

(Course Details Form for Graduate 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

Choose to specify according to the level of the program as follows:

Qualification Program Level 4 Master's Degree

Qualification Program Level 6 Doctoral Degree

##### 5.2 Language Used

##### 5.3 Admission Process

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



### 5.5 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-.)

### 5.6 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 Mahasarakham University Academic Committee has approved this program during meeting no. .... held on .....

6.5 Mahasarakham 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 graduate level, specify at least 3 individuals).

(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

- c. 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 Core Courses.....**

##### **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.

<b>Program.....</b> <b>Major.....</b> <b>(Revised Program, B.E. ....)</b> -Specify program name, major, and year in B.E. of the original program before the revision-	<b>Program Development and Improvement</b>	<b>Program.....</b> <b>Major.....</b> <b>(Revised Program, B.E. ....)</b> -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 Maharakham University Regulations of Undergraduate Study, B.E. 2560 (2017).

#### 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 Maharakham 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 graduate programs, specify whether it is conducted during business hours/non-business hours.

**Thai Students Within the Business-Hour System, Such As**

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
Total	20	40	60	80	80
Expected Graduation	-	20	20	20	20

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

**International Students Within the Business-Hour System, Such As**

*(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	5	5	5	5	5
Year 2	-	5	5	5	5
Total	5	10	20	40	40
Expected Graduation	-	10	10	10	10

*(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 Within the Business-Hour 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															
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.....  
 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 Within the Business-Hour 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															
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.....  
 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 Business-Hour 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 Business-Hour 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	Graduate Program Standard Criteria, B.E. 2565 (2022) (Credits)	Proposed Program (Credits)
	Plan 1: Academic Plan (Plan A, Form A 2)	Plan 1: Academic Plan (Plan A, Form A 2)
<b>A. Core Courses (if applicable) -</b> not less than	-	(Specify)
<b>B. Specialized Courses – not less</b> than Compulsory Courses Elective Courses	12	(Specify) (Specify) (Specify)
<b>C. Research Experience Courses</b> Thesis - not less than	12	12
<b>Total (Credits) – not less than</b>	<b>36</b>	<b>36</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

-

### 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

(Please specify the teaching and learning plan offered in the program and the time frame required for the thesis. (For example, Plan 1: Professional Plan (Plan A, Form A 2) from Year 1, Second Semester onwards.)

### 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

2. Skills Domain

S1

S2

S3

3. Ethical Domain

E1

4. Personal Characteristics Domain

C1

C2

#### 1.4 Relationship Between Program Objectives and Program Learning Outcomes (PLOs)

Program Objectives	Program Learning Outcomes (PLOs)				
	PLO 1		PLO 2	PLO 3	
	PLO 1.1	PLO 1.2	PLO 2.1	PLO 3.1	PLO 3.2
1.					
2.					
3.					

#### 1.5 Program Learning Outcomes (PLOs) and Course Categories

Program Learning Outcomes (PLOs)	General Education Courses	Specialized Courses
PLO 1	✓	
PLO 2		✓
PLO 3	✓	✓

#### 1.6 Year Learning Outcomes (YLOs)

Year	Year Learning Outcomes (YLOs)
1	
2	
3	

## 1.7 Program Learning Outcomes (PLOs) Classified by Bloom's Taxonomy

No.	Program Learning Outcomes (PLOs)	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
1	PLO 1 .....																
2	PLO 1.1 .....																

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 .....

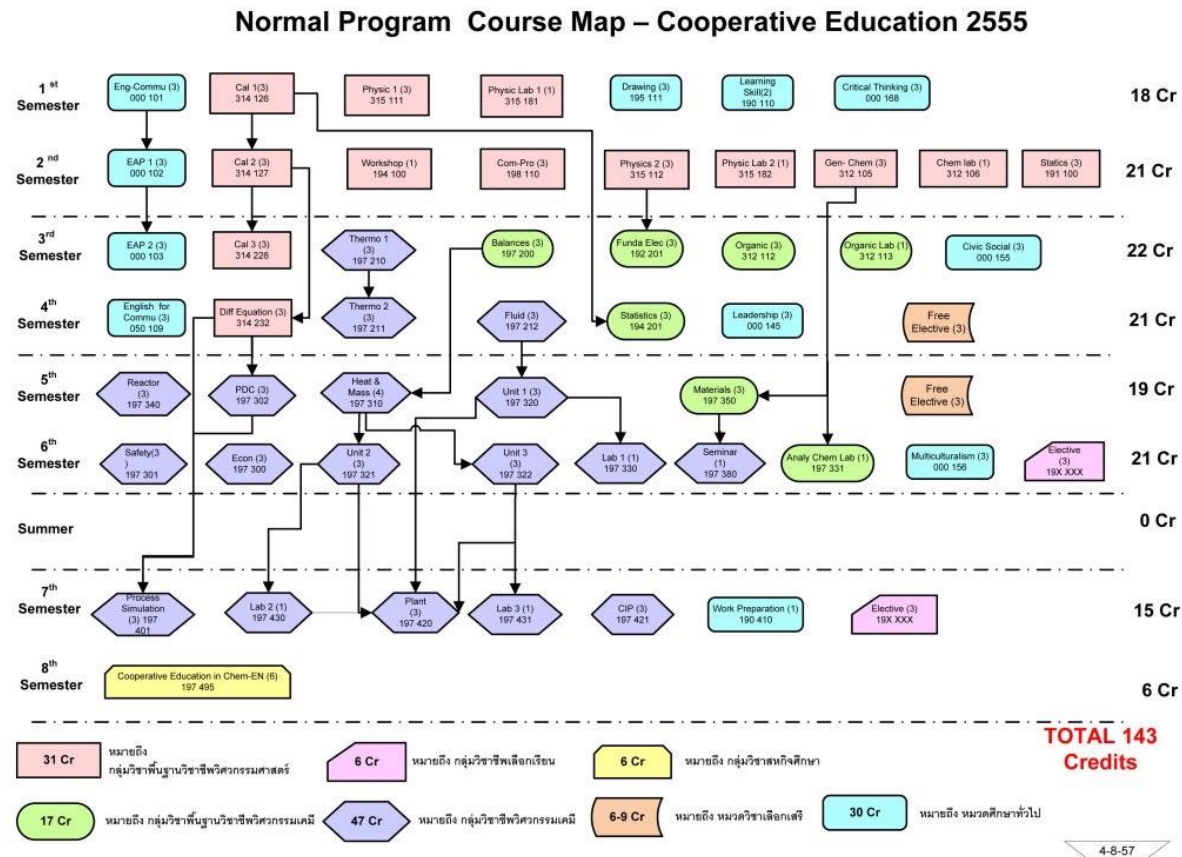
Program Learning Outcomes (PLOs)	Year	K/S/E/C	Teaching Strategies	Evaluation Strategies
PLO 1	1	K2 S2 E2	- Lecture-Based Teaching and Learning Methodology - Practice-Based Learning Methodology	- Examinations - Quality of Works/Projects/Reports - Pre- and Post-Learning/Activity Assessment - Observation 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.



## 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. 2560 (2017).

#### 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	Fail	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	Repeat

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

3) The grading system for thesis and dissertation is represented by various symbols as follows:

Symbol	Meaning	Grade Point
E	Excellent	4.00 (90–100)
VG	Very Good	3.75 (80–89)
G	Good	3.50 (70–79)

P	Pass	3.00	(60–69)
F	Fail	0	(< 60)

## 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

.....  
.....

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

.....  
.....

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

.....  
.....

#### 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.)*

.....  
.....

### 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.)*

.....  
.....

### 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.)*

.....  
.....

### 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.)