have a good personality;
 - 5) Have the ability to adapt to all aspects of life.

6.1.4.2 Teaching Strategies

- 1) Arrange learning activities employing direct experience approaches providing students opportunities to work in pairs or in groups to enhance good leadership and co-operational skills, interpersonal relations, self-adaptation, and acceptance;
- 2) Hold learning activities in ways that opportunities are opened more for students to form a bond between two or more people or to create interpersonal relations and supportive teamwork.

6.1.4.3 Outcome Evaluation Strategies

- 1) Observe the learner's participation in the organized activities;
- 2) Evaluate students' interpersonal relationships and their sense of responsibility in addition to being self-aware in order to self-evaluate.

6.1.5 SKILLS OF NUMERICAL ANALYSIS, COMMUNICATION, AND INFORMATION TECHNOLOGY

6.1.5.1 Learning Outcomes

- 1) Have skills in communication and information retrieval and applying information technology appropriately;
- 2) Have skills in solving problems, creatively applying mathematical information and applied statistics;
- 3) Have skills in analyzing quantitative information;
- 4) Have skills in communication and interpretation, both in Thai and/or foreign languages;
- 5) Have skills and ability to apply and use technology to organize and do presentations in Thai and/or foreign languages;
- 6) Have thinking skills, using reason and logic in making conclusions/ summaries of information.

6.1.5.2 Teaching strategies

- 1) Arrange teaching/learning activities using direct experience approaches in order that learners can use basic statistics and computers in data analysis and do presentations applying the appropriate technology;

2) Arrange teaching/learning activities in ways that students have opportunities to search information using apposite information technology so that up-to-date and responsive information can be obtained;

3) Arrange teaching/learning activities by providing opportunities so students can demonstrate their abilities in expressing views/ideas and in employing logic when making conclusions.

6.1.5.3 Evaluation Strategies

1) Evaluate students' activity outcomes reflecting their knowledge, thinking, and understanding resulting from exposure to various types of media;

2) Evaluate the application of technological skills in their learning activities both in courses and in extra-curricular activities;

3) Evaluate students' numerical skills, communication skills, and their appropriate use of technological skills.

7. STANDARDS OF LEARNING OUTCOMES FOR GENERAL EDUCATION COURSES

7.1 ETHICAL AND MORAL QUALIFICATIONS

1) Realize the value of ethical and moral qualifications and thus be enthusiastic in learning about these values;

2) Respect the rules and regulations of educational institutions, communities, and society;

3) Be polite and respectful;

4) Be good leaders and followers, being able to do teamwork and to resolve conflicts;

5) Have these character traits: attentiveness, diligence, endurance, and be able to use these characteristics intellectually and responsibly when solving conflicts;

6) Appreciate the value of ethics, morality, and the standards of conduct.

7.2 KNOWLEDGE QUALIFICATIONS

1) Understand the relationships between human society and natural environments and be able to bring knowledge and understanding into practical use in problem-solving and conflict management;

2) Have knowledge of the principles and facts in the courses of study and be able to bring the learning into use in daily life;

3) Understand the role and importance of technology as related to daily life;

4) Understand development and change in the world;

5) Be able to integrate knowledge and understanding in various fields to appropriately apply their use satisfactorily in daily life.

7.3 COGNITIVE SKILLS

- 1) Have analytical and evaluative skills;
- 2) Be able to do systematic thinking;
- 3) Be able to think critically;
- 4) Be able to study, compile, and summarize the important points of study;
- 5) Have planning skills and be able to implement plans;
- 6) Be able to do self study and appropriately apply learning in keeping with the circumstances.

7.4 INTERPERSONAL SKILLS AND RESPONSIBILITY

- 1) Have responsibility in work and life
- 2) Have good interpersonal relations with other members of society;
- 3) Have good leadership and co-operative skills;
- 4) Have a good personality;
- 5) Be able to adapt to both life and work and be a person devoted to the public good.

7.5 SKILLS OF NUMERICAL ANALYSIS, COMMUNICATION, AND USE OF INFORMATION TECHNOLOGY

- 1) Have skills in communication and information retrieval applying appropriate information technology;
- 2) Be able to creatively use mathematical information and applied statistics skills in solving problems;
- 3) Be able to analyze quantitative information;
- 4) Be able to communicate and make conclusions both in Thai and foreign languages;
- 5) Be able to efficiently organize and give presentations in Thai or other languages using appropriate technology;
- 6) Be able to use reasons and logic in drawing conclusions.

8. COURSE CODE DESCRIPTIONS

SPECIFICATIONS FOR COURSE CODES

8.1 CONCEPT

The course code is used to communicate the nature and characteristics of the course among the learners, instructors, and those concerned, which, when adding the course names to it, helps create concepts of the subject field, the subject group, the course, and the sequence of the course.

8.2 PRINCIPLES OF THE SPECIFICATIONS

1. The new course code system has been adapted from the International Standard Classification Education (ISCED) and has been used to arrange subject types and subject groups.
2. Subject types and subject groups use these 3 principles:
 - 1) Concept of the course description
 - 2) Origin of the course
 - 3) Directions of the expertise

3. The course codes are comprised of three **letters** and four **Arabic numbers**:

The first three English capital letters represent the subject field; the next two Arabic numbers represent subject group.

10: Languages and Communication

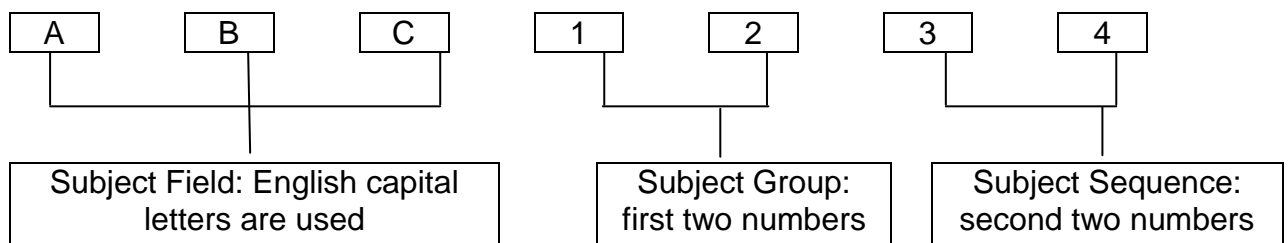
20: Humanities

30: Social Sciences

40: Science and Technology

The last two Arabic numbers refer to the course sequence.

This is as shown in the example below:



9. COURSE DESCRIPTION

Language and Communication Group 12 CREDITS ARE TO TAKE IN THE GROUP

CODE	Course Name and Description	Credits
GED1001	Information Study Skill Focus on the importance of information and information sources/archives and effective use of these resources. Emphasized are ethical use of information in addition to independent study	3(3-0-6)
GED1002	Thai for Communication Thai language communication based on principles, theory, and practice through listening, speaking, reading, and writing. Expectation to critically acquire knowledge and to present the learning appropriately.	3(3-0-6)
GED1003	English Basics English language communication development and practice through listening, speaking, reading, and writing. Focus on acquiring language knowledge and to use the learning appropriately.	3(3-0-6)

GED1004	English for Application Practice all 4 language skills as used in your field of study, in future job application, and at future workplace.	3(3-0-6)
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HUMANITIES GROUP

At least 6 credits are to be taken in Humanities. Either *Buddhadasa Studies* or *Philosophy and Life* and one from the following are requisites:

CODE	COURSE NAME AND DESCRIPTION	Credits
GED2001	Buddhadasa Studies The teachings, ways of thinking, and learning process applied by the late Buddhadasa; focus on the three wishes and making practical application of his teachings and practices to lead to plain, simple, and self-sufficient life.	3(3-0-6)
GED2002	Philosophy and Life Concepts of philosophy, philosophical doctrines, ways of life and work in accordance with different beliefs.	3(3-0-6)
GED2003	Self Development Focus on knowledge regarding human behavior; causes of behavior, and psychological theories of self analysis.	3(3-0-6)
GED2004	Aesthetics Understand the relationship between human values and beauty in life and society and nature.	3(3-0-6)

SOCIAL SCIENCES GROUP

6 CREDITS ARE TO TAKE IN THE GROUP

CODE	COURSE NAME AND DESCRIPTION	Credits
GED3001	Global Society and Living Human existence in the changing world; past and current situations of society, culture, economy, international politics, and technology; impacts of the global changes on Thailand and world population; Thailand adaptation as the society member of the world and that of Asia.	3(3-0-6)
GED 3002	Thai Living Structure and evolution of Thai society and culture. Continuation and preservation of our stability and identity; variety of Thai society and culture; types of problems and ways of conflict resolution in the society. Civil rights recognition under the democratic form of government with the King as head of state. Ways to lead the life with the philosophy of sufficiency economy.	3(3-0-6)
GED3003	Law and Society Basic knowledge of law. Relationships between law, society, and life. Fundamental individual rights and liberty as prescribed by law. Personal basic responsibilities under the civil and criminal law. Thai justice procedures according to code of laws and criminal procedure code and other laws relating to the way of life and society.	3(3-0-6)

SCIENCE AND TECHNOLOGY GROUP

9 CREDITS ARE TO TAKE IN THE GROUP

CODE	COURSE NAME AND DESCRIPTION	Credits
GED4001	Science for Quality of Life Concepts and processes of science, scientific and technological progress; a study of causes, impacts and ways to rectify the environmental change; the concept of sustainable development, self care, physically and mentally for a better quality of life.	3(3-0-6)

- GED 4002 **Thinking and decision Making** 3(3-0-6)
Techniques and tools for thinking and making decisions; and effective communication of thoughts and ideas.
- GED4003 **Computer and Life** 3(2-2-5)
Roles and importance of computers and information technology in life and society. Effectively seek knowledge and communicate through computer systems. Ability to make selection of information, ethically and legally.