

(Course Details Form for Undergraduate Level) (TQF 2)

Program..... Major.....

.....

(Revised/New Curriculum B.E. 2567 (2024))

Faculty .....

Mahasarakham University

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## Program Details

Program..... Major .....  
(New/Revised Program, B.E. 2566 (2022))

Name of Higher Education Institution      Mahasarakham University  
Campus/Faculty/Department                      .....

### Section 1 General Information

#### 1. Program Code and Name

Code : .....

##### Program Name and Major

Thai : Program..... Major .....

English : .....

#### 2. Degree Name and Major

Thai (Full Name) : ..... (.....)

(Abbreviation) : ..... (.....)

English (Full Name) : ..... (.....)

(Abbreviation) : ..... (.....)

#### 3. Major Courses (if applicable)

(Please specify in the event that the program has multiple specialized majors or multiple major courses. If the curriculum has only one major course, specify as -None- to ensure alignment with the information system for assessing the compatibility of higher education curricula or CHECO.)

#### 4. Number of Credits Taken Throughout the Program

(Please specify the total number of credits for each study plan)

#### 5. Program Format

##### 5.1 Format

Level 2 Qualification Program, Bachelor's Degree

Academic Bachelor's Degree Program                      Program.....Years

Progressive Academic Bachelor's Degree Program                      Program.....Years

Professional or Practical Bachelor's Degree Program                      Program.....Years

Progressive Professional or Practical Bachelor's Degree Program                      Program.....Years

(Please specify only the format that aligns with the program.)

## 5.2 Course Types

- Academic Bachelor's Degree Program
- Progressive Academic Bachelor's Degree Program
- Professional or Practical Bachelor's Degree Program
- Progressive Professional or Practical Bachelor's Degree Program

(Please specify only the format that aligns with the program.)

(Additional Explanation: The Criteria for Standardization of Bachelor's Degree Programs, B.E. 2565 (2022), categorizes programs into two groups as follows:) (Please do not specify these description details in TQF 2.)

1. Academic Bachelor's Degree Programs are divided into two types as follows:

1.1 Academic Bachelor's Degree Programs that aim to produce graduates with both theoretical and practical knowledge. It may involve practical work in professional settings, emphasizing academic knowledge and skills that can be creatively applied in real-world situations.

1.2 Progressive Academic Bachelor's Degree Programs are designed for students with exceptional abilities. They aim to produce graduates with advanced knowledge and capabilities by utilizing the existing regular curriculum. However, this type of program enhances the potential of students by requiring them to study certain courses at the graduate level that are already being offered. It also supports students in conducting in-depth academic research. In Progressive Academic Bachelor's Degree Programs, students must complete graduate-level courses of no fewer than 12 credits.

2. Professional or Practical Bachelor's Degree Programs are divided into two types as follows:

2.1 Professional or Practical Bachelor's Degree Programs aim to produce graduates with comprehensive knowledge in both theoretical and practical aspects. These programs emphasize knowledge, competencies, and skills in a specific professional field or technical practice within that discipline. This is achieved through internships at business establishments.

Only this type of program is eligible for offering a continuous (consecutive) bachelor's degree program. It is considered an integral part of the bachelor's degree curriculum and must fully reflect the philosophy and content of that specific bachelor's degree program. The term "consecutive" should be specified in parentheses after the program's name.

Higher education institutions that aim to produce personnel at the (consecutive) bachelor's degree level must have the objective of developing graduates who already possess practical skills or professional competencies and enhancing their academic knowledge. This includes providing advanced practical training or elevating graduates to become academic practitioners. The emphasis is on creating a collaborative learning and teaching environment between the educational institution and the workplace, integrating theoretical and practical aspects within the context of real-world work situations. This approach aims to ensure that students achieve learning outcomes that meet the demands of advanced practitioners, aligned with the program's objectives.



In terms of instructors, some must have prior practical experience while instructors from the workplace should also have an understanding of the standards required for higher education qualifications.

2.2 Progressive Professional or Practical Bachelor's Degree Programs are designed for students with exceptional abilities. These programs aim to produce graduates with advanced knowledge, professional competencies, or practical skills. They are based on existing regular programs but tailored to accommodate the potential of the students. These programs require students to study certain courses at the graduate level that are already being taught and engage in in-depth research or advanced practical training within an organization or workplace. In Progressive Professional or Practical Bachelor's Degree Programs, students must complete at least 12 credits of graduate-level courses.

(These additional details have elaborated on the specific program types according to the standards of supplementary curriculum to ensure that program developers of all curriculums share a common understanding of the program's direction. Please do not include the details in this section in the program documents (TQF 2) while preparing the program.)

### 5.3 Language Used

### 5.4 Admission Process

### 5.5 Collaboration with Other Institutions (if applicable)

### 5.6 Program Integration (if applicable)

(Please specify the faculty or departments integrating with the program and describe the nature or format of the integration. If there are no integrations, specify as -None-.)

### 5.7 Degrees Awarded to Graduates

(Please specify whether the degree is awarded in a single major field of study or in more than one major field of study (in the case of a double degree), or if it is another type of degree. Alternatively, indicate if it is a joint degree program between the university and another higher education institution with a cooperative agreement. For example, awarding the degree of..... in the field of (major).....)

## 6. Program Status and Program Approval/Authorization

6.1 This is a revised program, B.E. xxxx revised from program ..... major ..... (Revised Program, B.E. xxxx) (6.1 New Program, B.E. .... commencing at the first/second semester of the academic year ..... (for new programs))

6.2 New/Revised Program, B.E. xxxx commencing in the first/second semester of academic year xxxx onwards.

6.3 The Faculty Committee of Faculty of..... has approved this program during meeting no. .... held on .....

6.4 Maharakham University Academic Committee has approved this program during meeting no. .... held on .....

6.5 Maharakham University Council has approved this during meeting no. .... on date ..... month ..... year .....

6.6 Program has been accredited by professional organizations (if applicable) according to record no. .... on date.....month.....year.....

### 7. Readiness for Disseminating High-Quality and Standardized Program

The program will be disseminated as a high-quality and standardized program in accordance with the Higher Education Qualifications Framework, B.E. 2552 (2009), in the academic year xxxx (specify the year in B.E. calendar after 2 years of its commencement).

### 8. Professions Attainable Upon Graduation

Please clearly specify the professions that graduates can pursue. If there are multiple professions, indicate the primary one (specify the specific name of the profession) and mention other possible professions.

### 9. Name, Surname, Identification Number, Position, and Education Qualifications of the Program Coordinator

(For undergraduate level, specify at least 5 individuals / In the case of multiple fields of study, specify 3 individuals per field of study).

(Please list the highest qualification first, e.g. Doctorate, Master's, Bachelor's).

No.	Name-Surname	National Identification Number	Academic Position	Qualifications (Field of Study)	Educational Institution	Graduation Year

Note: When specifying the national identification number of the program coordinator, please provide it in the format xx-x with the last 3 digits hidden. This is to ensure data security and adhere to the printing format as specified by the university, for example, 3-9001-00021-xx-x.

- Arrange the name list in descending order based on the higher academic positions first. For equivalent academic positions, arrange them based on the highest educational qualification. If the academic position and educational qualification are the same, arrange them alphabetically by name-surname.
- Specify the name of the educational institution. If the education has been completed abroad, include the name of the country and the year of completion in numbers only, using A.D.

- In the case of completing an international program or an English-language program, specify **(International Program)** in parentheses after the major for international programs and **(English Program)** for English-language programs within Thailand. Provide the degree name and major in English, the name of the educational institution in Thai, and the year of completion in Thai B.E.
- For those who completed a Joint Master's and PhD. Program, specify **(Joint Master's and PhD. Program)** in parentheses after the major.
- When listing the educational qualifications of each faculty member, arrange them in descending order of the highest qualification. Order them as Doctorate, Master's, and Bachelor's, respectively.

## 10. Learning and Teaching Venues and Practical Training Locations

### 11. External Factors or Developments Necessary for Program Planning

#### 11.1 Economic Situation or Development

Additional Explanation: Please present information from the current and future situations that have an impact on defining Program Learning Outcomes (PLOs).

#### 11.2 Societal and Cultural Situation or Development

Additional Explanation: Please present information from the current and future situations that have an impact on defining Program Learning Outcomes (PLOs).

#### 11.3 Voice of the Stakeholders (VOS) Survey Results

Additional Explanation:

1) Stakeholders include:

- Internal stakeholders, such as students, professors, and academic personnel
- External stakeholders, such as graduates, alumni, employers, related work sectors, and specialists in those fields
- Future stakeholders, such as students

2) Summarize survey results; survey findings may be attached as an appendix at the end of the document.)

#### 11.4 Channels/Methods of Communication with Stakeholders

Additional Explanation: Please specify channels/methods of communication used with stakeholders.

## 12. Impacts from Items 11.1 and 11.2 on Program Development and Alignment with Institutional Mission

### 12.1 Program Development

### 12.2 Alignment with Institutional Mission

Note: How do the results from Item 11 impact program improvements/creation of a new curriculum? How does the program align with the institution's philosophy, mission, and vision?

**13. Relationships with Other Programs Offered in the Faculty/Other Departments at the Institution**

**13.1 Courses that Students Must Take from the Faculties/Departments**

**13.1.1 General Education Courses, Mahasarakham University, Total Credits: 24**

**13.1.2 Course Category.....**

Faculty..... Department..... Number of Credits..... / Number of Courses..... xxx xxx Course Name ..... (Thai) Number of Credits (x-x-x)  
(Course Name in English)

**13.2 Courses Offered by the Program to Students From Other Faculties/Departments**

**Number of Courses .....**

xxx xxx Course Name in Thai, Number of Credits (x-x-x)  
(Course Name in English)

xxx xxx Course Name in Thai, Number of Credits (x-x-x)  
(Course Name in English)

**13.3 Management and Administration**

(Please explain the management and administration approach, collaborative plans, or coordination with other relevant departments that will be undertaken to ensure that the mentioned courses are responsive to the program's needs.)

## Section 2 Program-Specific Information

### 1. Philosophy, Significance, and Program Objectives

#### 1.1 Philosophy

#### 1.2 Significance

(Why is there a need for improvement or development of the program? (Based on SWOT analysis, considering Demand/Supplies; current situation, target audience, market needs, etc.) How does the proposed program differ from the existing one? What are its unique features or characteristics? How does it differentiate from similar programs within other institutions?) For example, factors such as faculty expertise, integration with other programs, research efforts by relevant departments, partnerships with external organizations, etc.

New/Revised Program: Add a table presenting the results of the SWOT analysis.

<b>Strengths</b>	<b>Weaknesses</b>
<b>Opportunities</b>	<b>Threats</b>

Revised Program: Add a table depicting the program evolution from the original program to the newly improved version, following the SWOT analysis results.

Program..... Major..... (Revised Program, B.E. ....) -Specify program name, major, and year in B.E. of the original program before the revision-	<b>Program Development and Improvement</b>	Program..... Major..... (Revised Program, B.E. ....) -Specify program name, major, and year in B.E. of the newly revised program-

#### 1.3 Program Objectives

(Please specify the objectives of the program, ensuring that they cover the required objective standards stipulated for higher education programs.)

### 2. Program Development Plans

Please specify the main development or change plans proposed in the program, along with the expected timeframe for completion (e.g. within 3 or 5 years).

#### 2.1 Program Management *(Development/Change Plans, Strategies, Evidence/Indicators)*

#### 2.2 Learning and Teaching Resources *(Development/Change Plans, Strategies, Evidence/Indicators)*

Additional Explanation: Please specify how the resources utilized can help support students in achieving the Program Learning Outcomes (PLOs).

**2.3 Student Counseling and Assistance** (*Development/Change Plans, Strategies, Evidence/Indicators*)

**2.4 Labor Market and Societal Demands, and Employer Satisfaction Regarding Student Quality** (*Development/Change Plans, Strategies, Evidence/Indicators*)

## Section 3 Education Management System, Implementation, and Program Structure

### 1. Education Management System

#### 1.1 System

Education management is conducted on a semester-based system, with 1 academic year divided into 2 regular semesters: the first semester and the second semester. Additionally, 1 regular semester lasts no less than 15 weeks, as stipulated by the Mahasarakham University Regulations of Undergraduate Study, B.E. 2557 (2014).

#### 1.2 Summer Semester Education Management

Please specify whether there is or is not a summer semester, in alignment with the education plan (Section 1, Item 3.1.4).

#### 1.3 Credit Equivalency in the Semester-Based System

### 2. Program Implementation

#### 2.1 Days and Times of Learning and Teaching Activities

(Please specify information in accordance with the academic calendar of Mahasarakham University)

As follows:

First Semester	June – October
Second Semester	November – March
Summer Semester	April – May (Please specify, if there is a summer semester)

#### 2.2 Student Qualifications

(Please clearly specify the qualifications required for Thai students and international students.)

#### 2.3 Challenges Faced by Incoming Students

(Please list any challenges individually, including problems related to student enrollment that fall below the enrollment plan.)

#### 2.4 Strategies for Addressing Issues/Limitations Encountered by Students in Item 2.3

(Please list challenges individually, specifying the solutions aligned with item 2.3. Provide possible solutions for cases where the enrollment falls below the plan.)

#### 2.5 5-Year Student Admissions and Graduation Plan

For undergraduate programs, indicate whether it is a regular/special system (if applicable).

Thai Students in the Regular System

Number of Students	Number of Students per Academic Year (Individuals)				
	2024	2025	2026	2027	2028
Year 1	40	40	40	40	40
Year 2	-	40	40	40	40
Year 3	-	-	40	40	40
Year 4	-	-	-	40	40
Total	40	80	120	160	160
Expected Graduation	-	-	-	40	40

#### International Students in the Regular System

(Please indicate a plan to admit international students, comprising at least 5% of the total student population, in accordance with the university's policy.)

Number of Students	Number of Students per Academic Year (Individuals)				
	2024	2025	2026	2027	2028
Year 1	20	20	20	20	20
Year 2	-	20	20	20	20
Year 3	-	-	20	20	20
Year 4	-	-	-	20	20
Total	20	40	60	80	80
Expected Graduation	-	-	-	60	60

(The numbers in the table are samples. The program can determine the admission plan and number of graduates over a 5-year period.)



2.6 Budget Allocation According to the Plan

Estimated Revenue

Program..... Major .....

Thai Students in the Regular System

Year	Academic Year 2024			Academic Year 2025			Academic Year 2026			Academic Year 2027			Academic Year 2028		
	No. of Students	Tuition Fee/ Person/ Year	Total	No. of Students	Tuition Fee/ Person/ Year	Total	No. of Students	Tuition Fee/ Person/ Year	Total	No. of Students	Tuition Fee/ Person/ Year	Total	No. of Students	Tuition Fee/ Person/ Year	Total
1															
2															
3															
4															
Total															

- Number of Credits for the Bachelor of Science Program, Major ..... (Revised Program, B.E.....)  
 Year 1, No. of credits.....      Year 2, No. of credits.....  
 Year 3, No. of credits.....      Year 4, No. of credits.....  
 Total Credits for the Program equals to ..... credits
- Tuition Fee (Lump sum)/Semester equals to ..... baht
- Expenses for Student/Person/Year equals to ..... baht
- Total Expenses Throughout the Program for Student/Person/ equals to ..... baht
-

Estimated Revenue

Program..... Major .....

International Students in the Regular System

Year	Academic Year 2024			Academic Year 2025			Academic Year 2026			Academic Year 2027			Academic Year 2028		
	No. of Students	Tuition Fee/ Person/ Year	Total	No. of Students	Tuition Fee/ Person/ Year	Total	No. of Students	Tuition Fee/ Person/ Year	Total	No. of Students	Tuition Fee/ Person/ Year	Total	No. of Students	Tuition Fee/ Person/ Year	Total
1															
2															
3															
4															
Total															

- Number of Credits for the Bachelor of Science Program, Major ..... (Revised Program, B.E.....)

Year 1, No. of credits..... Year 2, No. of credits.....

Year 3, No. of credits..... Year 4, No. of credits.....

Total Credits for the Program equals to ..... credits

- Tuition Fee (Lump sum)/Semester equals to ..... baht

- Expenses for Student/Person/Year equals to ..... baht

- Total Expenses Throughout the Program for Student/Person/ equals to ..... baht

- Estimated Expenses and Break-Even Point

- Program..... Major ..... (Revised Program, B.E. ....)

- Thai Students in the Regular System

Academic Year	Number of Students	Estimated Revenue		Estimated Expenses			Annual Revenue and Expenditure Difference		Number of Students to Break-Even
		Total Revenue	Revenue per Student	Variable costs	Fixed cost	Total	Total	%	
2024									
2025									
2026									
2027									
2028									
Total									

- Expenses for Student/Person/Year equals to ..... baht
- Total Expenses Throughout the Program for Student/Person equals to ..... baht

Estimated Expenses and Break-Even Point

Program..... Major ..... (Revised Program, B.E. ....)

International Students in the Regular System

Academic Year	Number of Students	Estimated Revenue		Estimated Expenses			Annual Revenue and Expenditure Difference		Number of Students to Break-Even
		Total Revenue	Revenue per Student	Variable costs	Fixed cost	Total	Total	%	
2024									
2025									
2026									
2027									
2028									
Total									

Expenses for Student/Person/Year equals to ..... baht

Total Expenses Throughout the Program for Student/Person equals to ..... baht

**2.7 Education System (Educational Management Method)**

- Classroom-based
- Distance learning through printed materials as the primary medium
- Distance learning through audio and visual media as the primary medium
- Electronics-based distance learning (E-learning) as the primary medium
- Internet-based distance learning
- Others (Specify) .....

(Please specify the mark / for the classroom-based method, following CHECO guidelines.)

**2.8 Transfer of Credits, Courses, and Inter-University Registration (if applicable)**

**3. Program and Instructor**

**3.1 Program**

**3.1.1 Number of Credits** Throughout the Program ..... Credits

**3.1.2 Program Structure**

Course Categories	Undergraduate Program Standard Criteria, B.E. 2565 (2022) (Credits)	Proposed Program (Credits)
A. General Education Courses – not less than	24	24
B. Specialized Courses – not less than Foundational Courses Specialized Courses	72	(Specify) (Specify) (Specify)
C. Elective Courses – not less than	6	6
<b>Total (Credits) – not less than</b>	<b>120</b>	<b>120</b>

**3.1.3 Course List** (please specify courses according to the course categories indicated in the program structure.)

**3.1.4 Study Plan**

**3.1.5 Course Descriptions**

(Please provide the course names and descriptions in accordance with the university’s program writing practices and course description guidelines.)

- Course Code System Explanation

### 3.2 Name, Surname, Identification Number, Position, and Education Qualifications of the Instructor

#### 3.2.1 Program Instructors

No.	Name-Surname	Identification Number	Academic Position	Qualifications (Field of Study)	Educational Institution	Graduation Year	Teaching Workload (Hours/Week)				
							2024	2025	2026	2027	2028

Note: When specifying the national identification number of the program coordinator, please provide it in the format xx-x with the last 3 digits hidden. This is to ensure data security and adhere to the printing format as specified by the university, for example, 3-9001-00021-xx-x. Please provide the list of names of program coordinators as indicated in Section 1, Item 9, in the table. Additionally, please arrange the names of program coordinators and faculty members together, following the principle of sequencing based on academic positions from higher to lower. In cases where academic positions are the same, prioritize individuals with doctoral degrees. In situations where both academic positions and degrees are identical, arrange the sequence based on the alphabetical order of names.

### 3.2.2 Special Lecturers

-None-

(Please provide information about special lecturers, if required by professional council regulations under Form TQF 2. In cases where the program does not have professional council supervision, please clearly specify in Item 3.2.2 Special Lecturers that there is none.)

## 4. Elements Related to Field Experience (Internship or Cooperative Education)

### 4.1 Learning Outcome Standards for Field Experience

(Please specify the key components of learning outcomes standards derived from the desired field experience.)

### 4.2 Duration

Courses	Year	Semester
1. Field Experience	2	Second Semester
2. Field Experience	3	First Semester
3. Field Experience	3	Second Semester
4. Field Experience	3	Second Semester
5. Cooperative Education .....	4	First Semester
6. Cooperative Education .....	4	Second Semester
7.		

### 4.3 Time Management and Teaching Schedule

For example, 3 days per week for 4 weeks, or full-time within 1 semester (for each course in Item 4.2).

## 5. Requirements for Project or Research Work (if applicable)

### 5.1 Brief Description

A brief description regarding the specifications for conducting projects or theses.

### 5.2 Learning Outcome Standards

(Please specify the main learning outcome standards expected from the completion of projects or research work.)

### 5.3 Duration

Nature of Field Practice	Number of Hours
Skill Trained: .....	..... ( ... hours per week)
Skill Trained: .....	..... ( ... hours per week)
Skill Trained: .....	..... ( ... hours per week)

#### **5.4 Number of Credits**

Please specify the number of credits for the thesis in each study plan. (For example, Plan 1: Professional Plan (Plan A, Form A 2), Thesis, 12 credits.)

#### **5.5 Preparation**

(Please provide a brief explanation of how academic guidance and assistance are prepared and offered to students.)

#### **5.6 Assessment Process**

(Please explain the process of evaluating outcomes, including mechanisms for verifying examination standards.)



## Section 4 Learning Outcomes, Teaching Strategies, and Assessment

### 1. Program Learning Outcomes

#### 1.1 Plan for Preparing Students to Achieve Program Learning Outcomes (PLOs)

#### 1.2 Alignment Between the Voice of the Stakeholder (VOS) and the Program Learning Outcomes (PLOs)

Voice of the Stakeholder (VOS)	Program Learning Outcomes (PLOs)
VOS 1	PLO 1 PLO 2
VOS 2	PLO 3 PLO 4 PLO 5

#### 1.3 Learning Outcomes According to the Thai Qualifications Framework (TQF) and the Program Learning Outcomes

1.3.1 Program Learning Outcomes include:

PLO 1 .....

PLO 2 .....

PLO 3 .....

Additional Explanation: When specifying PLOs, the following aspects should be considered:

1. PLOs drive towards with the vision, mission, and philosophy of the institution and faculty, and the academic philosophy (which is the integrated education approach for lifelong learning, innovative creation, and global promotion of local wisdom)

2. PLOs align with stakeholders' needs, and graduates' special attributes, and incorporate input from experts in those fields.

3. PLOs are clear and can evaluate whether students have attained the expected PLOs within the stipulated timeframe of the program (Specific, Measurable, Achievable, Relevant, Timely).

4. PLOs should be arranged according to the learning levels in Bloom's Taxonomy.

5. PLOs must encompass both general knowledge and skills, as well as specific knowledge and skills. This includes academic attitudes, leadership qualities, and the ability to apply knowledge in practical situations (subject-specific and generic (i.e. transferable) learning outcomes).

1.3.2 Learning Outcomes According to the Thai Qualifications Framework (TQF) include:

1. Knowledge Domain

K1

K2



Note: R is Remembering I is Imitation Rc is Receiving  
 U is Understanding M is Manipulation Rp is Responding  
 AP is Applying P is Precision V is Valuing  
 AN is Analyzing A is Articulation O is Organization  
 E is Evaluating N is Naturalization C is Characterization  
 C is Creating

## 2. Development of Learning Outcomes in Various Aspects

It is important to specify the outcomes of learning development in each aspect according to the CHECO framework, which includes the domains of Knowledge, Skills, Ethics, and Personal Characteristics. For instance, learning outcomes development should be specified in each aspect:

### 1. Knowledge Domain

#### 1.1. Learning outcomes in the knowledge domain

1.1.1 .....

1.1.2 .....

#### 1.2 Teaching strategies used to develop knowledge-based learning

2.1.1 .....

2.1.2 .....

#### 1.3 Assessment strategies for knowledge-based learning outcomes

3.1.1 .....

3.1.2 .....

Program Learning Outcomes (PLOs)	Year	K/S/E/C	Teaching Strategies	Evaluation Strategies
PLO 1	1	K2 S2 E2	- Lecture-Based Teaching and Learning Methodology - Practice-Based Learning Methodology	- Examinations - Quality of Works/Projects/Reports - Pre- and Post-Learning/Activity Assessment - Observation and Recording of Behaviors in Practical Work/Activities/Projects/Works/Reports
PLO 2	1	K3 S2 C1		
PLO 3	2	K1 C1 C2		

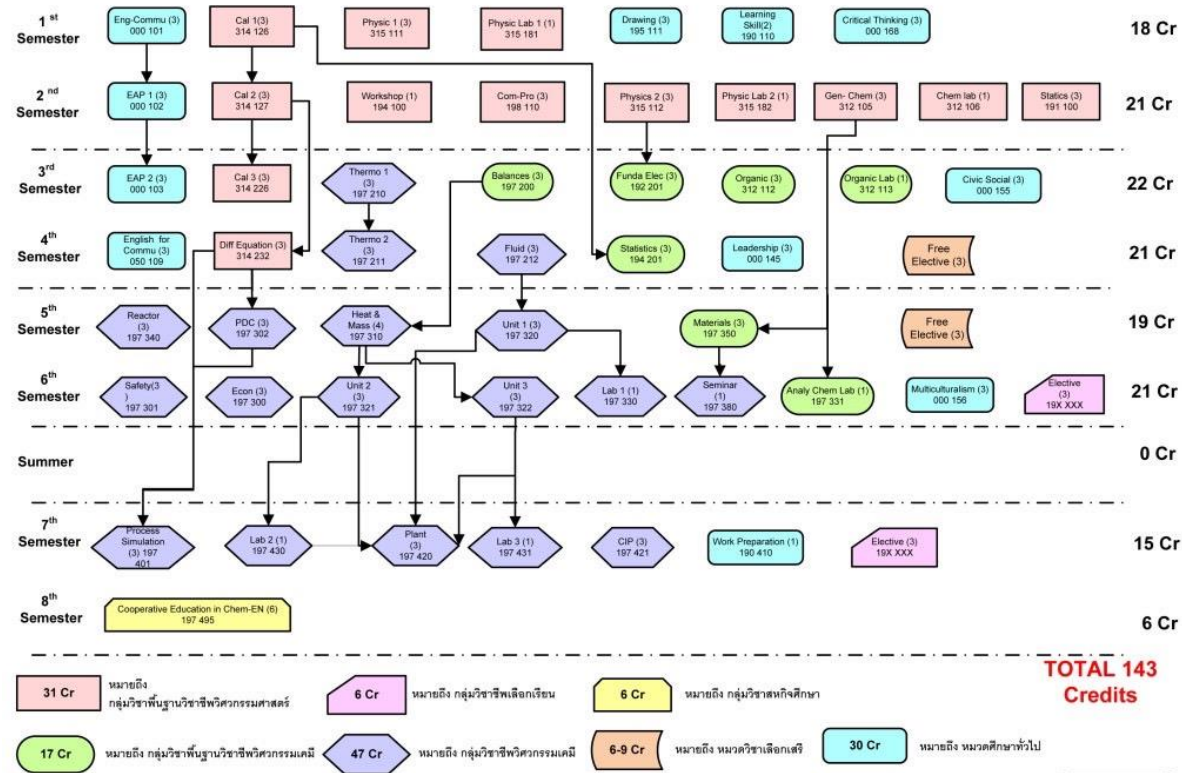


Course	PLO 2															
	Cognitive Domain (Knowledge)						Psychomotor Domain (Skill)					Affective Domain (Attitude)				
	R	U	AP	AN	E	C	I	M	P	A	N	Rc	Rp	V	O	C
0203 101			/			/						/				
0202 104		/	/			/						/			/	/
0234 245		/	/				/	/	/						/	/

### 3.3 Curriculum Map for Various Courses

Additional Explanation: A curriculum map may be presented linking various courses as shown in the example below or in other formats as appropriate for each program.

**Normal Program Course Map – Cooperative Education 2555**



## Section 5 Criteria for Student Assessment

### 1. Rules or Criteria for Assigning Grades

Education management is conducted on a semester-based system, with 1 academic year divided into 2 regular semesters: the first and second semesters. Additionally, 1 regular semester lasts no less than 15 weeks, as stipulated by the Mahasarakham University Regulations of Undergraduate Study, B.E. 2557 (2014).

#### 1. Grading System with Grade Points

1) The grading system for each course that uses grade points are represented by the following levels and their meanings:

Level	Meaning	Grade Points
A	Excellent	4.0
B <sup>+</sup>	Very Good	3.5
B	Good	3.0
C <sup>+</sup>	Fairly Good	2.5
C	Fair	2.0
D <sup>+</sup>	Poor	1.5
D	Very Poor	1.0
F	Failed	0

#### 2) Grading System Without Grade Points

The grading system for each course that does not use grade points are represented by the following symbols:

Symbol	Meaning
S	Satisfactory
U	Unsatisfactory
I	Incomplete
W	Withdrawn
AU	Audit
R	Course Repeated Later

Regarding this, a grade of “U” is considered a failure in that course.

#### 3) The grade “F” can be given for a course in the following cases:

1.3.1 A student fails the exam.

1.3.2 A student misses the regular semester exam without approval from the dean.

1.3.3 A student does not meet the required attendance criteria.

1.3.4 A student engages in misconduct during the exam.

1.3.5 A student receives an “I” grade but fails to complete the evaluation process to revise the “I” grade within the first two weeks of the following semester, during which the student is eligible to register for classes.

4) The grade “S” can be given for the evaluation of non-credit courses and when the academic performance in that course meets the specified criteria.

5) The grade “U” can be given for the evaluation of non-credit courses and when the academic performance in that course does not meet the specified criteria.

6) The grade “I” can be given for a course in the following cases:

(1) When a student has completed the required attendance but was unable to take the exam due to illness or unforeseen circumstances and has obtained approval from the dean.

(2) When the instructor and the dean deem it appropriate to wait for the academic results because the student has not completed tasks that are part of the course requirements but are not due to the student’s fault.

A student who receives an “I” grade must complete the evaluation process to change the “I” grade within the first two weeks of the following semester, during which the student is eligible to register for classes. If the student fails to meet this deadline, the university will automatically change the “I” grade to an “F” grade, unless the dean approves an extension due to unforeseen circumstances that are not caused by the actions or joint actions of said student(s). Counted semesters for students in the regular system who are eligible for registration only include the first and last semesters.

7) The grade “W” can be given for a course in the following cases:

(1) When a student is approved to withdraw from that specific course.

(2) When a student is approved to take a leave of absence from their studies.

(3) When a student is suspended from their studies in that academic semester.

(4) When a student is approved by the dean to change from an “I” grade that the student has received and has met the deadline for changing the “I” grade, but the illness or unforeseen circumstances have not yet ended, with credible evidence.

8) The grade “AU” can be given for a course when a student is approved to register for special studies without counting credits.

9) When counting credits for calculating the grade point average, count from the courses that have a hierarchical scoring system. In the case where a student re-registers or takes a replacement in any course, use the number of credits and the obtained grade to calculate the grade point average.

10) When counting the accumulated credits of a student to fulfill the program requirements, only count the credits of the courses that are subject to examination.

11) To calculate the semester grade point average, calculate it based on the student’s academic performance in that semester. Multiply the sum of the number of credits by the grade point for each course. Then, divide by the total number of credits for that semester. The calculation should be carried out to 3 decimal places, rounding to 2 decimal places if the third decimal place is 5 or higher.



12) To calculate the cumulative grade point average, calculate it based on the student's academic performance from the beginning of their studies until the last semester. Multiply the sum of the number of credits by the grade point for each course studied. Then, divide the total by the total number of credits accumulated. The calculation should be carried out to 3 decimal places, and round up the third decimal place if it is 5 or higher, to 2 decimal places.

## 2. Student Assessment

Additional Explanation: Please specify information that comprehensively covers the AUN-QA Criterion 5: Student Assessment.

- Assessment of students starts from the admission process, during their studies, and through examination to complete their education. It is based on clear criteria, employs diverse and well-defined assessment methods, and is widely recognized. It covers all learning objectives and adheres to standards.

- The assessment of students' learning should reflect the expected learning outcomes.

## 3. Student Achievement Standards Verification Process

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## 4. Criteria for Successful Completion of the Program

Clearly specify the criteria for successful completion of each study plan.

## Section 6 Instructor Development

### 1. Preparation for New Instructor

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### 2. Developing Knowledge and Skills for the Instructor

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.....

#### 2.1 Developing of Teaching Management, Assessment, and Evaluation Skills

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#### 2.2 Other Areas of Academic and Professional Development

.....  
.....

## Section 7 Program Quality Assurance

### 1. Supervision of Standards

*(Please explain the program administration and management process to meet the National Higher Education Qualifications Standards Framework or Field of Study Qualifications Standards throughout the duration of managing teaching and learning activities within the program, etc.)*

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.....

### 2. Graduates

*(Please describe the quality of graduates according to the National Higher Education Qualifications Standards Framework, learning outcomes, working or freelancing, students' and graduates' achievements, etc.)*

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### 3. Students

*(Please explain the student admissions process and pre-class attendance readiness preparation, control and supervision, academic counseling and guidance, retention, graduation, satisfaction, and student complaint management processes, etc.)*

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.....

### 4. Instructor

*(Please describe the management and development of faculty members, from the recruitment of new faculty members, selection criteria, qualifications, knowledge, major-specific expertise, advancement in academic contributions, etc.)*

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### 5. Program, Teaching and Learning Activities, and Student Evaluation

*(Please explain program administration and management for a continuously efficient and effective process, curriculum design, control, supervision of course development, placement of the instructor system, organization process of teaching and learning activities in each course, student assessment, supervision of realistic assessments, diverse assessment methods, organization of teaching and learning activities, program implementation outcomes according to the National Higher Education Qualifications Standards Framework, etc.)*

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## 6. Learning Support

Additional Explanation: It is necessary to specify how each tool/equipment can help students achieve PLOs.

## 7. Others (if applicable)

## 8. Key Performance Indicators

Key Performance Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
1. Program coordinators who are at least 80% responsible for the program are to participate in meetings for planning, monitoring, and reviewing program implementation.	X	X	X	X	X
2. Detailed program information according to form TQF 2 aligned with the <i>National Higher Education Qualifications Standards Framework or Field of Study/Major Qualifications Standards</i> (if applicable).	X	X	X	X	X
3. Course management plan (TQF 3) and field experience plan (TQF 4) if applicable), conforming to university guidelines at the minimum and adhering to the intent of TQF 3 and TQF 4 (if applicable), are be available for all courses in each department before the start of each academic term.	X	X	X	X	X
4. Summary of course management (TQF 5) and summary of field experience management (TQF 6) (if applicable), conforming to university guidelines at the minimum and adhering to the intent of TQF 5 and TQF 6 (if applicable), are to be prepared for all courses within 30 days after the end of the academic term.	X	X	X	X	X
5. Program progress report (TQF 7) conforming to university guidelines at the minimum and adhering to the intent of TQF 7 should be prepared within 60 days after the end of the academic year.	X	X	X	X	X
6. Verification of student learning outcomes should be assessed according to the standards outlined in forms TQF 3 and TQF 4 (if applicable) for at least 25% of the courses offered each academic year.	X	X	X	X	X
7. Developments/improvements in managing teaching and learning activities, teaching strategies, assessment		X	X	X	X

Key Performance Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
of learning outcomes, program administration and management, etc., should be based on the assessment results of the program implementation reported in form TQF 7 from the previous year.					
8. All (new) instructors have received preparedness training in program management and development, and managing teaching and learning activities.	X	X	X	X	X
9. All regular instructors within the program have undergone academic and/or professional development at least once a year.	X	X	X	X	X
10. At least 50% of support staff involved in the management of teaching and learning activities within the program (if applicable) has received academic and/or professional development each year.	X	X	X	X	X
11. The satisfaction level of final-year students/new graduates regarding the quality of the program averages not less than 3.51 out of a full score of 5.00.				X	X
12. The satisfaction level of employers towards new graduates averages not less than 3.51 out of a full score of 5.00.					X

## Section 8 Evaluation and Improvement of Program Performance

### 1. Assessment of Teaching Effectiveness

#### 1.1 Assessment of Teaching Strategies

#### 1.2 Assessment of Instructor's Skills in Implementing Teaching Strategies

### 2. Overall Program Assessment

(Please explain the process used to obtain various retrospective data for assessing the overall quality of the program and the achievement of expected learning outcomes from different groups of individuals, including 1) students and graduates, 2) qualified individuals and/or external assessors, 3) employers, and/or other stakeholders.)

### 3. Assessment of Performance According to the Framework of the Program's Details

### 4. Reviewing Assessment Results and Planning for Improvement

### Appendixes Attached to the Program

(Please specify all appendixes completely and arrange them to the order of the documents listed in the table of contents.)