KU
KASETSART UNIVERSITY

Guidelines for Developing New or Revised Curricula in Accordance with the Higher Education Curriculum Standards B.E. 2565 (2022)

Authored by :

Secretariat of the Education Committee, Kasetsart University
Educational Standards Division, Office of Educational Administration

Translator :

Assoc. Prof. Chamaipak Maiklad, Ph.D.
Assistant to the President

Preface

As the Office of the Permanent Secretary, Ministry of Higher Education, Science, Research, and Innovation has announced the curriculum standards issued by the Higher Education Standards Committee-namely, the Standards for Bachelor's Degree Programs B.E. 2565 (2022), the Standards for Graduate Programs B.E. 2565 (2022), and the Standards for Diploma Programs B.E. 2565 (2022) - dated July 18, B.E. 2565 (2022), along with the Learning Outcomes under the Higher Education Qualifications Framework B.E. 2565 (2022), Kasetsart University aims to ensure effective curriculum management. The university's learning outcomes must align with both the curriculum standards and the higher education qualifications framework.

Therefore, the Kasetsart University Education Committee has revised the *Guidelines for Developing New or Revised Curricula* in accordance with the Higher Education Curriculum Standards B.E. 2565 (2022). This is english version, aimed at aligning Kasetsart University's International curriculum development with the operational procedures of curriculum implementation according to the resolutions of the Higher Education Standards Committee (HESC), the revised general education structure B.E. 2567 (2024), the development of general education learning outcomes in undergraduate curricula, and the course-level learning outcomes that contribute to program-level outcomes. This revision also aligns with the curriculum verification and quality assurance processes for achieving higher education standards.

In this English version of the *Guidelines for Developing New or Revised International Curricula*, Kasetsart University has structured the content according to the criteria defined in the Ministerial Regulation on Higher Education Curriculum Standards B.E. 2565 (2022) and enhanced details such as course-level learning outcomes that contribute to program-level achievements, improvements to Key Performance Indicators (KPIs), curriculum quality assurance based on the Higher Education Curriculum Standards B.E. 2565 (2022), quality management, and related content to make the curriculum more complete and comprehensive. This ensures consistency with curriculum quality certification and follows the framework for defining learning outcomes as resolved in the 1st meeting of the Higher Education Commission B.E. 2567 (2024) on January 10, B.E. 2567 (2024). Learning outcomes have also been revised to match each qualification level under the framework, across four domains: ethics, knowledge, skills, and personal attributes. This allows for clear design of program-level learning outcomes, general education outcomes (for undergraduate programs), year-level course learning outcomes, and qualification-aligned results. It also enhances the design of learning processes, instructional strategies, and assessment methods. The guidelines emphasize enabling curriculum chairs, faculty members, and instructors to generate learning outcomes that equip students with the knowledge, ethical values, skills, and competencies that align with the needs of stakeholders and employers. This ensures graduates achieve the intended learning outcomes and are prepared for 21st-century learning, aligned with the identity of Kasetsart University students and the attributes of desirable graduates.

Special thanks are extended to Assoc. Prof. Dr. Chamaipak Maiklad, Assistant to the President (Translator); the Chairperson of the Education Committee; subject-matter experts; and all members of the Education Committee for their valuable input in revising the *Guidelines for Developing New or Revised Curricula* in accordance with the Higher Education Curriculum Standards B.E. 2565 (2022). Appreciation is also extended to the staff of the Educational Standards Division, Office of Educational Administration, for their contributions to the successful completion of this revision. It is sincerely hoped that this English version will serve as a valuable resource for curriculum developers, faculty members, and all related personnel.

Apisit Songsasen

Associate Professor Dr. Apisit Songsasen
Vice President for Academic Affairs and Lifelong Learning,
Kasetsart University

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The proposal for a new academic curriculum/program or curriculum/program revision must be accompanied by the following supporting documentation:

① **Main Curriculum/Program Document**, including:

1) Curriculum/program Revision Proposal Form *(in the case of curriculum revisions)*
2) Curriculum/program Details, as specified in Section 12 of the Ministerial Regulation on Higher Education Curriculum Standards, B.E. 2565 (2022), including:

    1. Name of the degree, graduate certificate, higher graduate diploma, and field of study
    2. Curriculum/program philosophy, objectives, and learning outcomes
    3. Curriculum/program structure, courses, and credits
    4. Learning management process (If the program involves information technology-based education, cooperative education, or work-integrated learning, please specify.)
    5. Readiness and capacity for curriculum/program administration, including faculty members and thesis advisors, along with a bibliography of academic works by faculty members responsible for the curriculum/program and curriculum/program faculty members, or guest lecturers (as required by the Higher Education Curriculum Standards)
    6. Qualifications of prospective students
    7. Student assessment and criteria for graduation
    8. Curriculum/program quality assurance
    9. Curriculum/program development systems and mechanisms

3) New Course Proposal Form *(Form KU 1-1 or KU 2-1)*, if applicable
4) Course Revision Proposal Form *(Form KU 1-2 or KU 2-2)*, if applicable
5) Bibliography of Academic Works by Faculty Members Responsible for the Curriculum/Program and Curriculum/Program Faculty Members, or Guest Lecturers (as Required by the Higher Education Curriculum Standards)
6) Copy of the Appointment Order for the Curriculum/Program Development Committee
7) Course Outlines (for proposed new or revised courses)
8) Comparative Table of Core Body of Knowledge specified by the professional organization (if applicable), mapped to the curriculum/program's course content
9) Organizational Chart of Faculty Members Responsible for the Curriculum/Program
    (Note: The proposal of a new academic program does not require the completion of the curriculum revision proposal form.)

Attached Documents for Items ②- ⑧

② A complete institutional research report (with details as outlined in the procedures for preparing institutional research reports in accordance with the *Kasetsart University Announcement on Guidelines for Including New Curricula in the Higher Education Plan for National Workforce Production and Development, the Opening of New Curricula, Curriculum Revisions, and Curriculum Closures*, dated May 12, B.E. 2566 (2023), Appendices page A-2)

③ Meeting minutes with joint curriculum/program users (in cases where the curriculum or courses are shared among institutions)

③ Memorandum submitting the curriculum/program proposal, indicating that the curriculum/program has already been reviewed and approved at the department/faculty/college/campus level, specifying the meeting number ..../25..... held on (date) ....

⑤ In cases where any of the Faculty Members Responsible for the Curriculum/Program or Curriculum/Program Faculty Members are foreign nationals, a copy of the employment contract and a qualification equivalency certificate from the Office of the Permanent Secretary, Ministry of Higher Education, Science, Research and Innovation (MHESI) must be attached.

⑤ In cases where the curriculum/program involves collaboration with other institutions, a copy of the MOU/MOA must be attached.

⑤ In cases where the curriculum/program is co-hosted with a partner institution, documentation of academic cooperation and a signed consent form confirming the appointment of personnel from the partner institution as faculty members responsible for the curriculum/program or curriculum/program faculty members must be attached. This is to prevent duplication of faculty across institutions and to serve as supporting evidence for submission to the Office of the Permanent Secretary, Ministry of Higher Education, Science, Research and Innovation (MHESI), for curriculum recognition.

⑤ A CD containing relevant data files in both WORD and PDF formats

Curriculum/Program Approval Process:

- The curriculum/program review process concludes when the curriculum/program receives approval for consistency (acknowledgment/endorsement) from the Office of the Permanent Secretary, Ministry of Higher Education, Science, Research and Innovation (MHESI).

- The MHESI will assess the consistency and alignment of the curriculum/program (acknowledgment/endorsement) solely through the "Curriculum Information System for Higher Education Accreditation: CISA" system. Curricular/Programs can check the status of their acknowledgment/endorsement through the CISA system at: https://cisa.mhesi.go.th or the Educational Administration Bureau's website.

- The Educational Standards Division will prepare and distribute copies of the curriculum/program to the relevant academic units as reference documents only, for the purpose of acknowledgment/endorsement by MHESI. These copies do not constitute official acknowledgment or endorsement documents issued by MHESI.

Degree Certification and Related Approvals:

- Certification of academic qualifications by the Office of the Civil Service Commission (OCSC) / Teachers' Civil Service and Educational Personnel Commission (TEPC), as well as eligibility for student loan approval by the Office of the Higher Education Commission (OHEC), will be managed by MHESI after the curriculum/program is acknowledged or endorsed via the CISA system.

- For curricular/programs requiring endorsement by a professional council, the faculty must submit the curriculum/program to the respective professional body for separate certification.

1) Curriculum/Program Revision Proposal Form

-- The document presenting details of the curriculum/program revision serves as a comparative reference to explain the reasons for the revision, the key aspects of the curriculum/program changes, and the modifications made. The format and topics are as follows –

Curriculum/Program Revision Proposal Form
To be submitted to the university
Curriculum/Program Revision: [Full Name of the Curriculum/Program]
Major in [Name of the Major Subject] Revised Curriculum, Academic Year B.E. 25[xx]
Kasetsart University
****

1. The aforementioned curriculum/program was acknowledged/approved for implementation by the Office of the Permanent Secretary, Ministry of Higher Education, Science, Research and Innovation on [Day Month Year], and subsequently approved for implementation by the Kasetsart University Council on [Day Month Year].

   (Please specify the date on which the curriculum/program was acknowledged or approved for implementation by the Office of the Permanent Secretary, Ministry of Higher Education, Science, Research and Innovation, and the date it was approved by the Kasetsart University Council. These dates refer to the version of the curriculum/program prior to this revision.)

2. The Kasetsart University Council has approved this curriculum/program revision at Meeting No. [.................], held on [Day Month Year].

   (This refers to the meeting number and date on which the University Council approved this curriculum/program revision. To be completed following official approval.)

3. This revised curriculum/program will take effect starting with students admitted in Academic Year B.E. 25[....], beginning from Semester [....] onwards.

   (Please specify the academic year and semester in which the revised curriculum/program takes effect. For example: Academic Year 2567, Semester 1. Retroactive implementation is not permitted.)

4. Rationale for the Curriculum/Program Revision

   (Please briefly state the reasons for the revision. Include a summary of key findings from institutional research or a concise summary of the annual curriculum/program performance report. This rationale must be consistent with Section 5: Key Aspects of the Curriculum/Program Revision.)

5. Key Aspects of the Curriculum/Program Revision

   (Clearly specify the main areas being revised, listed item by item. Examples include: revising the curriculum/program structure; adding new study plans; increasing/decreasing credit hours for core, elective, or major-specific courses; introducing new courses; revising existing courses; removing or canceling courses; changing only course codes, etc. A comparative table showing the previous curriculum/program and the revised curriculum/program also needs to be included.)

Original Curriculum (B.E. 2564)	Revised Curriculum (B.E. 2569)	Changes Made
...	...	...
...	...	

6. Curriculum/Program Structure After Revision Compared with the Previous Structure and the National Standard Criteria for Curriculum at the (Undergraduate/Graduate) Level, B.E. 2565, Issued by the Ministry of Higher Education, Science, Research and Innovation, as follows:

(A comparison must be shown between the revised curriculum/program structure, the previous structure, and the national standard criteria issued by the Ministry of Higher Education, Science, Research and Innovation.)
(If the curriculum/program includes multiple plans, please provide a separate table for each plan or study format. For example, in a Master's degree: Table for Plan 1, Type 1; Plan 1, Type 2; Plan 2; and so on.)

7. Curriculum/Program Details *(The curriculum/program details must be presented starting on a new page and saved as a separate file.)*

Example 1

<div align="center">

Form for Proposal of Curriculum/Program Revision
To be submitted to the university
Curriculum Revision of the Bachelor of Science Program
Major in Psychology, Revised Curriculum, Academic Year B.E. 2569 (2026)
Kasetsart University

</div>

....

1. The aforementioned curriculum/program was acknowledged/approved for implementation by the Office of the Permanent Secretary, Ministry of Higher Education, Science, Research and Innovation on 30 June B.E. 2565, and was approved for implementation by the Kasetsart University Council on 30 April B.E. 2564.

2. The University Council has approved this curriculum/program revision at Meeting No. .... held on ....

3. This revised curriculum/program will take effect starting with students admitted in Academic Year B.E. 2569, beginning from Semester 1 onwards.

4. Rationale for the Curriculum/Program Revision

    4.1 In alignment with the findings of institutional research, as follows: ....

    4.2   ...

5. Key Aspects of the Curriculum/Program Revision

    5.1 Introduction of New Courses – Total: 5 Courses *(Submit using Form (KU 1-1))*

        01459228   Cognitive Psychology   3(3-0-6)

        ...

        (For a Thai curriculum/program, do not include English course titles.) If not applicable, omit this section.

    5.2 Course Revisions – Total: 12 Courses *(Submit using Form (KU 1-2))*

        01459262   Child Psychology   3(3-0-6)

        ...

        (For a Thai curriculum/program, do not include English course titles.) If not applicable, omit this section.

    5.3 Course Closures – Total: 4 Courses

        01459265   Psychology of Language Development   3(3-0-6)

        ...

        (For a Thai curriculum/program, do not include English course titles.) If not applicable, omit this section.

    5.4 Course Cancellations – Total: 3 Courses

        01417111   Calculus   3(3-0-6)

        ...

        (For a Thai curriculum/program, do not include English course titles.) If not applicable, omit this section.

5.5 Addition of a Course – Total: 1 Course

01417116   Introduction to Applied Mathematics   3(3-0-6)

(For a Thai curriculum/program, do not include English course titles.) If not applicable, omit this section.

5.6 Course Code Changes Only – Total: 6 Courses *(The change applies to course codes only; submission of Form KU 1-2 is not required.)*

Previous Code	New Code	Course Title	Credits
01459342	01459244	Psychology of Nonverbal Children	3(3-0-6)
...	...	...	...

(For a Thai curriculum/program, do not include English course titles.) If not applicable, omit this section.

5.7 Comparison Table: Original Curriculum/Program and Revised Curriculum/Program

Comparison Table: Original Curriculum/Program and Revised Curriculum/Program

Original Curriculum/Pogram B.E. 2564 (2021)	Revised Curriculum/Program B.E. 2569 (2026)	Changes Made
Total Credits for the Entire Curriculum/Program: Not less than 133 credits	Total Credits for the Entire Curriculum/Program: Not less than 120 credits	- Credits reduced
1. General Education Courses: Not less than 30 credits	1. General Education Courses: Not less than 24 credits	- Credits reduced
1.1 Well-being Group: Not less than 6 credits 01175xxx Physical Education 1(0-2-1) And select at least 5 credits from courses in the General Education Well-being group.		
1.2 Entrepreneurship Group: Not less than 3 credits Students must choose at least 3 credits from courses in the General Education Entrepreneurship group.		
1.3 Language and Communication Group: 13 credits 01355xxx English Language 9(- -) Thai Language 3(- -) Information Technology/Computer Science 1(- -)		
1.4 Thai Citizenship and Global Citizenship Group: Not less than 5 credits 01999111 The Knowledge of the Land 2(2-0-4) And select at least 3 credits from courses in the General Education Thai Citizenship and Global Citizenship group.		
1.5 Aesthetic Group: Not less than 3 credits Select at least 3 credits from courses in the General Education Aesthetic group.		
	Students are required to complete General Education courses across all three components.: 1. General Education courses that develop Kasetsart University student characteristics 8 credits 01999111 Kasetsart Creating Knowledge 2(2-0-4) of the Land Foreign Language Courses 6(- -) 2. General Education courses that develop competencies in three areas Not less than 6 credits - Communication and information literacy - Leadership - Entrepreneurship	- Adjusted according to the General Education course structure, B.E. 2024 (2567)

Original Curriculum/Pogram B.E. 2564 (2021)			Revised Curriculum/Program B.E. 2569 (2026)			Changes Made
			3. General Education courses that develop competencies according to the Program Learning Outcomes (PLOs) Not less than 10 credits			
			- Critical thinking skills Leadership			
			- Self-management			
			- Citizenship			
			- Lifelong learning			
			- Multiculturalism			
2. Major Requirement Courses: Not less than 97 credits			2. Major Requirement Courses: Not less than 85 credits			- Credits reduced
2.1 Core Courses:		28 credits	2.1 Core Courses:		24 credits	- Credits reduced
01416401	Genetics and Society	3(3-0-6)	01416411	Genetics and Society	3(3-0-6)	- Changed according to the responsible department
			01459228	Cognitive Psychology	3(3-0-6)	- New course introduced
...	...	...	...	...	...	
2.2 Required Major Courses		57 credits	2.2 Required Major Courses		49 credits	- Credits reduced
01459477	Mental Health in the Workplace	3(3-0-6)	01459477	Mental Health in the Workplace	3(3-0-6)	
01417111	Calculus I	3(3-0-6)				- Course removed
			01417116	Introduction to Applied Mathematics	3(3-0-6)	- Course added
...	...	...	...	...	...	
			01459243	Professional Ethics and Law for Clinical Psychology	3(3-0-6)	- Moved from elective major course
01459441	Clinical Psychology Diagnosis I	3(3-0-6)	01459341	Clinical Psychological Assessment I	3(3-0-6)	- Course code changed
01459443	Psychotherapy	3(3-0-6)	01459343	Counseling and Psychotherapy	3(3-0-6)	- Course revised
01459474	Industrial Psychology	3(3-0-6)				- Course closed
...	...	...	...	...	...	
2.3 Elective Major Courses: Not less than 12 credits			2.3 Elective Major Courses: Not less than 12 credits			
2.3.1 Major Elective Courses:		9 credits	2.3.1 Major Elective Courses:		9 credits	
Students must choose courses from the following specialized fields:			Students must choose courses from the following specialized fields:			
01459428	Psychology of Individual Differences	3(3-0-6)	01459428	Psychology of Individual Differences	3(3-0-6)	
...	...	...	...	...		
2.3.2 Non-Major Elective Courses:			2.3.2 Non-Major Elective Courses:			
		Not less than 3 credits			Not less than 3 credits	
3. Free Elective Courses:		Not less than 6 credits	3. Free Elective Courses:		Not less than 6 credits	

Note:

1) In the table of changes, briefly specify the modifications, such as: "Plan 1, Type A1 added," "Plan 1, Type A2 added," "Plan 2 added," "Credits increased," "Credits reduced," "New course introduced," "Course revised," "Course added," "Course removed," "Course closed," "Moved to required major course," "Moved from elective major course," "Changed according to responsible department," "Course code changed," "Conditions modified," and other curriculum adjustments as appropriate.

2) The curriculum/program may specify the number of credits in the General Education category (Sections 2 and 3) in alignment with the program's learning outcomes. Section 2 must include no fewer than 4 credits and may reorder competencies according to the program-level learning outcomes being emphasized. Section 3 may specify the areas of competency development and reorder them according to the needs of the curriculum/program to align with the program-level learning outcomes. The total number of credits for General Education, combining all three sections, must be no fewer than 24 credits.

6. The curriculum/program structure after the revision, compared with the original structure and the Undergraduate Program Standards B.E. 2565 (2022) of the Ministry of Higher Education, Science, Research and Innovation, is presented as follows.

Subject Category	Criteria of the Ministry of Higher Education, Science, Research and Innovation, B.E. 2565 (2022)	Original Curriculum/ Program Structure	Revised Curriculum/ Program Structure
1. General Education Courses	Not less than 24 credits	Not less than 30 credits	Not less than 24 credits
2. Major Requirement Courses	Not less than 72 credits	Not less than 97 credits	Not less than 85 credits
- Core Courses	-	28 credits	24 credits
- Required Major Courses	-	57 credits	49 credits
- Elective Major Courses	-	Not less than 12 credits	Not less than 12 credits
3. Free Elective Courses	Not less than 6 credits	Not less than 6 credits	Not less than 6 credits
Total Credits	Not less than 120 credits	Not less than 133 credits	Not less than 120 credits

Note: * *The original General Education Course structure of Kasetsart University requires no fewer than 24 credits, according to the revised structure of Kasetsart University, B.E. 2024 (2567)."*

7. Curriculum/Program Details

Example 2 (Curriculum/Program Integration Model)

Form for Proposal of Curriculum/Program Revision
To be submitted to the university
Curriculum/Program Revision of the Bachelor of Economics Program
Major in Applied Economics and Agricultural Business, Revised Curriculum B.E. 2568 (2025)
Kasetsart University

....

1. The Bachelor of Science in Agricultural Business program was acknowledged/approved for offering by the Office of the Permanent Secretary, Ministry of Higher Education, Science, Research, and Innovation on June 30, B.E. 2564 (2021), and was approved for offering by the Kasetsart University Council on April 30, B.E. 2563 (2020). The Bachelor of Science in Agricultural Economics and Resources program was acknowledged/approved for offering by the Office of the Permanent Secretary, Ministry of Higher Education, Science, Research, and Innovation on March 17, B.E. 2565 (2022), and was approved for offering by the Kasetsart University Council on June 25, B.E. 2563 (2020).

2. The University Council has approved this revision at the meeting No. ..../.......... on ....

3. This revised curriculum/program will be implemented for students starting in the academic year 2568 (2025), from the first semester onwards.

4. Reasons for the revision

    4.1   To ensure the curriculum/program is suitable and up-to-date with the current situation and better aligns with the demands of the job market.

    4.2   To align with the findings of institutional research, which concluded the following:

        4.2.1 ....

    4.3   To integrate the undergraduate programs of the Department of......

5. Content of the Revision

    5.1 To revise and integrate the Bachelor of Science in Agribusiness program and the Bachelor of Science in Agricultural and Resource Economics program by changing the program name and degree title as follows:

Previous:

    Curriculum/Program Name: Bachelor of Science Program in Agribusiness

    Degree Title: Bachelor of Science (Agribusiness)

        B.S. (Agribusiness)

And

    Curriculum/Program Name: Bachelor of Science Program in Agricultural and Resource Economics

    Degree Title: Bachelor of Science (Agricultural and Resource Economics)

        B.S. (Agricultural and Resource Economics)

Changed to:

    Curriculum/Program Name: Bachelor of Economics Program in Applied Economics and Agribusiness

    Degree Title: Bachelor of Economics (Applied Economics and Agribusiness)

        B.Econ. (Applied Economics and Agribusiness)

    5.2 To change the subject code for one course from 01120xxx to 01123xxx

    5.3 To reduce the total number of credits for the entire curriculum/program from no fewer than 136 credits and no fewer than 135 credits to no fewer than 120 credits

    5.4 To reduce the number of credits for major requirement courses from no fewer than 100 credits and no fewer than 99 credits to no fewer than 90 credits

    5.5 To reduce the number of credits for required major courses from 88 credits and 78 credits to 52 credits

    5.6 To increase the number of credits for elective major courses from no fewer than 12 credits and no fewer than 21 credits to no fewer than 39 credits

    5.7 To eliminate the basic major courses group

    5.8 To eliminate the off-campus study requirement of no fewer than 100 hours (non-credit) and the field research internship requirement of no fewer than 120 hours

    5.9 New courses introduced: a total of 36 courses, as follows:

    01123101 Introduction to Agricultural Economics   3(3-0-6)

        …

    5.10 Courses closed: a total of 28 courses, as follows:

      01120111 Business Environment in Agribusiness   3(3-0-6)

        …

    5.11 Courses removed: a total of 89 courses, as follows:

      01009103 Fundamentals of Pedology   2(2-0-4)

        …

    5.12 Comparison of Courses between the Original Curriculum/Program and the Revised Curriculum/Program

Original Curriculum B.E. 2564 (2021)	Original Curriculum B.E. 2564 (2021)	Revised Curriculum B.E. 2569 (2026)	Changes
Bachelor of Science Program in Agribusiness	Bachelor of Science Program in Agricultural and Resource Economics	Bachelor of Economics Program in Applied Economics and Agribusiness	

Total credits for the entire curriculum/ program
    Not less than 136 credits
	Total credits for the entire curriculum/ program
	    Not less than 135 credits
		Total credits for the entire curriculum/ program
		    Not less than 120 credits
			- Credits reduced

Original Curriculum B.E. 2564 (2021)	Original Curriculum B.E. 2564 (2021)	Revised Curriculum B.E. 2569 (2026)	Changes
1. General Education Courses Not less than 30 credits	1. General Education Courses Not less than 30 credits	1. General Education Courses Not less than 24 credits	- Credits reduced - Adjusted according to the General Education Course Structure B.E. 2567
2. Major Requirement Courses Not less than 100 credits	2. Major Requirement Courses Not less than 99 credits	2. Major Requirement Courses Not less than 90 credits	- Credits reduced
3. Free Elective Courses Not less than 6 credits	3. Free Elective Courses Not less than 6 credits	3. Free Elective Courses Not less than 6 credits	
4. Off-campus Study No fewer than 100 hours (non-credit)	4. Off-campus Study No fewer than 120 hours	-	- Removed

6. The structure of the curriculum/program after the revision, compared with the original structure and the undergraduate curriculum standards B.E. 2565 (2022) issued by the Ministry of Higher Education, Science, Research and Innovation, is as follows:

Subject Category	Ministry of Higher Education Criteria B.E. 2565 (2022)	Original Structure (B.Sc. in Agricultural Business)	Original Structure (B.Sc. in Agricultural and Resource Economics)	Revised Structure
1. General Education Courses	Not less than 30 credits	Not less than 30 credits	Not less than 30 credits	Not less than 24 credits

2 Major Requirement Courses
  - Basic Major Courses
  - Required Major Courses
  - Elective Major Courses
	Not less than 72 credits	Not less than 100 credits	Not less than 100 credits	Not less than 90 credits

3. Free Elective Courses	Not less than 6 credits	Not less than 6 credits	Not less than 6 credits	Not less than 6 credits
4. Off-campus Study		Not less than 100 credits	-	-
5.Field Research Internship	-	-	Not less than 100 credits	-
Total Credits	Not less than 120 credits	Not less than 136 credits	Not less than 136 credits	Not less than 120 credits

7. Curriculum/Program Details

<u>Note:</u> *New course introduction* refers to a course newly proposed for the curriculum/program being submitted for approval (only courses with the curriculum/program's designated course codes).

Course revision refers to a course proposed for modification in the curriculum/program being submitted for approval (only courses with the curriculum/program's designated course codes).

Course closure refers to a course that will no longer be offered (only courses with the curriculum/program's designated course codes).

Course removal refers to a course being removed from the curriculum/program, though the course itself still exists (this applies to both curriculum/program-specific and external courses).

Course addition refers to adding a course to the revised curriculum/program that was not in the original curriculum/program (including approved courses from the curriculum or from other curricular/programs).

Example 3 (Revised Curriculum – Separate Format)

Form for Proposal of Curriculum/Program Revision
To be submitted to the university
Curriculum/Program Revision of the Bachelor of Arts Program
Major in English, Revised Curriculum B.E. 2568 (2025)
Faculty of Liberal Arts and Science, Kasetsart University

....

1. This curriculum/program was acknowledged/approved for implementation by the Office of the Permanent Secretary, Ministry of Higher Education, Science, Research and Innovation on June 30, B.E. 2565 (2022), and was approved for implementation by the Kasetsart University Council on April 30, B.E. 2563 (2020).

2. The Kasetsart University Council has approved this revision in Meeting No. .... on ....

3. This revised curriculum/program will be implemented starting from the 1st semester of the academic year B.E. 2026 (2569) for new students.

4. Reasons for the revision:

    4.1 To revise the curriculum/program in alignment with the Thai Qualifications Framework for Bachelor's Degree in English, B.E. 2565 (2022), which must meet or exceed the stated standards by academic year B.E. 2568 (2025). The revision also includes the addition of specialized and elective courses to align with the institution's identity and mission as outlined in the framework.

    4.2 To revise the curriculum/program into a standalone program to replace the joint curriculum/program previously shared with the Faculty of Humanities.

5. Key points of the revisions:

    …

    (Details according to the original curriculum's responsible unit)

6. Curriculum/Program structure after revision, compared with the original structure and the Undergraduate Curriculum Standards B.E. 2565 (2022) issued by the Ministry of Higher Education, Science, Research and Innovation, is as follows:

Subject Category	Ministry of Higher Education Criteria B.E. 2565 (2022)	Original Structure	Revised Structure
1. General Education Courses	Not less than 30 credits	Not less than 30 credits	Not less than 24 credits
2. Major Requirement Courses	Not less than 72 credits	Not less than 102 credits	Not less than 90 credits
- Core Courses	-	-	15 credits
- Required Major Courses	-	72 credits	60 credits
- Elective Major Courses	-	Not less than 30 credits	Not less than 15 credits
3. Free Elective Courses	Not less than 6 credits	Not less than 6 credits	Not less than 6 credits
Total Credits	Not less than 120 credits	Not less than 138 credits	Not less than 120 credits

7. Curriculum/Program Details

Example

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Curriculum/Program Details

The Bachelor of Arts Program

Major in English, Revised Curriculum B.E. 2567 (2024)

Faculty of Liberal Arts and Science, Kasetsart University

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Name of Higher Education Institution   Kasetsart University

Faculty/Campus   Faculty of Liberal Arts and Science, Kamphaeng Saen Campus

<u>**Note:**</u>   In the case of curriculum/program revisions for degree programs offered at multiple campuses under the same degree program name and degree title, in order to maintain consistent academic standards across all of Kasetsart University, the curriculum/program administrative committees and responsible instructors from all relevant campuses are required to hold joint meetings. A meeting report, detailed curriculum/program document, and institutional research must be submitted together in accordance with the proper procedures for curriculum/program revision approval.

Bachelor's Degree Level

6. Curriculum/Program structure after the revision, compared with the original structure and the Undergraduate Curriculum Standards B.E. 2022 (2565) issued by the Ministry of Higher Education, Science, Research and Innovation, is as follows:

--4-Year Bachelor's Degree Program--

Subject Category	Ministry of Higher Education Criteria B.E. 2565 (2022)	Original Structure	Revised Structure
1. General Education Courses	Not less than 24 credits	Not less than 30 credits	Not less than 24 credits
2. Major Requirement Courses	Not less than 72 credits	Not less than 110 credits	Not less than 90 credits
- Core Courses	-	27 credits	18 credits
- Required Major Courses	-	80 credits	69 credits
- Elective Major Courses	-	Not less than 3 credits	Not less than 3 credits
3. Free Elective Courses	Not less than 6 credits	Not less than 6 credits	Not less than 6 credits
Total Credits	Not less than 120 credits	Not less than 146 credits	Not less than 120 credits

--5-Year Bachelor's Degree Program--

Subject Category	Ministry of Higher Education Criteria B.E. 2565 (2022)	Original Structure	Revised Structure
1. General Education Courses	Not less than 24 credits	Not less than 30 credits	Not less than 24 credits
2. Major Requirement Courses	Not less than 90 credits	Not less than 135 credits	Not less than 120 credits
- Core Courses	-	53 credits	20 credits
- Required Major Courses	-	76 credits	85 credits
- Elective Major Courses	-	Not less than 6 credits	Not less than 15 credits
3. Free Elective Courses	Not less than 6 credits	Not less than 6 credits	Not less than 6 credits
Total Credits	Not less than 150 credits	Not less than 171 credits	Not less than 150 credits

--6-Year Bachelor's Degree Program--

Subject Category	Ministry of Higher Education Criteria B.E. 2565 (2022)	Original Structure	Revised Structure
1. General Education Courses	Not less than 24 credits	Not less than 30 credits	Not less than 24 credits
2. Major Requirement Courses	Not less than 108 credits	Not less than 207 credits	Not less than 150 credits
- Core Courses	-	20 credits	20 credits
- Required Major Courses	-	180 credits	115 credits
- Elective Major Courses	-	Not less than 7 credits	Not less than 15 credits
3. Free Elective Courses	Not less than 6 credits	Not less than 6 credits	Not less than 6 credits
Total Credits	Not less than 180 credits	Not less than 243 credits	Not less than 180 credits

Note: If the curriculum/program does not include core courses, the entire row should be removed. In the case of the major requirement courses category having subcategories, the headings may be modified as appropriate.

- *4-Year Academic Bachelor's Degree Program*: The total number of credits in the major requirement courses category must not be less than 72 credits, with the total number of credits for the entire program not less than 120 credits.

- *4-Year Professional or Practice-Oriented Bachelor's Degree Program:* The total number of credits in the major requirement courses category must not be less than 72 credits, including at least 36 credits in practical (hands-on) courses and at least 24 credits in theoretical courses. The total number of credits for the entire program must not be less than 120 credits.
- *5-Year Bachelor's Degree Program:* The total number of credits in the major requirement courses category must not be less than 90 credits, with the total number of credits for the entire program not less than 150 credits.
- *Bachelor's Degree Program (Not less than 6 years):* The total number of credits in the major requirement courses category must not be less than 108 credits, with the total number of credits for the entire program not less than 180 credits.

Master's Degree Level

6. The curriculum/program structure after the revision, compared with the original structure and the Graduate Program Standards B.E. 2022 (A.D. 2565) of the Ministry of Higher Education, Science, Research and Innovation, is as follows:

Plan 1, Type A 1

Subject Category	Ministry of Higher Education Criteria B.E. 2565 (2022)	Original Structure	Revised Structure

1) Major Requirement Courses
  - Seminar
  - Required Major Courses
2) Thesis
	Not less than 36 credits	Not less than 5 credits (Non-credit)
		2 credits (Non-credit)
		3 credits (Non-credit)
		Not less than 36 credits
			Not less than 5 credits (Non-credit)
			2 credits (Non-credit)
			3 credits (Non-credit)
			Not less than 36 credits

Total Credits	Not less than 36 credits	Not less than 36 credits	Not less than 36 credits

Plan 1, Type A 2

Subject Category	Ministry of Higher Education Criteria B.E. 2565 (2022)	Original Structure	Revised Structure

1) Major Requirement Courses
  - Seminar
  - Required Major Courses
  - Elective Major Courses
2) Thesis
	Not less than 12 credits
	
	Not less than 12 credits
		Not less than 24 credits
		2 credits
		13 credits
		Not less than 9 credits
		Not less than 12 credits
			Not less than 24 credits
			2 credits
			10 credits
			Not less than 12 credits
			Not less than 12 credits

Total Credits	Not less than 36 credits	Not less than 36 credits	Not less than 36 credits

Plan 2

Subject Category	Ministry of Higher Education Criteria B.E. 2565 (2022)	Original Structure	Revised Structure

1) Major Requirement Courses
  - Seminar
  - Required Major Courses
  - Elective Major Courses
2) Independent Study
	Not less than 3 credits and not more than 6 credits	Not less than 30 credits
		2 credits
		13 credits
		Not less than 15 credits
		6 credits
			Not less than 30 credits
			2 credits
			13 credits
			Not less than 15 credits
			6 credits

Total Credits	Not less than 36 credits	Not less than 36 credits	Not less than 36 credits

Plan 1, Type A 2 *(Flexible option – Thesis credit requirements may be adjusted)*

Subject Category	Ministry of Higher Education Criteria B.E. 2565 (2022)	Original Structure	Revised Structure
1) Major Requirement Courses	Not less than 12 credits	Not less than 25 credits	Not less than 12 credits
- Seminar		2 credits	2 credits
- Required Major Courses		11 credits	10 credits
- Elective Major Courses		Not less than 12 credits	-
2) Thesis	Not less than 12 credits	Not less than 12 credits	Not less than 12 credits
Total Credits	**Not less than 36 credits**	**Not less than 37 credits**	**Not less than 36 credits**

Note: If a student chooses to take fewer than 24 thesis credits, they <u>must</u> choose additional courses (elective major courses) in their program to ensure that the total credits for the entire program are no less than 36 credits.

Plan 1, Type A 2 *(Flexible option – Thesis credit requirements may be adjusted)*

Subject Category	Ministry of Higher Education Criteria B.E. 2565 (2022)	Original Structure	Revised Structure
1) Major Requirement Courses	Not less than 12 credits	Not less than 24 credits	Not less than 12 credits
- Seminar		2 credits	2 credits
- Required Major Courses		1 credit	1 credit
- Elective Major Courses		Not less than 21 credits	Not less than 9 credits
2) Thesis	Not less than 12 credits	Not less than 12 credits	Not less than 12 credits
Total Credits	**Not less than 36 credits**	**Not less than 37 credits**	**Not less than 36 credits**

Note: If a student chooses to take fewer than 24 thesis credits, they must choose additional elective courses in their major to ensure that the total credits for the entire program are no less than 36 credits.

6. The curriculum/program structure after the revision, compared with the original structure and the Graduate Program Standards B.E. 2565 (A.D. 2022) of the Ministry of Higher Education, Science, Research and Innovation, is as follows:

Plan 1.1

Subject Category	Ministry of Higher Education Criteria B.E. 2565 (2022)	Original Structure	Revised Structure
1) Major Requirement Courses		Not less than 7 credits (Non-credit)	Not less than 7 credits (Non-credit)
- Seminar		4 credits (Non-credit)	4 credits (Non-credit)
- Required Major Courses		3 credits (Non-credit)	3 credits (Non-credit)
2) Thesis	Not less than 48 credits	Not less than 48 credits	Not less than 48 credits
Total Credits	**Not less than 48 credits**	**Not less than 48 credits**	**Not less than 48 credits**

Plan 1.2

Subject Category	Ministry of Higher Education Criteria B.E. 2565 (2022)	Original Structure	Revised Structure
1) Major Requirement Courses		Not less than 12 credits (Non-credit)	Not less than 12 credits (Non-credit)
- Seminar		6 credits (Non-credit)	6 credits (Non-credit)
- Required Major Courses		6 credits (Non-credit)	6 credits (Non-credit)
2) Thesis	Not less than 72 credits	Not less than 72 credits	Not less than 72 credits
Total Credits	**Not less than 72 credits**	**Not less than 72 credits**	**Not less than 72 credits**

Plan 2.1

Subject Category	Ministry of Higher Education Criteria B.E. 2565 (2022)	Original Structure	Revised Structure
1) Major Requirement Courses	Not less than 12 credits	Not less than 12 credits	Not less than 12 credits
- Seminar		4 credits	4 credits
- Required Core Major Courses		3 credits	3 credits
- Elective Major Courses		Not less than 5 credits	Not less than 5 credits
2) Thesis	Not less than 36 credits	Not less than 36 credits	Not less than 36 credits
Total Credits	**Not less than 48 credits**	**Not less than 48 credits**	**Not less than 48 credits**

Plan 2.2

Subject Category	Ministry of Higher Education Criteria B.E. 2565 (2022)	Original Structure	Revised Structure
1) Major Requirement Courses	Not less than 24 credits	Not less than 24 credits	Not less than 24 credits
- Seminar		6 credits	6 credits
- Required Core Major Courses		6 credits	6 credits
- Elective Major Courses		Not less than 12 credits	Not less than 12 credits
2) Thesis	Not less than 48 credits	Not less than 48 credits	Not less than 48 credits
Total Credits	**Not less than 72 credits**	**Not less than 72 credits**	**Not less than 72 credits**

2) Curriculum/Program Details

Curriculum/Program Details

Curriculum/Program...

Field of Study ....

New/Revised Curriculum/Program, B.E. [Year]

According to the Higher Education Program Standards B.E. 2565 (A.D. 2022)

Name of Higher Education Institution: Kasetsart University

Department/Faculty/Campus: Department........................,Faculty of ...., Campus ....

(Please specify the faculty and campus name, e.g., Faculty of Engineering, Bangkhen / Faculty of Engineering at Sriracha, Sriracha Campus)

1. Basic Information about the Curriculum/Program

1.1 Curriculum/Program Code and Title

Curriculum/Program Code xxxx xxxxx xxxxx

--For revised curricular: Please specify the 14-digit curriculum/program code. You can search for the code at the Educational Standards Division via https://mis-services.ku.ac.th/course_approval/ or the CHECO system http://202.44.139.57/checo/ by the Ministry of Higher Education, Science, Research and Innovation (MHESI).

--For new or separately revised curricular/programs (without a 14-digit code yet): Please provide only the headings and leave the fields blank for later completion, once the program has been reviewed and approved by MHESI and a code has been issued via the CISA system.

Title of Curriculum/Program

-- Please specify the full name of the program and field of study in both Thai and English.--

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Example

1. Basic Information about the Curriculum/Program

1.1 Curriculum/Program Code and Title

Curriculum/Program Code 2562 00217 00069

Curriculum/Program Title

Thai   หลักสูตรวิศวกรรมศาสตรบัณฑิต สาขาวิชาวิศวกรรมหุ่นยนต์และระบบอัตโนมัติ (หลักสูตรนานาชาติ)

English   Bachelor of Engineering Program in Robotics and Automation System Engineering (International Program)

1.2 Degree Name and Field of Study/Major

--Specify the full name and abbreviation of the degree in both Thai and English, ensuring they correspond and are in accordance with the Kasetsart University Announcement on Degree Names in Fields of Study, Abbreviations for Fields of Study, Academic Gown Insignia, and Academic Insignia of Kasetsart University B.E. 2559 (2016) and the current version.—

Example

1.2 Degree Name and Field of Study/Major

Full Name (Thai)   วิศวกรรมศาสตรบัณฑิต (วิศวกรรมหุ่นยนต์และระบบอัตโนมัติ)

Degree Abbreviation   วศ.บ. (วิศวกรรมหุ่นยนต์และระบบอัตโนมัติ)

Full Name (English)   Bachelor of Engineering (Robotics and Automation System Engineering)

Degree Abbreviation   B.Eng. (Robotics and Automation System Engineering)

1.3 Major (if any)

*— If there is none, specify "**None**".--*

If applicable, specify the field/area/major, for example:

Example

1.3 Major

Local Government and Administration

International Relations

Justice Administration and Security

Example

1.3 Major

Physical Education and Health Education

English Education

Mathematics Education

Science Education

Agricultural Education

1.4 Total Credits Required for the Entire Program

Undergraduate level: Specify "Not less than ...... credits".

Graduate level: Specify the plan/type of program clearly and completely.

Master's Degree: Specify as follows:

- o *Plan 1 (Type ก 1): Not less than 36 credits*
- o *Plan 2 (Type ก 2): Not less than 36 credits*
- o *Plan 2: Not less than 36 credits*

Doctoral Degree: Specify as follows:

- o *Plan 1.1 and Plan 2.1: Not less than 48 credits*
- o *Plan 1.2 and Plan 2.2: Not less than 72 credits*

Example

1.4 Total Credits Required for the Entire Program

Not less than 125 credits

Example

1.4 Total Credits Required for the Entire Program

Plan 1, Type A1: Not less than 36 credits

Plan 1, Type A2: Not less than 36 credits

Plan 2: Not less than 36 credits

Example

1.4 Total Credits Required for the Entire Program

Plan 1.1 and Plan 2.1: Not less than 48 credits

Plan 1.2 and Plan 2.2: Not less than 72 credits

1.5 Curriculum/Program Format

1.5.1 Format

*-- In the case of a bachelor's degree program, specify the heading as "1.5.1 Format and Type of Program. ** Also specify the "Type of Program" — whether it is academic, advanced academic, professional or practice-oriented, or advanced professional or practice-oriented.*

Examples:
- For a bachelor's degree program, specify:
  - "4-year bachelor's degree program (academic)" or "4-year bachelor's degree program (practice-oriented)"
  - "5-year bachelor's degree program (academic)" or "5-year bachelor's degree program (practice-oriented)"
  - "6-year bachelor's degree program (academic)" or "6-year bachelor's degree program (practice-oriented)"
- For a graduate program, specify:
  - "Master's degree program" or "Doctoral degree program"
  - "Graduate diploma program" or "Higher graduate diploma program"

-- In the case of multidisciplinary or interdisciplinary programs (which have been approved along with inclusion in the national development plan), indicate this by adding the phrase: "(Multidisciplinary Program)" or "(Interdisciplinary Program)" at the end.

Examples:
- "4-year bachelor's degree program (academic) (Multidisciplinary Program)"
- "Master's degree program (Multidisciplinary Program)"
- "Doctoral degree program (Multidisciplinary Program)"

For interdisciplinary and/or multidisciplinary programs where faculty members overlap with other programs, after the program is approved by the university council, the program must be submitted through the CISA system and a formal letter must be sent to the Permanent Secretary of the Ministry of Higher Education, Science, Research, and Innovation (MHESI) to propose the program to the Higher Education Standards Committee (HESC) for consideration. If the program is not approved as interdisciplinary or multidisciplinary, the parent faculty must then prepare a minor curriculum revision proposal (สมอ.08 Form SMO.08) to request changes in the responsible faculty members to avoid overlap and adjust the program format according to MHESI's recommendations.

Multidisciplinary Programs and Interdisciplinary Programs
- *"Multidisciplinary Program" refers to a program that brings together knowledge from different academic fields, where each course or subject remains distinct and can stand independently.*
- *"Interdisciplinary Program" refers to a program that integrates knowledge from different academic fields in a seamless and coherent manner to form a new field of study or discipline.*

Source: Higher Education Quality Enhancement Division, Office of the Permanent Secretary, Ministry of Higher Education, Science, Research and Innovation

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1.5.2 Language of Instruction
-- Specify the language used for teaching and learning, whether it is Thai or a foreign language — for example, **"Thai and a foreign language (specify language)"** *or* **"Foreign language (specify language)"**

1.5.3 Admission
--Specify whether the program admits only Thai students, only international students, or both — for example, **"Admits only Thai students", "Admits only international students"** *or* **"Admits both Thai and international students".**

1.5.4 Collaboration with Partner Institutions

-- Indicate whether it is **"a program solely offered by the institution"** and/or **"a collaborative program with** ....

In the case of collaboration or joint delivery with external agencies or other educational institutions (domestic or international), a copy of the MOU/MOA should be attached as an appendix at the end of the curriculum document.

1.5.5 Degree Conferral

— Indicate **"Degree awarded in a single field of study"**

If the program awards more than one degree (e.g., dual degree programs), interim degrees during the course, or a joint degree between institutions with established agreements, specify **"Degree awarded in more than one field of study".**

Example

1.5 Curriculum/Program Format

1.5.1 Format	Bachelor's Degree Program
1.5.2 Language of Instruction	Foreign Language (English)
1.5.3 Admission	Accepts both Thai and international students
1.5.4 Collaboration with Partner Institutions	A program solely offered by the institution
1.5.5 Degree Conferral	Degree awarded in a single field of study

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1.6 Curriculum/Program Status and Curriculum/Program Approval Process

Provide the information in the format shown in the following examples:

- *In the case of a Revised Curriculum/Program:*

Curriculum/Program **Status**

- Revised curriculum/program scheduled to commence in Semester 1, Academic Year 2026 (B.E. 2569)
- Revised from the curriculum/program titled *Bachelor of Science Program in Psychology (International Program)*
- Originally implemented in Academic Year 1975 (B.E. 2518)
- Last revised in Academic Year 2021 (B.E. 2564)

Curriculum/Program **Approval Process**

- Reviewed by the Academic Committee of Kasetsart University in Meeting No. .... held on (date) ....
- Approved by the University Council of Kasetsart University in Meeting No. .... held on (date) ....

- *In the case of a New Curriculum/Program:*

Curriculum/Program **Status**

- New curriculum/program scheduled to commence in Semester 1, Academic Year 2026 (B.E. 2569)

Curriculum/Program **Approval Process**

- Reviewed by the Academic Committee of Kasetsart University in Meeting No. .... held on (date) ....
- Approved by the University Council of Kasetsart University in Meeting No. .... held on (date) ....

- *In the case of a Revised Curriculum/Program (Separate Program Replacing a Joint Program):*

Curriculum/Program **Status**

- Revised curriculum/program scheduled to commence in Semester 1, Academic Year 2026 (B.E.2569) *(Replacing a joint program with the Faculty of Economics)*
- Revised (as a separate program) from the curriculum/program titled *Master of Economics Program in Business Economics (International Program)*
- Originally implemented in Academic Year 2002 (B.E. 2545)
- Last revised in Academic Year 2021 (B.E.2564)

Curriculum/Program Approval Process

- Reviewed by the Academic Committee of Kasetsart University in Meeting No. .... held on (date) ....
- Approved by the University Council of Kasetsart University in Meeting No. .... held on (date) ....

- **_In the case of a Revised Curriculum/Program (with Merged Curricula):_**

Curriculum/Program Status

- Revised curriculum/program scheduled to commence in Semester 1, Academic Year 2026 (B.E. 2569)
- Revised from the program titled _Bachelor of Science Program in Agricultural Business (International Program)_

    - Originally implemented in Academic Year 1993 (B.E. 2536)

    - Last revised in Academic Year 2010 (B.E. 2564)

    and merged with the program titled _Bachelor of Science Program in Agricultural and Resource Economics_

    - Originally implemented in Academic Year 1990 (B.E. 2533)

    - Last revised in Academic Year 2021 (B.E. 2564)

Curriculum/Program Approval Process

- Reviewed by the Academic Committee of Kasetsart University in Meeting No. .... held on (date) ....
- Approved by the University Council of Kasetsart University in Meeting No. .... held on (date) ....

Example: New Curriculum/Program

    1.6 Curriculum/Program Status and Curriculum/Program Approval Process

       New program scheduled to commence in Semester 1, Academic Year 2025 (B.E. 2568)

       Curriculum/Program Approval Process

       - Reviewed by the Academic Committee of Kasetsart University in Meeting No. .... held on (date) ....
       - Approved by the University Council of Kasetsart University in Meeting No. .... held on (date) ....

Example: Revised Curriculum/Program

    1.6 Curriculum/Program Status and Curriculum/Program Approval Process

       - Revised program scheduled to commence in Semester 1, Academic Year **2025 (B.E. 2568)**

       - Revised from the program titled _Bachelor of Science Program in Psychology (International Program)_

       - Originally implemented in Academic Year **1975 (B.E. 2518)**

       - Last revised in Academic Year **2020 (B.E. 2563)**

       Curriculum/Program Approval Process

       - Reviewed by the Academic Committee of Kasetsart University in Meeting No. .... held on (date) ....
       - Approved by the University Council of Kasetsart University in Meeting No. .... held on (date) ....

1.7 Readiness for Public Disclosure of a Quality and Standardized Curriculum/Program

--Approximately 1–2 years or half the duration of the program after it has been approved and launched —

*** The Ministry of Higher Education, Science, Research and Innovation (MHESI) will publish the program as a quality program under the Thai Qualifications Framework for Higher Education (TQF:HEd B.E. 2565 / A.D. 2022) **once the institution has offered the program for at least half of its total duration.***** _(Bachelor's Degree: within 2 years, Master's Degree: within 1 year, Doctoral Degree: within 1.5 years, Graduate Diploma: within 6 months)*** Include the following statement:_

"The program will be published as a quality program in accordance with the Thai Qualifications Framework for Higher Education B.E. 2565 in Academic Year 20.... (B.E. 25...)"

1.7 Readiness for Public Disclosure of a Quality and Standardized Program

The program will be published as a quality program in accordance with the Thai Qualifications Framework for Higher Education B.E. 2565 in Academic Year 20.... (B.E. 25...)

1.8 Careers Available After Graduation

-- List careers that graduates can pursue, aligned with the objectives of the program in preparing professionals for those fields. (This section should be clearly presented in bullet points.)

Examples: Bachelor's Degree Curricular/Programs

1.8 Careers Available After Graduation

Example: Bachelor of Engineering Program (Computer Engineering) (International Program)

1. Computer Engineer
2. Communication Systems Engineer
3. Computer Science Academic
4. Software or Application Developer
5. Systems Analyst and Designer
6. Information System, Network, or Server Administrator
7. Project Manager in Computer Engineering or IT Systems, or Executive in an IT Department

Example: Bachelor of Arts Program (History) (International Program)

1. Researcher
2. Independent Scholar
3. Diplomat
4. Archivist
5. Curator
6. Journalist
7. Book Editor and Writer
8. Tour Guide

Example: Bachelor of Engineering Program (Naval Architecture and Marine Engineering) (International Program)

1. Naval Architect
2. Offshore Engineer
3. Mechanical/Marine Mechanical Engineer
4. Control Systems Engineer
5. Self-employed in naval architecture and marine engineering
6. Engineer in industrial factories and establishments
7. Researcher in fields related to naval and offshore engineering
8. Lecturer at educational institutions

Examples: Master's Degree Curricular/Programs

1.8 Careers Available After Graduation

Example: Master of Science Program (Metrology) (International Program)

1. Metrologist in industrial factories
2. Researcher in metrology
3. Academic in metrology / Metrologist
4. Lecturer
5. Self-employed or entrepreneur in measurement instruments and calibration services

Example: Master of Business Administration Program (Industrial Management and Development) (International Program)

1. Executive in public and private industrial business sectors
2. Business Consultant
3. Industrial Project Manager
4. Policy and Planning Analyst
5. Industrial Academic
6. Human Resources Specialist
7. General Manager
8. Commercial Academic
9. Business Entrepreneur
10. Lecturer and Academic in educational institutions

Example: Master of Science Program (Maritime Transport) (International Program)

1. Personnel/Agents for import-export businesses
2. Personnel/Agents for shipping lines
3. Officers in the Port Authority of Thailand, private port companies, Marine Department, or Customs Department
4. Logistics and cargo transport personnel/officers
5. Logistics Specialists
6. Researchers / System Planners / Consultants / Maritime Business Lecturers
7. Maritime Transport Entrepreneurs / Managers
8. Entrepreneurs/Managers in businesses related to maritime logistics
9. Personnel in marine insurance business
10. Marine Freight Officers
11. Cargo Inspectors
12. Personnel and agents in other modes of transport

Example: Master of Science Program (Sport and Exercise Science) (International Program)

1. Sport and Exercise Scientist
2. Professional with knowledge and expertise in sport science in public and private sectors
3. Expert in the fitness business
4. Specialist in sports organizations
5. Lecturer at educational institutions
6. Academic in sport and exercise science

2. Philosophy, Objectives and Learning Outcomes of the Curriculum/Program

These are classified into three sub-clauses as follows:

2.1 Philosophy of the Curriculum/Program

*– Please specify the concepts, beliefs, and firm intentions regarding the production of graduates in the program, ensuring alignment with the **philosophy of Kasetsart University**, which states: **"Kasetsart University is an institution committed to the accumulation, pursuit, and development of knowledge to foster intellectual prosperity, enriched with academic excellence, ethics, and morality. It also aims to serve as a guiding force in upholding and continuing the noble aspirations of society, for the sustainability, progress, and civilization of the nation."** This should also be consistent with the mission, vision, and identity of Kasetsart University.--*

Example

2.1 Philosophy of the Curriculum/Program

To produce graduates in the field of " Knowledge of the Land" for sustainable development—individuals who possess professional and academic knowledge and capabilities, combined with ethics and moral integrity. These graduates are valuable human resources for the development of themselves, their communities, and society. The curriculum is guided by the principles of the King's Philosophy, community wisdom, and global knowledge to serve as a framework for sustainable development.

2.2 Objectives of the Curriculum/Program

-- Specify the intended outcomes in producing graduates, **aligned with the curriculum's philosophy**.--

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Example

2.2 Objectives of the Curriculum/Program

1) To produce graduates with interdisciplinary and integrated knowledge, along with professional skills, enabling them to develop themselves into entrepreneurs who can adapt to changing circumstances

2) To produce graduates who can apply the principles of the Knowledge of the Land philosophy in their daily lives and establish sustainable career paths

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2.3 Program Learning Outcomes (PLOs)

*-- Provide additional information on how PLOs were derived, in accordance with the four standards of learning outcomes: **knowledge, skills, ethics, and personal attributes**.--*

Concept of Curriculum Design
2.3.1 External Situations or National/International Workforce Needs

--Describe the external conditions from various perspectives, which may be considered in relation to national plans such as the Higher Education Plan for Workforce Production and Development B.E. 2564–2570 (2021–2027), the National Strategy B.E. 2561–2580 (2018–2037), or the 13th National Economic and Social Development Plan B.E. 2566–2570 (2023–2027). Discuss the current economic development and trends at both national and global levels, their impacts, and the resulting necessity for preparing human resources in the proposed field of study. Explain how this academic program will address these conditions and meet the identified needs.--

2.3.2 Stakeholder Identification and Methods for Collecting Needs and Expectations

-- List the stakeholders and the methods used to gather their needs and expectations, as per institutional research reports—

2.3.3 Analysis of Stakeholder Needs in Graduate Production

--Explain stakeholder needs and the university's mission concerning the desired graduate attributes—knowledge application, skills, abilities, and personality traits. This data should come from institutional research, program performance reports, internal quality assurance (IQA) reports, course assessment reviews from the past four academic years, and stakeholder surveys. Stakeholders include graduates, current students (1st–4th years), employers, program administrators, instructors, and experts who provided input for curriculum design.—

**For New Programs Only: Include institutional research results in three areas: 1) cost-effectiveness in graduate production; 2) competitor information on similar programs; and 3) labor market demand. These should align with the proposal for inclusion of a new program in the national higher education manpower development plan as approved by the Kasetsart University Council.

***For Master's Programs with Both Academic (Plan A) and Professional (Plan B) Tracks: Specify PLOs for both tracks clearly and separately. Include the process of derivation, philosophy, objectives, and curriculum design for each, as the two tracks aim to produce graduates with different competencies (academic vs. professional). Also, include shared core learning outcomes. *(As per the resolution of the Higher Education Standards Committee, Meeting No. 1/2024).*

Example

2.3.1 External Situation or Manpower Demands of the Country or International Level

The development of the Bachelor of Engineering Program in Civil Engineering – Irrigation Engineering (Revised Curriculum, B.E. 2566 [2023]) has primarily adopted the 12th National Economic and Social Development Plan (B.E. 2560-2564 [2017-2021]), the 20-Year National Water Resources Management Master Plan (B.E. 2561-2580 [2018-2037]), and the National Education Plan B.E. 2560-2579 [2017-2036] as key principles. This is to ensure

alignment with the 20-Year National Strategy (B.E. 2561-2580 [2018-2037]), which aims for Thailand to achieve its vision of "Thailand being secure, prosperous, and sustainable, a developed country through development based on the Sufficiency Economy Philosophy." The key principles of the plan include:

1. Sufficiency Economy Philosophy Principle: To foster integrated development in all dimensions, being reasonable, moderate, resilient, and having good governance.

2. People-Centered Development Principle: To develop Thai people to be well-rounded, disciplined, inquisitive, knowledgeable, skilled, creative, having a positive attitude, being socially responsible, and possessing morality and ethics.

3. National Strategy Vision Principle: To support the creation of "security, prosperity, and sustainability" within the country and to become a developed nation.

4. Thailand's Future Goals for B.E. 2579 (2036) Principle: To build a stable and sustainable economy and society, reduce inequality, cultivate disciplined individuals who are lifelong learners with complete physical and mental health, and establish an economy based on digital-led innovation.

5. Economic Growth with Reduced Inequality Principle: To decrease the low-income population and increase the middle class by driving growth based on local wisdom and innovation.

6. Principle of Translating the Plan into 5-Year Achievable Outcomes: To utilize the *Pracharath* (People-State Partnership) mechanism as a tool for driving implementation.

Furthermore, the National Education Plan B.E. 2560-2579 (2017-2036) sets a vision for "all Thai people to receive quality education and lifelong learning, live happily in accordance with the Sufficiency Economy Philosophy and the changes of the 21st century." In planning this revised curriculum, reflections on the current situation and future economic and social context trends that will promote national development have been extracted to define the roles of graduates in Civil Engineering – Water Resources Engineering as engineers and citizens of the country, who will be a crucial force in sustainable national development. In developing the Bachelor of Engineering Program in Civil Engineering – Irrigation Engineering, the perspectives on changes in the education and professional sectors have also been considered to elevate educational standards that are intensely emerging both domestically and in the ASEAN region, such as the Thailand Qualifications Framework for Higher Education (TQF: HE), ASEAN University Network Quality Assurance (AUN-QA) at the program level, 21st-century skills, and contemporary learner-centered teaching and learning approaches. These serve as guidelines for preparing the curriculum to be of high quality, socially accepted, and capable of building skills that appropriately align with the changing needs of learners. Additionally, the Council of Engineers has adjusted the examination subjects, leading to revisions in the course offerings to align with these requirements. Based on the aforementioned points, the Bachelor of Engineering Program in Civil Engineering – Irrigation Engineering has considered this information according to relevant key situational issues and necessary economic, social, and cultural developments.

2.3.2 Identification of Stakeholders and Methods for Obtaining Needs and Expectations

Therefore, the curriculum identifies the stakeholders involved in producing graduates as follows: Kasetsart University, professional councils, government and private sector agencies (major employers of graduates include government agencies such as the Royal Irrigation Department, the Office of National Water Resources, and private sector entities involved in both civil and irrigation engineering), and graduates of the program. The overall results of the stakeholder needs analysis, derived from interviews with employers who supervise interns and employ graduates, and from questionnaires distributed to employers and graduates employed within one year, are as follows: Graduates should possess knowledge and expertise in civil and irrigation engineering, with content covering the standards of the civil engineering profession and a comprehensive understanding of irrigation and water resources systems. Learning should emphasize practical application and be up-to-date with technological advancements, particularly instruction on computer programs and information technology widely used in the engineering profession, such as geoinformatics for irrigation engineering, the use of satellite imagery in water resource

analysis, and computer applications for irrigation engineering. Furthermore, language and communication skills should be developed. The Council of Engineers, under the Engineer Act B.E. 2542 (1999), Section 8(3), has the authority and duty to accredit degrees, diplomas, or certificates for practicing controlled engineering professions. The Council of Engineers has issued regulations on the accreditation of degrees, diplomas, or certificates for practicing controlled engineering professions B.E. 2554 (2011), and regulations of the Council of Engineers Committee on basic science, fundamental engineering, and specialized engineering subjects that the Council of Engineers will accredit for degrees, diplomas, and certificates in controlled engineering professions B.E. 2562 (2019). In considering educational institutions for accreditation, the curriculum structure must have complete subject content according to the specified criteria. For civil engineering, this includes knowledge in basic sciences (physics, chemistry, mathematics, statistics, and probability), fundamental engineering (engineering drawing, engineering materials, computer programming, engineering mechanics, surveying engineering, geology), and specialized engineering (structural engineering, construction engineering and management, transportation engineering, water resources engineering, geotechnical engineering).

In addition, Kasetsart University has defined the desired attributes of its students as follows:
- *Integrity*: Possessing a good heart, honesty, integrity, morality, and ethics.
- *Determination*: Having strong intention, perseverance, diligence, and achievement-oriented in work and actions.
- *Knowledge Creation*: Being inquisitive, actively seeking knowledge, capable of creating value and worth from knowledge, and generating innovations.
- Unity: Having cooperation, knowing how to compromise, being able to work in a team, and appropriately integrating various aspects.

Example

2.3.3 Analysis of Stakeholder Needs for Graduate Production

From the national situation regarding the need for economic and social development, it is evident that knowledge in irrigation engineering and irrigation engineers are necessary for integrated water management, supporting food and energy security, and sustainably reducing and solving flood and drought problems. There is a need to develop, improve, and rehabilitate water sources to increase the raw water supply in potential reservoirs, develop and promote efficient and cost-effective water use that does not negatively impact the environment, establish appropriate water distribution systems for all sectors, and develop a systematic master plan for water resource infrastructure for consumption. These contexts lead to the need for human resource development with knowledge in irrigation and civil engineering through the development of the Civil Engineering – Irrigation Engineering curriculum for future teaching and learning. Furthermore, the economic and social development situations, which require knowledge in irrigation engineering and the production of irrigation engineers to address the country's current problems, align with the mission of the Department of Irrigation Engineering and the Faculty of Engineering at Kamphaeng Saen in producing graduates and creating knowledge in irrigation engineering.

Therefore, a curriculum has been designed to align with the external situation or the national and international manpower demands and the needs of stakeholders in graduate production. The curriculum was developed using Backward Curriculum Design, defining student learning outcomes based on the needs of stakeholders derived from surveys of employers and graduates of the program, and feedback from employers obtained by faculty members responsible for supervising student internships. This led to the determination of the curriculum structure, the development/revision of courses, and the assignment of responsibilities for each course in alignment with the learning outcomes and program-level learning standards.

The curriculum is designed to have teaching and learning processes that comply with the regulations of the Council of Engineers, which constitute the necessary knowledge for practicing the controlled engineering profession of civil engineering. This includes:

- Basic Science Knowledge: The curriculum includes instruction in basic mathematics and science courses, as well as mandatory specialized engineering courses such as Engineering Statistics.
- Fundamental Engineering Knowledge: The curriculum includes instruction in fundamental engineering courses and mandatory specialized engineering courses such as Surveying Engineering and Field Surveying Training.
- Specialized Civil Engineering Knowledge: The curriculum includes instruction in mandatory specialized courses covering the knowledge areas of structural engineering, construction engineering and management, transportation engineering, water resources engineering, and geotechnical engineering.

Additionally, the curriculum provides specialized knowledge and skills in irrigation engineering according to the needs of employers by including instruction in mandatory specialized engineering courses that cover the necessary knowledge and skills, as follows:

- Fundamental Knowledge in Irrigation and Water Resources: In addition to the courses required by the Council of Engineers' regulations, the curriculum includes additional courses such as Principles of Irrigation Engineering and Groundwater Engineering.
- Irrigation Engineering Design: This includes courses on Farm Irrigation System Design, Small Dam and Appurtenant Structure Design, and Canal and Water Conveyance Structure Design.
- Water Resources and Environmental Management: This includes courses on Water Resources Project Management and Feasibility Study and Environmental Impact Assessment.
- Water Disaster Prevention: This includes the course on Drainage and Flood Protection.
- Instruction on Modern Computer Programs and Information Technology for Irrigation Engineering: This includes courses on Geoinformatics for Irrigation Engineering and Computer Applications for Irrigation Engineering.
- Skills in Using Tools and Equipment: This is achieved through instruction in laboratory courses such as Irrigation Engineering Measurement Instruments Laboratory and field training.

Beyond specific professional skills, the curriculum considers necessary general skills (soft skills) by providing learning through general education courses. Kasetsart University has defined the learning outcomes for the general education core curriculum as follows:

GELO 1: Exemplify integration of diverse disciplines with university learning and life (Knowledge - K).

GELO 2: Present problem-solving approaches and decision-making using thinking skills.

GELO 3: Analyze the current situation and appropriately plan work using entrepreneurial competency (Knowledge - K).

GELO 4: Apply language, communication, and information technology skills in learning and working with others.

    Sub GELO 4.1: Communicate using language skills in work and daily life (Skills - S).

    Sub GELO 4.2: Use digital technology and information correctly according to principles in communication, work, or collaboration with others (Skills - S).

    Sub GELO 4.3: Communicate or present work results using various methods or formats (Skills - S).

GELO 5: Manage oneself to be able to live and learn.

    Sub GELO 5.1: Take care of oneself, manage oneself both physically and mentally (Skills - S).

    Sub GELO 5.2: Express self-worth and the worth of others, set goals, and possess mental well-being in daily life (Attributes - C).

GELO 6: Demonstrate basic morality and ethics in living with others (Ethics - E).

GELO 7: Self-assess, set goals, plan learning, and evaluate learning for self-development (Attributes - C).

GELO 8: Apply the concept of good citizenship in society and sustainable development in living or participating in university activities (Attributes - C).

GELO 9: Work with others as a leader and a follower, knowing one's own roles and responsibilities (Attributes - C).

GELO 10: Express pride in being Thai, preserving Thai culture, good identity, local wisdom, and national history (Attributes - C).

To develop students' potential in line with the competencies of the General Education curriculum, based on the learning outcomes of the program, the subject "ศาสตร์แห่งแผ่นดิน" (Knowledge of the Land) has been included as a compulsory subject in the General Education curriculum and the General Education courses of Kasetsart University. This is to integrate and lead to the learning outcomes of the program and to meet the needs of Kasetsart University, which aims for students to have the identity of Kasetsart University students in terms of communication and language skills. In addition to managing Thai and foreign language courses in the General Education curriculum, the program also provides courses for students to develop communication and language skills related to civil and irrigation engineering work through seminar learning activities, problem-solving skills, leadership and teamwork skills, and continuous self-development through the Irrigation Engineering Project course and through real-world experience in civil and irrigation engineering internships.

2.3.4 Determination of Program Learning Outcomes (PLOs)

-- Specify the Program Learning Outcomes (PLOs) in sub-points, ensuring alignment with the degree level and comprehensive coverage of the four domains in accordance with the Higher Education Qualification Standards of Kasetsart University: knowledge, skills, ethics, and personal attributes. The outcomes should be informed by Bloom's Taxonomy, written in measurable terms to allow for proper evaluation and aligned with learning strategies and assessment methods. Guidelines for writing PLOs are available at the Office of Educational Administration website: https://registrar.ku.ac.th/event/plo-clo. All PLOs must adhere to the principles of SMART PLO (Specific, Measurable, Achievable, Relevant, Timely). Based on Bloom's Taxonomy in learning and assessment, avoid vague or broad terms such as "having knowledge," "having understanding," or "being able to integrate."
Example format:

PLO 1 ...

PLO 2 ...

PLO 3 ...

PLO 4 ...

...

***Important notes:

• If the program's PLOs do not cover all four qualification standard domains, the program will not be acknowledged or approved by the Ministry of Higher Education, Science, Research, and Innovation (MHESI).

• For undergraduate programs with both a regular and a CWIE (Cooperative and Work-Integrated Education) track, learning outcomes related to workplace competencies must be added to the CWIE track.

• For Master's degree programs with both academic (Plan 1) and professional (Plan 2) tracks, clearly separate and specify PLOs for each. Include the development process, philosophy, objectives, and course design, as each track aims to produce graduates with different competencies (academics vs. professionals). Include shared core PLOs across both tracks. This must include the core learning outcomes (Core) that are shared learning outcomes (in accordance with the resolution of the Higher Education Standards Committee Meeting No. 1/2024, Appendix A-50).

1) Table Illustrating the Determination of Program Learning Outcomes in a Rubric

No.	PLOs	shorten PLOs	1. Basic	2. Intermediate	3. Advance	4. Expert	Expected Level

2) Rader Chart for Expected Competency Levels by Program Learning Outcomes

--Analysis and Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs), Including Identification of Soft Skills and Hard Skills Acquired from the Curriculum, as a Foundation for Developing a Skill Transcript. Skill levels acquired from the curriculum are visualized using a radar chart to support the development of the Skill Transcript – A Key Tool for Communicating Graduate Competencies to Employers and Society--

Example: Undergraduate curricular/programs

   2.3.4 Determination of Program Learning Outcomes (PLOs)

   ...
   PLO 1: Explain/apply tools/present approaches or propose projects related to [...] using knowledge from the field of [...] accurately and appropriately.
   PLO 2 ....
   PLO 3 ....
   ...
   PLO ... Apply knowledge from the field of [...] in practical workplace tasks during cooperative education. (CWIE Study Plan)

   Note: For **bachelor's degree programs** that offer both the **regular study plan** and the **CWIE study plan** (Cooperative and Work-Integrated Education), additional learning outcomes must be specified based on **competencies gained from real work experience**, beyond those already defined in the regular curriculum.

Example: Graduate curricular/programs

   2.3.4 Determination of Program Learning Outcomes (PLOs)

   ...
   Program Learning Outcomes (Plan 1, Type A 1 and Type A 2)
   PLO 1: Able to apply appropriate research methodologies based on the research objectives.
   PLO 2: Able to produce research outputs derived from the extension of knowledge with adherence to ethical and professional standards.
   PLO 3: Able to conduct research and present findings using relevant information technologies in the field of [...].
   PLO 4: Able to perform assigned duties in the area of [...] with responsibility and public-mindedness.
   PLO 5: [...]
   Program Learning Outcomes (Plan 2)
   PLO 1: Able to apply appropriate research methodologies based on the research objectives.
   PLO 2: Able to propose solutions to issues related to [...] using knowledge from the field of [...] with consideration of ethics and professional standards.

PLO 3: Able to conduct research and present findings in the area of [...] using information and field-related technologies.

PLO 4: Able to perform assigned duties in the area of [...] with responsibility and public-mindedness.

PLO 5: [...]

<u>Note:</u> Master's degree programs that offer both the academic track (Plan 1) and the professional track (Plan 2) must clearly specify the Program Learning Outcomes (PLOs) for both tracks. **<u>Details of the PLOs must be separately written for each track, along with the underlying development process,</u> <u>philosophy, objectives, and curriculum design</u>**, as the academic and professional tracks aim to produce graduates with **different competencies** (i.e., academic researchers and professional practitioners). There must be a section on core learning outcomes (Core), which are shared learning outcomes common to both tracks.

Example:

1) Table Illustrating the Determination of Program Learning Outcomes in a Rubric

No.	PLOs	shorten PLOs	1. Basic	2. Intermediate	3. Advance	4. Expert	Expected Level
1	Application of interdisciplinary knowledge (nursing, midwifery, indigenous wisdom, bio-agriculture, health sciences) in health care across all age groups	Interdisciplinary knowledge application	Able to identify and explain basic knowledge in nursing science, midwifery, and related disciplines.	Able to apply basic knowledge in nursing science, midwifery, and related disciplines to initial health care under supervision.	Able to appropriately and effectively apply knowledge from nursing, midwifery, indigenous wisdom, bio-agriculture, health sciences, and other related disciplines in caring for people of all ages.	Able to integrate and creatively apply knowledge from nursing, midwifery, indigenous wisdom, bio-agriculture, health sciences, and related disciplines to provide excellent and exemplary health care for people of all ages in complex situations, and act as a leader.	3

No.	PLOs	shorten PLOs	1. Basic	2. Intermediate	3. Advance	4. Expert	Expected Level
2	Holistic and evidence-based nursing and midwifery practice considering patients' rights, safety, rational drug use, cultural diversity, legal and ethical standards	Holistic and evidence-based care	Able to identify basic steps of nursing and midwifery practice and recognize the importance of client rights and safety.	Able to carry out basic nursing and midwifery care plans considering rights, safety, and cultural diversity under supervision.	Able to provide holistic nursing and midwifery care to meet the needs of clients across all age groups, based on evidence, with consideration for patient rights, safety, rational drug use, and cultural diversity, under legal and professional ethical standards.	Able to lead and initiate complex holistic nursing and midwifery care and serve as an ethical role model.	3
3	Ethical and professional conduct	Ethical and professional conduct	Show awareness of the importance of professional ethics.	Able to act according to ethical principles in basic situations	Able to consistently and appropriately conduct oneself in accordance with professional ethics and codes of conduct across various situations.	Serve as a role model and provide guidance in ethical and professional conduct in challenging situations.	3
4	Critical and systems thinking to solve complex health problems	Critical and systems thinking	Able to identify basic health issues and suggest limited solutions.	Able to analyze more complex problems and propose basic solutions.	Able to solve health problems using systems thinking, with reasonable data analysis and sound judgment.	Able to initiate and lead solutions to complex and challenging problems using deep critical and systems thinking.	3
5	Research and innovation in nursing, midwifery, and bio-agriculture for health problem solving with ethical consideration	Research and health innovation	Show interest and identify topics that may lead to research or innovation.	Participate in initial stages of research or innovation with research ethics under guidance.	Able to plan and conduct research or develop innovations in nursing, midwifery, and bio-agriculture health to address public health problems, with consideration for research ethics.	initiate, design, and lead impactful, up-to-date research and innovations.	2

No.	PLOs	shorten PLOs	1. Basic	2. Intermediate	3. Advance	4. Expert	Expected Level
6	Digital literacy and information use in nursing practice and learning	Digital literacy in nursing practice	Able to use basic digital technology and search for nursing-related information.	Able to access academic information and support basic nursing and midwifery practice using digital technology.	Able to effectively and appropriately use digital technology and information systems to support nursing and midwifery practice.	Able to integrate and creatively apply advanced digital technology and information systems to promote excellence in learning and practice, and advise others.	3
7	Leadership, interprofessional collaboration, continuous learning and self-development	Leadership and interprofessional collaboration	Able to work with others as part of a team and show interest in learning and personal development.	Able to actively participate in interprofessional teamwork and demonstrate enthusiasm for learning and self-improvement.	Able to demonstrate a degree of leadership in interprofessional teamwork and engage in consistent self-learning and development.	Able to be a visionary leader in interprofessional collaboration, inspire others to learn and grow continuously, and apply knowledge to drive change.	2
8	Effective academic and professional communication	Academic and professional communication	Able to communicate basic academic and professional information to a limited extent.	Able to clearly and understandably communicate academic and professional information in general situations.	Able to communicate effectively and reliably in both verbal and non-verbal academic and professional contexts.	Able to communicate with excellence in complex or sensitive academic and professional situations, fostering understanding and professional influence.	3

2) Rader Chart for Expected Competency Levels by Program Learning Outcomes

Expected Competency Levels by PLO
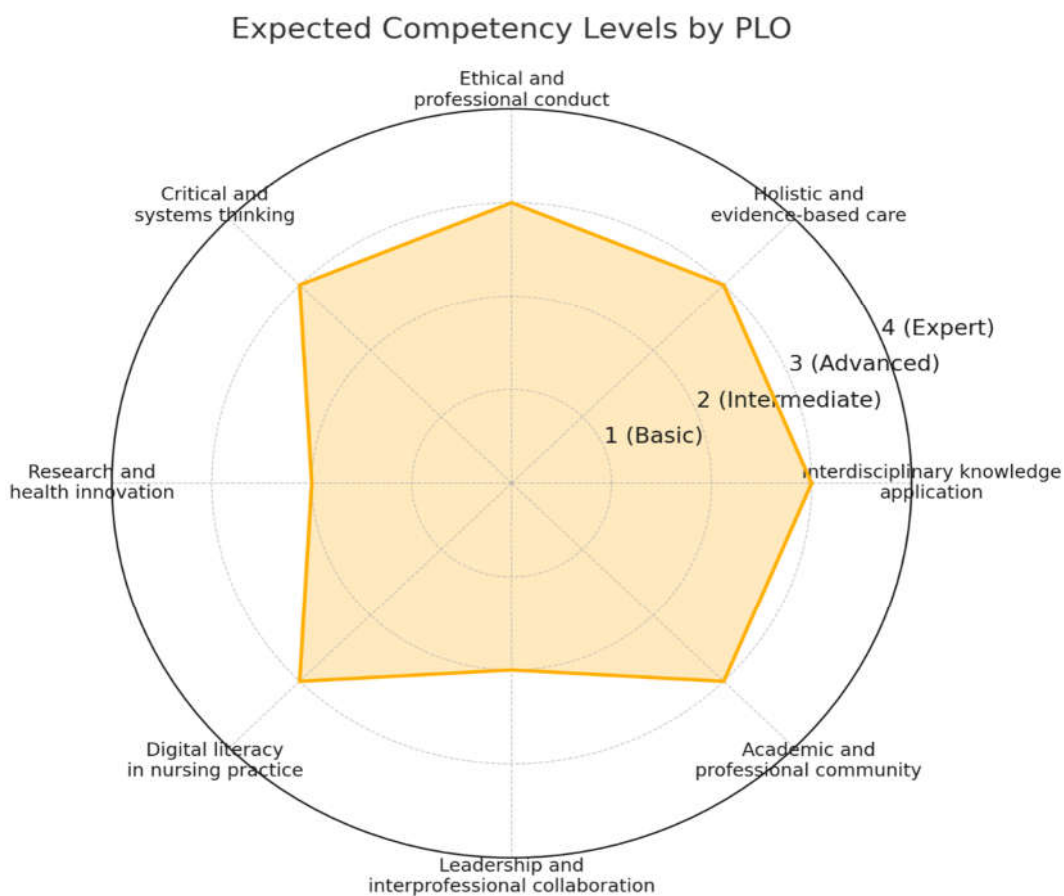
2.3.5 Components Related to Projects or Research, Field Experience, Internship, or Cooperative Education (if any)

1) Requirements Related to Project or Research Work (if any)

1. Brief Description

    -- Specify the course(s) students are required to take (include course codes and names). Describe the nature of the course(s) .--

2. Learning Outcomes

    -- Specify the learning outcomes of the project or research work.--

3. Timeframe

    *-- Specify the year and semester in which students are required to undertake the project or research, or simply state **"according to the study plan"** .--*

4. Number of Credits

    -- Indicate the number of credits for the research work, such as:

    Plan 1, Type A1: Thesis not less than 12 credits

    Plan 2: Independent Study – 6 credits --

5. Preparation

    -- Explain how students are guided and supported, such as: having an academic advisor, scheduled consultation times, assistance with topic selection, research process, assessment, presentation of results, progress monitoring, and addressing any problems or obstacles, that may arise during their studies.--

6. Assessment and Evaluation

-- Describe the processes, such as joint evaluations by instructor and student, criteria/standards for assessing the project/research, student self-evaluation using a provided form, instructor evaluation using a provided form, student presentation to faculty members, and evaluation by faculty. The project/research coordinator compiles results and seeks approval from the program and faculty administration committees. Evaluation may also include progress tracking, presentation reports, consultation records, thesis defense, and assessments by the advisor or committee, as well as any other relevant academic review processes deemed appropriate by the program.--

2) Learning Outcomes from Field Experience, Internship, or Cooperative Education (if any)

1. Learning Outcomes of Field Experience, Internship, or Cooperative Education

-- Describe the activities included in the curriculum, such as field experience, internship, teaching practice, cooperative education, and other experiential learning opportunities relevant to the program's objectives.--

-- Specify the learning outcomes (CLOs) related to these experiences.--

2. Timeframe

*-- Indicate the year and semester during which field experience is organized for students, such as Semester ... Academic Year 25..., or simply state **"according to the study plan"** .--*

3. Scheduling and Timetable

-- For example, one semester, or three days per week for four weeks, or other formats appropriate to the nature and objectives of the activity.--

4. Assessment and Evaluation

-- Explain the role of the academic supervisor and the on-site supervisor in evaluating the student during internship or cooperative education. For example, describe the processes used, such as the criteria/standards for evaluation, assessment by the academic or on-site supervisor using a provided form, student presentation of results to faculty, evaluation based on progress, presentation reports, consultation records, thesis defense, or other formal academic assessments aligned with the program's requirements.--

Note: If there is no field experience, internship, or cooperative education, indicate "None" in each sub-item.

Example: Bachelor's Degree Curriculum/Program

2.3.5 Components Related to Projects or Research, Field Experience, Internships, or Cooperative Education

1) Requirements for Projects or Research

1. Brief Description

Research projects or integrative studies are interdisciplinary approaches to knowledge acquisition that emphasize integrating various related disciplines to explore solutions to complex problems holistically. This approach fosters cross-disciplinary applied knowledge and responds to global changes in the current era. Students can engage in research projects or integrative studies through the SIS model (SIS 1 – SIS 4) and in the "Special Problems" course.

2. Outcomes

SIS 1 – Design a project using integrative scientific knowledge.

SIS 2 – Apply scientific knowledge in designing and developing products.

SIS 3 – Innovate using integrative scientific knowledge.

SIS 4 - Apply scientific knowledge to solve problems and sustainably develop communities.

Special Problems Course   1. Design an integrative cross-disciplinary research topic.

2. Analyze and solve problems using integrative knowledge.

3. Timeframe

According to the study plan

4. Number of Credits

According to the study plan

5. Preparation

Students gain experience in conducting research projects through the SIS model in years 1 and 2 and can choose to pursue research topics of interest in the "Special Problems" course.

6. Assessment and Evaluation

Assessment of research projects is conducted during semesters 1–4 through evaluation of learning outcomes in each SIS module (SIS 1 – SIS 4). The learning outcomes for the Special Problems course are assessed through project presentations and evaluations by project advisors.

2) Requirements for Field Experience, Internship, or Cooperative Education

1. Learning Outcomes of Field Experience, Internship, or Cooperative Education

- Apply integrative knowledge in real-world work environments.
- Design, plan, and solve immediate problems arising during assigned work in the organization.
- Adapt appropriately to the work environment and collaborate effectively with others in the organization.

2. Timeframe

According to the study plan

3. Scheduling and Timetable

From the first semester of the first academic year onward

4. Assessment and Evaluation

…

Example: Graduate Degree Curriculum/Program

2.3.5 Components Related to Projects or Research, Field Experience, Internships, or Cooperative Education (if any)

1) Requirements for Projects or Research (if any)

All students must have their own thesis topic, which involves conducting research on an interesting subject within the program's field, under the supervision of a thesis advisor. A report must be submitted in strict accordance with the format and timeline set by the program.

1. Brief Description

Plan 1, Type A1 and A2

All students must conduct thesis research. The thesis proposal must be presented before proceeding. The thesis or part of it must be published or at least disseminated as an article, innovation, invention, or other academic work that is searchable, as required by the university council. The thesis report must follow the specified format and pass the final oral examination according to the graduate study regulations of Kasetsart University.

Plan 2

All students must conduct research in the form of an independent study. The report or part of it must be published or at least disseminated in the form of an article, innovation, invention, or other academic work that is searchable, as required by the university council. The report must follow the specified format and pass the final oral examination per the graduate study regulations of Kasetsart University.

- Plan 1.1 and 1.2

All students must conduct thesis research. The thesis proposal must be presented before proceeding. The thesis or part of it must be published or at least accepted for publication in at least two quality international journals (as defined by the Office of the Higher Education Standards and Quality Committee), or published/accepted in at least one such journal and accompanied by at least one innovative or creative work with commercial, social, or economic applicability, or one

granted patent. The thesis must follow the required format and pass the final oral examination as specified by the graduate study regulations of Kasetsart University.

- Plan 2.1 and 2.2

  All students must conduct thesis research. The thesis proposal must be presented before proceeding. The thesis or part of it must be published or accepted for publication in a quality international journal (as defined by the Office of the Higher Education Standards and Quality Committee), or result in a patent or innovative/creative work with commercial, social, or economic value. The thesis must follow the required format and pass the final oral examination as specified by the graduate study regulations of Kasetsart University.

2. **Learning Outcomes**
    1. Able to demonstrate skills and expertise in using tools and programming for thesis work and further development
    2. Able to independently plan, conceptualize, and systematically conduct research
    3. Able to solve problems through research or inquiry,
    4. Able to use IT for systematic information retrieval, and stay current with new technologies
    5. Able to use computer programs to analyze experimental data statistically
    6. Able to communicate effectively both orally and in writing, and deliver professional presentations

3. **Timeframe**

    According to the study plan

4. **Number of Credits**

    Plan 1, Type A1: Thesis – not less than 36 credits

    Plan 1, Type A2: Thesis – not less than 12 credits

5. **Preparation**

    5.1 Students may choose a thesis advisor with expertise in their topic of interest, who will provide academic guidance.

    5.2 Advisors will schedule regular meetings to guide and monitor students' progress.

    5.3 Kasetsart University's central facilities and departmental labs provide computers and software for student use.

6. **Assessment and Evaluation**

    6.1 Evaluate the quality of the thesis proposal by the committee chair and members.

    6.2 Students present their thesis topic under the advisor's supervision to an examination committee.

    6.3 Assess thesis progress based on observations and reports by the advisor and committee.

    6.4 Evaluate research outputs based on acceptance for publication, presentation at national/ international conferences.

    6.5 Evaluate final oral presentation and thesis report by the committee chair, thesis committee, and external experts.

2) Learning Outcomes of Field Experience, Internship, or Cooperative Education

1. Learning Outcomes

    None

2. Timeframe

    None

3. Scheduling and Timetable

    None

4. Assessment and Evaluation

    None

2.3.6 Table Showing the Alignment of Program Learning Outcomes (PLOs) with Strategic Plans, Institutional Philosophy, and Stakeholder Input

Program Learning Outcomes (PLO)	National Strategic Plan Economic Development Plan	Philosophy Vision KU Mission	Stakeholder Groups						
			Employers of graduates	Experts	Alumni	Faculty members	Current students	Professional organizations (if any)	Others (please specify)
PLO 1 ...	✔		✔	✔				✔	
PLO 2 ...		✔	✔			✔			
PLO 3 ...			✔	✔	✔				
PLO 4 ...									
PLO 5 ...									
...									

Example

2.3.6 Table Showing the Alignment of Program Learning Outcomes (PLOs) with Strategic Plans, Institutional Philosophy, and Stakeholder Input

Program Learning Outcomes (PLO)	National Strategic Plan Economic Development Plan	Philosophy Vision KU Mission	Stakeholder Groups						
			Employers of graduates	Experts	Alumni	Faculty members	Current students	Professional organizations (if any)	Others (please specify)
PLO 1 Able to design integrative projects and create innovations to solve problems using an integrated scientific thinking approach	✔		✔	✔					
PLO 2 Able to adapt and keep up with the changing conditions of the modern world.			✔			✔			
PLO 3 Able to develop career skills in specific areas of interest		✔	✔			✔			
PLO 4 Able to develop oneself through gaining experience in a chosen career field in preparation for becoming an entrepreneur in the face of future changes		✔		✔	✔		✔		
PLO 5 ...									

2.3.7 Table Showing the Program Learning Outcomes and Learning Outcomes according to the Qualification Standards

Program Learning Outcomes (PLO)	1. Knowledge	2. Skills	3. Ethics	4. Personal Attributes
PLO 1 …		✓		
PLO 2 …		✓	✓	
PLO 3 …			✓	✓
PLO 4 …			✓	
PLO 5 …	✓			✓
…				

Note: Details of the learning outcomes according to the qualification standards at each degree level can be found in the Ministry's announcement

Example

2.3.7 Table Showing the Program Learning Outcomes and Learning Outcomes according to the Qualification Standards

Program Learning Outcomes (PLO)	1. Knowledge	2. Skills	3. Ethics	4. Personal Attributes
PLO 1 Able to design integrative projects and create innovative solutions to problems using an integrated scientific thinking foundation	✓	✓		
PLO 2 Able to adapt to and keep pace with the changing conditions of the modern world				✓
PLO 3 Able to develop professional skills in a specialized area of interest			✓	
PLO 4 Able to develop oneself by gaining experience in a chosen profession to prepare for becoming an entrepreneur in the face of future changes.	✓		✓	✓
PLO 5 …		✓		✓

2.3.8 Table Showing the Program Learning Outcomes and General Education Learning Outcomes of Kasetsart University, B.E. 2567 (2024) — *For Undergraduate Programs Only*

Program Learning Outcomes (PLO)	General Education Learning Outcomes of Kasetsart University, B.E. 2567 (2024)												
	GELO 1	GELO 2	GELO 3	GELO 4			GELO 5		GELO 6	GELO 7	GELO 8	GELO 9	GELO 10
				GELO 4.1	GELO 4.2	GELO 4.3	GELO 5.1	GELO 5.2					
PLO 1 …		✓											
PLO 2 …		✓				✓							
PLO 3 …													
PLO4 …				✓									
PLO5 …									✓			✓	
…													

Note: Mark ✓ for the General Education Learning Outcomes of Kasetsart University B.E. 2567 (2024) that contribute to achieving the Program Learning Outcomes.

GELO 1   Provide examples from various disciplines and integrate them into learning and university life. *(Knowledge - K)*

GELO 2   Propose solutions and make decisions using appropriate thinking skills for each situation. *(Knowledge - K)*

GELO 3   Analyze current situations and plan work effectively with entrepreneurial competencies. *(Knowledge - K)*

GELO 4   Apply language, communication, and information technology skills in learning and working collaboratively with others.

    Sub GELO 4.1 Communicate using language skills in both work and daily life. *(Skill - S)*

    Sub GELO 4.2 Use digital and information technology appropriately and correctly for communication, work, or collaboration. *(Skill - S)*

    Sub GELO 4.3 Communicate or present work using various methods or formats. *(Skill - S)*

GELO 5   Manage oneself to live and learn effectively.

    Sub GELO 5.1   Take care of and manage oneself physically and mentally. *(Skill - S)*

    Sub GELO 5.2 Demonstrate self-worth and appreciation for others, set goals, and maintain mental well-being in daily life. *(Characteristic - C)*

GELO 6   Demonstrate fundamental morality and ethics in coexisting with others. *(Ethics - E)*

GELO 7   Self-assess, set goals, plan learning, and evaluate learning progress for self-development. *(Characteristic - C)*

GELO 8   Apply concepts of good citizenship and sustainable development in daily life or university activities. *(Characteristic - C)*

GELO 9   Collaborate with others as both leader and follower, recognizing one's roles and responsibilities. *(Characteristic - C)*

GELO 10   Show pride in being Thai, uphold good cultural values, local wisdom, and national history. *(Characteristic - C)*

2.3.9 Table Showing Core Competencies of General Education, Kasetsart University, B.E. 2567 (2024)

--For Undergraduate Programs Only

Program Learning Outcomes (PLO)	Core Competencies of General Education, Kasetsart University, B.E. 2567 (2024)							
	Communication and Information Literacy	Leadership	Entrepreneurship	Critical Thinking Skills	Multiculturalism	Self-Management	Lifelong Learning	Citizen-ship
PLO 1 ...								
PLO 2 ...	✓		✓	✓				
PLO 3 ...								
PLO 4 ...	✓							
PLO 5 ...		✓						
...								

<u>**Note:**</u>   Mark ✓ for the core competencies of General Education, Kasetsart University, B.E. 2567 (2024) that support students in achieving the Program Learning Outcomes. The selected competencies must cover all three key areas: Communication and Information Literacy; Leadership; and Entrepreneurship.

2.3.10 Curriculum/Program Design Aligned with Program Learning Outcomes

-- Please describe the process of curriculum/program design using the Backward Curriculum Design approach and explain any changes made to the curriculum/program, for example, whether any new courses have been introduced, which courses have had their content updated to stay current, and how the curriculum structure has been redesigned. (For graduate curricular/programs, do not include Tables 2.3.8 and 2.3.9. Instead, adjust the section numbering so that this content appears as 2.3.8 Curriculum/Program Design Aligned with Program Learning Outcomes.)

*** For Master's degree programs that include both academic (Plan 1) and professional (Plan 2) tracks, detailed curriculum/program design must be provided separately for each track, including the rationale, philosophy, and objectives, as the two tracks aim to produce graduates with different competencies (academic researchers vs. professionals).

2.3.10 Curriculum/Program Design Aligned with Program Learning Outcomes

Due to the rapid pace of global technological change, there has been a transformation in both economic and social structures, resulting in new values, perspectives, careers, and ways of life. The Bachelor of Science in Earth Wisdom for Sustainable Development program has therefore been designed to produce graduates equipped with lifelong learning skills and a scientific mindset capable of systematically analyzing and solving problems.

The program aims to prepare graduates who can adapt and set goals and directions for their lives in this era of global transformation. Consequently, the curriculum/program emphasizes interdisciplinary and integrative learning. In Years 1 and 2, students study basic science subjects in a modular format that integrates foundational scientific knowledge with applied knowledge in economics, business administration, community, and environmental studies. This approach is implemented using the Subject-Integrated Synchronization (SIS) Model. Learning processes are designed to be hands-on, with students engaging in research projects that lead to innovation and product development (problem-based learning), integrated learning activities (activity- based learning), and the application of foundational science knowledge (content- based learning).

This fosters the development of learners' skills in: design thinking; innovative thinking; integrative scientific thinking; and soft skills (21st-century skills). These are cultivated through a competency-based learning approach. In Years 3 and 4, students develop knowledge and skills in their areas of professional interest by selecting specialized elective courses organized into professional modules. These are delivered by faculties and departments with expertise in those career-related fields. The teaching focuses on hands-on, skill-based learning through projects related to professional skills and collaboration with enterprises to provide real-world learning experiences. Additionally, students have opportunities for continuous skill development and professional experience through entrepreneurial skill-building electives conducted in partnership with businesses.

Program Learning Outcomes (PLOs) are as follows:

- PLO 1: Able to design integrative projects and create innovations to solve problems using an integrative scientific approach.
- PLO 2: Able to adapt effectively to global changes.
- PLO 3: Able to develop career-specific skills based on individual interests.
- PLO 4: Able to gain professional experience in their field of interest, preparing for entrepreneurship in a changing future.

3. Credit Requirements, Curriculum/Program Structure, Courses, Course Descriptions, and Study Plan

3.1 Total Credit Requirements

-- Specify: "3.1 Total Credits Required for Completion of the Program: No less than ... credits" .--

3.2 Curriculum/Program Structure

-- Present the structure or components of the curriculum, categorized into subject groups, in accordance with the curriculum standards set by the Ministry of Higher Education. For the General Education category (for undergraduate programs), in Sections 2 and 3, the curriculum may be designed by sequencing competencies based on the Program Learning Outcomes (PLOs) the program aims to emphasize, to ensure alignment with those outcomes.--

Note: If the curriculum structure requires students to take courses outside the program, verify the course names, credit hours, and course descriptions to ensure they match the original offering department.

Undergraduate Curriculum/Program Example

3.1 Total Credits Required for Completion of the Program: Not less than 120 credits

3.2 Curriculum/Program Structure

   1) General Education Courses: Not less than 24 credits

   Students must complete all three parts of the general education courses:

     1. General Education Courses that Develop Kasetsart University Student Attributes – 8 credits

     2. General Education Courses that Develop Competency in Three Areas – Not less than 10 credits

- Communication and Information Skills
  - Leadership
  - Entrepreneurship
3. General Education Courses that Develop Competencies as Specified in the Program Learning Outcomes (PLOs) – Not less than 6 credits
  - Critical Thinking
  - Multiculturalism
  - Self-Management
  - Lifelong Learning
  - Citizenship

(The curriculum/program may specify the credit distribution in parts 2 and 3 to match the program's learning outcomes. Part 2 must be at least 4 credits. The sequence of competencies in parts 2 and 3 may be rearranged to suit the intended PLOs. The total number of credits for General Education must be at least 24 credits when all three parts are combined.)

2) Major Requirement Courses: Not less than 84 credits
- Required Major Courses: 51 credits
- Elective Major Courses: Not less than 33 credits

3) Free Electives: Not less than 6 credits

Graduate Curriculum/Program Example

3.1 Total Credits Required for Completion of the Program: Not less than 36 credits

3.2 Curriculum/Program Structure

A. Major Requirement Courses: Not less than 21 credits
- Seminar: 2 credits
- Required Major Courses: 9 credits
- Elective Major Courses: Not less than 10 credits

B. Thesis: Not less than 15 credits

Example Curriculum/Program for Graduate Diploma Level

3.1 Total credits required throughout the program: Not less than 24 credits

3.2 Curriculum/Program Structure
- Major Requirement Courses: Not less than 24 credits
  - Seminar   2   credits
  - Required Major Courses   22   credits

Example Curriculum for Higher Graduate Diploma Level

3.1 Total credits required throughout the program: Not less than 43 credits

3.2 Curriculum/Program Structure
- Major Requirement Courses: Not less than 43 credits
  - Seminar   2   credits
  - Required Major Courses   4   credits
  - Elective Major Courses: Not less than   37 credits

If the program has areas of specialization/majors with differing credit requirements for core/elective major courses, specify clearly as in the following example:

3.1 Total credits required throughout the program: Not less than 120-122 credits

3.2 Curriculum/Program Structure

1) General Education Courses   Not less than   24 credits

Students must complete all 3 components of general education courses:

1. General Education Courses for KU Graduate Attributes: 8 credits

2. Competency-Based General Education Courses (in three areas): Not less than 12 credits
   - Communication and Information
   - Leadership
   - Entrepreneurship
3. Competency Development Courses aligned with Program Learning Outcomes (PLOs): Not less than 4 credits
   - Thinking Skills

(The curriculum/program may specify the credit distribution in parts 2 and 3 to match the program's learning outcomes. Part 2 must be at least 4 credits. The sequence of competencies in parts 2 and 3 may be rearranged to suit the intended PLOs. The total number of credits for General Education must be at least 24 credits when all three parts are combined.)

2) Major Requirement Courses:	Not less than	90 credits
- Fundamental Courses		24 credits
- Core Major Courses		33-34 credits
- Agricultural Extension and Communication		33 credits
- Field Crop Science		34 credits
- Entomology		33 credits
- Horticulture		34 credits
- Plant Pathology		33 credits
- Soil Science		34 credits
- Elective Major Courses	Not less than	33-34 credits
- Agricultural Extension and Communication	Not less than	34 credits
- Field Crop Science	Not less than	33 credits
- Entomology	Not less than	34 credits
- Horticulture	Not less than	33 credits
- Plant Pathology	Not less than	33 credits
- Soil Science	Not less than	34 credits
3) Free Elective Courses:	Not less than	6 credits

Example

3.1 Total credits required throughout the program: Not less than 120-125 credits

3.2 Curriculum/Program Structure

1) General Education Courses	Not less than	24 credits

Students must complete all three components:

1. KU Graduate Attribute Development Courses		8 credits
2. Competency-Based Courses (three areas):	Not less than	9 credits
- Communication and Information		
- Leadership		
- Entrepreneurship		
3. PLO-Aligned Competency Courses	Not less than	7 credits
- Lifelong Learning		
- Citizenship		

(The curriculum/program may specify the credit distribution in parts 2 and 3 to match the program's learning outcomes. Part 2 must be at least 4 credits. The sequence of competencies in parts 2 and 3 may be rearranged to suit the intended PLOs. The total number of credits for General Education must be at least 24 credits when all three parts are combined.)

2) Major Courses		Not less than	90-95 credits
2.1 Teaching Profession Courses			35 credits
2.2 Major Subjects		Not less than	55-60 credits
2.2.1 Single Major Program		Not less than	55 credits
2.2.1.1 Required Major Courses			35 credits
2.2.1.2 Elective Major Courses		Not less than	20 credits
2.2.2 Single Major Program			65-75 credits
2.2.2.1 Required Major Courses			65-75 credits
3) Free Elective Courses		Not less than	6 credits

3.3 Courses

--Provide course codes, Thai and English course titles, credit hours (including lecture hours, lab/practical hours, and self-study hours), and the meaning/structure of the course code.—

Example: Undergraduate Program Curriculum/Program

3.3 Courses

(1) General Education Courses　　　　　　Not less than　　　　　　**24 credits**

Students must complete all three components of the General Education category as follows:

1. General Education Courses that Develop Student Characteristics (Kasetsart University)

　　　　　　　　　　　　　　　　　　　　　　　　　　　　　8 credits

01999111　　　Kasetsart Creating Knowledge of the Land　　　　2(2-0-4)

　　　　　　　Foreign Language Courses　　　　　　　　　　6(- -)

*<u>Note</u>: In the case of international programs, for the Foreign Language courses under General Education, multiple languages may be taken, totaling 6 credits. Specify as follows:

2. General Education Courses that Develop Competencies in Three Areas　Not less than　　6 credits
  - Leadership
  - Communication and Information Literacy
  - Entrepreneurship

3. General Education Courses that Develop Competencies Aligned with Program Learning Outcomes (PLOs)　　　　　　　　　　　Not less than 10 credits
  - Critical Thinking
  - Self-Management
  - Citizenship
  - Lifelong Learning
  - Multiculturalism

(The curriculum/program may specify the credit distribution in parts 2 and 3 to match the program's learning outcomes. Part 2 must be at least 4 credits. The sequence of competencies in parts 2 and 3 may be rearranged to suit the intended PLOs. The total number of credits for General Education must be at least 24 credits when all three parts are combined.)

(2) Major Requirement Courses　　　　　　**Not less than**　　　**90　credits**

2.1 Required Major Courses　　　　　　　　　　　　　**21　credits**

01454111　Introduction to Political Science　　　　　　　　3(3-0-6)

　　　...

(3) Free Elective Courses　　　　　　　**Not less than**　　　**6　credits**

If the curriculum/program has more than one plan (graduate level), specify each plan separately as in the following example:

Example

Curriculum/Program

    3.1 Plan 1 Type ก 1

        3.1.1 Total credits throughout the program: Not less than   36 credits

        3.1.2 Curriculum/Program Structure

A. Major Requirement Courses	Not less than	2 credits (Non-Credit)
- Seminar		2 credits (Non-Credit)
B. Thesis	Not less than	36 credits

        3.1.3 Courses

A. Major Requirement Courses	Not less than	2 credits (Non-Credit)
- Seminar		2 credits (Non-Credit)
00000597 Seminar		1,1
B. Thesis	Not less than	36 credits
00000599 Thesis		1-36

    3.2 Plan 1 Type A2

        3.2.1 Total credits throughout the program: Not less than   36 credits

        3.2.2 Curriculum/Program Structure

A. Major Requirement Courses	Not less than	24 credits
- Seminar		2 credits
- Required Major Courses		12 credits
- Elective Major Courses	Not less than	10 credits
B. Thesis	Not less than	12 credits

        3.2.3 Courses

A. Major Requirement Courses	Not less than	24 credits
- Seminar		2 credits
00000597 Seminar		1,1
- Required Major Courses		12 credits
00000511* Innovation Decoding and Critical Rethinking		3(1-6-5)
...		
- Elective Major Courses	Not less than	10 credits
00000513* Sustainability Science for Future Development		3(2-3-6)
...		
00000598* Special Problems		1-3
...		
B. Thesis	Not less than	12 credits
00000599* Thesis		1-12

Sample Curriculum Structure: Plan 1 Type A2 (Flexible Option - Adjustable Thesis Credits)

Example

3.1 Plan 1 Type A2

    3.2.1 Total credits throughout the program: Not less than   36 credits

    3.2.2 Curriculum/Program Structure

      A. Major Requirement Courses   Not less than   12 credits

       - Seminar   2 credits

       - Required Major Courses   10 credits

      B. Thesis   Not less than   12 credits

    3.1.3 Courses

      A. Major Requirement Courses   Not less than   12   credits

       - Seminar   2 credits

    00000597   Seminar   1,1

       - Required Major Courses   10 credits

    00000531**   Design and Analysis of Algorithms   3(3-0-6)

          ...

      B. Thesis   Not less than   12   credits

    00000599**   Thesis   1-24

<u>Note:</u> **In case fewer than 24 thesis credits are taken, students must choose additional courses from the following to ensure total credits are not less than 36.**

    00000512   Principles of Computer Programming Languages   3(3-0-6)

Example

3.1 Plan 1 Type A2

    3.1.1   Total credits throughout the program: Not less than   36 credits

    3.1.2   Curriculum/Program Structure

      A. Major Requirement Courses   Not less than   12 credits

       - Seminar   2 credits

       - Required Major Courses   1 credit

       - Elective Major Courses   Not less than   9 credits

      B. Thesis   Not less than   12 credits

    3.1.3   Courses

      A. Major Requirement Courses   Not less than   12 credits

       - Seminar   2 credits

        00000597 Seminar   1,1

       - Required Major Courses   1 credit

        00000591 Research Methods in Chemistry   1(1-0-2)

       - Elective Major Courses   Not less than   9 credits

      Students must select at least 9 credits. *If less than 24 thesis credits are taken, additional elective courses must be taken to meet the 36-credit requirement.*

      0000592   Writing Scientific Research Articles for   1(1-0-2)

              Publication

      ...   .

Inorganic Chemistry Group

00000511	Advanced Inorganic Chemistry	3(3-0-6)
00000512	Organometallic Chemistry	2(2-0-4)
...	...	...

B. Thesis	Not less than	12 credits
00000599 Thesis		1-24

3.4 **Relationship with Other Curricula/Programs Offered by Other Faculties/Departments within the Institution**

--for example, courses offered to serve other faculties/departments, or required to be taken from other faculties/departments.--

    3.4.1 Course categories/course groups/individual courses in this program <u>offered by</u> other faculties/ departments/programs

     ...

    3.4.2 Course categories/course groups/individual courses in this curriculum/program <u>offered to</u> other faculties/departments/programs

     ...

3.5 Courses Descriptions

*-- Provide course descriptions for **all courses listed in the curriculum structure under the major/specialized courses category** (core courses/compulsory specialized courses/elective specialized courses/required major courses/elective major courses), excluding the courses listed under the general education category, which do not require course descriptions.*

The course descriptions must be divided into the following two categories:

    1) ***Courses descriptions of courses with course codes belonging to the curriculum/program*** *(as defined by the course code structure of the program), including service courses offered to other programs and courses categorized under general education*

    2) ***Courses with course codes not belonging to the program, but appearing in the curriculum structure*** *(core courses/compulsory specialized courses/elective specialized courses/required major courses/elective major courses) – These are courses adopted from other curricular/programs and included in the curriculum/ program structure. (Please ensure accuracy and keep updated with changes to courses from the respective program of origin.)*

Example

    3.5.1 Courses with Program Course Codes

      - Courses within the curriculum/program

       ...

      - Service courses/courses in the General Education category

       ...

    3.5.2 Courses with course codes from other curricular/programs

      ...

Note: Specify the course code, course title in both Thai and English, number of credits in the format x(x-x-x), and the course description in both Thai and English. List courses in ascending order by course code. Use an asterisk (*) after the course code for new courses and a double asterisk (**) for revised courses. Include corresponding footnotes at the bottom of each page where an asterisk appears, in alignment with the proposal form for new course offerings or course revisions (Form KU 1-1,1-2,2-1,2-2). If a course has prerequisites, list only the course codes correctly.

3.6 Table of Course Learning Outcomes (CLOs)

Course Code and Course Title	Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)					
		PLO1	PLO2	PLO3	PLO4	...	PLO6
Required Major Courses							
01XXXXXX	1. .... 2. .... 3.	...					
01XXXXXX	1. .... 2. .... 3.	...					
01XXXXXX	1. .... 2. .... 3. .... 4.	...					
...	...	...					
Cooperative Education/Internship Courses							
01XXXXXX	1. .... 2. .... 3.	...					
01XXXXXX	1. .... 2.	...					
...	...	...					

- *Specify the course learning outcomes (CLOs) for every course in the curriculum/program completely, linking each CLO to the corresponding program learning outcomes (PLOs). Upon graduation, students will have achieved the program learning outcomes in accordance with the qualifications framework for the curriculum/program level.*

Example: Undergraduate Program Curriculum/Program

3.6 Table of Course Learning Outcomes (CLOs)

Course Code and Course Title	Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)					
		PLO1	PLO2	PLO3	PLO4	...	PLO6
Required Major Courses							
01418229 Digital Data Analysis	1. Able to identify anomalies in datasets 2. Able to select appropriate algorithms to solve problems in datasets 3. Able to write Python programs to accurately display statistical values 4. Able to correctly interpret the results of data analysis	✔ ✔		✔	✔		
01XXXXXX	1. .... 2. .... 3.	✔		✔	✔		

Course Code and Course Title	Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)					
		PLO1	PLO2	PLO3	PLO4	...	PLO6
01XXXXXX	1.		✓				
	2.						✓
...	...	...					
...	...	...					
...	...	...					
Cooperative Education							
01418490 Cooperative Education	1.	✓					
	2.				✓		
	3.						✓
...	...	...					

Example: Graduate Program Curriculum/Program

3.6 Table of Course Learning Outcomes (CLOs)

Course Code and Course Title	Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)					
		PLO1	PLO2	PLO3	PLO1	...	PLO6
Required Major Courses							
015XXXXX	1.	✓					
	2.						
	3.		✓		✓		
	4.			✓			
015XXX595 Independent Study	1.	✓					✓
	2.				✓		
	3.			✓			
015XXX597 Seminar	1.		✓				✓
	2.				✓		
...	...	...					
015XXX599 Thesis	1.	✓				✓	
	2.		✓				
	3.			✓			✓
	4.				✓		

3.7 Table of the Expected Course Learning Outcomes by Academic Year Mapped to Program Learning Outcomes

Program Learning Outcomes (PLOs)	Learning Outcomes by Year of Study							
	Year 1		Year 2		Year 3		Year 4	
	Course Code	CLO No.	Course Code	CLO No.	Course Code	CLO No.	Course Code	CLO No.
PLO 1 ...								
PLO 2 ...								
PLO 3 ...								
...								

3.7 Table of the Expected Course Learning Outcomes by Academic Year Mapped to Program Learning Outcomes

Program Learning Outcomes (PLOs)	Learning Outcomes by Year of Study							
	Year 1		Year 2		Year 3		Year 4	
	Course Code	CLO No.	Course Code	CLO No.	Course Code	CLO No.	Course Code	CLO No.
PLO1 ...	01XXXXXX 01XXXXXX ...	1,2 2 ...			01XXXXXX 01XXXXXX ...	1,2,3 3,4 ...		
PLO2 ...	...	...	01XXXXXX 01XXXXXX ...	3,4 1,2 ...	...	...	01XXXXXX 01XXXXXX ...	3,4 1,2,3,4 ...
PLO3 ...					01XXXXXX 01XXXXXX ...	3,4 1,2 ...	01XXXXXX 01XXXXXX ...	1,2,3 3,4 ...
...								

3.8 Meaning of Course Code Numbers

Specify the "Meaning of Course Code Numbers" before the study plan, as shown below:

3.8 Meaning of Course Code Numbers

The course code in the Bachelor of Business Administration Program in International Business consists of eight digits, with the following meanings:

Digits 1–2 (03) refer to: Sriracha Campus

Digits 3–5 (762) refer to: International Business Major

Digit 6 refers to: Year of study

Digit 7 has the following meanings:

  0 = Courses for students outside the major

  1 = Basic and theoretical courses in international business

  2 = International finance and accounting courses

  3 = International management courses

  4 = International marketing courses

  5 = International operations courses

  6 = Courses on the international business environment

  9 = Cooperative education, research, special topics, seminars, and special problems

• Digit 8 refers to: Course sequence within each group

Example (Various Course Code Structures):

3.8 Meaning of Course Code Numbers

The course code in the Doctor of Philosophy Program in Forestry consists of eight digits, with the following meanings:

Digits 1–2 (01) refer to: Bangkhen Campus

Digits 3–5 (349) refer to: Forestry Major

Digit 6 refers to: Year of study

Digit 7 has the following meaning:

  9 = Research, seminars, and dissertation courses

Digit 8 refers to: Course sequence

Additional examples of program-specific codes:

    Digits 3–5 (301) refer to: Watershed and Environmental Management

    Digit 6 refers to: Year of study

        2 = Watershed management courses

        4 = Technology-related courses

        9 = Special topics and special problems courses

    Digits 3–5 (302) refer to: Forest Ecology

    Digit 6 refers to: Year of study

    Digit 7 has the following meaning:

        1 = Terrestrial and urban forest ecology courses

        5 = Wildlife breeding courses

        6 = Forest entomology courses

        8 = Physiology, genetics, and forest biotechnology courses

        9 = Special topics and special problems courses

    Digits 3–5 (301) refer to: Forest Engineering

    …

3.9 Study Plan

--Undergraduate level: Students may register for no more than 22 credits per regular semester and no more than 9 credits during the summer session.--

--Graduate level: Students may register for no more than 15 credits per regular semester and no more than 7 credits during the summer session. For first-year, first-semester graduate students, a minimum of 9 credits must be registered.--

Example of a Study Plan for an Undergraduate Curriculum/Program

3.9 Study Plan

Year 1, Semester 1

Course Code	Course Title	Credits (Lecture-Practice-Self-study Hours)
1015111	Introduction to Agricultural Science	1(1-0-2)
1403111	General Chemistry	4(4-0-8)
1403112	General Chemistry Laboratory	1(0-3-2)
1424111	Principles of Biology	3(3-0-6)
01424112	Biology Laboratory	1(0-3-2)
01999111	Knowledge of the Land	2(2-0-4)
-	Foreign Language	3(- -)
-	General Education Course Based on Program Learning Outcomes (PLOs)	1(- -)
	Total	17(- -)

Year 1, Semester 2

Course Code	Course Title	Credits (Lecture-Practice-Self-study Hours)
1462011	Introduction to Sociology	3(3-0-6)
1462111	Introduction to Anthropology	3(3-0-6)
1999111	The King's Philosophy	2(2-0-4)
	- Foreign Language I	3(- -)
	- General Education Course Developing All three Competencies	3(- -)
	- General Education Course Based on Program Learning Outcomes (PLOs)	<u>3(- -)</u>
	Total	<u>17(- -)</u>

- **Undergraduate Level:** If the curriculum includes Cooperative Education as a required or elective course, provide two versions of the study plan:

    3.9 Example Study Plans

        3.9.1 Example Study Plan for Students Not Enrolled in Cooperative Education

            …

        3.9.2 Example Study Plan for Students Enrolled in Cooperative Education

            …

- Graduate Level: Provide separate study plan examples based on the different curriculum tracks as follows:

    3.9 Example Study Plans

        3.9.1 Plan 1, Type A1

            …

        3.9.2 Plan 1, Type A2

            …

        3.9.3 Plan 2

            …

Note: Provide the complete study plan throughout the program for each semester. Include the course code, the course title, and the credit value in the format x(x-x-x) = credits (lecture-practice-self-study hours). Follow the printing order below:

    1) Courses with full 8-digit codes, listed in ascending code order (credit format: x(x-x-x))

    2) Courses with incomplete codes, listed in ascending code order (credit format: x(- -))

    3) Courses without course codes, ordered by course category (e.g., General Education, Major Electives, Free Electives), with the course code field left blank (credit format: x(- -))

    For formatting the credit number: Align the digits of the credit number, and underline them according to standard mathematical formatting., for example, 16(16-0-32), 10(- -), and 6.

4. Learning Process Management

    -- Describe how the learning process of the curriculum/program is designed to align with the philosophy of education management at Kasetsart University, which emphasizes "learning through real-life experience, knowledge integration, and lifelong learning." The design should also reflect the university's philosophy, mission, vision, and identity, as well as the faculty's vision, including student assessment, monitoring, and evaluation of learning outcomes at each academic year.

Furthermore, it should cover the design of teaching/learning activities and the assessment of learning to achieve the Course Learning Outcomes (CLOs), Yearly Learning Outcomes (YLOs), and Program Learning Outcomes (PLOs)—ensuring that all students achieve the expected learning outcomes.–

Example

4. Learning Process Management

The Bachelor of Education Program in Education is designed to produce graduates who possess in-depth knowledge in their areas of specialization, are proficient in instructional management in their specific subject areas, and are capable of conducting classroom research to enhance student learning. Graduates are expected to embody the desirable characteristics outlined in the 2019 Thai Qualifications Framework for Bachelor's Degrees in Education (Four-Year Program) (B.E. 2562), which include: 1) shared values; 2) moral integrity, ethics, and commitment to the teaching profession; 3) lifelong learning skills, critical awareness, and wisdom; 4) innovation and creativity; 5) high competency in instructional management, and 6) strong citizenship. They must also meet the 2018 Professional Standards for Teachers set by the Teachers 'Council of Thailand (B.E. 2561), which include: 1) professional knowledge and experience; 2) professional conduct, and 3) professional practice — encompassing teaching responsibilities, instructional management, and relationships with parents and communities. Additionally, the program aims to develop graduates in alignment with the **university's philosophy**, which states: "Kasetsart University is an institution committed to accumulating, seeking, and developing knowledge that contributes to intellectual prosperity grounded in academic excellence, ethics, and morality, and to leading the way in preserving society's good intentions, for the sustainability, prosperity, and civilization of the nation." The **university's vision** further emphasizes that it is: "A world-class university of learning, research, and innovation for sustainable development based on the philosophy of the Land." **The Faculty of Education** also envisions its graduates as individuals with critical thinking skills who are able to effectively transfer knowledge to students, helping them develop thinking skills. Therefore, curriculum/program and course design are aligned under a conceptual framework for student development that includes: course-based learning activities, professional practicum experience, and student development activities. These components aim to achieve the intended learning outcomes of the program. The teaching and assessment processes emphasize the **university's educational philosophy**: "Learning through real experience, knowledge integration, and lifelong learning." The curriculum/program is implemented by breaking down the program learning outcomes into annual learning outcomes, which are then translated into course-level learning outcomes. Active learning activities in various formats are designed to help students achieve these outcomes. Authentic assessments are used to support student development and to continuously improve the quality of instruction in alignment with course and student learning outcomes, as illustrated in the following diagram.
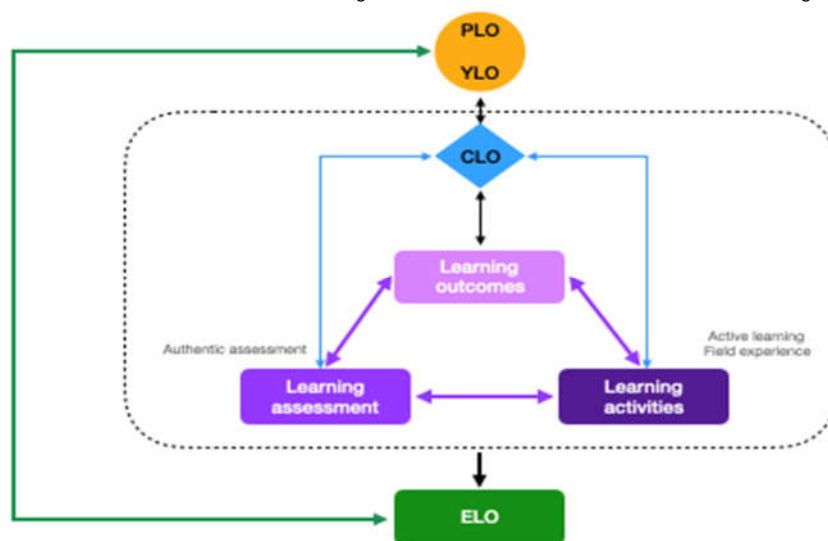
Figure 1 The relationship between the specification of objectives, learning activities, and assessment and evaluation

Program Learning Outcomes, Strategies, and Assessment Methods for Learning Management

–This section should describe the strategies for instructional management and assessment methods that enable all students to achieve the Program Learning Outcomes (PLOs). It should demonstrate the alignment with learning process design that actively engages learners, fosters lifelong learning skills, incorporates the growth mindset approach, and includes a variety of assessment methods such as formative assessment, authentic assessment, and assessment as learning (i.e., feedback used for learner development), as well as other evidence-based assessment practices.–

Program Learning Outcomes, Strategies, and Assessment Methods for Learning Management

Program Learning Outcomes (PLO)	Learning Management Strategies	Learning Management Assessment Methods
PLO1 …	…	…
PLO2 …	…	…
PLO3 …	…	…
PLO4 …	…	…
…	…	…

Example: Undergraduate Program (with two study plans: Regular Plan and CWIE Study Plan)

Program Learning Outcomes, Learning Management Strategies, and Assessment Methods
(Regular Plan)

Program Learning Outcomes (PLO)	Learning Management Strategies	Learning Management Assessment Methods
PLO1 …	…	…
PLO2 …	…	…
PLO3 …	…	…
…	…	…

(CWIE Plan)

Program Learning Outcomes (PLO)	Learning Management Strategies	Learning Management Assessment Methods
PLO1 …	…	…
PLO2 …	…	…
PLO3 …	…	…
…	…	…
PLO .. Able to undertake cooperative education or apply knowledge in practice in the field of ……………….. in the workplace by utilizing the body of knowledge in the discipline of ……………….	…	…

Example: Graduate Program (with two study plans: Plan 1 and Plan 2)

Program Learning Outcomes, Learning Management Strategies, and Assessment Methods
(Plan 1)

Program Learning Outcomes (PLO)	Learning Management Strategies	Learning Management Assessment Methods
PLO 1 Able to apply research methodologies that align with the objectives of the research.	…	…
PLO 2 Able to produce research outputs that build upon existing bodies of knowledge, with consideration for research ethics and professional conduct.	…	…
PLO 3 Able to conduct research and present findings in the field of ……………………………………… by using information technology and technologies relevant to the discipline.	…	…
PLO 4 Able to perform tasks in the field of ……………………………………… as assigned, with responsibility and a sense of public-mindedness in the performance of duties.	…	…
PLO 5 ………………………………………………………………	…	…
…	…	…

Program Learning Outcomes, Learning Management Strategies, and Assessment Methods
(Plan 2)

Program Learning Outcomes (PLO)	Learning Management Strategies	Learning Management Assessment Methods
PLO 1 Able to apply research methodologies that align with the objectives of the research.	…	…
PLO 2 Able to propose solutions to problems related to ……………………………………… by applying knowledge in the field of …………………………, with consideration for research ethics and professional conduct.	…	…
PLO 3 Able to conduct research and present work in the field of ……………………………………… by using	…	…

Program Learning Outcomes (PLO)	Learning Management Strategies	Learning Management Assessment Methods
information technology and technologies relevant to the discipline.		
PLO 4 Able to perform tasks in the field of .... as assigned, with responsibility and a sense of public-mindedness in the performance of duties.	...	...
PLO 5	...	...
...	...	...

Example

Program Learning Outcomes, Learning Management Strategies, and Assessment Methods

Program Learning Outcomes (PLO)	Learning Management Strategies	Learning Management Assessment Methods
PLO 1 Able to design integrated project-based work and create innovative solutions to problems using an integrated scientific thinking approach.	Instruction is conducted using the SIS Model (Subjects Integrated Synchronization), which integrates content across subjects through integrated learning activities and project-based learning. This aligns with the program's philosophy: "Learning with enjoyment, sparking curiosity, challenging the brave, and turning dreams into reality." 1) Curriculum/program modules are designed each semester focusing on student learning outcomes using the Constructive Alignment approach. 2) Module Learning Outcomes (MLOs) are specified for each module, with increasing levels of skill-based outcomes aligned with the Student Learning Outcome (SLO) ladder, as follows: - SLO1: Design projects with the ability to explain scientific phenomena integratively. - SLO2: Design and develop products based on integrated scientific knowledge. - SLO3: Apply scientific knowledge and research processes to create innovations that reflect real-life contexts. - SLO4: Apply scientific knowledge to problem-solving and integrate cross-disciplinary knowledge to solve community or business-related problems. 3) Instruction aligns with each module's learning outcomes using the SIS Model to integrate content across courses through active-based learning and project-based learning. 4) Incorporation of additional learning tools such as: - Question-and-answer sessions - Case study discussions - In-class quizzes - Research and knowledge-sharing activities	- Authentic assessment aligned with the learning activities of each semester. Inclusion of project evaluations and presentations through Pitching Leagues, use of rubric-based assessments, and student showcases through the SIS Exhibition. - Formative and summative assessments are employed, which include 360-degree evaluations: student self-assessment; peer assessment; instructor assessment; and external expert assessment emphasis is placed on assessment as learning, using feedback to support student development.

Program Learning Outcomes (PLO)	Learning Management Strategies	Learning Management Assessment Methods
	5) Engagement of students in research, inquiry, and experiments, including both in-class and out-of-class practical activities.	
PLO 2 Able to propose solutions to problems related to integrated science using relevant information technology in practice.	1) Instruction aligns with each module's learning outcomes using the SIS Model, integrating cross-disciplinary content through active-based and project-based learning. 2) Use of various learning tools, such as: Q&A sessions ; Case study discussions; In-class quizzes; and Research and knowledge-sharing activities 3) Engagement in inquiry, investigation, experimentation, and practical activities	- Assessment focuses on the development of soft skills (21st-century skills) as outlined in the learning outcomes for each SIS module. Individual students are assessed using personal development programs. Evaluations are conducted by instructors and peers.
…	…	…

5. Readiness and Competency of Faculty Members and Thesis Advisors

— Describe the actions taken to support the professional and academic development of faculty members essential for achieving the intended learning outcomes of the program.–

5.1 Readiness and Competency of Faculty Members

5.1.1 Faculty Members

5.1.1.1 Instructional Management for Achieving Learning Outcomes

-- Analyze the readiness and competency of instructors in instructional management to ensure that students achieve the intended learning outcomes, such as teaching skills, and assessment and evaluation of learning outcomes.–

5.1.1.2 Academic and Professional Expertise

-- Analyze the academic readiness and subject-matter expertise of faculty members that contribute to students achieving the program learning outcomes (PLOs) .--

In the case of graduate programs, the readiness of the faculty member to become a thesis advisor shall also be analyzed.

5.1.1.3 Faculty Development Plan

-- Describe the overall development plan for faculty members, including academic and professional development initiatives, to support students in achieving the program learning outcomes (PLOs) .--

Example

5. Readiness and Competency of Faculty Members

The Bachelor of Education in Education program ensures that program leaders, core faculty, and instructors meet the qualifications according to the 2023 National Standard Criteria for Curriculum/program, Kasetsart University's (B.E. 2566) the 2022 Undergraduate Academic Regulations (B.E. 2565), and relevant professional body requirements. The program has developed and implemented a plan to promote and enhance faculty capacity by assessing faculty development needs, creating development plans, implementing and evaluating the plans, and using results to improve curriculum/program management for appropriateness and effectiveness.

5.1 Readiness and Competency of Faculty Members

5.1.1 Faculty Members

The Bachelor of Education in Education program has established plans to enhance faculty readiness and competency in the following areas:

5.1.1.1 Instructional Management for Achieving Learning Outcomes

1) Publicize and conduct orientation sessions to clarify the program learning outcomes (PLOs) to faculty members responsible for the curriculum/program, curriculum/program faculty members, and instructors.

2）Organize workshops for knowledge sharing and co-developing syllabi focused on outcome-based education.

3）Host reflective learning and good practice activities to promote active learning strategies that help achieve learning outcomes.

4) Require faculty members responsible for the curriculum/program, curriculum/program faculty members, and instructors to conduct self-assessments for the development of OBE (Outcome-Based Education) knowledge and enhance teaching experience to support active learning and learning outcome achievement.

5.1.1.2 Academic and Professional Expertise

1) Encourage faculty members to continuously enhance their knowledge and teaching/research experience through support for scholarships, training, seminars, academic and professional site visits, domestic and/or international conferences, or research leave.

2) Promote up-to-date teaching and assessment skills by supporting participation in teaching and assessment development programs offered by the faculty, university, or external organizations.

3) Facilitate the exchange of good practices among curriculum/program faculty members

4) Promote faculty engagement in community academic service activities that support knowledge and moral development.

5.1.1.3 Faculty Development Plan

The Bachelor of Education in Education program has a faculty development plan to ensure that instruction enables students to achieve the intended learning outcomes of the program:

1) Preparation for New Faculty Members

1.1 Orientation for new faculty on the teaching profession, covering roles, responsibilities, program details, intended learning outcomes (PLOs), syllabus development, and student assessment

1.2 Training for new faculty in teacher education, outcome-based instructional design, teaching strategies, and assessment aligned with learning outcomes

1.3 Research development, including funding for new researchers to conduct research and collaborate with experienced researchers

2) Ongoing Development for Program Faculty

2.1 Instructional development through an annual plan to enhance teaching competencies, such as technology integration, research skills, and communication. Faculty are encouraged to participate in internal and external training programs, academic conferences, study visits (domestic and international), and community engagement.

2.2 Academic development by promoting scholarly work for academic promotion and encouraging faculty to pursue further studies

2.3 Research and innovation development through funding to support publications in national and international journals

2.4 Development in the role of academic advising through participation in undergraduate academic advisor seminars

5.1.2 Name, Surname, Academic Rank, And Educational Qualifications of Faculty Members Responsible for The Curriculum/Program

-- Provide a detailed table of the faculty members responsible for the curriculum/program, including names, academic titles, and qualifications (listed in alphabetical order).--

No.	Academic Position	Name – Surname	Higher Education Qualification	Field of Study	Graduated from	
					Institution	Year
1.	……………	……………	………………	……………	…………	20xx
			………………	……………	…………	20xx
			………………	……………	…………	20xx
2.						

Guidelines:

- *Name – Surname: Please include a title (Mr./Mrs./Ms.).*
- *Academic Position: Please specify as Professor/Associate Professor/Assistant Professor/Lecturer.*
- *Qualifications: Indicate the degree abbreviation, field of study, name of institution, and year of graduation (B.E. /Buddhist Era) for each level of education.*
- *For degrees obtained from foreign institutions, please state the qualification (field of study) in English, and include the country name in English as well (Institution name, Country). In the case of international programs offered in Thailand, the program name can be listed in English, but the institution name must be in Thai, except for the Asian Institute of Technology (AIT), which may remain in English.*

--In the case of undergraduate programs with more than one major or field of specialization, please list at least three faculty members responsible for the curriculum/program per major/specialization who have qualifications and expertise directly relevant to or associated with the field being offered.

Names of the instructors must be clearly categorized by each major or specialization. —

No.	Academic Position	Name – Surname	Higher Education Qualification	Field of Study	Graduated from	
					Institution	Year
Major/Specialization ….						
1.	……………	……………	………………	……………	…………	20xx
			………………	……………	…………	20xx
			………………	……………	…………	20xx
2.						
3.						
Major/Specialization ….						
4.						
…						

5.1.2 Name, Surname, Academic Rank, and Educational Qualifications of Faculty Members Responsible for the Curriculum/Program

No	Academic Position	Academic Position	Higher Education Qualification	Field of Study	Graduated from	Year of Graduation
1	Assistant Professor	Miss Kannika Wongpanit	B.Sc. M.Sc. Ph.D.	Animal Health Science Veterinary Anatomy Animal Resource Science	Rajamangala University of Technology Kasetsart University The University of Tokyo, Japan	1999 2002 2009
2	Lecturer	Miss Chonnikan Luangphitak	B.Sc. M.S. Ph.D.	Agro-Industrial Product Development Marketing and Distribution Sciences Marketing and Distribution Sciences	Kasetsart University University of Marketing and Distribution Sciences, Japan University of Marketing and Distribution Sciences, Japan	2010 2013 2017
3	Lecturer	Mr. Thammanoon Thaveechai	B.Sc. M.Sc. Ph.D.	Chemistry Chemistry Chemistry	Kasetsart University Kasetsart University Kasetsart University	2007 2010 2018
4	Assistant Professor	Mr. Monthon Thanuttamavong	B.Sc. M.Eng. Ph.D.	Environmental Engineering Urban Engineering Urban Engineering	Kasetsart University The University of Tokyo, Japan The University of Tokyo, Japan	1997 2000 2003
5	Lecturer	Miss Sareewan Juengjarernnirathorn	B.Sc. M.Eng. Ph.D.	Environmental Engineering Civil Engineering and Architecture Science and Advanced Technology	Kasetsart University Saga University, Japan Saga University, Japan	2012 2014 2017

The Faculty Members responsible for the curriculum/program must meet the qualification criteria set forth in the 2022 National Curriculum Standards (B.E. 2565) and the 2023 Kasetsart University Regulations (B.E. 2566).

"Faculty member responsible for the curriculum/program" refers to a full-time faculty member of the curriculum/program *who is tasked with managing and developing the* curriculum/program *and teaching activities. This includes planning, quality control, monitoring, evaluation, and ongoing* curriculum/program *development. The instructor must be continuously assigned to the* curriculum/program *throughout the period of its operation. An instructor cannot be responsible for more than one* curriculum/program *at the same time, except in the case of multidisciplinary or interdisciplinary programs, in which case the instructor may be responsible for one additional* curriculum/program*. A maximum of two instructors may be designated as responsible for the same* curriculum/program*.*

In case of collaboration with external organizations:

- *Personnel from external organizations that have a formal joint education agreement may serve as full-time faculty member responsible for the curriculum/program, but no more than two such individuals are allowed.*
- *Internal university personnel may serve as full-time faculty member responsible for the curriculum/program, in accordance with the university's announcement on qualification equivalency for teaching staff positions at Kasetsart University.*

"Joint education agreement" means: an official agreement between a higher education institution and an external organization for the purpose of program development and management, approved by the academic council of the higher education institution and the external organization involved.*

"External organization" refers to: higher education institutions, domestic or international, recognized by the respective national education authority, government agencies at the department level or equivalent, state enterprises, public organizations, or private companies listed on the Stock Exchange of Thailand.*

If the external partner is a private company not listed on the Stock Exchange of Thailand, the partnership is subject to the discretion of the academic council. The company must demonstrate capability and readiness to participate in producing graduates and must ensure that the collaboration meets higher education quality standards.

(In such cases, the program must submit signed evidence of academic cooperation or an MOU with the collaborating institution to the Office of the Permanent Secretary, Ministry of Higher Education, Science, Research and Innovation for acknowledgment.)

- ***Undergraduate Program Requirements:*** *Must have at least 5 full-time instructors, each meeting the same qualifications as those of faculty members responsible for the curriculum/program.*

"Faculty member responsible for the curriculum/program" must hold at least a master's degree or equivalent, or the rank of Assistant Professor or equivalent, and must have at least one academic publication within the last five years that: Is not part of their academic degree requirements; and has been published according to the criteria used for academic position appointments.*

In the case of academic programs involving collaboration with external organizations, there must be at least three full-time instructors from the degree-granting institution responsible for the program.

If the program offers more than one major, there must be at least three instructors per major who have qualifications and expertise directly relevant to or associated with the field of study offered.

- *Graduate Diploma Programs: Minimum of three faculty members responsible for the curriculum/ program required*

    "Faculty member responsible for the curriculum/program" *must hold a doctoral degree or equivalent, or at least a master's degree or equivalent with the academic title of Associate Professor or equivalent. The instructor must have at least three academic works published in the past five years, not part of their degree program, and published in accordance with the academic appointment criteria. At least one of these works must be a research publication in a national or international journal, or appear in: conference proceedings, edited research volumes, full research reports, or monographs.*

    For joint programs, at least two faculty members from the degree-granting institution must be responsible for the curriculum/program.

- *Master's Degree Programs: Minimum of three faculty members responsible for the curriculum/ program required*

    "Faculty member responsible for the curriculum/program" *must hold a doctoral degree or equivalent, or at least a master's degree or equivalent with the academic title of Associate Professor or equivalent. The instructor must have at least three academic works published in the past five years, not part of their degree program, and published in accordance with the academic appointment criteria. At least one of these works must be a research publication in a national or international journal, or appear in: conference proceedings, edited research volumes, full research reports, or monographs.*

    For joint programs, at least two faculty members from the degree-granting institution must be responsible for the curriculum/program.

- *Higher Graduate Diploma Programs: Minimum of three faculty members responsible for the curriculum/ program required*

    "Faculty member responsible for the curriculum/program" *must* hold a doctoral degree or equivalent, or at least a **master's degree** with the title of **Professor or equivalent**. The instructor must have at least three academic works (not part of their own degree requirements) published in the last five years, in accordance with criteria for academic appointment. At least one publication must be a research publication in a national or international journal, or appear in: conference proceedings, collected research papers, full research reports, or monographs.

    For joint programs, at least 2 faculty members from the degree-granting institution must be responsible for the curriculum/program.

- *Doctoral Degree Programs: Minimum of three faculty members responsible for the curriculum/ program required*

    "Faculty member responsible for the curriculum/program" *must* hold *a doctoral degree or equivalent, or at least a master's degree with the academic rank of Professor or equivalent. The instructor must have at least three research publications in the last five years, not part of their degree program, published in line with academic appointment standards.The research must be published in national or international journals, conference proceedings, research collections, full research reports, or monographs.*

    For joint programs, at least two faculty members from the degree-granting institution must be responsible for the curriculum/program.

    *** Special Provision: In cases where it is extremely difficult to recruit the full required number of qualified program faculty members responsible for the curriculum/program **for a specific field, the university must submit the actual number and qualifications of available** faculty members **for case-by-case consideration by the Higher Education Standards Committee.**

5.1.3 Name, Surname, Academic Position, Educational Qualifications, Academic Works of: Faculty Members Responsible for the Curriculum/Program; Curriculum/Program Faculty Members, Instructors or Guest Lecturers

-- Instructors must have qualifications that are directly related to or relevant to the program's field of study and must meet the requirements set by the 2022 Higher Education Curriculum Standards (B.E. 2565).

In case of collaboration with external organizations: Personnel from external organizations with a formal joint education agreement may serve as full-time faculty and act as faculty members responsible for the curriculum/program*, but no more than two such individuals are permitted. Internal university personnel may serve as full-time faculty and faculty members responsible for the curriculum/program in accordance with the university's announcement on the criteria for equivalency of personnel categories with full-time instructor status. At Kasetsart University, these guidelines can be found on the website of the Office of Academic Administration. Further updates are pending an announcement from the University Council.*

"Joint education agreement" means a formal, mutually agreed collaboration between a higher education institution and an external organization to co-develop and manage a program. This agreement must be approved by both the academic council of the higher education institution and the external organization.

"External organization" refers to: domestic or international higher education institutions recognized by the relevant educational authorities of their respective countries; government departments or equivalent agencies; state enterprises; public organizations; or private companies listed on the Stock Exchange of Thailand only.

If the external organization is a private company not listed on the Stock Exchange of Thailand, its participation is subject to the discretion of the academic council. The company must demonstrate its capacity and readiness to co-produce graduates and ensure the quality meets higher education standards.

(In such cases, the curriculum/program *must submit signed documentation of academic collaboration and written consent from the external institution allowing their personnel to serve as curriculum/program faculty members or faculty members responsible for the curriculum/program. This is to prevent duplication of faculty members across institutions and must be submitted as part of the evidence for review by the Office of the Permanent Secretary, Ministry of Higher Education, Science, Research and Innovation.)*

Information should be presented in a table, sorted alphabetically. Use an asterisk * to indicate faculty members responsible for the curriculum/program. Use double asterisks ** to indicate personnel from external partner institutions. Ensure that the number of faculty members and their names match those listed in Section 1, Item 9. (At the bottom of each page of the table, include: faculty members responsible for the curriculum/program and personnel from external partner institutions.) The table must be divided into three subcategories: 1) curriculum/program faculty members and curriculum/program faculty members; 2) instructors; and 3) guest lecturers.

1) Curriculum/program faculty members and curriculum/program faculty members

No.	Name – Surname Academic Position Qualification (Field of Study) Institution Name Year of Graduation	Academic Works	Teaching Load	
			Current Curriculum/Program	New/Revised Curriculum/Program
1	Mr./Mrs./Ms. .... Academic Position Qualification (Field of Study) – Bachelor's Degree Institution Name, 20... Qualification (Field of Study) – Master's Degree Institution Name, 20... Qualification (Field of Study) – Doctoral Degree Institution Name, 20...	Scholarly composition 1. ... , 20xx 2. ... , 20xx Research 1. ... , 20xx 2. ... , 20xx	xxxxxxxx xxxxxxxx	xxxxxxxx xxxxxxxx
2	Mr./Mrs./Ms. .... Academic Position Qualification (Field of Study) – Bachelor's Degree Institution Name, 20... Qualification (Field of Study) – Master's Degree Institution Name, 20... Qualification (Field of Study) – Doctoral Degree Institution Name, 20...	Scholarly composition 1. ... , 20xx 2. ... , 20xx Research 1. ... , 20xx 2. ... , 20xx	xxxxxxxx xxxxxxxx	xxxxxxxx xxxxxxxx
...	...	...	...	...

Note: * faculty members responsible for the curriculum/program
          ** personnel from external partner institutions.

Guidelines:
- *Name – Surname: Please include a title (Mr./Mrs./Ms.).*
- *Academic Position: Please specify as Professor/Associate Professor/Assistant Professor/Lecturer.*
- *Qualifications: Indicate the degree title (field of study), institution name, and year of graduation (B.E.) for each level of education. Print the degree title and the institution name on separate lines. If the degree was obtained from a foreign institution, specify the degree and field of study in English, along with the country (e.g., Institution Name, Country, Year B.E. of graduation).*
- *Academic Works: List only the title and year (B.E.) of publication or dissemination. Works should be relevant to the program's field of study and published within the last five years.The number of works must comply with the criteria outlined in the 2022 National Curriculum Standards (B.E. 2565). Attach a bibliography of the academic works at the end of the curriculum document. The works listed in the instructor table and in the bibliography must be consistent. If only one academic work is listed (such as a scholarly composition or*

research paper), do not number it. If listing works in both Thai and English, list Thai-language works first, followed by English-language ones.

- *Teaching Load Columns: In the "New/Revised Program" column, list only the course codes from the new or revised curriculum. In the "Current" column: For graduate programs, list only graduate-level course codes. For undergraduate programs, list only undergraduate-level course codes.*

- *Use: A single asterisk (*) after the names of faculty members responsible for the curriculum/program. A double asterisk ()** after the names of personnel from partner institutions involved in joint program delivery.*

2) Instructors

--Instructors from both within and outside the majors, departments, or faculties affiliated with Kasetsart University must have their information presented in the same format as that of the program faculty members.--

No.	Name – Surname Academic Position Qualification (Field of Study) Institution Name Year of Graduation	Academic Works	Teaching Load	
			Current Curriculum/Program	New/Revised Curriculum/Program
1	Mr./Mrs./Ms. .... Academic Position Qualification (Field of Study) – Bachelor's Degree Institution Name, 20... Qualification (Field of Study) – Master's Degree Institution Name, 20... Qualification (Field of Study) – Doctoral Degree Institution Name, 20...	Scholarly composition 1. ... , 20xx 2. ... , 20xx Research 1. ... , 20xx 2. ... , 20xx	xxxxxxx xxxxxxx	xxxxxxx xxxxxxx

3) Guest lecturers

-- For non-full-time instructors, format the information according to the following example— (There should be one column under the teaching workload section) .--

No.	Name – Surname Academic Position Qualification (Field of Study) Institution Name Year of Graduation	Academic Works	Teaching Load in the New/Revised Curriculum/Program
1	...	Scholarly composition ... Research ...	xxxxxxx xxxxxxx

No.	Name – Surname Academic Position Qualification (Field of Study) Institution Name Year of Graduation	Academic Works	Teaching Load	
			Current Curriculum/ Program	New/Revised Curriculum/ Program
1	Mr./Mrs./Ms. ……………… Academic Position Qualification (Field of Study) – Bachelor's Degree Institution Name, 20… Qualification (Field of Study) – Master's Degree Institution Name, 20… Qualification (Field of Study) – Doctoral Degree Institution Name, 20…	**Scholarly composition** 1. … , 20xx 2. … , 20xx **Research** 1. … , 20xx 2. … , 20xx	xxxxxxx xxxxxxx	xxxxxxx xxxxxxx

In cases where the program does not have any instructors or guest lecturers, all headings must still be included and formatted as follows:

2) **Instructors**

None

3) **Guest Lecturers**

None

Undergraduate Curriculum Standards B.E. 2565 (2022)

- *"Faculty members responsible for the curriculum/program"* must hold at least a master's degree or its equivalent, or hold the academic rank of Assistant Professor or higher. **They must also have published academic work that is not part of their own degree requirements**, in accordance with the criteria set for academic appointments, **with at least one publication in the past five years**.

- *"Instructors"* may be a regular faculty or adjunct with at least a master's degree or its equivalent, or hold the academic rank of Assistant Professor or higher in the relevant or related field, or in the subject area they teach.

- *In the case of a co-production agreement with an external organization that is not a higher education institution, if necessary, individuals from that organization may be exempted from the requirement of holding a master's degree and having academic work. However, they must have at least a bachelor's degree or an equivalent qualification relevant to the program's field of study, and must have had continuous work experience in that organization or in similar types of work for no less than six years.*

- *"Guest lecturers"* must have at least a bachelor's degree or its equivalent, or hold the academic rank of Assistant Professor or higher. If a guest lecturer lacks the specified qualifications, they must be recognized experts with knowledge and experience relevant to the subject they teach, subject to approval by the university council. If a guest lecturer is necessary for a course, a regular faculty member must co-responsible for the teaching process and student development throughout the course.*

Graduate Program Standards B.E. 2565 (2022) (Graduate Diploma) and KU Regulations B.E. 2566 (2023)

- *"Faculty members responsible for the curriculum/program"* must hold hold at least a master's degree or its equivalent **and have published at least three academic works (not part of their own degree requirements) in the past five years, with at least one being research published in a national or international journal, conference proceedings, or a monograph.**

- *"Instructors"* may be a regular faculty or adjunct with at least a master's degree or its equivalent in the relevant or related field, or in the subject area they teach. They must also have teaching experience and **have published at least one academic work (not part of their own degree requirements) in the past five years.**

- *"Guest lecturers"* who do not meet the above qualifications must be recognized experts with knowledge and experience relevant to the subject they teach, subject to approval by the university council. If a guest lecturer is necessary for a course, a regular faculty member must co-responsible for the teaching process and student development throughout the course.*

- *In the case of guest lecturers who do not hold the aforementioned qualifications, they must be recognized experts with acknowledged knowledge and experience relevant to the subject they teach. Their appointment must be approved by the university council. Moreover, if a course requires the involvement of a guest lecturer, a full-time faculty member must also be jointly responsible for the teaching and student development throughout the duration of that course.*

- *"New faculty memebers"* with a doctoral degree who have not yet published academic work after graduation may be appointed as a instructor in graduate diploma programs. However, to serve as faculty **members responsible for the curriculum/program** or **curriculum/program** faculty **members**, they must **have published at least one academic work within two years, two works within four years, or three works within five years after graduation**.

Graduate Program Standards (Master's Degree) – B.E. 2565 (2022) and Regulations B.E. 2566 (2023)

- *"Curriculum/program faculty members" must hold at least a Master's degree or its equivalent and have academic work that is not part of their own degree requirements and has been published according to the criteria for academic appointments. At least three publications are required within the past five years, with at least one being research published in a national or international journal, conference proceedings, or a monograph.*

- *"Instructors" must be regular faculty members or guest lecturers with at least a Master's degree or its equivalent in the relevant or related field and must have teaching experience.* **They must also have academic work that is not part of their own degree requirements** *and has been published according to the criteria for academic appointments.* **At least one publication is required within the past five years.**

- *"Guest lecturers" who do not meet the specified qualifications must be recognized experts with knowledge and experience relevant to the subject matter, subject to approval by the university council. Moreover, if a course requires the involvement of a guest lecturer, a full-time faculty member must also be jointly responsible for the teaching and student development throughout the duration of that course.*

- *"New faculty memebers" with a doctoral degree who have not yet published academic work may be allowed to teach in Master's programs. However, to serve as faculty* **members responsible for the curriculum/program** *or* **curriculum/program** *faculty* **members, they must** **have published at least one academic work within two years, two works within four years, or three works within five years after graduation***.*

- *Main thesis advisors* must be **curriculum/program** *faculty* **members**.

Graduate Program Standards (Higher Graduate Diploma) – B.E. 2565 (2022) and Regulations B.E. 2566 (2023)

- *"Curriculum/program faculty members" must hold a doctoral degree or its equivalent, or at least a Master's degree or its equivalent with the position of Associate Professor or its equivalent, and* **have academic work that is not part of their own degree requirements** *and has been published according to the criteria for academic appointments.* **At least three publications are required within the past five years, with at least one being research published in a national or international journal, conference proceedings, or a monograph.**

- *"Instructors" may be regular faculty members or guest lecturers with at least a doctoral degree or its equivalent, or at least a Master's degree or its equivalent with the position of Associate Professor or its equivalent in the relevant or related field and must have teaching experience. They must also* **have academic work that is not part of their own degree requirements** *and has been published according to the criteria for academic appointments.* **At least one publication is required within the past five years.**

- *"Guest lecturers" who do not meet the specified qualifications must be recognized experts with knowledge and experience relevant to the subject matter, subject to approval by the university council. Moreover, if a course requires the involvement of a guest lecturer, a full-time faculty member must also be jointly responsible for the teaching and student development throughout the duration of that course.*

- *"New faculty memebers"* with a doctoral degree who have not yet published academic work may be allowed to teach in Higher Graduate Diploma programs. *However, to serve as* **curriculum/program faculty members** *or* **faculty members responsible for the curriculum/program,** *they must* **have published at least one academic work within two years, two works within four years, or three works within five years after graduation***.*

Graduate Program Standards (Doctoral Degree) – B.E. 2565 (2022) and KU Regulations B.E. 2566 (2023)

- *"Curriculum/program faculty members"* *must hold* a doctoral degree or equivalent, or at minimum, a master's degree or equivalent with the academic rank of **Associate Professor or equivalent. They must have academic work that is not part of their own degree requirements,** specifically research-based work, which has been published according to the criteria for academic appointments. At least **three research publications are required within the past five years, and these must be published in national or international journals, conference proceedings, research anthologies, complete research reports, or as a monograph.**

- *"Instructors"* must be regular faculty or adjunct instructors who hold a doctoral degree or equivalent, or at minimum, a master's degree or equivalent with the academic rank of **Associate Professor or equivalent**, in the relevant field or a related field. They must have teaching experience and **academic work that is not part of their own degree requirements**, with **at least one publication within the past five years**, published according to the criteria for academic appointments.

- *"Guest lecturers" who do not meet the specified qualifications must be recognized experts with knowledge and experience relevant to the subject matter, subject to approval by the university council. Moreover, if a course requires the involvement of a guest lecturer, a full-time faculty member must also be jointly responsible for the teaching and student development throughout the duration of that course.*

- *"New faculty memebers"* with a doctoral degree who have not yet published academic work may be allowed to teach in doctoral programs *However, to serve as* **curriculum/program** *faculty* **members, faculty members responsible for the curriculum/program, thesis advisors, and doctoral thesis examinee,** *they must* **have published at least one academic work within two years, two works within four years, or three works within five years after graduation**.

- *"Main thesis advisors" must be curriculum/program faculty members.*

Example

1) Curriculum/program faculty members and curriculum/program faculty members

No.	Name – Surname Academic Position Qualification (Field of Study) Institution Name Year of Graduation	Academic Works	Teaching Load	
			Current Curriculum/Program	New/Revised Curriculum/Program
1	Miss Kannika Wongpanit * Assistant Professor B.Sc (Animal Health Science) Rajamangala University of Technology, 1999 M.Sc. (Veterinary Anatomy) Kasetsart University, 2002 Ph.D.(Animal resources science) The University of Tokyo, Japan, 2009	**Research** 1) Expression and localization of cellular FLICE-like inhibitory protein (CFLIP), an anti-apoptotic factor, in corpora lutea during the estrous cycle and pregnancy in thai swamp buffalo (bubalus bubalis), 2020 2) Elucidating structure and dynamics of glutathione S-transferase from Rhipicephalus (Boophilus) microplus, 2022	01682461 01682462 01682463 01682464	01682461 01682462 01682463 01682464 01683441 01683442 01683443
2	Miss Chonnikan Srikanlaya Lecturer B.Sc. (Agro-Industrial Product Development) Kasetsart University, 2010 M.S. (Marketing and Distribution Sciences) Kasetsart University, 2012 Ph.D. Agro-Industrial Product Development) Kasetsart University Kasetsart University, 2018	**Research** Effect of hydroxypropyl methylcellulose, protein and fat on predicted glycemic index and antioxidant property of gluten-free bread from rice flou, 2022	01680111 01680211 01680311	01680111 01680211 01680311 01687490 01689496 01687497 01687498 01687499
3	Miss Chollada Luangpituksa* Assistant Professor B.Ed. (Business Admisnistration) Chulalongkorn University, 1979 M.Sc. (Econometrics) Wakayama University, Japan, 1984 Ph.D. (Economics) Keio University, Japan, 1992	**Research** Model of air cargo supply chain resilience: Way to build by knowing what can tear our Supply chain apart: Global air transport management and reshaping business models for the new era, 2022	01681311 01681312	01681311 01681312 01689490 01689496 01689497 01689498 01689499

Note: * faculty members responsible for the curriculum/program

2) Instructors

No.	Name – Surname Academic Position Qualification (Field of Study) Institution Name Year of Graduation	Academic Works	Teaching Load	
			Current Curriculum/Program	New/Revised Curriculum/Program
1	Ms. Katunaphat Sriphairot Assistant Professor B.Sc. (Fisheries) Kasetsart University, 2000 M.Sc. (Aquaculture) Kasetsart University, 2003 Ph.D. (Aquaculture) Kasetsart University, 2008	**Research** 1) Effects of Using Cassava Pulp and Fiber-Degrading Enzymes in Nile Tilapia Diets on Digestibility and Growth Performance, 2020 2) An ancient truncated duplication of the anti-Müllerian hormone receptor type 2 gene is a potential conserved master sex determinant in the Pangasiidae catfish family, 2022		01682421 01682422 01682423 01682424
2	Mr. Kriangkrai Pattayakorn Assistant Professor B.Sc. (Biology) Thaksin University, 1999 M.Sc. (Biotechnology) Kasetsart University, 2002 Ph.D. (Biotechnology) Kasetsart University, 2011	**Research** 1) Antibiotic resistance of lactic acid bacteria isolated from Cambodian fish paste product, 2022 2) Fruit juice, its phytochemical contents, antimicrobial activity, and application in chiffon cake, 2022		01685481 01685482 01685483
3	Ms. Metta Roengkhuankhwai Lecturer B.B.A. (Marketing) Social Technology Institute, 1994 M.Sc. (Agricultural Science) Kasetsart University, 2001 D.Ed. (Vocational Education) Kasetsart University, 2018	**Research** 1) Readiness of the Baan Hom Chuen rice farmers' way of life learning center in Lat Lum Kaeo District, Pathum Thani Province, for providing agrotourism services, 2022 2) Tourist motivation for visiting the retro	01682411 01682412 01682413 01682414	01682411 01682412 01682413 01682414

No.	Name – Surname Academic Position Qualification (Field of Study) Institution Name Year of Graduation	Academic Works	Teaching Load	
			Current Curriculum/Program	New/Revised Curriculum/Program
		agricultural market at Ban Rachan, Bang Rachan Subdistrict, Bang Rachan District, Sing Buri Province 3) Motivation of farmers in Village No. 16, Saen Saep Subdistrict, Min Buri District, Bangkok, in planting turf grass, 2022		
...	...	...	...	...
...	...	...	...	...

Example: Undergraduate Degree Curriculum/Program

3) Guest lecturers

No.	Name – Surname Academic Position Qualification (Field of Study) Institution Name Year of Graduation	Academic Works	Teaching Load in the New/Revised Curriculum/ Program
1.	Mr. Kranchit Chutprasong Associate Professor B.Sc. (General Science) Thonburi Teachers' College, 1989 M.Sc. (Food Science for Nutrition) Mahidol University, 1997 Ph.D. (Analytical Chemistry) Mahidol University, 2007	**Research** 1. Effect of different pre-boiling treatment on *in vitro* protein and amino acid digestibility of mung beans [*Vigna radiata* (L.) Wilczek], 2019 2. Key organic acids in indigenous plants in Thailand, 2019 3. Human milk intake of Thai breastfed infants during the first 6 months using the dose-to-mother deuterium dilution method, 2020 4. Nutritional composition of indigenous durian varieties, 2020 5. Association between adiposity indicators and cardiorespiratory fitness among rural northeastern Thai adolescents, 2020	01017222 01017322
2.	Ms. Chanida Pachotikan Assistant Professor B.Sc. (Biology) Silpakorn University, 1979 M.S. (Food Science and Technology)	**Scholary Composition: Academic Article** Nutritional management in chronic kidney disease, 2019	01017326

No.	Name – Surname Academic Position Qualification (Field of Study) Institution Name Year of Graduation	Academic Works	Teaching Load in the New/Revised Curriculum/ Program
	Mississippi State University, U.S.A., 1982 Ph.D. (Human Nutrition) Mississippi State University, U.S.A., 1985 M.P.H. (Master of Public Health) University of Alabama at Birmingham, U.S.A., 1990		
3.	Air Vice Marshal Dr. Viboon Trakulhoon M.D., Faculty of Medicine Siriraj Hospital Mahidol University, 1973 Diploma of the Thai Board of Surgery (General Surgery) Medical Council of Thailand, 1978 Research Physician (Critical care; Trauma; Nutrition) San Francisco General Hospital, U.S.A., 1988 Diploma of the Thai Board of Aviation Medicine Institute of Aviation Medicine, 1993	**Scholary Composition: Academic Article** 1. Malnutrition screening in adult patients: A new international perspective from BNT 2000 to NT 2013, 2013 2. A recommended nutrition screening and nutrition format for practical clinical use in hospitalized patients in Thailand, 2019 3. Guidelines for malnutrition assessment in adult patients using the NT2013 form, 2020	01017326 01017427

5.1.4 Support Staff

-- Describe the readiness of the program by specifying the number and details of the support personnel who assist in the implementation and instruction of the program. This includes teaching assistants and other staff such as laboratory staff, researchers, research assistants, academic officers, computer science officers, general administrative officers, and audiovisual officers, among others.--

5.2 Readiness of Learning Resources to Support Student Learning Outcomes

--Describe the process of acquiring and managing learning resources to ensure they are in suitable and usable condition. Specify the locations where teaching and learning take place (e.g., Faculty of Engineering, Bangkhen Campus), laboratories, equipment, and explain the readiness of technology resources such as software, hardware, libraries, and teaching materials.--

6. Qualifications of Applicants, Enrollment Plan, and Budget

6.1 Qualifications of Applicants

Undergraduate Level: Specify the details in accordance with the Kasetsart University regulations on undergraduate education.

Example

6.1 Qualifications of Applicants

- Must have completed upper secondary education (high school) or an equivalent program recognized by the Ministry of Education.

6.1 Qualifications of Applicants

1. Must have completed upper secondary education or an equivalent program recognized by the Ministry of Education.
2. Must meet other qualifications in line with the Veterinary Council regulations and must not possess any disqualifying traits. *(Provide details if applicable)*
3. Other regulations shall follow the university's requirements.

(In cases where the program is governed by a professional council, applicant qualifications can be specified according to that council's criteria.)

Example

6.1 Qualifications of Applicants

Applicants must have completed upper secondary education or an equivalent program recognized by the Ministry of Education, and must demonstrate good values, attitudes, and characteristics appropriate for the teaching profession and pass an aptitude test for teaching

Master's Degree/Graduate Diploma Level: <u>Specify the details</u> according to Kasetsart University's graduate education regulations.

Example

6.1 Qualifications of Applicants

1. Must hold a bachelor's degree or equivalent (in [specify field, if any], or a related field).
2. Must meet any additional qualifications specified in the program (include details if any, or remove this item if none).
3. Other regulations shall follow the university's requirements.

Higher Graduate Diploma Level: Specify the details in accordance with the university's graduate education regulations.

Example

6.1 Qualifications of Applicants

1. Must hold a graduate diploma or a master's degree or equivalent (in [specify field, if any], or a related field).
2. Must meet any additional qualifications specified in the program (include details if any, or remove this item if none).
3. Other regulations shall follow the university's requirements.

Doctoral Degree Level: <u>Specify the details</u> according to the university's graduate education regulations.

Example

6.1 Qualifications of Applicants

<u>**Plan 1.1 and Plan 2.1**</u>

1. Must hold a master's degree or equivalent (in [specify field, if any], or a related field) and meet the English proficiency requirements set by the University Council.

2. Must meet any additional qualifications specified in the program (include details if any, or remove this item if none).

3. Other regulations shall follow the university's requirements.

<u>Plan 1.2 and Plan 2.2</u>

1. Must hold a bachelor's degree or equivalent (in [specify field, if any], or a related field), have an excellent academic record, and meet the English proficiency requirements set by the University Council.

2. Must meet any additional qualifications specified in the program (include details if any, or remove this item if none).

3. Other regulations shall follow the university's requirements.

--- If there are additional qualifications beyond university regulations or if specific admission criteria need to be clearly defined, they may be stated. However, **the feasibility of these additional qualifications should be thoroughly reviewed** to avoid the need for later revisions to the curriculum or submission of form SMO.08 (in case of proposed changes to applicant qualifications), which may not be completed in time for the new student intake.--

6.2 Student Admission and Graduation Plan Over Five Years

-- Please specify the total number of students for all programs, including the regular program, special program, and English program (if applicable).--

(If the curriculum has multiple tracks or plans, provide a separate table for each.)

Example: Bachelor's Degree Program (4 years) (Specify data for 5 academic years)

6.2 Student Admission and Graduation Plan Over Five Years

Year	Academic Year				
	2026	2027	2028	2029	2030
1	90	90	90	90	90
2	-	90	90	90	90
3	-	-	90	90	90
4	-	-	-	90	90
Total	90	180	270	360	360
Number of Students Expected to Graduate	-	-	-	-	90

Example: Bachelor's Degree Program (6 years) (Specify data for 7 academic years)

6.2 Student Admission and Graduation Plan Over Seven Years

Year	Academic Year						
	2026	2027	2028	2029	2030	2031	2032
1	150	150	150	150	150	150	150
2	-	150	150	150	150	150	150
3	-	-	150	150	150	150	150
4	-	-	-	150	150	150	150
5	-	-	-	-	150	150	150
6	-	-	-	-	-	150	150
Total	150	300	450	600	750	900	900
Number of Students Expected to Graduate	-	-	-	-	-	-	150

6.2 Student Admission and Graduation Plan Over Five Years

Plan 1, Type A2

Year	Academic Year				
	2026	2027	2028	2029	2030
1	30	30	30	30	30
2	-	30	30	30	30
Total	30	60	60	60	60
Number of Students Expected to Graduate	-	-	30	30	30

Example: Doctoral Degree Program

6.2 Student Admission and Graduation Plan Over Five Years

Plan 2.1

Year	Academic Year				
	2026	2027	2028	2029	2030
1	5	5	5	5	5
2	-	5	5	5	5
3	-	-	5	5	5
Total	5	10	15	15	15
Number of Students Expected to Graduate	-	-	-	3	3

Plan 2.2

Year	Academic Year					
	2026	2027	2028	2029	2030	2031
1	1	1	1	1	1	1
2	-	1	1	1	1	1
3	-	-	1	1	1	1
4	-	-	-	1	1	1
5	-	-	-	-	1	1
Total	1	2	3	4	5	5
Number of Students Expected to Graduate	-	-	-	-	-	1

-- If students are admitted to the regular program, special program, or English program, separate tables must be clearly provided for each.--

6.3 Budget

-–The budget should be presented in a table format covering a five-year fiscal period. It must show the overall budget for the entire program, with a breakdown according to the standard budget proposal categories. It should also include the estimated cost per student for producing a graduate under the program, covering the following three main areas:

- Revenue Budget

For example: tuition fees, lump-sum education fees, registration fees, government funding, and other sources of income.

- Expenditure Budget

For example:

- *Operating budget*: salaries, regular wages, personnel expenses, remuneration, utilities, materials, scholarships, and research grants
- *Investment budget*: equipment, land, and construction costs, and other capital expenditures.

- Cost per Student for Producing a Graduate

Indicate the cost per student, either annually or for the full duration of the program.

*-- In cases where the program includes a **special program** or an **English program**, a "planned budget" must be provided, clearly separated for each of these programs.--*

Example

6.3 Budget

Item	Year				
	2026	2027	2028	2029	2030
Revenue Budget					
Lump-sum Tuition Fees	1,055,000	2,030,000	2,030,000	2,030,000	2,030,000
Total	**1,055,000**	**2,030,000**	**2,030,000**	**2,030,000**	**2,030,000**
Expenditure Budget					
Personnel Budget	440,000	466,400	494,300	524,000	555,400
Operating Budget	150,000	150,000	150,000	150,000	150,000
Investment Budget	50,000	50,000	70,000	70,000	70,000
Subsidy Budget	100,000	115,000	132,200	152,000	174,800
Other Expenditures	100,000	100,000	100,000	100,000	100,000
Total	**840,000**	**881,400**	**946,500**	**996,000**	**1,050,200**
Number of Students per Academic Year	25	50	50	50	50
Cost per Head for Producing Graduates According to the Curriculum	**33,600**	**17,628**	**18,930**	**19,920**	**21,004**

6.4 Admission System

--Describe the admission process of the program.--

6.5 Enrollment Procedures

--Describe the steps for enrollment in the program.--

6.6 Complaint and Appeal Management System

--Describe the system and process for handling complaints and appeals within the program. This should include how student complaints are handled, the appointment of committees responsible for complaints and appeals, the channels for submitting complaints, the screening process, prioritization based on urgency/severity, problem resolution, complaint tracking, and feedback and satisfaction regarding the resolution outcomes.--

6.4 Admission System

The program has a student admission management process through the system of Kasetsart University. The Faculty of Education has a Bachelor's Degree Program Committee responsible for selecting students whose qualifications meet the program's requirements. The committee also oversees and monitors the number of students admitted in accordance with the admission plan.

6.5 Enrollment Procedures

The Bachelor of Education in Educational Studies program has a student intake plan for each major as specified in the curriculum. The admission process is as follows:

1) The Faculty of Education, through the Bachelor's Degree Program Committee, holds a meeting each academic year to inform about any changes in the admission process under Kasetsart University's TCAS system. The committee jointly determines the selection criteria and the number of students to be admitted for each major and for each TCAS round, ensuring it does not exceed the intake plan.

2) Faculty members responsible for the curriculum/program coordinators for each major meet to determine the number of students to be admitted according to the intake plan and assess the specific qualifications and selection criteria for applicants in each TCAS round.

3) Faculty members responsible for the curriculum/program coordinate with the Academic Services Office to enter the specific qualifications and selection criteria into Kasetsart University's Office of Academic Affairs admission system to prepare official announcements for each round.

4) Faculty members responsible for the curriculum/program nominate interview committee members for each admission round.

5) Interviews are conducted by faculty members responsible for the curriculum/program, and the results are then submitted to the Academic Services Office of the Faculty of Education and the Office of Academic Affairs, Kasetsart University.

6) Faculty members responsible for the curriculum/program evaluate the results of each admission round and review the intake number for the next round, with the possibility of increasing the number of students if appropriate.

7) At the end of all TCAS admission rounds, the faculty members responsible for the curriculum/program evaluates the admission results and applicant qualifications to inform the process for the following academic year.

6.6 Complaint and Appeal Management System

The curriculum/program has a system and mechanism for handling student complaints as follows:

1) Channels for submitting complaints include academic advisors, program instructors, program coordinators, or the head of department.

2) If a complaint is directly related to curriculum/program administration, the curriculum/program chair brings the issue to a meeting of the program committee to inform and seek solutions. If the complaint involves the department or faculty level, the faculty members responsible for the curriculum/program assigns the program chair to bring the matter to the respective department or faculty meetings for further consideration.

3) Follow-up is conducted to assess student satisfaction with how their complaint was handled.

The program informs students during orientation or on the first day of the semester that they can submit written complaints to their academic advisor, instructor, curriculum/program faculty member, faculty member responsible for the curriculum/program, or head of department. Additionally, the Faculty of Education provides a centralized unit to receive complaints from students, offering another channel for problem resolution. The program places strong emphasis on respecting students' privacy, ensuring that all personal information is kept confidential.

7. Learning Assessment and Graduation Criteria
   7.1 Grading Criteria
   --Please specify details of learning assessment and grading criteria according to the academic regulations for undergraduate and/or graduate programs, as applicable.--

- **Undergraduate Level:** Specify details in alignment with the regulations of Kasetsart University on undergraduate education, Clause 14 regarding the measurement and assessment of academic performance, ensuring completeness and accuracy.

- **Graduate Level:** Specify details in alignment with the regulations of Kasetsart University on graduate education, Clause 22 regarding the measurement and assessment of academic performance, ensuring completeness and accuracy.

Undergraduate Level Example

7. Learning Assessment and Graduation Criteria
   7.1 Grading Criteria
   According to Kasetsart University Regulations on Undergraduate Education, the details are as follows:
   Clause 14: Measurement and Assessment of Academic Performance
   14.1 Academic performance in each course is assessed based on the student's achievement of the intended learning outcomes, as defined for each course. Grades are given using the following letter scale, meanings, and grade points:

Grade	Meaning	Grade Point
A	Excellent	4.0
B+	Very good	3.5
B	Good	3.0
…		

   14.6 The university may withhold academic transcripts and any official certifications if the student has outstanding debts—either internal or external—related to their studies, even if academic results have already been announced.

Graduate Level Example

7. Learning Assessment and Graduation Criteria
   7.1 Grading Criteria
   According to Kasetsart University Regulations on Graduate Education, the details are as follows:
   Clause 22 Measurement and Assessment of Academic Performance
   22.1 The grading scale, meaning, and grade points are as follows:

Grade	Meaning	Grade Point
A	Excellent	4.0
B+	Very good	3.5
B	Good	3.0
…		

   22.3 Any grade changes must be supported by valid reasons and proper documentation. The change must be approved by the instructor responsible for the course, the academic committee of the responsible unit, and the Vice President for Academic Affairs or their designee.

22.4   Pass/Fail Grades

        22.4.1 Graduate diploma students, higher graduate diploma students, and master's students taking undergraduate-level courses must retake the course if they receive an "F" grade. For all graduate-level courses, a grade below "C" is considered below standard, and the course must also be retaken.

        …

        22.5.5 The university may withhold or revoke the issuance of academic transcripts or any official certifications if a student has outstanding debts, whether internal or external to the university, that are related to their studies—even if academic results have already been announced.

        Other procedures are in accordance with the university's regulations.

7.2 Graduation Criteria According to the Curriculum

--Please specify details of academic performance assessment and graduation criteria for undergraduate/ graduate levels or other relevant programs.--

- **Undergraduate Level** (Details according to Kasetsart University's Regulations on Undergraduate Education, **Clause 28: Graduation Requests and Degree or Diploma Approval**)

- **Graduate Diploma and Higher Graduate Diploma Levels** (Details according to Kasetsart University's Regulations on Graduate Education, **Clause 30.1: Graduation Criteria**)

- **Graduate Level** (Details according to Kasetsart University's Regulations on Graduate Education, **Clause 30.2 / 30.3: Graduation Criteria** according to the program level)

Example for Undergraduate Program Specify details as follows:

7.2 Graduation Criteria According to the Curriculum

The student must complete the number of credits specified in the curriculum and must achieve a cumulative GPA of no less than 2.00 on a 4-point scale (or equivalent), and attain the learning outcomes in accordance with the Thai Qualifications Framework for Bachelor's Degree.

This must also comply with the current version of Kasetsart University's Regulations on Undergraduate Education and all relevant procedural guidelines.

Example for Graduate Diploma and Higher Graduate Diploma Programs Specify details as follows:

7.2 Graduation Criteria According to the Curriculum

Graduate Diploma and Higher Graduate Diploma Programs

According to Kasetsart University's Regulations on Graduate Education, the criteria are as follows:

1) Students must complete the number of credits specified in the curriculum and achieve a cumulat GPA of no less than 3.00 on a 4-point scale (or equivalent), and must achieve the learning outcomes as specified the Thai Qualifications Framework for Graduate Education.

2) Other procedures are in accordance with the university's regulations.

Example of Master's Degree Curriculum/Program Specify details as follows:

7.2 Graduation Requirements

According to the **Kasetsart University Regulations on Graduate Education**, the following criteria apply:

Plan 1 (Plan 1 Type A 1 and Plan 1 Type A 2):

1) Complete all coursework as specified in the curriculum (if any), with a minimum cumulative GPA of 3.00 on a 4.00 scale, or equivalent.

2) Meet the English language requirement as stipulated by the Graduate School and approved by the University Council.

3) Submit a thesis and pass the final oral examination, demonstrating achievement of the expected learning outcomes according to graduate education qualifications. The examination committee is appointed by the Graduate School and the oral defense must be open to the public.

4) The thesis, or part of it, must be published or at least disseminated in the form of an article, innovation, invention, or other academic output that is searchable and accessible, as defined by the University Council.

5) Other procedural requirements must comply with the university's regulations.

Plan 2

1) Complete all coursework as specified in the curriculum, with a minimum GPA of 3.00 on a 4.00 scale, or equivalent.

2) Pass a comprehensive written and/or oral examination in the field of study.

3) Meet the English language requirement as stipulated by the Graduate School and approved by the University Council.

4) Submit an independent study report and pass the final oral examination, demonstrating achievement of the expected learning outcomes according to graduate education qualifications. The examination committee is appointed by the Graduate School and the oral defense must be open to the public.

5) The independent study report, or part of it, must be published or at least disseminated in the form of an article, innovation, invention, or other academic output that is searchable and accessible, as defined by the University Council.

6) Other procedural requirements must comply with the university's regulations.

Example of Doctoral Degree Program Curriculum Specify details as follows:

7.2 Graduation Requirements

According to the **Kasetsart University Regulations on Graduate Education**, the following criteria apply:

Plan 1.1 and Plan 1.2:

1) Pass a qualifying examination to be eligible to submit a thesis.

2) Meet the English language requirement as stipulated by the Graduate School and approved by the University Council.

3) Submit the thesis and pass the final oral examination, demonstrating achievement of expected learning outcomes according to graduate-level qualification standards. The oral examination must be conducted by a committee appointed by the Graduate School, including both internal and external experts, and must be open to the public. The examination assesses new knowledge, based on originality and the candidate's understanding of the dissertation.

4) The thesis, or part of it, must be published or at least accepted for publication in at least two articles in international journals of recognized quality, as defined by the Higher Education Standards Committee.

Alternatively, the thesis or part of it must be accepted for at least one international journal publication and have at least one innovation or creative work with demonstrable commercial, social, or economic value, or have obtained at least one patent.

In the case of innovative or creative works, the thesis must be evaluated by at least three external experts in the same or related field, who are recognized as highly knowledgeable and experienced, with approval from the University Council.

For students in social sciences and humanities, publication in a quality national journal may be acceptable as defined by the Higher Education Standards Committee.

5) Other procedural requirements must comply with the university's regulations.

2.2 Plan 2.1 and Plan 2.2:

1) Complete all coursework as specified in the curriculum, with a minimum GPA of 3.00 on a 4.00 scale, or equivalent.

2) Pass a qualifying examination to be eligible to submit a dissertation.

3) Meet the English language requirement as stipulated by the Graduate School and approved by the University Council.

4) Submit the thesis and pass the final oral examination, demonstrating achievement of expected learning outcomes according to graduate-level qualification standards. The examination must be conducted by a committee appointed by the Graduate School, including both internal and external experts, and must be open to the public. The evaluation includes the contribution of new knowledge, considering originality and the candidate's understanding of the dissertation.

5) The thesis, or part of it, must be published or accepted for publication in international journals of recognized quality, or result in a patent, or be a creative or innovative work with potential commercial, social, or economic applications.

In the case of innovative or creative works, the dissertation must be evaluated by at least three external experts in the same or related field, recognized for their expertise, with approval from the University Council.

For students in social sciences and humanities, publication in a quality national journal may be acceptable as defined by the Higher Education Standards Committee.

6) Other procedural requirements must comply with the university's regulations.

7.3 Process for Verification of Students' Learning Outcome Achievement

<u>Recommendation:</u> Verification of learning outcomes should cover all areas of learning and may include the following examples:

- Be part of the university's internal quality assurance system.
- Involve a verification committee that includes external experts and other relevant stakeholders.

Please detail the process in two sections as follows:

7.3.1 Verification at the Course and Program Levels During Study

- What is verified, by whom, and how? For example:
    - A committee oversees and monitors the appropriateness of assessment methods and tools to ensure alignment with learning outcomes at the course level.
    - Verification of teaching and learning processes in each course that contribute to the development of student outcomes at the year or program level for each academic year.
    - Learning outcomes are verified by both instructors and students.
    - Verification is conducted at the program level following the university's internal quality assurance system.

7.3.2 Verification at the Program Level After Graduation

- What is verified, by whom, and how? For example:
    - Verification of program-level learning outcomes by employers, co-op education supervisors, alumni, and graduates, using Program Learning Outcome (PLO) evaluation forms.
    - Using results from outcome verification and satisfaction surveys of graduates and employers to improve teaching processes, curriculum, and courses following the PDCA (Plan-Do-Check-Act) cycle.

7. Evaluation of Academic Performance and Graduation Criteria

7.1 Grading Criteria

Assessment of learning outcomes includes diverse evaluation methods and clearly defined grading criteria that are aligned with expected learning outcomes at both the Course Learning Outcome (CLO) and Program Learning Outcome (PLO) levels. These must comply with the regulations of Kasetsart University for undergraduate education. Details are as follows:

1) Academic performance in each course is graded with the following levels and grade points:

Grade	Description	Grade Point
A	Excellent	4.0
B+	Very good	3.5
B	Good	3.0
C+	Fairly good	2.5
C	Fair	2.0
D+	Poor	1.5
D	Very poor	1.0
F	Fail	0.0
I	Incomplete	-
S	Satisfactory	-
U	Unsatisfactory	-
P	Passed	-
NP	Not passed	-
N	Grade not reported	-

"I" (Incomplete) is used when a student has unfinished work but has completed other assessments satisfactorily during the semester.

"S" and "U" are used for audited (non-credit) courses.

"P" and "NP" are for non-credit internship or transferred courses that are not included in GPA calculations.

"N" is used when the grade has not yet been reported.

2) Students must resolve "I" or "N" grades within 30 days after the grade submission deadline. Extensions require approval from the instructor and faculty dean, and must be resolved before the end of the next regular semester. Otherwise, the grade will be converted to "F" or "U".

3) Grade changes must be based on valid reasons and documented evidence, with approvals from the instructor, faculty committee, and academic vice president.

4) GPA Calculation:

4.1 GPA is calculated based on all credit-bearing courses taken, whether passed or failed.

4.2 For students who change majors, programs, or faculties, GPA is calculated from all courses listed in the new curriculum, including transferred courses. Courses not listed in the new curriculum are excluded.

4.3 For transfer students or those entering with an associate degree, GPA includes only newly registered courses.

4.4 The calculation of the cumulative grade point average (GPA) for the purpose of evaluating a student's academic status, in accordance with the regulations specified in Clauses 26.3.9 and 26.3.10,

shall be conducted twice a year—at the end of the first and second semesters. The academic results from the summer session shall be included in the calculation with the results of the following first semester, except in the case of students who graduate in the summer session.

7.2 Graduation Criteria

Students must complete all required credits as defined by the program, achieve a minimum GPA of 2.00 on a 4.00 scale, or equivalent, and attain learning outcomes in line with bachelor's degree qualification standards.

This must also conform to the current Kasetsart University undergraduate education regulations and all related policies and practices.

7.3 Process for Verification of Students' Learning Outcome Achievement

7.3.1 Verification at the Course and Program Levels During Study

1) Learning outcomes in every course are verified by a curriculum verification committee assigned to each course offered.

2) Clearly defined verification targets include: teaching strategies, assessment methods, and evaluation of learning outcomes; teaching techniques or learning activities; assessment tools such as exams, practical evaluations, project reports; grading sources like student feedback, teaching evaluations, interviews, and observations.

3) Define the methods for course-level assessment verification, such as evaluation based on learning outcomes by students, classroom observation, learning activity observation, student interviews, teaching evaluations by students, analysis of consistency/assessment criteria in relation to the teaching plan/learning outcomes, examination assessment, practical work assessment, and teaching evaluation reports by instructors/committees/experts.

4) Report the verification results to the responsible committee members/curriculum or program administrative committee/academic field/department.

5) Use the verification results to report teaching outcomes and develop an improvement plan for the teaching plan, as well as for curriculum revision and development.

6) Conduct program evaluation by final-year students.

7) Use the results from self-assessments and curriculum quality assessment committees to improve and manage the curriculum for each academic year.

7.3.2 Verification at the Program Level After Graduation

1) Use the results from self-assessments and curriculum quality assessment committees to improve and manage the curriculum for each academic year.

2) Assess the satisfaction of employers/graduates who are entrepreneurs.

3) Examine career success.

4) Evaluate the graduate's recognition in society or the professional community.

5) Assess the creation of works that have received awards.

6) Evaluate recognition and acceptance by the labor market/employers.

8. Curriculum Quality Assurance

The curriculum must specify the quality assurance model applied, such as AUN-QA or the internal quality assurance system at the program level of Kasetsart University (TQF-PLUS), which involves adjustments to the assessment criteria in Indicator 5.

--The curriculum must describe the method of program administration, curriculum standards control, graduate quality assurance, and faculty development, to ensure continuous development in all aspects using the PDCA approach (Plan, Do, Check, Act). The process starts with identifying the goals the program aims to achieve in various areas:

Plan: The curriculum should provide an analysis of the program's operations on different issues, leading to a planning process to design procedures or define working methods to solve problems, including setting timeframes and assigning responsibilities.

Do: Implement the plan as outlined.

Check: Evaluate whether the objectives set in the plan have been achieved. If not, collaboratively identify the problems that prevented the achievement of objectives.

Act: Consider process improvement based on findings.

Standards Control

--Describe the program management process to ensure compliance with relevant curriculum standards.--

*** If the program follows the internal quality assurance criteria of the Ministry of Higher Education, Science, Research and Innovation (MHESI), report according to items 1–6.

*** If the program follows other standards such as AUN-QA, report according to AUN-QA criteria.

1. Graduates

--Describe the process of evaluating graduate quality according to the program learning outcomes and how the evaluation results are used to improve teaching and learning processes.--

2. Students

--Describe the processes for student admissions, pre-enrollment preparation, academic advising and guidance, retention, graduation, student satisfaction, and the handling of student complaints.--

2.1 Student Admissions

--Describe the student admission process and how it aligns with the planned intake.--

2.2 Pre-enrollment Preparation

--Describe the process for preparing students who are accepted into the program, including fundamental knowledge adjustment, information technology skills, language or mathematics skills, or adjustment to academic life for first-year students.--

2.3 Academic Advising and Guidance

--Describe the support system for academic advising and educational guidance provided to students.-- *(For graduate programs, include details on thesis/IS advising processes.)*

2.4 Student Retention and Graduation

-- Describe the process for monitoring student retention at each academic level, how retention data is analyzed to improve teaching and curriculum, and the tracking and analysis of graduation rates and contributing factors.--

2.5 Student Satisfaction and Complaint Handling

-- Describe the methods for surveying student satisfaction with the curriculum/program and the system for handling complaints and appeals. Include the complaint resolution process, establishment of a dedicated complaint and appeal committee, complaint submission channels, complaint screening process, prioritization of complaints based on urgency/severity, follow-up procedures for complainants, and feedback/satisfaction with the resolution outcomes.--

3. Instructors

--Describe the recruitment and appointment process for faculty members responsible for the curriculum/program, the system for managing their responsibilities, and the mechanisms in place for their support and professional development.--

4. Curriculum/Program, Teaching and Learning, and Student Assessment

*--If the curriculum/program follows Kasetsart University's internal quality assurance system, please use Indicators 5.1–5.3 of **TQF-PLUS** for reporting.--*

** The faculty members responsible for the curriculum/program,can study the internal quality assessment guidelines through the training video from the 2024 **Outcome-Based Education Management Training Project** titled "Quality Management System in Education Administration" by **Assoc. Prof. Dr. Kanita Tankananuwat**, available on the Office of Academic Affairs website: https://registrar.ku.ac.th/67outcome. 2024 Outcome-Based Education (OBE) Training Program, held on May 13–17, 2024.*

5. Learning Support

--Describe the role of the faculty members responsible for the curriculum/program, in collaboration with the department, faculty, or university, in providing learning support resources.--

6. Performance Indicators

--Present a table showing the program's performance indicators. Indicate at least 10 indicators aligned with the higher education quality assurance criteria. If additional indicators exist, list them after the initial 10. Provide performance data for the past 5 academic years (except for Doctoral programs under Plan 1.2 and 2.2, which must report data for 6 academic years).--

According to the higher education quality assurance criteria, Kasetsart University has revised the performance indicators to align with the Thai Qualifications Framework for Higher Education (TQF). The university has adopted **ten performance indicators** to ensure consistency with curriculum/program management and internal program-level quality assurance. (*Resolution of the Kasetsart University Council Meeting No. 4/2024 on Monday, April 29, 2024*) These indicators will take effect from the **2024 academic year** onward.

Performance Indicators

1. A course syllabus is prepared for every course before the beginning of each semester.

2. A report reflecting the achievement of course-level learning outcomes and field experience (if applicable) is completed within 30 days after the semester ends for all courses.

3. A curriculum/program-level report on the development of student learning outcomes is completed annually within 60 days after the academic year ends.

4. There is a verification of the teaching and learning processes for courses that impact student learning outcomes at the year level or curriculum/program level, and feedback is provided to students.

5. There is evidence of teaching and learning improvements, including instructional strategies or assessment methods, based on the previous year's verification results, with approval from the program or department committee.

6. All instructors, especially new faculty members involved in the program, are guided to understand the program' objectives and learning outcomes.

7. All faculty members responsible for the curriculum/program participate in academic and/or professional development activities related to their discipline or teaching techniques at least once a year.

8. All instructional support staff, who are responsible for delivering knowledge to students (if any), receive academic and/or professional development, under the supervision of their unit.

9. The average satisfaction level of final-year students or recent graduates with the overall program management is no less than 3.5 out of 5.0.

10. The average satisfaction level of employers with new graduates is no less than 3.5 out of 5.0.

Additional Notes:

- *Use a checkmark ("✓") or cross ("X") to indicate whether each indicator has been met.*

- *For new programs, indicator 3 does not require a checkmark (✓ or X) in the first year.*

- *For Indicators 9 and 10, use "✓", "X", "✓*", or "X"**, and explain the meaning of the asterisk (*) at the end of the table as follows:"*This is a continued assessment of the indicator from the previous version of the program."*

Example: Undergraduate Curriculum/Program

In the case of a new curriculum/program

Performance Indicator	Academic Year				
	2026	2027	2028	2029	2030
1. …	X	X	X	X	X
…	X	X	X	X	X
3. …		X	X	X	X
…	X	X	X	X	X
9.				X	X
10.					X

In the case of a new curriculum/program

Performance Indicator	Academic Year				
	2026	2027	2028	2029	2030
1. …	X	X	X	X	X
…	X	X	X	X	X
3. …	X	X	X	X	X
…	X	X	X	X	X
9.	X*	X*	X*	X	X
10.	X*	X*	X*	X*	X

*This is a continued assessment of the indicator from the previous version of the program.

Example: Master's Degree Curriculum/Program

In the case of a new curriculum/program

Performance Indicator	Academic Year				
	2026	2027	2028	2029	2030
1. …	X	X	X	X	X
…	X	X	X	X	X
3. …		X	X	X	X
…	X	X	X	X	X
9.		X	X	X	X
10.			X	X	X

In the case of a new curriculum/program

Performance Indicator	Academic Year				
	2026	2027	2028	2029	2030
1. …	X	X	X	X	X
…	X	X	X	X	X
3. …	X	X	X	X	X
…	X	X	X	X	X
9.	X*	X	X	X	X
10.	X*	X*	X	X	X

*This is a continued assessment of the indicator from the previous version of the program.

Example: Doctoral Degree Curriculum/Program (Plan 1.1 and Plan 2.1)

In the case of a new curriculum/program

Performance Indicator	Academic Year				
	2026	2027	2028	2029	2030
1. …	X	X	X	X	X
…	X	X	X	X	X
3. …		X	X	X	X
…	X	X	X	X	X
9.			X	X	X
10.			X	X	X

In the case of a new curriculum/program

Performance Indicator	Academic Year				
	2026	2027	2028	2029	2030
1. …	X	X	X	X	X
…	X	X	X	X	X
3. …	X	X	X	X	X
…	X	X	X	X	X
9.	X*	X*	X	X	X
10.	X*	X*	X*	X	X

*This is a continued assessment of the indicator from the previous version of the program.

Example: Doctoral Degree Curriculum/Program (Plan 1.2 and Plan 2.2) (Show 6 academic years.)

In the case of a new curriculum/program

Performance Indicator	Academic Year					
	2026	2027	2028	2029	2030	2031
1. ...	X	X	X	X	X	X
...	X	X	X	X	X	X
3. ...		X	X	X	X	X
...	X	X	X	X	X	X
9.					X	X
10.						X

In the case of a new curriculum/program

Performance Indicator	Academic Year					
	2026	2027	2028	2029	2030	2031
1. ...	X	X	X	X	X	X
...	X	X	X	X	X	X
3. ...	**X**	X	X	X	X	X
...	X	X	X	X	X	X
9.	X*	X*	X*	X*	X	X
10.	X*	X*	X*	X*	X*	X

This is a continued assessment of the indicator from the previous version of the program.

Example

6. Performance Indicators

The curriculum/program is managed using the internal quality assurance system at the program level of Kasetsart University, in alignment with the higher education quality assurance criteria. Kasetsart University has implemented ten Key Performance Indicators (KPIs) based on the Thai Qualifications Framework for Higher Education, which are used to assess program-level quality.

These indicators are part of the internal quality evaluation system at Kasetsart University, as approved by the Kasetsart University Council Meeting No. 4/2024 on Monday, April 29, B.E. 2567 (2024 A.D.), and are aligned with the Undergraduate Program Standards and Kasetsart University Higher Education Qualifications Standards B.E. 2565 (2022 A.D.), as follows:

Table of Key Performance Indicators

Key Performance Indicators	Academic Year				
	2026	2027	2028	2029	2030
1. A course syllabus is prepared for every course before the beginning of each semester.	X	X	X	X	X
2. A report reflecting the achievement of course-level learning outcomes and field experience (if applicable) is completed within 30 days after the semester ends for all courses.	X	X	X	X	X
3. A curriculum/program-level report on the development of student learning outcomes is completed annually within 60 days after the academic year ends.	X	X	X	X	X
4. There is a verification of the teaching and learning processes for courses that impact student learning outcomes at the year level or curriculum/program level, and feedback is provided to students.	X	X	X	X	X
5. There is evidence of teaching and learning improvements, including instructional strategies or assessment methods, based on the previous year's verification results, with approval from the program or department committee.	X	X	X	X	X
6. All instructors, especially new faculty members involved in the program, are guided to understand the program's objectives and learning outcomes.	X	X	X	X	X
7. All faculty members responsible for the curriculum/program participate in academic and/or professional development activities related to their discipline or teaching techniques at least once a year.	X	X	X	X	X
8. All instructional support staff, who are responsible for delivering knowledge to students (if any), receive academic and/or professional development, under the supervision of their unit.	X	X	X	X	X

Key Performance Indicators	Academic Year				
	2026	2027	2028	2029	2030
9. The average satisfaction level of final-year students or recent graduates with the overall program management is no less than 3.5 out of 5.0.	X*	X*	X*	X	X
10. The average satisfaction level of employers with new graduates is no less than 3.5 out of 5.0.	X*	X*	X*	X*	X

*This is a continued assessment of the indicator from the previous version of the program.

Example of a Bachelor's Degree Program

8. Curriculum Quality Assurance

The Bachelor of Education program in Educational Studies adopts the AUN-QA quality assurance model. The program is managed in accordance with officially announced curriculum standards and the National Qualifications Framework for Higher Education. This management continues throughout the duration of the program's implementation. A curriculum management committee, comprising the program chair, full-time faculty members, and instructors, is responsible for overseeing the program.

Standard Oversight

The curriculum operates through the following procedures:

1) The faculty members responsible for the curriculum/program and curriculum/program faculty members serve as the curriculum management committee. This committee is officially appointed and is responsible for policy oversight, planning, and monitoring the curriculum's implementation.

2) The curriculum management committee and curriculum/program faculty members are responsible for planning instruction, monitoring, and evaluating teaching outcomes to improve individual courses and develop the curriculum continuously. This ensures students achieve the intended learning outcomes and the curriculum remains current.

3) The curriculum management committee and curriculum/program faculty members oversee and monitor the preparation of course details and the reporting of instructional outcomes by instructors or instructional teams.

4) The curriculum management committee and curriculum/program faculty members are responsible for managing instructional delivery in compliance with program requirements. They design course content and activities to align with learning outcomes and regularly update them to reflect current standards.

5) The curriculum management committee and curriculum/program faculty members meet to review and plan teaching assignments and instructional processes.

6) The curriculum management committee and curriculum/program faculty members supervise and monitor course-level teaching evaluations conducted at the end of each semester.

7) The curriculum management committee and curriculum/program faculty members gather student satisfaction evaluations and learning outcomes to verify that student achievement aligns with the intended outcomes.

8) The curriculum management committee and curriculum/program faculty members hold joint meetings to review teaching evaluations and use the results to improve instruction, revise teaching strategies, and enhance instructor competencies for the next academic term.

9) The faculty members responsible for the curriculum/program monitor satisfaction with the curriculum and instruction by collecting feedback from final-year students, employers, and faculty. The university conducts this assessment to improve and develop curriculum management quality.

10) The curriculum management committee and curriculum/program faculty members organize at least two meetings per year with program chairs and full-time faculty members.

11) The faculty members responsible for the curriculum/program ensure that instruction is carried out according to the planned academic roadmap.

12) The faculty members responsible for the curriculum/program are responsible for updating and modernizing the curriculum within a 5-year cycle.

1. Graduates

1) The Bachelor of Education Curriculum/Program in Educational Studies focuses on producing graduates through teaching and learning activities that equip students with both academic and professional knowledge. Graduates are expected to possess the qualities outlined in the higher education curriculum standards, including: knowledge and ethical conduct; ability for self-learning and self-development; capability to apply knowledge in real life to live happily—both physically and mentally—in society; a sense of responsibility; and characteristics aligned with the identity of Kasetsart University. The curriculum/program operates in accordance with curriculum standards and the National Qualifications Framework for Higher Education. The aim is to ensure that learning outcomes align with qualification standards, assuring the quality of graduates. This also serves to build confidence among society, communities, and related agencies that the graduates meet the intended learning outcomes. Graduates find employment in both public and private sectors. A survey is conducted to determine the percentage of graduates who are employed or self-employed within one year of graduation.

2) In each academic year in which there are graduates, the curriculum/program evaluates graduate performance through feedback from employers. This assessment covers all four dimensions of the National Qualifications Framework: 1) ethics and morality; 2) knowledge; 3) skills; and 4) personal attributes. These evaluations are analyzed for use in improving the curriculum and graduate development. Additionally, institutional research is conducted in every curriculum revision cycle. Stakeholders—such as final-year students, alumni, program faculty, instructors, employers, and external experts—are consulted to ensure that the revised curriculum/program meets actual needs.

2. Students

2.1 Student Admission

The Bachelor of Education Curriculum/Program in Educational Studies aligns with the student admission policies of Kasetsart University. The qualifications and desired characteristics of prospective graduates are clearly defined in the curriculum/program details. The admission process includes:

1) Setting target student intake numbers for each academic year based on the program's enrollment plan
2) Defining applicant qualifications in accordance with program goals and the specific requirements of each major
3) The university announces application criteria and handles the selection process according to its established system
4) The university announces admission results through its official channels.

2.2 Pre-Enrollment Preparation

1) The curriculum/program supports new students in preparing for university life by encouraging participation in university and faculty-led orientation activities. Kasetsart University promotes attendance at the new student orientation program, which prepares students both academically and socially. This allows new students to get acquainted with program faculty members, instructors, academic advisors, and support staff. The program chair also provides guidance on academic life, university living, study plans, and academic regulations.

2) The program organizes a preparatory project for learning that focuses on building 21st-century learning skills and fostering a strong sense of teacher identity and professional ethics.

2.3 Supervision of Academic Advising and Guidance for Undergraduate Students

The Bachelor of Education Curriculum/Program in Educational Studies employs an academic advisor system to support students. Academic advisors are available to guide students both academically and personally, and

students can make appointments through various channels for consultation. The program has a student monitoring and support system that includes: advisor-based follow-up; peer-support networks; peer-monitoring within the same student cohort; and use of electronic media to facilitate communication with students. These mechanisms are intended to encourage students to follow their academic pathways as outlined in the program's curriculum structure. To develop student potential and enhance 21st-century learning skills, the program integrates skill-building into learning activities embedded in the curriculum and annual co-curricular and extracurricular student development activities. The goal is to ensure that students enjoy their studies throughout the program, have a high retention rate, graduate on time, and achieve learning outcomes that are applicable to their future careers The advisory system includes the following key elements:

1) Advisor Appointment: Each advisor is assigned no more than 35 students, and is responsible for providing guidance on both academic and career-related matters. Advisors follow the University's Academic Advisor Handbook, which outlines how to guide students in academic planning, support their adjustment to university life, and advise on study plans and relevant university regulations and policies.

2) Evaluation of the Advisory System: The program regularly assesses the advising system by collecting student feedback through advisor evaluation forms. This feedback is used to improve the effectiveness of academic advising in alignment with the program's goals and student needs.

3) Advisor Committee Seminars: An annual seminar is held for the Undergraduate Advisor Committee to share experiences and best practices. These exchanges help enhance the efficiency and effectiveness of the academic advisor system.

2.4 Student Retention and Graduation

The faculty members responsible for the curriculum/program, curriculum/program faculty members, and instructors jointly plan, meet, monitor, and regularly evaluate the effectiveness of student retention and graduation rates through the academic advisor system. The retention rate is then analyzed to inform improvements in teaching methods and curriculum/program development, ensuring that students are happy with their studies, gain practical skills, and are supported in their learning until they successfully graduate. The program also tracks the number of graduates and analyzes the factors affecting graduation success.

2.5 Student Satisfaction and Complaint Resolution

The curriculum/program regularly surveys and gathers student evaluations regarding satisfaction with various aspects of the program, such as student admissions, student support and development, and handling of student complaints This feedback is used to enhance the quality and management of the curriculum/program There is a system and mechanism in place for handling student complaints as follows:

1) Complaint Channels: Students can submit complaints through several avenues, including their academic advisor, program faculty, program chair, department head. These channels are available in both in-person and online formats.

2) Complaint Handling Process: If the complaint directly concerns program administration, the curriculum/program chair will bring the matter to the attention of the faculty members responsible for the curriculum/program for discussion and resolution. If the complaint involves issues at the departmental or faculty level, the curriculum/program chair will escalate the matter to the appropriate department or faculty committees for further review and action.

3) Follow-Up Mechanism: The curriculum/program follows up on all complaints and gathers feedback on student satisfaction regarding how complaints are handled to ensure continual improvement.

3. Instructors

The Bachelor of Education Curriculum/Program in Educational Studies ensures that facylty members responsible for the curriculum/program, curriculum/program faculty members, and instructors meet the qualifications stipulated by the Higher Education Curriculum Standards of 2022 (B.E.2565), the Kasetsart University Undergraduate Regulations of 2023 (B.E.2566), and the requirements of relevant professional bodies. This is carried out through the following practices:

1. Ensuring that facylty members responsible for the curriculum/program, curriculum/program faculty members, and instructors meet the criteria set forth by the 2022 higher education standards, the 2023 university regulations, and professional organizations;

2. Planning faculty staffing in accordance with curriculum standards by maintaining databases on retirement schedules and replacement needs;

3. Planning, assigning, supervising, and monitoring responsibilities of facylty members responsible for the curriculum/program, curriculum/program faculty members, and instructors to ensure a balanced workload aligned with individual expertise and specialization;

4. Promoting and developing academic expertise by surveying faculty curriculum/program faculty members' needs, creating development plans, assessing outcomes, and using findings to improve curriculum management; and

5. Encouraging academic progress by recognizing and rewarding faculty members for their scholarly achievements and contributions.

4. Curriculum/Program, Teaching and Learning, and Student Assessment

1) The curriculum is designed and continuously updated in alignment with: the university's philosophy, which promotes the pursuit and development of knowledge to enrich intellectual, academic, ethical, and moral excellence; the vision of Kasetsart University: *"A university of world-class learning, research, and innovation for sustainable development based on the science of the land."*; and the vision of the Faculty of Education, emphasizing the cultivation of critical thinking and knowledge dissemination skills in students.Therefore, course and subject design aligns with a student development framework consisting of in-class learning activities, professional training experiences, and student development activities. This ensures that courses are modern, academically rigorous, and responsive to stakeholder needs.

2) The program chair assigns instructors for each subject based on their knowledge, skills, and expertise. Oversight is provided to ensure that course syllabi, learning activities, and assessment methods align with the expected learning outcomes.

3) The curriculum/program promotes Active Learning, consistent with the university's educational philosophy: *"Learning through real-world experience, knowledge integration, and lifelong learning."* Learning outcomes are defined at the program, annual, and course levels. A variety of active learning activities are employed to ensure these outcomes are met, using authentic assessments to enhance student learning, ilmprove teaching quality, and align instructional practices with learning outcomes. This is implemented through classroom instruction, school-based practicum, and co-curricular activities.

4) The curriculum/program uses diverse assessment methods based on real-world application, ensuring alignment with intended learning outcomes and confirming student achievement.

5) The curriculum/program uses internal verification mechanisms across disciplines to analyze assessment results and update the curriculum annually. This ensures the teaching and learning process remains effective in helping students achieve the desired outcomes.

5. Learning Support

The Bachelor of Education Curriculum/Program in Educational Studies regularly surveys the needs and requirements for learning support resources for students — both broadly within the Faculty of Education and at the departmental level, as well as for each specific field of study. Based on this, the program develops resource procurement and utilization plans, covering materials such as books, documents, and necessary educational equipment for each major, and ensures these resources are sufficient to meet the learning needs of both students and instructors. It also conducts monitoring and evaluation of the adequacy and satisfaction levels related to learning support, involving feedback from both students and faculty members, and collaborates with the Faculty of Education's administrative committee to ensure appropriate provision, supervision, and continuous improvement of learning resources.

6. Performance Indicators

The Bachelor of Education Curriculum/Program in Educational Studies is administered under the internal quality assurance system at the program level as established by Kasetsart University. The program employs Key Performance Indicators (KPIs) in accordance with the university's internal quality evaluation framework. These indicators were approved at the Kasetsart University Council Meeting No. 4/2024 held on Monday, April 29, 2024.

Key Performance Indicators	Academic Year				
	2026	2027	2028	2029	2030
1. Course syllabi must be prepared for all subjects before the beginning of each semester.	✓	✓	✓	✓	✓
2. Reports on learning outcomes at the course level and field experience (if any) must be completed for all subjects within 30 days after the semester ends.	✓	✓	✓	✓	✓
3. An annual program performance report must be produced, including data on the development of student learning outcomes in the program, within 60 days after the end of the academic year.	✓	✓	✓	✓	✓
4. Verification of teaching and learning processes must be conducted for courses that impact the development of learning outcomes at the year or program level. Feedback must be provided to students.	✓	✓	✓	✓	✓
5. Teaching strategies, learning activities, or assessment methods must be improved or revised based on the results of the verification or performance from the previous academic year. These revisions must be approved by the program/department committee.	✓	✓	✓	✓	✓
6. All instructors, especially new ones involved in teaching in the program, must be oriented to understand the program's objectives and expected learning outcomes.	✓	✓	✓	✓	✓
7. All full-time curriculum/program faculty members must receive at least one academic and/or professional development opportunity per year related to their field or instructional techniques.	✓	✓	✓	✓	✓
8. All support personnel who directly contribute to student learning (if any) must receive academic and/or professional development, under the responsibility of their respective departments.	✓	✓	✓	✓	✓
9. The satisfaction level of final-year students or recent graduates regarding the overall quality of program management must average no less than 3.5 out of 5.0.	✓ *	✓ *	✓ *	✓	✓
10. The satisfaction level of employers regarding new graduates must average no less than 3.5 out of 5.0.	✓ *	✓ *	✓ *	✓ *	✓
11. Students must participate in all required teacher development activities every academic year. (Mandatory) **	✓	✓	✓	✓	✓

Key Performance Indicators	Academic Year				
	2026	2027	2028	2029	2030
12. Integrated learning experiences with teaching practice in educational institutions must be conducted annually. (Mandatory) **	✓	✓	✓	✓	✓

*This is a continued assessment of the indicator from the previous version of the program.

** Key Performance Indicators Nos. 11 and 12 are based on the desired characteristics of students from the Faculty of Education and the standards of the professional organization.

9. Systems and Mechanisms for Curriculum Development and Quality Management

9.1 Systems and Mechanisms for Curriculum/Program Development

—Describe the management of the curriculum/program to ensure continuous efficiency and effectiveness. This includes curriculum/program design, control and supervision of course creation, assignment of instructors, and the instructional process for each course. It also covers student assessment, ensuring authentic assessment practices with diverse evaluation methods, and teaching strategy evaluation. (Describe how teaching evaluations for each course are conducted by students, and how the results are used to adjust teaching strategies appropriately, as well as how instructors assess student learning outcomes and adjust their teaching strategies accordingly.) Also explain the implementation of instructional activities and the evaluation of instructors' skills in using teaching plans. (Explain the process used to assess the teaching skills of faculty in applying the planned teaching strategies.)--

9.2 Quality Management Plan

To ensure outcome-based quality assurance and continuous improvement in all educational processes, the PDCA (Plan, Do, Check, Act) quality cycle is applied.

The goal is to ensure that **all students who graduate** from the program achieve the intended learning outcomes. The program should describe its quality management plan **for the educational process**. (It is not necessary to present this in a table.)

Educational Process	Quality Planning	Risks and Risk Management	Quality Control Points
Curriculum and course content design			
Teaching and learning process			
Measurement and assessment of learning outcomes			
Faculty management and development			
Learning resource management			

Quality Improvement and Development (Describe how the results from previous operations, learning outcome assessments, quality control checks, verification processes, and stakeholder satisfaction evaluations are used to improve and develop the quality of the academic program.)

Designing Quality Management

Higher education institutions are required to design a quality management system to ensure outcome-based quality assurance and continuous improvement across all educational processes. Institutions should explain and demonstrate how they design the following aspects:

- *Quality Planning (QP):* Describe how the institution identifies target groups and surveys the needs of students and stakeholders. Explain how these needs are used to define learning outcomes and their indicators. Also, explain how the curriculum and related processes are designed to ensure that the program achieves its quality objectives and satisfies students and stakeholders.

- *Quality Maintenance (QM):* Describe how the institution evaluates the knowledge and skills of individuals, as well as identifies potential risks, to ensure that procedures planned in advance are strictly followed. In cases where risks are found or personnel lack the necessary competencies, explain how corrective actions are taken to prevent problems during implementation.

- *Quality Control (QC):* Describe how control plans, control points, and checkpoints are set up, and how the teaching and learning processes are organized to ensure proper monitoring. This includes identifying deviations in the process and making necessary adjustments to keep the process aligned with the original plan.

- *Quality Improvement (QI):* Describe how the institution continuously evaluates learning outcomes and stakeholder satisfaction. This is used to identify problems or deficiencies in the teaching and learning process, as well as in quality management. Explain how this evaluation informs changes that improve the process's ability to meet stakeholder needs, reduce dissatisfaction, and increase satisfaction among students and other stakeholders.

9. Systems and Mechanisms for Curriculum/Program Development and Quality Management

The Bachelor of Education Crriculum/Program in Educational Studies implements an internal quality assurance system at the program level following the AUN-QA (ASEAN University Network – Quality Assurance) framework. The curriculum/program is managed in accordance with the officially announced curriculum/program standards and the Thai Qualifications Framework for Bachelor's Degree in Education and Educational Studies (B.E. 2561/2018) throughout the entire period of program implementation. A curriculum/program development and management committee—comprising faculty members responsible for the curriculum/program, curriculum/program faculty members, and course instructors—oversees the curriculum/program to ensure it meets the required standards. Therefore, the curriculum/program has developed systems and mechanisms to continuously and effectively manage curriculum/program development and quality assurance, as detailed below:

9.1 Systems and Mechanisms for Curriculum Development

9.1.1 Curriculum Design, Control, and Oversight of Course Content and Modern Practices

The design of the Bachelor of Education in Educational Studies curriculum focuses on aligning the program structure and individual courses with the intended learning outcomes. It is based on comprehensive analyses of the needs and expectations of all stakeholders and employs the concept of Backward Curriculum Design. This approach helps the curriculum development committee collaboratively define Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). The process also incorporates feedback from curriculum structure and course content evaluations by experts in teacher education—both within and outside of Kasetsart University. The curriculum design process includes the following steps:

1. The Faculty of Education at Kasetsart University appoints a curriculum and teacher education development committee to design and develop the curriculum and teaching courses in line with the Higher Education Curriculum Standards B.E. 2565 (2022), the professional standards set by the Teachers' Council of Thailand, the vision of the Faculty of Education, and the mission of Kasetsart University, while also responding to current and future educational trends.

2. The Faculty of Education at Kasetsart University appoints an institutional research committee to gather comprehensive data from all stakeholders for curriculum development and improvement.

3. The curriculum committee analyzes the existing curriculum structure, courses, learning development processes, and assessment methods, referencing data from institutional research and learning outcome standards as defined by the Thai Qualifications Framework B.E. 2565 (2022). These include four domains: 1) knowledge, 2) skills, 3) ethics, and 4) character. These domains, along with the Teachers' Council's professional standards, form the conceptual basis for designing learning outcomes, course content, and professional teaching practices for each curriculum/program strand.

4. The committee meets to ensure alignment between the learning outcomes at all levels (course, program, and national qualifications framework), teacher professional standards, specific subject courses, learning processes, and assessment strategies. These discussions inform the academic planning for each year and specialization.

5. The committee drafts the revised curriculum/program and organizes a validation process involving experts and stakeholders—including professional council representatives and employers—to provide feedback and suggestions. These reviews ensure that the curriculum/program and course design are modern and effectively support student development in alignment with national qualification and teacher professional standards.

6. The committee incorporates feedback from the experts and stakeholders into the curriculum/program, and submits it through the internal faculty and university-level committees for approval. Once approved, the final draft is submitted to the Office of the Permanent Secretary for Higher Education, Science, Research, and Innovation (MHESI) for acknowledgment.

7. The curriculum/program development committee communicates the program's learning outcomes to stakeholders through various formats, such as student handbooks, teaching practicum guides, faculty websites, student and parent orientations, curriculum meetings, faculty advisor workshops, teaching practicum instructor meetings, and consultations with educational administrators and school board representatives.

8. The faculty members responsible for the curriculum/program, curriculum/program faculty members, and instructors implement the curriculum/program and teach courses while also assessing student learning based on collected evidence. This allows for ongoing oversight of the teaching and learning processes across all courses.

9. The faculty members responsible for the curriculum/program, curriculum/program faculty members, and instructors compile and report annual results of curriculum management. These reports help maintain curriculum quality and support instructional improvement by integrating student feedback into decision-making for the following academic year.

9.1.2 Instructor System and Teaching Process Management for Each Course

The Bachelor of Education Curriculum/Program in Educational Studies has established a structured system for assigning instructors and managing the teaching process in each course. Instructors are selected based on their expertise and professional experience in education, which includes both core program faculty and course instructors. For certain courses, more than one instructor may be assigned, utilizing a co-teaching model to provide diverse academic perspectives and real-world experience from the teaching team. Additionally, instructors and course coordinators are required to hold meetings before each academic term to collaboratively develop a course teaching plan. They must clearly explain the course structure, evaluation criteria, and assessment methods to students on the first day of class. The program/curriculum also includes a system for evaluating teaching performance during and after

the course. Student feedback from these evaluations is used to guide improvements in teaching practices in subsequent academic years.

9.1.3 Student Assessment and Assurance of Authentic, Varied Evaluation Methods

The Bachelor of Education Curriculum/Program in Educational Studies implements authentic and diverse assessment methods to evaluate student learning. These methods aim to collect accurate information and evidence of learning to enhance teaching quality. Examples include: assessment of teaching practicum performance through observation and rubric-based scoring; evaluation of assigned tasks, presentations, and micro-teaching sessions conducted in class; assessment of knowledge, skills, professional attributes, and required teaching competencies through instructor evaluation, self-assessment, or peer evaluation, as appropriate; and instructors' feedback to support students' learning development.

Furthermore, the faculty members responsible for the curriculum/program and curriculum/program faculty members share responsibility for verifying that students meet the Program Learning Outcomes (PLOs) and intended learning achievements. This involves:

1) Clarifying program learning outcomes and jointly planning how each course will support students in achieving these outcomes—collaboration between instructors and the faculty members responsible for the curriculum/program

2) Designing and implementing learning activities aligned with course learning outcomes, using active learning approaches tailored to individual student potential

3) Supervising and evaluating teaching activities by the faculty members responsible for the curriculum/program and curriculum/program faculty members who are not directly involved in the course, to ensure the course meets its learning outcomes and to track student development

4) Reviewing and refining teaching processes to further develop student potential. This includes multiple levels of learning outcome verification: instructor and program-level reviews; student course evaluations through online platforms; analysis of score validity based on student assignments and test results; and random sampling of student work by the curriculum/program and curriculum/program faculty members who are not directly involved in the course for cross-checking.

5) Curriculum committee meetings are held to annually review learning outcomes based on triangulated data—from student self-assessments and course evaluations. This informs updates to course content, learning outcomes, and course syllabi, with the goal of continuously improving the program curriculum.

9.2 Quality Management Plan

The Bachelor of Education Curriculum/Program in Educational Studies has set a clear developmental goal: for every student who completes the program to achieve all of the program learning outcomes. To support this goal, the program/curriculum has established a quality management plan integrated throughout the educational process. This plan ensures outcome-based quality assurance and supports continuous improvement across all procedures. The implementation of this plan is outlined in the following table.

Educational Management Process	Quality Planning	Risk and Risk Management	Quality Control Points
The curriculum/program and course content design process	1. Identify the target group of the curriculum. 2. Survey the needs of learners and	Risks: 1. Stakeholders' needs may change over time, causing the program learning outcomes to become	1. The curriculum clearly identifies key stakeholders involved in providing input for curriculum

Educational Management Process	Quality Planning	Risk and Risk Management	Quality Control Points
	stakeholders by selecting samples from the curriculum's target group. 3. Use the survey results from learners and stakeholders to define Program Learning Outcomes (PLOs) and their indicators. 4. Design the curriculum structure to align with the defined Program Learning Outcomes (PLOs) . 5. Specify the courses to be taught in each category of the curriculum, ensuring alignment with the total required credits and the expected learning outcomes.	outdated or irrelevant. As a result, the curriculum may no longer meet current demands, potentially leading to a decline in student enrollment or reduced interest from those seeking graduates. <u>Risk Management</u> 1. The faculty members responsible for the curriculum/program monitor changes in academic disciplines, information technology, and modern teaching methods, as well as updates to the basic education curriculum. This information is presented to the curriculum committee to adjust course learning outcomes, teaching methods, and assessment approaches. The goal is to align with evolving societal contexts and the needs of learners and employers. Appropriate and modern elective or required courses may be added to ensure the curriculum better meets societal demands without affecting its core structure. <u>Risks:</u> 2. The curriculum emphasizes learning outcomes related to higher-order thinking skills and the integration of	development. A rigorous and appropriate stakeholder selection process is used, enabling the program to gather reliable information on employer and industry needs. This data is then used to define Program Learning Outcomes (PLOs) that best reflect stakeholder expectations and align with national graduate standards. 2. The curriculum includes an analysis of the alignment between courses, course content, course-level learning outcomes, instructional processes, and assessment methods with the overall Program Learning Outcomes (PLOs). 3. Students progress through learning according to a hierarchical taxonomy, experiencing structured guidance, continuous monitoring, evaluation, and learning support. As a result, students achieve the intended learning outcomes as

Educational Management Process	Quality Planning	Risk and Risk Management	Quality Control Points
		theoretical knowledge into real-world practice within educational institutions. Some students may have negative attitudes toward such a curriculum, perceiving it as overly demanding or difficult, and may feel that it does not align with their preferred learning styles. Risk Management 2. An effective academic advising system is established for all students, offering guidance on academic issues, research, and student life. Instructors are encouraged to develop teaching techniques and strategies that are easier to understand, emphasizing hands-on practice alongside theoretical instruction. The program also promotes a growth mindset in students, helping them achieve success in professional experience training, action research in the classroom, and other academic goals.	defined by the curriculum.
Instructional Management Process	1. Assign instructors based on their qualifications, competencies, and teaching experience to ensure alignment with the courses they teach.	Risk 1. The current learning styles of students no longer align with traditional teaching methods.	1. Teaching competencies of curriculum/program faculty members are aligned with their areas of expertise.

Educational Management Process	Quality Planning	Risk and Risk Management	Quality Control Points
	2. Instructors are assigned to write course descriptions and define Course Learning Outcomes (CLOs) that align with the Program Learning Outcomes (PLOs). 3. Instructors are responsible for developing course syllabi that focus on learning outcomes, assessment of learning outcomes, and teaching and learning processes. 4. Organize workshops and seminars to build understanding among instructors about effective.	<u>Risk Management</u> 1. Instructors continuously update their knowledge and teaching practices by using new techniques and technologies to improve teaching methods and support the achievement of curriculum learning outcomes while accommodating diverse student learning styles. <u>Risk</u> 2. Some faculty members responsible for the curriculum/program and instructors have misconceptions or insufficient understanding of outcome-based education within the curriculum's context, which negatively impacts the execution of assigned tasks. <u>Risk Management</u> 2. Communicate and organize meetings to provide clear information about active learning approaches and student development strategies to ensure achievement of intended learning outcomes.	2. Monitoring and supervision ensure that course syllabi align with both course-level and program-level learning outcomes (PLOs). 3. Verification of student achievement against learning outcomes at both course and program levels 4. Evaluation of student satisfaction regarding instructional delivery 5. Number of students graduating on schedule 6. Complaints received related to instructional management
Process for Measuring and Assessing Learning Outcomes	1. Each course instructor is responsible for defining the assessment and evaluation methods that align with the	<u>Risk</u> Instructors may fail to collect complete data related to the evaluation of learning outcomes in	1. Instructor assessment competency is evaluated and developed. 2. There is monitoring and supervision of the

Educational Management Process	Quality Planning	Risk and Risk Management	Quality Control Points
	specified Course Learning Outcomes (CLOs). 2. Communicate and build student understanding about learning assessment and evaluation through accessible and effective channels. 3. Students are required to evaluate the course, the instructor, and conduct self-assessments in various aspects related to their learning outcomes.	accordance with the specified CLOs. <u>Risk Management</u> The faculty members responsible for the curriculum/program supervise, monitor, and evaluate the assessment process continuously throughout the semester using verification (triangulation) methods. The findings are used to improve the effectiveness of assessment methods, ensuring alignment with CLOs and the teaching-learning context. This process may be conducted as a special initiative with expert consultation to enhance quality and effectiveness.	design of student assessments to ensure alignment with Program Learning Outcomes (PLOs) and course-level CLOs. 3. Verification (triangulation) of student achievement against learning outcomes at both course and program levels 4. Evaluation of student satisfaction with the assessment methods used in each course 5. Review of the accuracy and reliability of assessment data using a triangulation method 6. Number of students graduating as scheduled 7. Complaints related to assessment and instructional management received from students
Faculty Management and Development Process	1. Determine the number of instructors needed to teach each course, with a selection process based on academic qualifications, expertise, and experience. 2. Require that curriculum instructors develop their teaching competencies, including the	<u>Risk</u> The number of academic advisors in each discipline may be insufficient to provide adequate support for all students, especially as student enrollment increases each year. Additionally, some instructors are approaching retirement, which may impact advising capacity. <u>Risk Management</u>	1. Teaching competency of instructors 2. Results of teaching evaluations

Educational Management Process	Quality Planning	Risk and Risk Management	Quality Control Points
	integration of ethics, moral values, and professional standards for teachers into their instruction.	The faculty members responsible for the curriculum/program collaboratively plan faculty workload and staffing, creating a workload management plan to ensure that the faculty-to-student ratio remains appropriate and manageable.	
Learning Resource Management Process	1. Provide necessary learning resources and environments for instructors, students, and staff by planning and managing the curriculum's resource allocation. 2. Survey the needs and procure additional learning resources and supportive learning environments for instructors, students, and curriculum staff.	Risk The annual budget allocation for acquiring learning resources and educational technology may be insufficient to meet demand. Some learning resources and technologies are high in cost, and procurement timelines often do not align with the periods they are most needed for teaching and educational innovation research. Risk Management Develop an efficient budget plan and prioritize the procurement of learning resources and educational technologies based on urgency and necessity. Additionally, optimize the use of existing learning resources and educational technologies to ensure maximum efficiency.	1. Budget plan for learning support materials 2. Satisfaction survey results regarding learning resources from students, instructors, and alumni 3. Survey results on the needs, adequacy, and availability of learning resources

Appendices

Table of Course Learning Outcomes (CLOs)

Course Code and Course Title	Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)					
		PLO1	PLO2	PLO3	PLO4	...	PLO6
Elective Specilized Courses /Elective Major Courses							
01XXXXXX	1. .... 2. .... 3.	...					
01XXXXXX	1. .... 2. .... 3.	...					
...	...	...					

-- Specify the course learning outcomes (CLOs) level (Elective Specialized Courses/Elective Major Courses) by linking the course learning outcomes to the learning outcomes at the curriculum/program level. students will have achieved the program learning outcomes in accordance with the qualifications framework for the curriculum/program level.--

Example: Undergraduate Program Curriculum/Program

Table of Course Learning Outcomes (CLOs)

Course Code and Course Title	Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)					
		PLO1	PLO2	PLO3	PLO4	...	PLO6
Elective Specilized Courses							
01306461 Urban Forestry	1. Able to explain and analyze the importance of trees in urban areas 2. Able to identify and select appropriate tree species for enhancing and designing urban green spaces 3. Able to explain and select suitable techniques for planting and maintaining urban trees, based on the city's physical environment 4. Able to collaborate effectively with diverse team members, including professionals from related disciplines	✔ ✔ ✔			✔		
...	...	...					
01241494 Critical Thinking and Research Design in Landscape Architecture	1. Able to critically evaluate works in landscape architecture 2. Able to design research projects in the field of landscape architecture 3. Able to discuss relevant concepts and theories related to landscape architectural practice 4. Able to provide constructive feedback and listen respectfully to the perspectives of others	✔ ✔			✔ ✔		

Course Code and Course Title	Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)					
		PLO1	PLO2	PLO3	PLO4	…	PLO6
01XXXXXX …………………………	1. ………………………………………………………………………… 2. ………………………………………………………………………… 3. …………………………………………………………………………	✓		✓	✓		
01XXXXXX …………………………	1. ………………………………………………………………………… 2. …………………………………………………………………………		✓		✓		
…	…	…					
…	…	…					

Example: Graduate Program Curriculum/Program

Table of Course Learning Outcomes (CLOs)

Course Code and Course Title	Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)					
		PLO1	PLO2	PLO3	PLO4	…	PLO6
Elective Major Courses							
01386531 Advanced Music Performan	1. Able to analyze the principles and theories of instrumental performance 2. Able to perform advanced-level musical pieces on an instrument			✓ ✓			
01XXXXXX …………………………	1. ……………………………………………………………………… 2. ……………………………………………………………………… 3. ………………………………………………………………………		✓		✓		
…	…	…					
01386559 Advanced Piano Pedagogy	1. Able to convey knowledge in teaching advanced piano 2. Able to analyze theoretical knowledge and design individualized instruction			✓ ✓			
01XXXXXX …………………………	1. ……………………………………………………………………… 2. ………………………………………………………………………		✓		✓		
…	…	…					
…	…	…					

Note   In cases where the curriculum includes only a limited number of compulsory major courses, it is permissible to append the table of course-level learning outcomes for elective major courses to the table of course-level learning outcomes for compulsory major courses.

Writing Bibliographic References for Academic Works

- For faculty members responsible for the curriculum/program, check ☑ Faculty Member Responsible for the Curriculum/Program and ☑ Curriculum/Program **Faculty Member**.

- For curriculum/program **faculty members**, check ☑ curriculum/program **faculty member**, and leave ☐ instructor blank.

- Ensure that each checkbox (☐) corresponds to the appropriate category. Verify the accuracy of the name and surname, year of graduation (Master's/Doctoral level), number of academic publications, publication titles, and publication years to ensure consistency between the program document and the bibliography form. This information must align with the table in **Section 5.1.3** of the curriculum/program document and the bibliography format.

1) Published Journal Articles

Author(s). Year of Publication. *Title*. *Journal Name*. Volume (Issue): page number(s) / total pages. (Database Name: Group number, if applicable)

2) Online Edition / Advance Online Publication (with Article Number and/or DOI)

Author(s). Year of Publication. *Title*. *Journal Name*. Volume (Issue, if any): Article Number (if any): page number(s) / total pages. DOI (if any). (Database Name: Group number, if applicable)

3) Conference Proceedings

Author(s). Year of Publication. *Title*, page number(s). In *Conference Name*. Edition (if any). Conference Venue. Conference Date. (Sponsoring Organization)

4) Peer reviewer Database and Peer Reviewer Identification

- **For works published before January 8, 2022**, indicate as follows: *TCI: Group 1* or *TCI: Group 2*
- **For works published after January 8, 2022**, indicate as follows: *TCI: Group 1* or *TCI: Group 2*
  - *TCI: Group 1 : Peer reviewers (3 persons)* or
  - *TCI: Group 2 : Peer reviewers (3 persons)* (Journal published continuously for 3 years: Peer reviewers 3 persons)

Bibliographic Record of Academic Works

☑ Faculty Member Responsible for the Curriculum/Program   ☑ Curriculum/Program **Faculty Member**

☐ Instrcutor   ☐ Guext Lecturer

Name–Surname: Associate Professor Chalatip Samahito

Doctoral Degree Completed: 2001 (B.E. 2544)

Bibliographic Record	Work Quality Level	Weighting
1) Authored or Compiled Works: Textbooks, Books, or Academic Articles None		
2) Research 1. Rattikan Jatupornthianchai, Chalatip Samahito, and Oraphan Butrkatanyu. (2022). *The Effects of Organizing Learning Experiences in Computational Thinking on Problem-Solving Ability among Early Childhood Learners. Journal of Educational Innovation and Research*, 6(2): 366–380. **(TCI Group 1: Peer Reviewed by three reviewers)**	N	0.8
2. Chanapa Supcharoen, Piyanan Hirancharothorn, and Chalatip Samahito. (2022).*Using the "Smart and Savvy Child" Learning Kit to Promote Economic Literacy in Early Childhood. Sakthong: Journal of Humanities and Social Sciences*, 28(4): 176–193. **(TCI Group 1: Peer Reviewed by three reviewers)**	N	0.8
3. Natthariya Chawthale, Piyanan Hirancharothorn, and Chalatip Samahito. (2022).*Effects of a Home-Based Learning Kit Based on Language Balance Theory on Reading and Writing Skills of Preschool Children. Journal of Education, Thaksin University*, 22(1): 136–149. **(TCI Group 2: Peer Reviewed by three reviewers)**	J	0.6
4. Pawida Boonchuay, Oraphan Butrkatanyu, and Chalatip Samahito. (2022). *Developing Creative Problem-Solving Skills in Preschool Children through Activities with Constructive Materials Integrated with Children's Literature. Journal of Educational Technology and Communication, Faculty of Education, Mahasarakham University*, 5(15): 178–189. **(TCI Group 2: Peer Reviewed by three reviewers)**	J	0.6
5. Patnaree Phetkhruea, Chalatip Samahito, and Oraphan Butrkatanyu. (2023). *The Effects of Organizing Learning Experiences through Geographical Art Activities on Creativity of Preschool Children at Ban Taling Chan School. Journal of Education, Prince of Songkla University, Pattani Campus*, 34(4): 105–120. **(TCI Group 1: Peer Reviewed by three reviewers)**	N	0.8

Bibliographic Record	Work Quality Level	Weighting
3) Other Types of Academic Work 　None		
4) Academic Works in Community Engagement 　None		

Appendices

Announcement of Kasetsart University

Subject: Guidelines for the Inclusion of New Academic Programs in the Higher Education Plan for National Workforce Development, the Introduction of New Programs, Curriculum Revisions, and Program Terminations at Kasetsart University

Kasetsart University Announcement

Subject: Guidelines for the Inclusion of New Academic Programs in the Higher Education Plan for National Workforce Development, the Introduction of New Programs, Curriculum Revisions, and Program Terminations at Kasetsart University

To ensure that the inclusion of new programs in the national higher education plan, the introduction of new programs, curriculum revisions, and program terminations at Kasetsart University are in accordance with the Higher Education Curriculum Standards B.E. 2565 (2022), the university has established the following guidelines for the review and screening of its academic programs:

Implementation of New Program Inclusion, Launch, Revision, and Termination

1. Faculties, colleges, or campuses that wish to include a new program in the national higher education plan for workforce production and development, or intend to launch a new program, must take the following into consideration:

    1.1 Institutional research findings that indicate national workforce demand in the proposed field of study, the program's competitiveness, employer demand for graduates, and the needs of relevant stakeholders.

    1.2 Faculty readiness in terms of academic qualifications, scholarly output, and academic ranks of both the program coordinators and full-time faculty members responsible for the program.

    1.3 The teaching workload ratio (FTES) between faculty and full-time students, and the faculty or college's capacity to deliver foundational courses related to the program.

    1.4 Facilities and supporting resources.

2. For program inclusion in the national plan, the launching of new programs, or curriculum revisions, faculties, colleges, or campuses must submit institutional research reports in compliance with the Higher Education Curriculum Standards B.E. 2565 (2022) and the expected learning outcomes specified in the National Qualifications Framework. These reports should take into account stakeholder needs and expectations, national policies and workforce development strategies, Kasetsart University's missions and strategic goals, external risks and impacts, as well as relevant academic or international standards, as detailed in the annexed documents.

3. Faculties, colleges, or campuses must oversee and monitor the implementation of new programs and curriculum revisions in accordance with the established timeline. Approval must be obtained from the University Council by December preceding the academic year in which the program is to be offered. Additionally, the program must be acknowledged by the Office of the Permanent Secretary, Ministry of Higher Education, Science, Research, and Innovation (MHESI) by April of the year it is to be launched.

    If the timeline is not met and this results in students being unable to secure loans from the Student Loan Fund (SLF), the faculty or department must allocate financial support or provide remedial assistance to affected students. .

4. For existing programs, if student enrollment steadily declines to the extent that it affects program administration, or if there have been no applicants for three consecutive years, the faculty, college, or campus may consider revising, merging, or discontinuing the program.
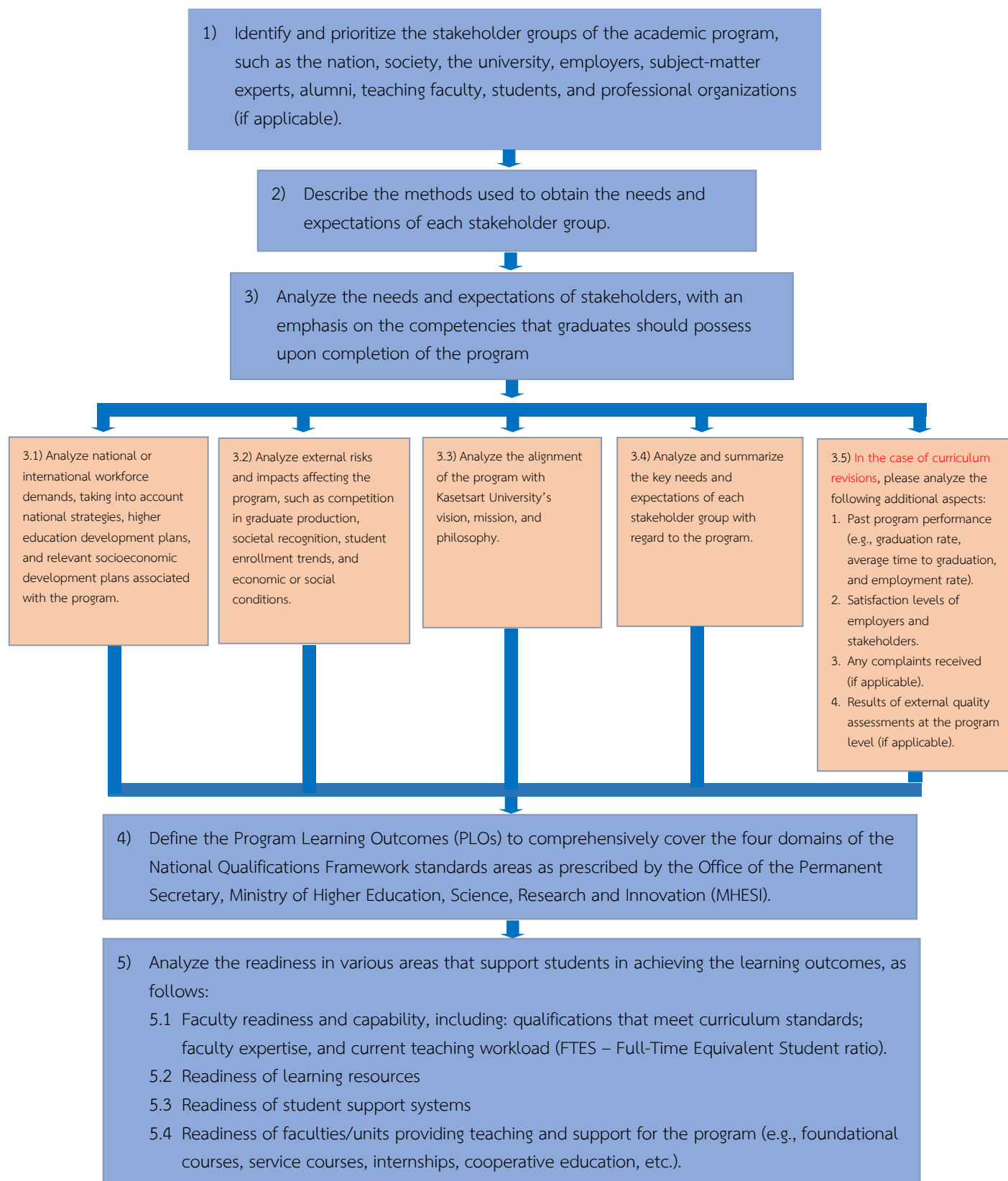
Systems and Mechanisms for Launching New Programs, Curriculum Revisions, and Program Termination

1. The Kasetsart University Council appoints the Kasetsart University Academic Committee, which is responsible for proposing academic policies and development plans to the President; establishing and overseeing the university's academic quality and standards; making recommendations to the University Council regarding the approval of academic programs and course offerings; and advising on curriculum revisions, program mergers, terminations, and other related matters.

2. With the approval of the Academic Committee, the University appoints the Kasetsart University Education Committee, with the following responsibilities:

   2.1 To consider the launch of new programs and the revision of existing programs to align with: the current National Economic and Social Development Plan, the current Educational Development Plan, long-term strategic plans, and Kasetsart University's strategic goals.

   2.2 To establish guidelines for curriculum development, along with mechanisms and measures for monitoring and ensuring compliance with relevant educational standards, curriculum management practices, and academic regulations at all levels across all campuses. The committee is also responsible for coordinating with campuses, faculties, colleges, departments, and relevant committees to ensure that curriculum development and review processes comply with the Higher Education Curriculum Standards, the higher education learning outcomes standards set by the Ministry of Higher Education, Science, Research and Innovation and the Ministry of Education (MHESI), as well as Kasetsart University's academic regulations.

   2.3 To conduct academic analysis of programs, which may include appointing a working group comprised of: at least two education committee members from relevant academic fields; one education committee member from the program's originating faculty or department; and with staff from the Office of Educational Administration serving as secretary/assistant secretary.

3. The University appoints the Graduate School Executive Committee, whose duties and authority are defined in the current version of Kasetsart University's regulations on unit-level committees. These responsibilities include matters related to the launching, revision, and termination of graduate-level programs and courses.

4. For academic program quality management, the University appoints the Curriculum-Level Educational Quality Development Committee, which is responsible for establishing criteria and methods for program-level quality development in alignment with university policies and the requirements of the Academic Committee; formulating policies and strategies to ensure that programs meet the required quality and academic standards; supervising, overseeing, and monitoring the continuous improvement of educational quality at the program level; and submitting an annual report on quality development to the Academic Committee for review and feedback.

Effective from now onward.
Announced on: [Date] May, B.E. 2566 (2023)

Steps for Preparing the Institutional Research Report for Program Inclusion in the National Plan, Launching of New Programs, or Curriculum Revisions at Kasetsart University
In accordance with the Higher Education Curriculum Standards and the Learning Outcomes specified in the National Qualifications Framework for Higher Education B.E. 2565 (2022)

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1) Identify and prioritize the stakeholder groups of the academic program, such as the nation, society, the university, employers, subject-matter experts, alumni, teaching faculty, students, and professional organizations (if applicable).

2) Describe the methods used to obtain the needs and expectations of each stakeholder group.

3) Analyze the needs and expectations of stakeholders, with an emphasis on the competencies that graduates should possess upon completion of the program

| 3.1) Analyze national or international workforce demands, taking into account national strategies, higher education development plans, and relevant socioeconomic development plans associated with the program. | 3.2) Analyze external risks and impacts affecting the program, such as competition in graduate production, societal recognition, student enrollment trends, and economic or social conditions. | 3.3) Analyze the alignment of the program with Kasetsart University's vision, mission, and philosophy. | 3.4) Analyze and summarize the key needs and expectations of each stakeholder group with regard to the program. | 3.5) In the case of curriculum revisions, please analyze the following additional aspects:
1. Past program performance (e.g., graduation rate, average time to graduation, and employment rate).
2. Satisfaction levels of employers and stakeholders.
3. Any complaints received (if applicable).
4. Results of external quality assessments at the program level (if applicable). |

4) Define the Program Learning Outcomes (PLOs) to comprehensively cover the four domains of the National Qualifications Framework standards areas as prescribed by the Office of the Permanent Secretary, Ministry of Higher Education, Science, Research and Innovation (MHESI).

5) Analyze the readiness in various areas that support students in achieving the learning outcomes, as follows:

   5.1 Faculty readiness and capability, including: qualifications that meet curriculum standards; faculty expertise, and current teaching workload (FTES – Full-Time Equivalent Student ratio).

   5.2 Readiness of learning resources

   5.3 Readiness of student support systems

   5.4 Readiness of faculties/units providing teaching and support for the program (e.g., foundational courses, service courses, internships, cooperative education, etc.).

Announcement of Kasetsart University

Subject: Learning Outcomes According to the Thai Qualifications Framework for Higher Education of Kasetsart University B.E. 2565 (2022)

Announcement of Kasetsart University
Subject: Learning Outcomes According to the Thai Qualifications Framework for Higher Education of Kasetsart University B.E. 2565 (2022)

In accordance with the announcement of the Higher Education Standards Committee regarding the details of learning outcomes under the Thai Qualifications Framework for Higher Education B.E. 2565 (2022), the learning outcomes for each qualification level must align with the identity of the program, the higher education institution, the profession, the nation, and the global context. These outcomes must include at least the following four domains:

1. Knowledge – Refers to accumulated understanding through education, research, or experience gained from the curriculum. This knowledge should be essential and sufficient for practical application, advancement in one s profession, living in society, and contributing to sustainable development in the digital era.

2. Skills – Refers to the abilities acquired through learning and practice that lead to agility, precision, and expertise, with the goal of enhancing work performance, professional and academic development, self-improvement, and social contribution for life in the digital era.

3. Ethics – Refers to behaviors or actions at the individual level that reflect morality, ethics, and professional conduct, for the benefit of both the individual and society, in both public and private contexts.

4. Character – Refers to personality, behavior, and values that reflect the distinct qualities of a discipline, profession, and institution. These are developed through learning and experiential training within the curriculum and should be appropriate to each qualification level in higher education.

Higher education institutions must be accountable and subject to verification in producing graduates who achieve the specified learning outcomes, by designing and developing systems, mechanisms, or methods along with verifiable evidence for curriculum review and quality assurance in order to certify higher education standards.

To ensure effective curriculum management and that the learning outcomes of Kasetsart University align with the Thai Qualifications Framework for Higher Education B.E. 2565 (2022), Kasetsart University has established learning outcomes consistent with the university s student identity. Details of learning outcomes for each domain and qualification level are attached to this announcement. Learning outcomes shall also conform to future related announcements of the Higher Education Standards Committee.

This announcement shall take effect from now onward.

Announced on: [Date] October B.E. 2565 (2022)

(Dr. Krisanapong Kiratikara)
Chairman of the Kasetsart University Council

Learning Outcomes According to the Thai Qualifications Framework for Higher Education of Kasetsart University B.E. 2565 (2022)

(Resolution of the Kasetsart University Council Meeting, Meeting No. 9/2022, Monday, September 26, 2022)

Undergraduate Level (B.E. 2565 / 2022)	Master's Degree Level (B.E. 2565 / 2022)	Doctoral Degree Level (B.E. 2565 / 2022)
Ethics 1. Students can demonstrate academic integrity. 2. Students can demonstrate respect for rules, social values, and academic or professional ethics.	**Ethics** 1. Students can demonstrate academic integrity. 2. Students can demonstrate respect for rules, social values, and academic or professional ethics.	**Ethics** 1. Students can demonstrate academic integrity. 2. Students can demonstrate respect for rules, social values, and academic or professional ethics.
Knowledge 1. Students can analyze and solve problems using subject-specific knowledge.	**Knowledge** 1. Students can synthesize concepts, theories, and scholarly work to design and develop research. 2. Students can extend research for improvement, innovation, or adaptation to changing contexts.	**Knowledge** 1. Students can generate new concepts, theories, or knowledge leading to holistic problem-solving recognized in their field. 2. Students can apply research findings in other contexts.
Skills 1. Students can solve problems using logical and academic reasoning in their field of study. 2. Students can communicate knowledge effectively with diverse audiences. 3. Students can use information technology to search for and present information.	**Skills** 1. Students can critically evaluate research and propose conceptual frameworks creatively within their field. 2. Students can use research tools effectively to obtain accurate results in their discipline. 3. Students can communicate knowledge with diverse audiences. 4. Students can use information technology to seek and process data for presentation.	**Skills** 1. Students can critically evaluate research and propose conceptual frameworks creatively within their field. 2. Students can use research tools effectively to obtain accurate results in their discipline. 3. Students can synthesize and integrate academic or professional knowledge to develop new insights. 4. Students can communicate knowledge with diverse audiences. 5. Students can use information technology to search and process data for presentation.

Undergraduate Level (B.E. 2565 / 2022)	Master's Degree Level (B.E. 2565 / 2022)	Doctoral Degree Level (B.E. 2565 / 2022)
Characters 1. Students demonstrate commitment, dedication, and the ability to perform assigned tasks responsibly, creatively, and cooperatively (IDKU), in line with the identity of Kasetsart University students. 2. Students demonstrate leadership, a love of learning, and awareness of social and cultural issues (Social Awareness). 3. Students are capable of self-directed learning and personal development. 4. Students exhibit entrepreneurial thinking, including valuing resource use, making decisions confidently, and persevering through challenges.	**Characters** 1. Students demonstrate commitment, dedication, and the ability to perform assigned tasks responsibly, creatively, and cooperatively (IDKU), in line with the identity of Kasetsart University students. 2. Students demonstrate leadership, a love of learning, and awareness of social and cultural issues (Social Awareness). 3. Students are capable of self-directed learning and personal development. 4. Students demonstrate research-oriented thinking.	**Characters** 1. Students demonstrate commitment, dedication, and the ability to perform assigned tasks responsibly, creatively, and cooperatively (IDKU), in line with the identity of Kasetsart University students. 2. Students demonstrate leadership, a love of learning, and awareness of social and cultural issues (Social Awareness). 3. Students are capable of self-directed learning and personal development. 4. Students can identify and solve problems independently through research.

List of Contributors, Editors, and Translator

to the Guidelines for Developing New or Revised Curricula at Kasetsart University (Revised Edition, B.E. 2565), in Accordance with the Higher Education Curriculum Standards, B.E. 2565 (2022)

Editorial Committee and Contributors
Guide for Developing or Revising Curriculum at Kasetsart University
According to the Thai Higher Education Standards (2022 Edition, English Version)

Advisors:

1. Acting President of Kasetsart University: Dr. Damrong Sripraram,
2. Vice President for Academic Affairs and Lifelong Learning: Assoc. Prof. Dr. Apisit Songsasen

Kasetsart University Education Committee:

1. Vice President for Academic Affairs and Lifelong Learning – *Advisor*
2. Assoc. Prof. Dr. Ratree Wongpanya – *Chairperson*
3. Director, Office of Educational Administration – *Vice Chairperson*
4. Assoc. Prof. Dr. Lily Kaveeta – *Committee Member (Expert)*
5. Assoc. Prof. Dr. Ladawan Puangchit – *Committee Member (Expert)*
6. Assoc. Prof. Dr. Vichien Kitpreechavanich – *Committee Member (Expert)*
7. Assoc. Prof. Chatcharee Kaewsuralikhit – *Committee Member (Expert)*
8. Assoc. Prof. Dr. Rattigorn Chongvisal – *Committee Member (Expert)*
9. Assoc. Prof. Dr. Supphadate Sujinnapram– *Committee Member (Expert)*
10. Assistant to the President for Academic/Educational Affairs (Kamphaeng Saen Campus) – *Committee Member*
11. Assistant to the President for Academic/Educational Affairs (Sriracha Campus) – *Committee Member*
12. Assistant to the President for Academic/Educational Affairs (Chalermphrakiat Sakon Nakhon Province Campus) – *Committee Member*
13. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Agriculture – *Committee Member*
14. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Veterinary Technology – *Committee Member*
15. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Business Administration – *Committee Member*
16. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Fisheries – *Committee Member*
17. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Humanities – *Committee Member*
18. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Forestry – *Committee Member*
19. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Science – *Committee Member*
20. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Engineering – *Committee Member*
21. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Education – *Committee Member*
22. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Economics – *Committee Member*
23. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Architecture – *Committee Member*

24. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Social Sciences–
Committee Member

25. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Veterinary Medicine –
Committee Member

26. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Environment –
Committee Member

27. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Agro-Industry –
Committee Member

28. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Medicine –
Committee Member

29. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Nursing –
Committee Member

30. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Integrative Studies –
Committee Member

31. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of International College–
Committee Member

32. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Graduate School –
Committee Member

33. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Agriculture –
Member (Kamphaeng Saen) - *Committee Member*

34. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Engineering
(Kamphaeng Saen) - *Committee Member*

35. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Sports Science –
Committee Member

36. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Liberal Arts and
Science – *Committee Member*

37. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Education and
Development Sciences – *Committee Member*

38. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Service Industry –
Committee Member

39. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Management
Sciences – *Committee Member*

40. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Science (Sriracha) –
Committee Member

41. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Engineering
(Sriracha) – *Committee Member*

42. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Economics
(Sriracha) – *Committee Member*

43. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of International
Maritime College – *Committee Member*

44. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Natural Resources
and Agro-Industry – *Committee Member*

45. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Science and
Engineering – *Committee Member*

46. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Liberal Arts and Management Science – *Committee Member*
47. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of Public Health – *Committee Member*
48. Associate Deans for Academic/Educational Affairs or representatives from the Faculty of the School of Interdisciplinary Management and Technology – *Committee Member*
49. Director or representatives from Irrigation College – *Committee Member*
48. Head of the Educational Standards Division – *Committee Member and Secretary*
49. Head of Curriculum Development – *Committee Member and Assistant Secretary*
50. Head of Curriculum and Qualification Accreditation – *Committee Member and Assistant Secretary*
51. Mrs. Waraporn Somboonkul – *Committee Member and Assistant Secretary*
52. Ms. Pinsuda Deechouy – *Committee Member and Assistant Secretary*
53. Mr. Pakinai Thaithara – *Committee Member and Assistant Secretary*
54. Ms. Thida Chantapoon – *Committee Member and Assistant Secretary*
55. Ms. Narissa Seeya – *Committee Member and Assistant Secretary*

Editorial Team:
1. Assoc. Prof. Dr. Ratree Wongpanya – *Assistant to the President for Academic Affairs*
2. Dr. Neranuch Pachanatip – *Director, Office of Educational Administration*
3. Ms. Yonrawiwon Viburanavong – *Head of Educational Standards Division*
4. Mrs. Manta Phanjit – *Head of Curriculum Development*
5. Ms. Tippawan Kamenkit – *Head of Certification and Qualification Section*
6. Mrs. Waraporn Somboonkul – *Certification and Qualification, Academic Standards Division*
7. Ms. Pinsuda Deechouy – *Curriculum Development, Academic Standards Division*
8. Ms. Thida Chantapoon – *Curriculum Development, Academic Standards Division*
9. Ms. Narissa Seeya – *Curriculum Development, Academic Standards Division*
10. Mr. Pakinai Thaithara – *Division of Educational Promotion and Technology*

Translator:
Assoc. Prof. Dr. Chamaipak Maiklad – *Assistant to the President,* Faculty of Humanities, Department of Linguistics

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