



TQF 2

Master of Science Program in Applied Behavioral Science Research
(Revised Curriculum, 2022)

**Behavioral Science Research Institute,
Srinakharinwirot University, Thailand.**

Course Description
Master of Science Program in Applied Behavioral Science Research
Revised Curriculum, 2022

Category 1: General Information

1. Curriculum Code and Title

- **Curriculum Code:** 25520091107578
- **Curriculum Title:**
 - English: Master of Science Program in Applied Behavioral Science Research

2. Degree Name and Field

English: Abbreviation: M.Sc. (Applied Behavioral Science Research)

3. Major/Field of Study (if applicable):

- None

4. Total Number of Credits Required for the Program:

- At least 36 credits

5. Program Structure

5.1 Format:

Master's Degree Program, 2 years, Type 2
24 credits of courseworks and 12 credits of Thesis

5.2 Language:

Thai and English

5.3 Admission Requirements:

Open to Thai and international students who are proficient in Thai language and/or English for communication.

5.4 Collaboration with Other Institutions:

The Master of Science Program in Applied Behavioral Science Research is specific to the Institute of Behavioral Research at Srinakharinwirot University and is offered in academic collaboration with institutions both domestic and international as follows:

1. **Domestic Collaborations:**

- Collaboration with Burapha University's College of Research and Innovation Science through a Memorandum of Understanding (MOU) for academic cooperation, including organizing academic conferences and joint research.

2. **International Collaborations:**

- Collaboration with four institutions:
 1. International Islamic University of Malaysia (IIUM), Malaysia
 2. Universiti Putra Malaysia (UPM), Malaysia
 3. Universitas Mercu Buana (UMB), Indonesia
 4. Universitas Islam Indonesia (UII), Indonesia
- Cooperation includes international conferences, short-term English training, and joint research.

5.5 **Awarding of Degree:**

- The degree awarded is Master of Science in Applied Behavioral Science Research.

6. **Status of the Program and Approval/Endorsement**

- The Master of Science Program in Applied Behavioral Science Research, Revised Curriculum B.E. 2565 (2022), is an update from the previous curriculum, which began implementation in the first semester of the academic year 2565 (2022).
- The program was approved/endorsed by the Graduate Education Committee in its meeting No. 3/2565 on March 1, B.E. 2565 (2022).
- The program was approved/endorsed by the Academic Council in its meeting No. 2/2565 on March 22, B.E. 2565 (2022).
- The program was approved/endorsed by the University Council in its meeting No. 5/2565 on April 12, B.E. 2565 (2022).

7. **Readiness to Promote Quality and Standard Curriculum**

- The program will be promoted as a high-quality and standard program according to the National Qualifications Framework for Higher Education, B.E. 2552, in the academic year 2566 (2023).

8. **Career Opportunities After Graduation**

1. Researcher in government and private organizations or independent researcher.
2. Academic or lecturer in higher education institutions in research or related fields such as psychology, sociology, education, human and social development, human resource management, etc.

3. Practitioner in personal, social, and community development in government and private organizations.
4. Project evaluator and project manager in government and private organizations.
5. Entrepreneur in private research and training business.

9. Name, Surname, Position, and Educational Qualifications of the Program Coordinators

No.	Faculty Member	Educational Qualifications (Undergraduate - Master's - Doctorate) Year of Completion	Graduating Institution
1	Assoc. Prof. Dr. Thasuk Junprasert	B.A. (Urban Community Development), 2001 Ph.D. (Applied Behavioral Science Research), 2010	Srinakharinwirot University Srinakharinwirot University
2	Asst Prof. Dr. Kanchana Patrawiwat	B.Sc. (Agriculture), 1993 M.Sc. (Applied Statistics), 1996 Ph.D. (Statistics) (International Program), 1999 Ph.D. (Research and Development on Human Potentials), 2015	Chiang Mai University Thammasat University National Institute of Development Administration Srinakharinwirot University
3	Asst Prof. Dr. Pitchayanee Poonpo	B.A. (Sociology and Anthropology), 2005 M.A. (Information Studies), 2007 Ph.D. (Mass Communication), 2015	Chulalongkorn University Chulalongkorn University Thammasat University

10. Location of Instruction

Behavioral Science Research Institute, Srinakharinwirot University

11. External Conditions or Developments to Consider in Curriculum Planning

11.1 Economic Conditions or Developments

Thailand is in the process of transitioning to the 13th National Economic and Social Development Plan (2024–2028), which continues to adhere to the principles of the Sufficiency Economy Philosophy as the core guiding principle for driving and planning national development, similar to the 11th Plan (2012-2016) and the 12th Plan (2017-2021). The country continues to face challenges from rapid changes, broadly impacted by technological disruption, including factors such as digital technology, big data, virtual reality, augmented reality, innovation, energy, free-market economy, demographic changes, natural disasters, and social issues. These factors affect the growth of the country in agriculture, industry, and services, as well as the quality of life for Thai people of all ages.

Especially during the COVID-19 pandemic, there was a direct impact on the way of life and work, necessitating adaptation to the *new normal*. The education system must also adjust to align with changing behaviors and the future of work, which now tends to favor flexible, location-independent online work and non-standard forms of employment (Non-standard Form of Employment: NSE). This external challenge will encourage the strengthening of domestic capacities, particularly in nurturing and developing human resources to build resilience—physically, emotionally, and socially—for sustainable growth, learning, and development in careers. This will help individuals adapt to external changes and enhance their competitiveness.

It is evident that people's behaviors are changing due to an increasing use of technology, such as social media, remote learning, e-commerce, video conferencing, and online education. The transition to a *new normal* way of behaving has been largely completed. Looking ahead, global development agendas aim to align educational development with Industry 4.0 to transform Thailand from a “middle-income” to a “high-income” country. This is driven by the 20-Year National Strategy (2018-2037) and the 20-Year National Education Plan (2017–2036), which focuses on enhancing competitiveness, developing human potential, creating opportunities and social equality, and promoting growth with environmental sustainability. Key mechanisms include research, innovation, and technology to boost productivity and achieving the United Nations' 17 Sustainable Development Goals (SDGs), particularly SDG-3 (Good Health and Well-being), SDG-4 (Quality Education), and SDG-16 (Peace, Justice, and Strong Institutions).

However, an analysis of the research and innovation situation in the country revealed that Thailand still faces issues with research productivity, lack of supportive resources, and a shortage of research personnel, with only 1,350 researchers per 1 million people compared to South Korea's 7,498 and Malaysia's 2,397 (World Bank and NSTDA, 2019). Additionally, research has not yet sufficiently benefited the economy and society. Producing researchers, research outputs, and innovations remains a primary indicator for higher education institutions, which need to address this issue by fostering research capabilities among students. Thus, there is need to highlight the importance of research, involving students in research activities, integrating teaching with research, and using research to generate new knowledge (Pharungroj, 2016; Tangboriboonrat, 2016). Therefore, the modifications in the Applied Behavioral Science Research curriculum are designed to align with changes and meet national requirements to produce high-quality behavioral science researchers.

11.2 Social and Cultural Conditions or Developments

According to the draft of the 13th National Economic and Social Development Plan (2023 - 2027), the focus on social and cultural development continues to promote the advancement of social capital in the country. The emphasis is placed on creating opportunities, promoting equality, and reducing social disparities, particularly through enhancing educational opportunities by using technology to ensure widespread and equitable access to knowledge. This includes equitable income distribution and increasing

the self-reliance of local communities, as well as expanding sales channels for local businesses.

The widespread use of technology and online communication has led to many children and adolescents being raised with digital media and devices that impact their behavior and development. This could potentially lead to future social issues such as cybercrime, gaming addiction, risky sexual behaviors, violence, and mental vulnerabilities due to a materialistic society that values fame and recognition over moral and ethical principles. The existence of diverse and extreme cultures in the virtual world may also lead to biases and hatred against different groups. These complex behaviors and their broad impacts require the curriculum to analyze and understand them through interdisciplinary approaches.

The COVID-19 pandemic has accelerated the shift to *new normal*, intensifying technological disruption and directly impacting the labor market. Some professions may be reduced or replaced by robots and machines. Therefore, promoting human capital development involves enhancing the skills and competencies of the workforce to adapt to changes. This includes acquiring necessary technological skills for all aspects of life such as education, work, and daily living, as well as fostering awareness of ethical and judicious use of information technology.

Consequently, the curriculum has been updated to address these critical issues and align with rapidly changing social and cultural conditions, aiming to produce human capital with the potential to drive society toward desired outcomes.

12. Impacts of Sections 11.1 and 11.2 on Curriculum Development and Its Alignment with the Institution's Mission

12.1 Curriculum Development

Given the current circumstances, the curriculum recognizes the importance of comprehensive human capital development. This includes:

- **Technology:** The curriculum promotes students' digital literacy and technological skills by adding and updating courses related to the use of technology for learning and research.
- **Knowledge Integration:** To address complex modern behaviors, the curriculum has incorporated a diverse range of subjects and integrated various fields of study. This helps students understand and analyze contemporary behaviors more effectively.
- **Application:** The curriculum has introduced courses focused on solving social issues and encourages students to conduct research that applies knowledge to improve individual, community, and societal quality of life.

Additionally, the program remains committed to producing skilled applied behavioral science researchers capable of conducting integrative research using diverse methodologies, adhering to ethical standards. This approach aims to develop students into high-potential human capital that aligns with the current global context.

12.2 Relevance to the University and Institute's Mission

Development of Applied Behavioral Science Research Curriculum is directly related to the university's mission to create quality research and innovation. It aims to produce quality and moral graduates for society through the learning process and learning society. For this reason, the development of the curriculum must aim to produce applied behavioral science researchers with knowledge and morality, as well as ability to transmit and produce quality research results to improve the quality of life of individuals and society.

13. Relationship with other courses offered in other faculties/departments of the institution

13.1 Courses offered by other faculties/departments/courses

Courses in the Doctor of Philosophy program, Applied Behavioral Science Research, and Doctor of Philosophy program in Applied Psychology, or other courses according to the student's interests, either in the form of credit counting or not counting credits.

13.2 Courses offered to other faculties/departments/courses

All courses offer students from other programs such as the Doctor of Philosophy Program in Applied Behavioral Science Research and the Doctor of Philosophy Program in Applied Psychology to enroll or choose to study according to the student's interests, either by credit or not.

13.3 Management

This is a graduate program, so some courses can meet the needs of other programs that require graduates to have quality research knowledge. The program allows students in other disciplines to enroll in courses offered in each semester, such as Course RB 501 Behavioral Science Research Methods, Course RB511 Statistics for Behavioral Science Data Analysis, Course RB 503 Qualitative Research, as well as co-teaching courses for courses in other courses such as Course RB 504 Qualitative Research in Applied Psychology. In the Applied Psychology Program affiliated to the Graduate School, the person in charge of the course is a faculty member of the Behavioral Science Research Institute, and students in the Applied Behavioral Science Research Program can enroll in the course together.

Section 2 Specific Information of the Course

1. Philosophy, Significance and Objectives of the Course

1.1 Philosophy

Applied Behavioral Science Research to Promote the Effective Development of Individual and Social Quality

1.2 Significance

Behavioral science is one of the sciences that is necessary for the development of society and the nation, adhering to the principle that behavioral science knowledge can effectively explain human behavior and phenomena in society by integrating many aspects of sciences. This is to help individuals improve their quality of life and lead to sustainable development at the national level, which is in line with the National Strategic Plan 20 Year (2018-2037) and the National Education Plan 20 Year (2017–2036) aiming at developing and strengthening human potential and creating opportunities for equality and social equality by producing quality graduates. It has the potential to innovate in the digital society and increase the country's competitiveness by promoting work skills, hard skills related to Digital Literacy Data Science, Artificial Intelligence Skills at Technology and Behavioral Skills (Non-Cognitive/Soft Skills) or more human skills that cannot be replaced by technology, such as thinking, teamwork, motivation for learning and development and learning that supports individual potential. This is also under the Higher Education Plan to produce and develop the country's manpower 2021-2027 aims to drive the higher education sector to produce and develop manpower in both school-age and working-age (Manpower) that meet the needs of the labor market (Soft & Hard Skills). Providing education for working people who wish to return to the higher education system to increase their knowledge and skills at a higher level. Creating opportunities to enter the labor market. This will affect the development of the country in both economic and social dimensions. Especially in terms of enhancing the country's competitiveness, which will lead to overall economic growth. Reducing inequality and improving the quality of life for the wider public to have a better life.

This development has been carried out through the main strategy of research, which can be in line with the challenges of the National Research Agency (NRA) which analyzes that Thailand still lacks quality research personnel and still lacks personnel who can conduct research to develop and solve the country's problems. Therefore, the development of research personnel and research standards is the core of national development. The vision is “Thailand is a global leader in research and innovation to drive society and the economy towards sustainable stability and prosperity” The development direction is to create knowledge, wisdom, knowledge management to build immunity for Thai society, and create value-added commercial products. Development of sustainable production and consumption processes. Strengthen local communities and social capital, develop the economy and society on the basis of education and learning, and promote fair and sustainable access to resources and welfare, which is in line with the strategic framework of Srinakharinwirot University (2022- 2041).

Therefore, the Applied Behavioral Science Research Program is an interdisciplinary program to produce behavioral science researchers to create quality research and apply the knowledge gained from the research to improve the quality of individuals and society, which will drive the economy and society for the country.

1.3 Objectives and Expected Learning Outcomes of the Course

1.3.1 Course Objectives

To produce graduates with the following desirable characteristics:

1. Be able to create quality research and apply the knowledge gained from the research to improve the quality of individuals and society.
2. Be able to publish behavioral science research results that are recognized both nationally and internationally.
3. Able to conduct research in behavioral sciences based on appropriate research ethics.

1.3.2 Expected Learning Outcomes

- 1) ELO1- Explain knowledge, theories, and principles related to behavioral science and research methodology.
- 2) ELO2- Analyze and synthesize concepts, theories and research results to develop behavioral science knowledge in accordance with research professional ethics.
- 3) ELO3- Analyze and evaluate quantitative and qualitative research data taking into account research standards and ethics.
- 4) ELO4- Apply and integrate behavioral science knowledge for problem solving, and personal and social development.
- 5) ELO5- Appropriately transfer academic knowledge and research results to target groups at various levels.

1.3.3 Expected Learning Outcomes of the Course At the end of the school year (2 or 3 years according to the format of the course)

The Master of Science program in Applied Behavioral Science Research has learning outcomes that show the competence of knowledgeable master's students. Ability and can apply the knowledge gained to be able to develop individuals and society. At the end of each school year. as follows

Year 1

- 1) Explain the knowledge, theories, and principles related to behavioral science and research methodology.
- 2) Analyze and synthesize concepts, theories and research results to develop behavioral science knowledge in accordance with research ethics.
- 3) Analyze and evaluate quantitative and qualitative research data by taking into account research professional standards and ethics.

Year 2

- 1) Apply and integrate behavioral science knowledge for problem solving and personal and social development.

2) Appropriately transfer academic knowledge and research results to target groups at various levels.

2. Development and improvement plan

Development Plan/ Change Plan	Strategy	Index
AUNQA curriculum development	1. Build a network of cooperation with courses that have been accredited according to AUN-QA criteria.	Number of Partners
	2. Promote and supervise the dissertation and publication of students' research papers.	Percentage of students who graduated according to the curriculum plan
Teaching and learning management in the New Normal	1. Support the development of a curriculum that is flexible and in line with social changes.	Number of courses that are taught and learned in the New Normal
	2. Promote the development of technology and digital literacy of faculty members to be used in learning management. 3. Promote the transformation of traditional teaching styles from teachers who are teachers to teachers who support learning (Facilitator).	The number of courses that are proactively taught and learned, and the use of technology and digital for learning management.
Enhancing Internationalization in Academics	1. Bilingual teaching and learning management in some courses 2. Organize a teaching and learning environment that aims to be international.	The number of courses taught in English has increased by one subject per year.
	3. Promote cooperation in teaching and research with overseas universities. 4. Build an international academic network.	Number of MOUs that foreign institutions have co-developed students
	5. To train learners to have the knowledge and skills of using academic English in behavioral science research.	- Percentage of students participating - Number of student works published in international databases
	6. Promote the accreditation of teachers in accordance with the UK Standards Framework (UKPSF).	Number of Teachers Awarded the UK Standards Framework (UKPSF)

Section 3

Educational Management System, Implementation and Structure of the Curriculum

1. Education Management System

1.1 Semester system

The education system is bilateral, that is, one academic year is divided into: 2 Regular semesters, one regular semester has a study period of not less than 15 weeks.

1.2 Summer education

Summer education may be arranged as appropriate as a special case. It is subject to the discretion of the Curriculum Management Committee. The study period is not less than 8 weeks, in accordance with the regulations of Srinakharinwirot University. (Appendix A)

1.3 Credits Equivalence in Dual System

The credit comparison is in accordance with the regulations of Srinakharinwirot University on Graduate Education, 2016

2. Course Implementation

2.1 Class hours

The Master of Science Program in Applied Behavioral Science Research is divided into the following semesters:

Early August – December

Late January – May

Summer Session: June – July

The teaching and learning will be held on Monday - Friday from 17.00 to 20.00 and or on Saturday and Sunday.

2.2 Qualifications of Prospective Students

Applicants must have graduated with a bachelor's degree in all disciplines and have general qualifications according to Srinakharinwirot University regulations. On Graduate Education, 2016 (Appendix A).

2.3 New student problems

1) Some students still have insufficient knowledge of research methodology and behavioral science content, which is the core subject of the curriculum.

2) Some students have not completed their academic English skills.

2.4 New student problems solving strategies

The curriculum has prepared ways to prevent and assist students who may face problems as mentioned in Clause 2.3.

1) Analyze and group learners in research methodology and behavioral science content to know what level of foundation each person has before organizing activities to adjust basic knowledge for new students as appropriate. Online training or learning through E-Learning

2) Arrange basic subjects for new students to take from the first semester, such as behavioral research methods, psychological behavioral science, and social fundamentals of human behavior.

3) Students are advised to attend classes in courses that include subjects to enhance their basic knowledge of research methodology and behavioral science content.

4) In accordance with the Graduate School's English Language Skills Development Measures, students must have a "pass" assessment result to be able to take the thesis degree exam.

2.5 Plan for Admission of Students and Graduates in 5 Years

Number of students	Number of students in each academic year				
	2022	2023	2024	2025	2026
Year 1	10	10	10	10	10
Year 2	-	10	10	10	10
Total	10	20	20	20	20
Expected to graduate.	-	10	10	10	10

2.6 Planned budget

The Master of Science Program uses the national budget and the revenue budget of the Behavioral Science Research Institute, Srinakharinwirot University, with an estimated per capita cost in producing graduates (10 students per academic year) as explained further.

2.6.1 Revenue budget

To be used in the administration of the Master of Science program in Applied Behavioral Science Research.

Revenue Details	Fiscal years				
	2022	2023	2024	2025	2026
Lump-sum tuition fee for 1 academic year (Fee/person/year x Amount received) (100,000/person/year x 10)	1,000,000	2,000,000	2,000,000	2,000,000	2,000,000
Total Revenue	1,000,000	2,000,000	2,000,000	2,000,000	2,000,000

2.7 Education system

- Class
- Mainly through print media.
- Long-distance through broadcast and audio media as the main media.

- Electronic long-distance as the main medium (e-learning).
- Internet remote
- others- a combination of online and offline

2.8 Credit Transfer Courses and cross-university enrollment (if any)

The credit comparison is in accordance with the regulations of Srinakharinwirot University. On Graduate Education, 2016

3. Curriculum and Instructors

3.1 Curriculum

The Master of Science (M.Sc.) program is a plan A2, which is an educational plan that focuses on research, with 12 credits of thesis and no less than 24 credits of coursework.

3.1.1 Number of Credits

A total of not less than 36 credits throughout the course.

3.1.2 Curriculum Structure

Categories	Credit
A. Compulsory Courses	18 Credits
- Research Methodology	12 Credits
- Behavioral Sciences	6 Credits
B. Elective Courses (not less)	6 Credits
C. Thesis	12 Credits
The total is not less than	36 Credits

3.1.3 Courses

A. Compulsory Courses (18 credits)		
Research Methodology (12 credits)		
RB501	Research Methods in Behavioral Science	3(2-2-5)
RB502	Construction and Development of Measuring Instruments in Behavioral Science	3(2-2-5)
RB511	Statistics for Data Analysis in Behavioral Science	3(2-2-5)
RB609	Research Practicum	3(1-4-4)
Behavioral Sciences (6 credits)		
RB521	Behavioral Science in Psychological Perspectives	3(3-0-6)
RB541	Behavioral Science from Diverse Perspectives	3(3-0-6)

B. Elective Courses (not less than 6 credits)

Students can choose to take elective courses in the Research Methodology and/or Behavioral Sciences groups, or they can choose to take other courses outside the curriculum. Outside the work and outside the university. Under the approval of the

Program Management Committee and the Graduate School, the total is not less than 6 credit

Elective Courses in the Research Methodology Group		
RB503	Qualitative Research	3(2-2-5)
RB504	Research and Academic English Skills	3(2-2-5)
RB512	Statistics for Experimental Research in Behavioral Science	3(2-2-5)
RB513	Digital Technology Applications in Behavioral Science Research	3(2-2-5)
RB514	Research for Development of Policy Proposals	3(2-2-5)
RB515	Data Mining and its Applications in Behavioral Science Research	3(2-2-5)
RB516	Big Data Management Technology for Behavioral Science Research	3(2-2-5)

Elective Courses in Behavioral Sciences		
Psychology		
RB522	Counseling Psychology for Human and Social Quality Development	3(2-2-5)
RB523	Behavior Analysis and Behavior Modification	3(2-2-5)
RB524	Basic Behavioral Science of Gender and Sexuality	3(2-2-5)
RB531	Attitudes and Prediction of Behavior	3(3-0-6)
RB532	Positive Psychology for Quality of Life Development	3(2-2-5)
RB533	Interactions and Adjustment in Intercultural Work Context	3(2-2-5)
RB534	Health Psychology	3(2-2-5)
Other Social Sciences		
RB551	Behavioral Science in Cultural Anthropology Perspective	3(3-0-6)
RB552	Literate Citizenship Behavior for Future Work	3(2-2-5)
RB561	Buddhism and Quality of Life	3(3-0-6)
RB562	Communication Behavior in Digital Age	3(2-2-5)
Interdisciplinary Group		
RB581	Seminar in Socialization for Human Development	3(2-2-5)
RB582	Behavioral Science and Inequality	3(2-2-5)
RB583	Project Management	3(2-2-5)
RB681	Research for Youth Development Policy	3(2-2-5)
RB682	Behavioral Sciences for Social and Community Problem-Solving	3(2-2-5)

C. Thesis (12 credits)		
GRT691	Master's Thesis	12 Credits

3.1.3 Study Plan

The curriculum arranges a study plan for each semester, classified according to the bilateral system. as follows

Year 1 Semester 1			Year 1 Semester 2		
RB501	Research Methods in Behavioral Science	3(2-2-5)	RB502	Construction and Development of Measuring Instruments in Behavioral Science	3(2-2-5)
RB541	Behavioral Science from Diverse Perspectives	3(3-0-6)	RB511	Statistics for Data Analysis in Behavioral Science	3(2-2-5)
RB521	Behavioral Science in Psychological Perspectives	3(3-0-6)	RB609	RESEARCH PRACTICUM	3(1-4-4)
Elective Courses (1 Subject 3 Credits)			Elective Courses (1 Subject 3 Credits)		
Total 12 credits			Total 12 credits		
Year 2 Semester 1			Year 2 Semester 2		
GRT691 Master's Thesis (6 credits)			GRT 691 Master's Thesis (6 credits)		
Thesis 6 credits			Thesis 6 credits		

3.1.5 Course Description

Research Methodology

RB501 Research Methods in Behavioral Science 3(2-2-5)

The concepts and application of Behavioral science research is to understand, explain, predict personal and social behaviors using research processes ranging from selecting behavioral science research issues, writing reports and research articles, both quantitative and qualitative research, selecting the right research methodology, evaluating and critiquing research, research ethics, and writing behavioral science research proposal

RB502 Construction and Development of Measuring Instruments in Behavioral Science 3(2-2-5)

The basic principles of measurement based on the classical and modern test theories; construction and validation of measuring instruments in behavioral science both qualitative and quantitative research design measurement, question items/statements, item analysis, testing, revision, validation, writing the construction and development of measuring instruments using other methods in the collection and interpretation of data

RB503 Qualitative Research 3(2-2-5)

Basic concept of qualitative research methodology and accepted standards of qualitative research and practices in research design, data collection, data analysis and report writing through practice in the actual setting

RB504 Research and Academic English Skills 3(2-2-5)

Essential research processes and skills in English, basics of research ethics for behavioral science researchers, critical reading and note taking skills for reviewing research papers analyzing and synthesizing the information to identify a research problem and develop research topic, build research writing skills by integrating the information from reviewed literature, understanding the formal vs informal styles of

writing, applying appropriate interpersonal and communication skills for academic work and self- development

RB511 Statistics for Data Analysis in Behavioral Science 3(2-2-5)

The concepts and application of basic statistics which include independent and paired t-test, one-way and two-way analysis of variance, multiple comparisons, analysis of covariance, correlation analysis, and multiple regression analysis, as well as the use of a statistical software package for behavioral science data analysis

RB512 Statistics for Experimental Research in Behavioral Science 3(2-2-5)

The principles and application of experimental research for behavioral science study which include a completely randomized design, a randomized complete block design, Latin square designs, factorial designs, a hierarchical design, split-plot designs, and nonparametric statistics, as well as the use of a statistical software package for behavioral science data analysis

RB513 Digital Technology Applications in Behavioral Science Research 3(2-2-5)

Modern digital technology applications in behavioral science research process, research conceptualization and designs, data organization, data searching, data gathering, data analysis and interpretation of findings

RB514 Research for Development of Policy Proposals 3(2-2-5)

The concepts and application of Behavioral sciences research to the development of policy proposals for personal, organizational, and societal development using research and development principles, futuristic research, and policy research

RB515 Data Mining and its Applications in Behavioral Science Research 3(2-2-5)

The concepts and principles of data mining, data preparation, and data mining techniques include neural networks, Kohonen network, a decision tree, web data mining, relationship rules, classification, clustering and prediction, a model assessment approach, the application of data mining in behavioral science research, and data mining analysis using software packages

RB516 Big Data Management Technology for Behavioral Science Research 3(2-2-5)

The concepts and principles of big data, the technology for extracting, connecting, managing, and analyzing big data, the techniques to analyze big data on social media, text mining, social network analytics, the presentation of data extracted from large data sources using data visualization, the application of big data in behavioral science research, and the analysis of big data using software packages.

RB609 Research Practicum 3(1-4-4)

To identify research problem, applications of multi-disciplinary behavioral science knowledges, to analyze and synthesize the behavioral science knowledges and methodology for constructing research projects towards development of individual and society. Conducting research in a practicum at different stage of the research process from individual research project or participate in research project with senior researchers with research ethics principles as proposed in the Declaration of Helsinki

RB521 Behavioral Science in Psychological Perspectives 3(3-0-6)

To analyze the results of psychological and behavioral science research which can explain human behaviors including the influence of genetics and environment to human behaviors. To explain human behaviors through a cognitive, behavioral, psychoanalytic, humanistic, psychophysiological approach and other modern psychological concepts.

RB522 Counseling Psychology for Human and Social Quality Development 3(2-2-5)

Study and understand individuals and society through a counseling psychology perspective, online counseling, and consulting trends in the age of artificial intelligence, including the applications of theories and concepts to solve problems of or to develop individuals and society.

RB523 Behavior Analysis and Behavior Modification 3(2-2-5)

Conditioning theory, Cognitive Behavior Approach, behavior analysis, behavior modification, and behavior modification programs.

RB524 Basic Behavioral Science of Gender and Sexuality 3(2-2-5)

Gender and sexuality through multidisciplinary lens including psychology, sociology and feminist framework. The topics includes concept of power and gender role, femininity, masculinity, gender and sexual diversities, minority stress model, effects of marginalized gender and sexual identity, Intersectionality, social movement of gender and sexual orientation social justice for behavioral scientist, and discussion of research related to gender and sexuality.

RB531 Attitudes and Prediction of Behavior 3(3-0-6)

Meaning, theory and research findings of relationship between attitudes and behavior; factor predicting attitudes and behavior of people; improvement and modification for positive attitudes.

RB532 Positive Psychology for Quality of Life Development 3(2-2-5)

The application of positive psychological theories, research, measurements, and interventions to strengthen the individual attributes that are needed to achieve happiness, success, and quality of life.

RB533 Interactions and Adjustment in Intercultural Work 3(2-2-5)

Context

Concepts, theories, research works on values, social interactions of intercultural groups, adjustment and practices of intercultural communal living in an organization for wellbeing and quality of work-life.

RB534 Health Psychology 3(2-2-5)

Concepts, theories, and research of health wellbeing, effect of health psychology. Applying psychology concepts for health behavioral modification, health quotient, emotional quotient, health literacy, work-related disease, stress and coping.

RB541 Behavioral Science from Diverse Perspectives 3(3-0-6)

Application of concept and theories different perspectives such as sociology, anthropology, anthropology, political science, economics, physiology, criminology to explain and predict human behavior.

RB551 Behavioral Science in Cultural Anthropology Perspective 3(3-0-6)

Human behavior from a holistic, culture influences on human behavior, similarities and differences of culture, and dimensions of human behavior through concepts, theories, and cultural anthropology researches, Application of cultural anthropology theories and concepts for behavioral science research.

RB552 Literate Citizenship Behavior for Future Work 3(2-2-5)

Fundamental skills of the future global citizens, technology and digital literacy, health and environmental literacy, global active citizenship behaviors, adaptability coping to uncertainty in the future work, artificial intelligence for developing literate citizenship behaviors, application of data science for developing literate citizenship behaviors and evaluation model of literate citizenship behaviors.

RB561 Buddhism and Quality of Life 3(3-0-6)

Buddhist concepts focusing on the discernment of Truths from Buddha's Enlightenment, essential features and principles, the three characteristics, the law of Causation or Dependent Origination, the Four Noble Truths, the Law of Karma, and the moral and ethical principles associated with quality of life

RB562 Communication Behavior in Digital Society 3(2-2-5)

Concepts, theories and findings related to communication behavior; factor contributing to communication behavior via digital technology of both positive and

negative behavior, developing knowledge, skills, positive behavior and behavior modification of person, organization and community effectively for now and the future.

RB581 Seminar in Socialization for Human Development 3(2-2-5)

Socialization from a variety of perspectives, such as sociology, anthropology, biology, education, etc. The influence of agents of socialization on human development and the effect of socialization on the psychological and behavioral characteristics of individuals.

RB582 Behavioral Science and Inequality 3(2-2-5)

Concepts of inequality from the behavioral science approach, analyze inequality of economic, social and mental factors. The culture of inequality, focusing on adjustment of individuals and social values; and search for solution of social inequality

RB583 Project Management 3(2-2-5)

Principles, procedures of efficient project management, risk management, project evaluation by information technology and digital technology, modern techniques and procedure with multidisciplinary, economical, accounting, management and organizational psychology approaches

RB681 Research for Youth Development Policy 3(2-2-5)

The concepts of public policy, the research and development foundation, the context of Thai society, current situation and future trends; to impose guidelines for research evocative to youth development policy

RB682 Behavioral Sciences for Social and Community Problem-Solving 3(2-2-5)

Knowledge of behavioral sciences and interdisciplinary to understand, analyze, predict and modify behavior, solving problem of vulnerable group, conflict management, participation for sustainable problem solving of social and community

4. Elements of Field Experience (Internship or Cooperative Education) (if any)

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4.1 Field Experience Learning Outcome Standards

-

4.2 Interval

-

4.3 Scheduling and Teaching Schedule

-

5. Requirements for the project or research (if any)

5.1 Brief Description

Curriculum Prospective graduates are required to complete a thesis with 12 credits according to the duration and process of making a thesis and must be a topic in

behavioral science, as well as a thesis proposal and pass a final oral examination by a committee appointed by the Graduate School. The dissertation or part of the dissertation must be published or at least accepted for publication in a quality national or international journal in accordance with the Higher Education Commission's announcement. Regarding the criteria for considering academic journals for the publication of academic works or presentation to academic conferences by the complete presented articles (Full Paper) Published in the Proceedings of the Symposium (Proceedings) as stated

5.2 Learning Outcome Standards

Doing a dissertation in the form of research will improve the learning outcomes of each aspect of the student. as follows

1. Students are knowledgeable and understand the knowledge, theories, and principles related to behavioral science.
2. Students can think analytically and apply knowledge from research to develop and solve social and environmental problems.
3. Students can synthesize concepts Theories and research results to develop knowledge in behavioral science. Able to create research to solve problems with new methods.
4. Students can conduct research and academic work with others, both as leaders and collaborators.
5. Students can create research under honesty and self-discipline. Able to handle ethical issues or academic and research ethics, able to criticize and initiate the shortcomings of the existing academic and research ethics code.

5.3 Timing

Students will propose a thesis layout when they have enrolled in the university for at least 1 semester but not more than the 5th semester. Progress Report) All semesters If progress reporting is not carried out, Students may be suspended from enrollment or student status retention for the next semester. According to the consideration of the Graduate School Standing Committee.

5.4 Number of Credits

Thesis 12 credits

5.5 Preparation

The program has prepared and supported the completion of students' dissertations according to the standards. as follows

- 1) The instructors of the courses in the program encourage, support, and encourage the conduct of behavioral science research from the beginning.
- 2) Provide opportunities for students to participate in the Institute's research to create indirect research experience for students.
- 3) Organize seminars on the development of dissertation topics, dissertation progress monitoring projects and exchange research experiences with faculty members so

that students have the opportunity to receive feedback from faculty members, which will be beneficial for the development of students' dissertation layout.

4) Organize a system of dissertation advisors with expertise to be suitable for the dissertation topic according to the interests of students.

5) Organize a forum for national behavioral science research conferences to provide students with the opportunity to present academic articles as part of their dissertations, as well as produce both Thai and English versions of behavioral science journals for students to publish their research results as part of their dissertations.

5.6 Evaluation Process

Curriculum Graduates are required to pass the thesis layout, oral examination, and must have their dissertation published in a national journal. The evaluation process is in accordance with the regulations of Srinakharinwirot University on Graduate Education, 2016.

Section 4

Learning Outcomes, Teaching Strategies and Evaluation

Development of special characteristics of students

Special Characteristics of Students/ Course Performance	Teaching Strategies and Activities
<p>1. Have communication skills</p> <p>1.1 Able to transfer academic knowledge effectively.</p> <p>1.2 Use language to communicate appropriately to a variety of target groups.</p> <p>1.3 Modern technology can be used for communication</p> <p>1.4 Able to transfer or manage learning for target groups of various ages.</p>	<ul style="list-style-type: none"> - Encourage students to disseminate their academic works through the presentation of knowledge at academic conferences and the publication of articles in academic journals at both national and international levels. - Encourage students to participate in national and international academic conferences both in person and online in the academic conference forum on the occasion of the establishment of the Institute of Behavioral Sciences on August 25 which is held annually and in the annual international conference with the International Islamic University of Malaysia (IIUM). - Encourage students to organize seminars by inviting participants from partner countries or support cross-cultural research. - Encourage students to present their knowledge both in class and outside of class in various channels that reach the target audience at each level, such as organizing seminars via Clubhouse, Facebook Live, or Zoom.
<p>2. Course Performance</p> <p>2.1 Strengthen the integration of quantitative and qualitative research methods.</p> <p>2.2 Be able to apply behavioral science knowledge to develop individuals and society.</p>	<ul style="list-style-type: none"> - Organize the curriculum to focus on both research methodology (quantitative research, qualitative research and methodological research) and behavioral science. - Organize courses and activities for students to analyze and synthesize social problems to develop into thesis topics and integrate behavioral science knowledge and research methodology to design and conduct research to meet those problems, as well as disseminate the results of the study to the public to lead to real solutions. - Support and encourage students to conduct research with professors, companies, and organizations so that students can learn and practice their experiences. Increase expertise in research and build a network with researchers in the academic field.

Improving learning outcomes in each area

1. Morality and Ethics

Moral and Ethical Learning Outcomes	Teaching Strategies	Measurement and Evaluation Methods
<p>1.1 Honesty and self-discipline Respect and honor the person involved.</p> <p>1.2 Adhere to and comply with the research ethics</p> <p>1.3 Able to criticize and indicate the shortcomings of the research ethics</p>	<ul style="list-style-type: none"> - There is an inculcation and emphasis on referencing academic works for students, both in making reports and dissertations, considering the protection of the rights of the sample and related persons. - Instructors are good role models in the field of morality, ethics and ethics for researchers. - Instructors insert content on morality, ethics, and research ethics in all courses of the course. - The institute organizes training on ethics and human research every 2 years. - Use case studies/case studies/research for students to criticize. 	<ul style="list-style-type: none"> - Observe student behavior. - Examine and evaluate the results of the student's work based on data references. Not copying the works of others, etc. Or ask for information from the course instructor. Thesis Advisor and Thesis Examination Committee - Evaluate based on the student's thesis layout has received ethical certification from the university.

2. Knowledge

Knowledge Learning Outcomes	Teaching Strategies	Measurement and Evaluation Methods
<p>2.1 Knowledge and understanding of knowledge, theories, and principles related to behavioral science and other related sciences.</p> <p>2.2 Knowledge and understanding of behavioral science research techniques.</p> <p>2.3 Be able to apply knowledge in various fields related to behavioral science for analysis and problem solving.</p>	<ul style="list-style-type: none"> - Teaching using research as the basis and assigning students to critique academic articles and modern research articles from quality journals. - Invite experts from various fields to give lectures on each course. - Assign students to conduct research or projects by integrating knowledge, theories, and principles of behavioral science with advanced research 	<ul style="list-style-type: none"> - Evaluate the course results and reports assigned by the students. - Evaluation of the results of the seminar on the topic of knowledge gained from the seminar - Consider the intention and behavior of students in conducting research with faculty members.

	<p>methods to create new knowledge.</p> <ul style="list-style-type: none"> - To provide students with the experience of learning from the research of the faculty. - Organize academic seminars related to behavioral science research knowledge, as well as organize training seminars on new knowledge or important issues that are always of interest to society. 	
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3. Intellectual Skills

Learning outcomes Intellectual Skills	Teaching Strategies	Measurement and Evaluation Methods
<p>3.1 Able to analyze and synthesize concepts Theories and research results to develop knowledge in behavioral science and solve problems at the individual and social levels.</p> <p>3.2 Able to expand knowledge by integrating knowledge in both behavioral science and research methodology.</p>	<ul style="list-style-type: none"> - The instructor manages learning using problems as a focus for students to think about answers. Solve problems based on research. - Encourage students to review literature systematically (Systematic Review) - Focus on students to think about answers. Solve problems based on research. 	<ul style="list-style-type: none"> - Evaluate the course results based on making reports and answering questions that focus on critical thinking. - Participation in class and the ability to express opinions and debate in class. -Based on the results of research/dissertation created.

4. Interpersonal skills and responsibilities

Learning outcomes of interpersonal skills and responsibilities	Teaching Strategies	Measurement and Evaluation Methods
<p>4.1 Able to conduct research and academic work with others, both as leaders and collaborators.</p> <p>4.2 Be able to contact, coordinate and reach the target population of the research appropriately.</p>	<ul style="list-style-type: none"> - Encourage students to create activities to develop themselves and the institution. - Encourage students to conduct research with faculty members. - Encourage students to participate in national and international academic conferences. 	<ul style="list-style-type: none"> - Consider the behavior of the student. - Results of group work - Participant satisfaction assessment form

4.3 Be inquisitive and self-directed learners.	<ul style="list-style-type: none"> - Instructors manage self-directed learning based on Constructivism and Connectivism so that learners can think, analyze, synthesize, and summarize knowledge on their own, as well as connect knowledge with learners. teacher The learners choose their own learning resources. 	
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5. Numerical analysis skills Communication and use of information technology

Learning Outcomes of Numerical Analysis Skills Communication and use of information technology	Teaching Strategies	Measurement and Evaluation Methods
5.1 Able to evaluate and analyze quantitative and qualitative research data. 5.2 Able to transfer academic knowledge to various target groups appropriately. 5.3 Be able to choose communication methods and technologies that are suitable for a variety of target groups.	<ul style="list-style-type: none"> - Organize teaching and learning with quantitative and qualitative analysis practice. - Encourage students to participate in academic service projects with lecturers to transfer knowledge. - Instructors manage active learning with the use of various technologies in teaching and learning management. - Encourage students to apply technology to communicate or transfer knowledge. - Encourage students to present their work at the national, ASEAN and international levels to disseminate their academic works to society. - Provide opportunities for students to participate in the academic service program in data analysis of the institution to provide a platform for students to experience data processing and analysis. 	<ul style="list-style-type: none"> - Assessment of learning outcomes in subjects - Consider the accuracy of the results of quantitative and qualitative data analysis, as well as the conclusions from the assigned tasks. - Based on the satisfaction score of the service recipient.

Summary of the learning outcome standards of the curriculum

Learning Outcome Standards	Details of Learning Outcomes
1. Morality and ethics	1.1 Honesty, self-discipline, and respect 1.2 Adhere to and comply with the research ethics 1.3 Able to criticize and indicate the shortcomings of the research ethics
2. Knowledge	2.1 Knowledge and understanding of knowledge, theories, and principles related to behavioral science and other related sciences. 2.2 Knowledge and understanding of behavioral science research techniques. 2.3 Be able to apply knowledge in various fields related to behavioral science for analysis and problem solving.
3. Intellectual Skills	3.1 Able to analyze and synthesize concepts Theories and research results to develop knowledge in behavioral science and solve problems at the individual and social levels. 3.2 Able to expand knowledge by integrating knowledge in both behavioral science and research methodology.
4. Interpersonal skills and responsibilities	4.1 Able to conduct research and academic work with others, both as leaders and collaborators. 4.2 Be able to contact, coordinate and reach the target population of the research appropriately. 4.3 Be inquisitive and self-directed learners.
5. Numerical Analytical Thinking Skills Communication and use of information technology	5.1 Able to evaluate and analyze quantitative and qualitative research data. 5.2 Able to transfer academic knowledge to various target groups appropriately. 5.3 Be able to choose communication methods and technologies that are suitable for a variety of target groups.

3. Curriculum Mapping

- Primary Responsibilities ○ Secondary Responsibilities

Courses	Side 1 Morality and ethics			Side 2 knowledg e			Side 3 Intell ectual Skills		Side 4 Interpers onal skills and responsibi lities			Side 5 Numerica l Analysis Communi cation and use of informati on technolog y		
	1	2	3	1	2	3	1	2	1	2	3	1	2	3
Compulsory Courses														
Research Methodology														
RB501 Research Methods in Behavioral Science	○	●	○	○	●	○	●	○	●	○	●	●	○	○
RB502 Construction and Development of Measuring Instruments in Behavioral Science	○	●	○	○	●	○	●	●	●	○	●	○	○	○
RB511 Statistics for Data Analysis in Behavioral Science	○	●	○	●	○	○	●	○	●		●	●	○	○
RB609 RESEARCH PRACTICUM	●	●	●	○	○	●	●	●	○	○	●	○	●	●
Behavioral Sciences														
RB521 Behavioral Science in Psychological Perspectives	●	○		●	●	○	●	○	○	○	●	○	●	○
RB541 Behavioral Science from Diverse Perspectives	○	●	○	●		●	●	○	●		●	○	○	○
Elective Courses														
Research Methodology														
RB503 Qualitative Research	○	●	●	○	●	○	●	○	●	●	●	●	○	○
RB504 Research and Academic English Skills	○	●	○	○	●	○	●	○	●	○	●	●	○	○
RB512 Statistics for Experimental Research in Behavioral Science	○	●	○	●	○	○	●	○	●		●	●	○	○
RB513 Digital Technology Applications in Behavioral Science Research	○	●	○	●	○	○	●	○	●	○	●	●	○	●
RB514 Research for Development of Policy Proposals	○	●	○	○	●	●	●	●	●	○	●	●	○	○

Courses	Side 1 Morality and ethics			Side 2 knowledg e			Side 3 Intell ectual Skills		Side 4 Interpers onal skills and responsibi lities			Side 5 Numerica l Analysis Communi cation and use of informati on technolog y		
	1	2	3	1	2	3	1	2	1	2	3	1	2	3
RB515Data Mining and its Applications in Behavioral Science Research	○	●	○	●	○	○	●	○	●		●	●	○	○
RB516Big Data Management Technology for Behavioral Science Research	○	●	○	●	○	○	●	○	●		●	●	○	○
Behavioral Sciences														
RB522Counseling Psychology for Human and Social Quality Development	●	○	○	●	○	○	●	○	●	●	●	○	○	○
RB523Behavior Analysis and Behavior Modification	○	●		●	●	○	●	○	○	○	●		●	○
RB524Basic Behavioral Science of Gender and Sexuality	○	●		●		●	●		○		●	●	○	○
RB531Attitudes and Prediction of Behavior	○	●	○	●	○	○	●	○	●		●	○	○	○
RB532Positive Psychology for Quality of Life Development	●	○	○	●	○	○	●	○	○	○	●	○	○	○
RB533Interactions and Adjustment in Intercultural Work Context	●	●	○	●	○	○	●	○	●	○	●	○	○	○
RB534Health Psychology	●	○		●	○	○	●	○	○	○	●	○	●	○
RB551Behavioral Science in Cultural Anthropology Perspective	●	●	○	●	○	○	●	○	●	○	●	○	○	○
RB552Literate Citizenship Behavior for Future Work	○	●	○	●	○	○	●	○	○	○	●	○	●	○
RB561Buddhism and Quality of Life	●	●		●	○	○	●	○	○		●		○	○
RB562 Communication Behavior in Digital Age	●	●	○	●	○	○	●	○	●	○	●	○	○	●

Courses	Side 1 Morality and ethics			Side 2 knowledg e			Side 3 Intell ectual Skills		Side 4 Interpers onal skills and responsibi lities			Side 5 Numerica l Analysis Communi cation and use of informati on technolog y		
	1	2	3	1	2	3	1	2	1	2	3	1	2	3
Interdisciplinary Disciplines														
RB581 Seminar in Socialization for Human Development	○	●	○	●		●	●	○	○	○	●	○	●	○
RB582 Behavioral Science and Inequality	○	●	○	●	○	○	●	○	○	○	●	○	○	○
RB583 Project Management	○	●		●	○	○	●	○	○	○	●	○	○	○
RB681 Research for Youth Development Policy	○	●	○	○	●	●	●	●	●	○	●	○	○	○
RB682 Behavioral Sciences for Social and Community Problem- Solving	○	●	○	●	○	●	●	○	●	○	●	○	●	○

Section 5

Criteria for Student Evaluation

1. Rules or criteria for grading grades

In accordance with Srinakharinwirot University regulations. (Appendix A)

2. Student Achievement Standards Verification Process

2.1 Verification of achievement standards while students have not yet graduated

The Curriculum Management Committee is responsible for supervising the evaluation of learning outcomes at the course level. The year level and the curriculum level shall cover the teaching and learning management methods. Assessment Methods Assessment Tools The results of the evaluation of teaching and learning management in each subject from students are also used for consideration. Before the start of the new semester, there is a meeting to manage teaching and learning in accordance with the learning outcomes. The lecturer in charge of the course presented to TQF 3 has been examined in detail to ensure that the teaching and learning management methods and assessments meet the learning objectives before the start of the semester. During the semester, exams and assessment methods are reviewed to meet the learning objectives, and at the end of the semester, a meeting is held to review the students' academic results. The achievement of all courses was evaluated, including the progress of the dissertation, and the suggestions for improving the courses from TQF 5 to the next improvement of TQF 3 .

2.2 Verification of learning outcome standards after students graduate.

Verification of learning outcome standards after graduation by evaluating graduate user satisfaction based on the opinions of graduates, as well as conducting curriculum evaluation research to improve the teaching and learning process and curriculum.

3. Graduation Criteria by Curriculum

The criteria for graduation according to the curriculum shall be in accordance with the Regulations of Srinakharinwirot University on Graduate Education, B.E. 2016 and the Notification of the Ministry of Education on Graduate Program Benchmark B.E. 2015 as follows Students must have a minimum GPA of 3.00 out of a 4.00 system or equivalent, as well as a thesis proposal and pass the final oral exam by a committee appointed by the Graduate School. The dissertation work or part of the dissertation must be published or at least accepted for publication in a quality national or international journal in accordance with the Higher Education Commission Announcement. Re: Criteria for Consideration of Academic Journals for Publication of academic works or presentation to academic conferences by complete presented articles (Full Paper) Published in the Proceedings of the Symposium (Proceedings) According to the announcement of the Graduate School on the Criteria for Considering Academic Journals for Publication of Academic Works.

Section 6 Teacher Development

1. Preparation for new teachers

1. The university has a policy to encourage new teachers to attend orientation and teacher training organized by the university to provide knowledge about learning design that focuses on learning outcomes. Teaching Techniques Use of digital technology Measurement and Evaluation Learner Analysis Research for Teaching and Learning Development Planning and Updating Course Details Quality Assurance of Education and Related Information Systems

2. The curriculum clarifies the philosophy, objectives, and goals of the curriculum and provides relevant documents such as course details, study manuals and curriculum, instructor manuals, and regulations.

3. Provide orientation for new lecturers to gain understanding and work practices. Self-development in appropriate work There is a promotion in the position according to the line of work. Have pride and a good attitude at work. Formed a bond with the Institute of Behavioral Sciences and Srinakharinwirot University.

4. The Behavioral Science Research Institute provides mentors to assist, support and provide various advice on the curriculum. Teaching and Research

5. The curriculum allows new lecturers to participate in observing the teaching and learning management of various courses or arrange to teach with experienced lecturers.

6. The new teacher prepares a self-development plan (Individual Development Plan) and a memorandum of understanding to receive an evaluation.

7. Encourage teachers to increase their knowledge. Enhance experience to improve teaching, research, and dissertation management by collaborating with experienced faculty members in both behavioral science research institutes and partner institutions both domestically and internationally.

8. Support for additional education, training, Learn about academic and professional work in related organizations.

9. Supporting participation in national and international academic conferences Presentation of research results both domestically and/or internationally or leave to increase experience.

10. Evaluate the performance according to the working period in the period. 6 and 1 The results of the assessment will be used to plan for the development and improvement of the performance of duties and the renewal of employment contracts.

11. At the end of the probationary period. Arrange for new teachers. Lecturers, mentors and related administrators jointly evaluate the results of preparation for entering the teaching profession in higher education institutions under the supervision of the state.

2. Knowledge and skills development for faculty

2.1 Developing Teaching and Learning Management Skills Measurement and Evaluation

1. Encourage teachers to develop knowledge of outcome-oriented learning design. Learning, Teaching Techniques Use of digital technology Measurement and Evaluation Learner Analysis Research for Teaching and Learning Development Planning and Updating Course Details Quality assurance of education and related information systems organized by universities/faculties and external agencies on an ongoing basis.

2. Support and encourage lecturers to obtain competency certification in accordance with the UK Professional Standards Framework (UK Professional Standards Framework - UKPSF).

3. Encourage teachers to increase their knowledge. Enhance experience to develop teaching, especially learner-centered teaching and learning management based on research (Research Based Learning - RBL)

4. Support for further education and training. Academic and professional learning in related organizations, including leave to gain experience.

5. Encourage lecturers to attend academic conferences and present research results both domestically and/or internationally.

6. Teaching and learning management skills and evaluation have been enhanced. The team works together with experienced faculty members in both behavioral science research institutes and partner institutions both domestically and internationally.

2.2 Academic and other professional development.

1. Encourage lecturers to participate in academic service activities by integrating teaching and learning with academic services to society for sustainable development.

2. Encourage teachers to develop their knowledge. Continuously enhance experience in academic/professional research. By participating in training, academic seminars, presenting and disseminating academic works at both national and international levels.

3. Promote behavioral science research, including the creation of new knowledge. Research for The application or leading to policy formulation, including research to improve teaching and learning.

4. Encourage and support faculty members to publish their research results in internationally recognized databases.

5. Allocate a budget to support research Presentation of research results or activities that enhance academic potential

6. Encourage lecturers to make academic contributions and apply for academic position evaluation. Higher

7. Organize activities and encourage lecturers to participate in various academic activities of the institute and university, as well as other departments outside the university.

8. All lecturers are required to participate in the Institute's research, including team research, with the opportunity to act as research project leaders and research project participants, and conduct research individually.

9. A network of research and development of teaching and learning has been established both inside and outside the institution at both the national and international levels.

10. Participate in the development of the Institute's journal to meet international standards as an editor, editorial staff, and qualified person to review articles.

Section 7

Quality Assurance

Standard Supervision

The curriculum management is in accordance with the graduate program standards. National Higher Education Qualification Standards Framework Throughout the period of teaching and learning in the curriculum. as follows

Lecturer in charge of the course There are not less than 3 students who have a doctoral degree or equivalent degree directly or related to the field of study, or a minimum of a master's degree or equivalent with the position of professor, and have published at least 3 academic works in accordance with the criteria specified in the consideration for appointment of a person to hold an academic position in the past 5 years.

Lecturers of the program must have a doctoral degree or equivalent that is directly or related to the field of study, or a minimum of a master's degree or equivalent with the position of associate professor, and have published at least 3 academic works in accordance with the criteria specified in the consideration for appointment of a person to an academic position in the past 5 years.

The curriculum is updated at least every 5 years by taking the opinion of the Curriculum Criticism and Development Committee. New Graduate alumnus Graduate users, including changes in policies, economy, society, and academic progress, are also taken into consideration.

The administration of the Master of Science program is standardized with an important mechanism, namely the Curriculum Management Committee. Lecturers in charge of the curriculum and lecturers of the curriculum Under the supervision and consultation of the Executive Committee of the Institute of Behavioral Sciences, the Committee is responsible for implementing the system in accordance with the curriculum standards according to the Higher Education Qualification Standards Framework (TQF) and AUN-QA

For quality assurance, the curriculum has adopted the criteria for consideration according to the guidelines. AUN-QA Focus on systematic action according to the guidelines. ADRI That is, there is a clear and consistent plan or guideline for action (Approach) The implementation of the plan or guidelines (Deployment) Performance is measured and evaluated so that the results of the operation can be clearly identified (Results) The results of the assessment are used to develop a plan. Guidelines and Actions (Improvement) However, the curriculum still uses the curriculum standards according to the Higher Education Qualification Standards Framework (TQF) In parallel with the quality assessment, it is still carried out in accordance with the TQF which is used to direct standards in all subjects.

Graduates

The Master of Science Program in Applied Behavioral Science Research aims to produce graduates who can create quality research and apply the knowledge gained

from research to improve the quality of individuals and society. The expected learning outcomes include 1) a genuine understanding of knowledge, theories, and principles related to behavioral science and research methodology, and 2) the ability to analyze and synthesize concepts. Theory and Research Results for Knowledge Development 3) Able to analyze and evaluate quantitative and qualitative research data by taking into account standards and ethics of the research profession, 4) Able to apply and integrate behavioral science knowledge for problem solving and personal and social development, 5) Able to appropriately transfer academic knowledge and research results to target groups at various levels. Communication and use of information technology The research results of students and/or graduates of the Master of Science program in Applied Behavioral Science Research have been recognized for publication in academic journals that are recognized both nationally and internationally, or have received research funding from both internal and external agencies, or have received awards for their research. International The course surveyed the learning outcomes of graduates who got jobs. Within 1 year from the date of graduation.

Students

The Master of Science Program in Applied Behavioral Science Research has a system for admitting students to the program to select students who have the qualifications and readiness to study in the program until graduation so that students can study in the program with academic quality and happiness. Students can graduate within a specified period of time, as well as promote and develop the potential of students during their studies with various activities both inside and outside the classroom. Promote the dissemination of students' academic works and promote the development of learning skills in the 21st century and lifelong learning. The curriculum has the following systems, mechanisms, and evaluation mechanisms:

Student Admissions

1. Determine the number and qualifications of applicants to be accepted in accordance with the criteria for student admission set out in TQF 2 of the course.
2. The course is publicized through various media such as: Poster leaflet Social Media Such as: Website, Facebook, Application Line including publicity for recruitment through alumni who have graduated.
3. The Graduate School announces the admission of graduate students of the program, which those who are interested in applying for admission to the program can submit their applications by submitting their applications in person at the Graduate School and/or by mail and/or through the information technology system provided for the effective processing of admissions.
4. Require an examination to select candidates who are ready and qualified in accordance with the curriculum. This includes a written exam to measure knowledge and/or an academic interview along with a theoretical document or thesis topic, as well as a language proficiency exam as prescribed by the Graduate School and/or administered an exam.

5. The Graduate School announces the list of candidates who are eligible for the interview.

6. The Program Management Committee appoints a committee from the program to conduct the candidate selection examination and notify the results to the course meeting for acknowledgement and send the results to the Graduate School for overall consideration and announcement of the official admission results by the university system.

7. The Graduate School announces the list of candidates for admission to the program. If the number of students selected for admission is less than the number according to the student admission plan, the admission will be conducted in the second round. 3 (if any)

8. The Curriculum Management Committee meets to evaluate the performance to find guidelines for Improvement and development implementation

Preparation before entering the school

The curriculum has a system and mechanism to prepare students before entering the program, and the curriculum management committee has a planning meeting to formulate strategies as follows:

1. Students who are admitted to the program must participate in the Graduate Student Orientation Program provided by the Graduate School to be aware of the regulations, requirements, and graduate English exams, and must attend the orientation organized by the program to introduce the Program Management Committee and instructors. Advisors and senior students and listen to advice on study plans and dissertations.

2. The Curriculum Management Committee considers the basic knowledge necessary to study in the curriculum of new students as a whole and determines to organize a preparatory program before entering the program, including: Providing basic knowledge in behavioral science, research, and statistics that is suitable for the knowledge of the new students.

Supervision of Dissertation Counseling

The program has appointed a consultant to provide academic advice. Social and university life for students with a set of counseling hours (Office Hours) So that students can consult. The steps are as follows:

1. Appoint a full-time advisor to supervise and advise on the overall approach to dissertation, as well as direct and monitor the study and progress in the development of the dissertation topic and the dissertation layout examination.

2. Students consult professors whose knowledge and expertise match the topic of the thesis they intend to develop. Students can appoint a thesis advisor of their choice with the approval of the Program Management Committee. For students who need assistance with their dissertation advisors, they can submit a proposal so that the program management committee can determine the appropriate advisor that matches the student's dissertation topic.

3. The thesis advisor is responsible for suggesting and consulting research guidelines and determining the thesis topic together with the students. Once the topic is clear, Students can propose a thesis topic for approval by the Curriculum Management Committee to further develop into a thesis layout.

4. Once the student has passed the approval of the thesis topic. All students must make a thesis plan through the approval of the thesis advisor and propose it to the Program Management Committee for use in monitoring the progress of the student's dissertation.

5. The thesis advisor is responsible for supervising and monitoring the students to complete their thesis according to the proposed plan, conducting the outline examination and oral examination of the thesis according to the duration of the program and/or the graduate school. Srinakharinwirot University determines and supervises students to publish their dissertations for graduation, and the dissertation or part of the dissertation must be published in national or international academic journals. There is an external committee to participate in the screening before publication and is accepted in that discipline or to present to an academic conference with external committee participation in the screening and there is a report from the academic conference. (Proceedings) That is the full story. (Full paper) or disseminate in any manner that is searchable. To request for graduation in accordance with the Regulations of Srinakharinwirot University on Graduate Education, B.E. 2559

Persistence and graduation

The curriculum has a system and mechanism regarding academic care and counseling and guidance to students so that students are ready to study happily. The appointment of a generation advisor and the appointment of a thesis advisor who meets the needs and topics of the thesis that the student will be doing will be a mentor and advise the student about studying. Doing a thesis and living during the course The Program Management Committee will regularly monitor the student care of the Class Advisor and the Thesis Advisor.

Students must register for courses and complete their thesis within the specified time, including publishing academic articles and participating in supplementary activities for graduation as specified by the Graduate School, including taking the language proficiency examination in at least one language other than their national language. Master's degree students can be exempted from taking the language proficiency test in one of the following cases: (1) Students who have passed the language proficiency test from an educational institution or measurement and evaluation agency that meets the standards according to the Graduate School Announcement; (3) Those who graduated from a country where a language other than their own language is used in communication and education. (4) Students studying English arranged by the Graduate School at least 2 Courses and pass the exam according to the announcement of the Graduate School.

The dissertation or part of the dissertation that has been published in a national or international academic journal. It must be a reprint or a final draft with an acceptance letter in the specified academic journal. Year No. 1 (not more than 6 months from the

month of graduation request. In the case of publication in a national academic journal) In the case of an academic conference, a certificate or letter of acknowledgment of the actual presentation of the work and a follow-up report from the actual meeting are required (Reprint) or Peer Review to request graduation.

Student satisfaction and complaint management

The curriculum provides a survey of learning satisfaction from students at the end of every semester, both as a course (P.C.003) and in the overall picture of curriculum management. The results of the satisfaction survey will be presented at the Curriculum Management Committee meeting to lead to the improvement of teaching and learning management. Organizing the next project activities

Students can submit complaints about teaching and learning management directly to the course president or program secretary either orally or in writing or through online channels such as the website of the Institute of Behavioral Sciences. The Chairman or Secretary of the course conducts/instructs the consideration and triage of complaints according to the level of urgency in handling complaints. The Secretary of the Curriculum brings the complaint to the Curriculum Management Committee meeting for consideration and appropriate improvement and evaluation of the complaint management to report to the Curriculum Management Committee for further information.

Lecturer

The curriculum has a system and mechanism for accepting new lecturers that are in line with the university's regulations/regulations. New lecturers must have English proficiency test scores according to the criteria set by the university, which is in line with the Higher Education Commission's announcement on English proficiency standards for full-time lecturers.

The curriculum has a system and mechanism to develop new lecturers to have knowledge of the principles of learning management. Learning Psychology, Learning Management Design The use of digital media and technology in teaching and learning. Measuring and evaluating learning outcomes, including related laws and ethics.

The curriculum has a system and mechanism to administer, promote and develop lecturers to be proficient in teaching and learning management in accordance with the UK Professional Standards Framework (UK Professional Standards Framework- UKPSF) Self-development to be proficient in the field of study. Academic service research and progress in developing academic works appropriately in line with the vision and policies of the university and the guidelines of the curriculum.

The curriculum is supervised and monitored by the information of the lecturers who are responsible for the curriculum to have qualifications, academic positions, Academic performance and persistence must meet the specified standards.

The curriculum encourages the lecturers in charge of the curriculum and the lecturers of the course to have the opportunity to continuously improve themselves to be of high quality. Both in terms of teaching and learning management and academics, the

institute and the university have allocated budgets for personnel development funds. For example, funding for research and presentation of research results of lecturers and students, etc.

Curriculum Teaching and Learning, Learner Assessment Curriculum Design and Course Content

The curriculum has a system and mechanism for designing the curriculum and the subject matter in the curriculum. as follows

1. The Curriculum Management Committee has jointly designed, developed, and improved the curriculum to be in line with the National Higher Education Qualification Standards Framework. Curriculum according to Srinakharinwirot University's guidelines

2. In the case of the anniversary of the curriculum improvement every 5 years, the Curriculum Management Committee will analyze the original curriculum for development and improvement by using data from the alumni survey. New graduates Current students and graduate user satisfaction by asking about the characteristics of graduates. Desirable in accordance with the 5 National Higher Education Qualification Standards Framework and the learning standards of the curriculum according to the criteria. AUN-QA as well as the management of curriculum criticism by qualified people who are experts in their fields. To provide suggestions on both content and teaching and learning management that focuses on developing students' potential in line with changes in the work situation. The national and international social situation is to consider improving the course content in the curriculum and formulate a plan.

To encourage students to have knowledge and abilities in accordance with the objectives of the curriculum and the learning outcomes of graduates of the Doctor of Philosophy Program in Applied Behavioral Science Research.

3. Courses are defined in the curriculum. Course descriptions should have up-to-date content and consider setting standards for learning outcomes. (Curriculum Mapping) to cover the learning outcomes and plan teaching

4. Propose the revised version of the TQF 2 according to the procedures prescribed by the university and send it to the Office of the Permanent Secretary. Acknowledging and approving the curriculum

5. Arrange teaching and learning in accordance with the revised MCOR 2 that has been certified by the SPO, and supervise the teaching and learning management in accordance with TQF 3 and prepare a report on the performance of the course (TOF5). Proposed to the university according to the deadline.

6. Prepare an annual summary report (TQF7) and analyze the results of the implementation and use the evaluation results in TQF 7 to improve and develop in the next academic year.

7. Evaluate the opinions of final year students on the management of teaching and learning in the curriculum.

Overseeing the preparation of dissertations by advisors and courses and the satisfaction of graduate users, and using the evaluation results to improve the curriculum further.

Establishment of the teaching system and teaching and learning management process

The Curriculum Management Committee has implemented the system and determined the instructors as follows:

1. Designate the person in charge of the course to manage the course and appoint the instructor according to the curriculum standards set by the Office of the Permanent Secretary
2. Consider and designate instructors by taking into account their qualifications and expertise in the topics that require teaching and learning in each course, as well as personnel who have research results related to the topics to be taught in that course.
3. Consider reviewing the appointment of instructors based on the results of the teaching evaluation.003) and other forms of assessment that are reflected by students.

Supervising, monitoring and monitoring the preparation of learning plans (TQF3 and TQF4) and teaching and learning management.

The Curriculum Management Committee has implemented the system and supervised, monitored, and audited the preparation of the learning plan (MCOR 3 and MCOR 4). as follows

1. Schedule a meeting to consider the Ministry of Education. All courses before the start of the new semester and the lecturer in charge of all courses must submit the 3rd grade. approved by the Curriculum Management Committee before the start of the new semester.
2. Supervise the course details in TQF 3 to cover the content according to the course description.
3. Examine the teaching and learning management and evaluation in accordance with the main and secondary responsibilities of each subject according to the learning outcome standards. (Mapping) It is required that teaching evaluation will be conducted upon completion of teaching and learning. The instructor and the curriculum management committee will evaluate the achievement of this goal, which will be evaluated in terms of Buddhist range, skill range, and mental range. Formative and Summative Measurement of practical ability or skills to achieve the learning goals of the course. Measuring attitudes or satisfaction with content and activities of the course Instructor Teaching and Learning Management Learning support provided by the curriculum or institution in each course

Controlling the thesis topic in accordance with the field of study and the advancement of science.

The curriculum controls the topic of the thesis in accordance with the field of study and the advancement of science. as follows

1. Students propose a thesis topic with the approval of the Program Management Committee before they can proceed to develop it into a thesis layout. To

control and direct the topic of students' dissertations in accordance with their fields of study and scientific progress.

2. The Program Management Committee appoints the Thesis Layout Examination Committee in accordance with the Regulations of the Graduate School and the National Higher Education Qualification Standards Framework, consisting of: Chairman of the Board of Directors 1 person and not less than 1 director. 4 Total number of people Not less than 5 The people consisted of: The main thesis advisor and the joint thesis advisor (if any) and the program executive committee with not less than 100 full-time faculty members.

3 The person to elect the Executive Committee of the Curriculum 1 A person acts as a secretary. The person who serves as the Chairman of the Dissertation Layout Review Committee must not be the main thesis advisor or the joint thesis advisor. The Chairman of the Program Management Committee shall propose the name of the Thesis Layout Committee through the approval of the Dean of the Program to propose to the Dean of the Graduate School for appointment. Students must submit the results of the exam and the internal thesis layout. 20 The business day after the exam date, but not later than the date specified in the graduate education calendar of that semester.

4. The Examination Committee considers the dissertation based on the consistency with the field of study. Modernization with the Advancement of Science Academic and research readiness of students. The committee may consider whether to pass or not pass the exam. It is at the discretion of the Board of Directors. At the same time, it provides suggestions to students on improving their dissertations to an appropriate dissertation layout. Have the right content and research methods. It is in line with the essence of the field of study and the advancement of science. Covers the objectives of the research project.

5. Students revise the thesis layout as considered by the committee and propose the revised layout to seek approval from the thesis layout examination committee and import it into the system. iThesis to propose to the main advisor and the Graduate School for further approval.

6. Students report their progress in completing their thesis to the Program Management Committee in writing and/or orally. All semesters that are enrolled/maintained until graduation.

6. When the advisor considers and approves the student's oral dissertation examination, the student submits a petition to the Program Management Committee to appoint the Oral Dissertation Examination Committee in accordance with the regulations of the Graduate School and the National Higher Education Qualification Standards Framework. The total number is not less than 3 It consists of: Principal Thesis Advisor and Joint Thesis Advisor (if any) and the Program Executive Committee who have attended the meeting to consider the thesis layout of students who are lecturers of the course and external experts.

However, The Chairman of the Oral Examination Committee for Master's Thesis must be an external expert with a doctoral degree or equivalent and have published

academic works published in journals that are listed in a nationally or internationally recognized database that matches the topic of the thesis. 10 story

In the case of external experts who do not have qualifications or academic achievements as prescribed above. External experts must be specific experts who match or relate to the thesis topic through the consideration of the Program Management Committee. The Graduate School shall propose to the Academic Council and the University Council for approval respectively and notify the Higher Education Committee for acknowledgment. Students must submit their exam results and complete dissertation. interior 30 The business day after the exam date, but not later than the date specified in the graduate education calendar of that semester.

Assisting, supervising, and monitoring in dissertation and publication at the graduate level.

The Program Management Committee will assist, direct and monitor the dissertation writing progress report.

1. Students must report their progress in completing their thesis to their thesis advisor every semester.

2. The thesis advisor shall review the progress and certify the progress report of the student's thesis and report to the Program Management Committee every semester.

3. In case some students lose contact with their thesis advisors, professors, The advisor must notify the curriculum management committee to consider and find a way to follow up, find out the cause, and find a way to help the student in case of a problem that needs help.

4. The program encourages the dissemination of research results by allowing students to write research papers while they are doing their dissertations, which can present some of the research results at academic conferences held both domestically and/or internationally or publish them in national and/or international academic journals accredited by the National Academic Journal, and must comply with the requirements of the curriculum and regulations of the Graduate School.

5. Encourage students to apply for academic grants or dissertation grants, including grants for presentation and publication of research papers from various funding sources.

Learning Aids

The curriculum has an operational system to provide learning support necessary for teaching and learning. Both in terms of classroom physicality, materials, equipment, Facilities Library There are information technology systems that are conducive to learning both inside and outside the classroom adequately and appropriately to support learners to achieve the required learning outcomes. The course is coordinated with the Central Library in the procurement of books and related textbooks. To serve lecturers and students to study and use for teaching and learning. In coordinating the procurement of books. The instructors of each course will participate in suggesting a list of books and other necessary

materials, as well as the curriculum will provide physical learning support such as classrooms and student rooms, and large and central conference rooms to accommodate academic conferences and students' studies. The curriculum is equipped with equipment, technology materials, and resources that are conducive to learning, such as modern technology and teaching materials in the classroom. It has a speaker and microphone. They are air-conditioned and have a computer and projector. (Projector) To be used in teaching and learning. WIFI There is a database of research journals and electronic searches that the University Library accepts as a member. Lecturers who teach courses in the course have prepared teaching materials such as: PowerPoint Teaching materials for each course are stored in MS Teams There is a quantitative and qualitative data analysis program with accurate copyright to support research-based learning. Google Meet, MS Teams and Zoom To facilitate learning from various places. Outside the classroom, the course has provided training on the use of such online learning channels for faculty and students. To increase proficiency in using these channels according to the continuous development of these channels. In addition, the curriculum surveys the satisfaction and needs of lecturers and students for learning support and uses the survey results to improve in the next semester or academic year.

Key Performance Indicators

Performance Index	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
(1) At least 80% of the lecturers in charge of the course participate in the planning meeting. Monitoring and reviewing the implementation of the curriculum.	✓	✓	✓	✓	✓
(2) Contain the details of the curriculum according to the form TQF2 that is in line with the National Qualification Standards Framework or the Qualification Standards for Fields/Disciplines (if any).	✓	✓	✓	✓	✓
(3) There are details of the course and details of field experience (if any) according to the form of TQF 3 and TQF 4. At least before the opening of each semester, all courses must be completed.	✓	✓	✓	✓	✓
(4) Prepare a report on the performance of the course and the results of the field experience (if any) according to the form of TQF 5 and TQF 6 within 30 days after the end of the semester offered.	✓	✓	✓	✓	✓

Performance Index	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
(5) Prepare a report on the results of the course according to the form TQF 7. Within 60 days after the end of the academic year.	✓	✓	✓	✓	✓
(6) The student's achievement is verified according to the learning outcome standards set forth in TQF 3 and TQF4 (if any) at least 25% of the courses offered in each academic year.	✓	✓	✓	✓	✓
(7) Development/improvement of teaching and learning management. Teaching strategies or learning evaluation from the results of the performance evaluation reported in TQF 7. Last year	–	✓	✓	✓	✓
(8) All new lecturers (if any) have received orientation or guidance on teaching and learning management.	✓	✓	✓	✓	✓
(9) All course lecturers undergo academic and/or professional development at least once a year.	✓	✓	✓	✓	✓
(10) The number of teaching and learning support personnel (if any) who have received academic and/or professional development. Not less than 50 percent per year.	✓	✓	✓	✓	✓
(11) The level of satisfaction of final year students/new graduates with the average course quality Not less than 3.5 out of 5.0	–	✓	✓	✓	✓
(12) The average level of satisfaction of graduates with new graduates is not less than 3.5 out of 5.0.	–	–	✓	✓	✓

Section 8

Evaluation and Improvement of Course Implementation

1. Evaluation of Teaching Effectiveness

1.1 Evaluation of Teaching Strategies

1. Evaluate the teaching and learning management of each course by students (P.C.003) and bring the results of the assessment. Analyze to improve (TQF 5) and develop teaching and learning management (3) appropriately.

2. The learning outcomes of students are evaluated according to the actual conditions using a variety of methods, such as the After Action Review method at the end of the class or at the end of each topic. Participation in activities Learning exchange, performance, presentation, evaluation of work. Results, reports or exams

3. Evaluate the learning outcomes of students as determined by the curriculum and courses.

4. Evaluation of teaching strategies by the person in charge of the course. The teaching team and the curriculum management committee are for each period/topic/semester.

5. Evaluated based on the educational achievement of students.

6. Course Leader The teaching team and the curriculum management committee jointly consider improving the teaching strategy to be suitable for the basic characteristics of the basic knowledge. Phuttipisai The mental range and skill range of each generation of students and the results of the assessment will be used to improve the teaching strategy plan.

1.2 Assessing the teacher's skills in using the teaching strategy plan

1. Students assessed the teaching and learning management skills of lecturers in each course in all aspects using the online assessment form P.C.003. At the end of the semester, students express their opinions on teaching on each topic/class to the instructor.

2. The teaching skills of teachers are evaluated in organizing teaching and learning activities. By the Curriculum Management Committee/Head of Branch/Institute

3. Course Supervisor/Course Supervisor/Curriculum Management Committee Observe the teaching and learning management. The use of teaching strategies by individual instructors according to the topics assigned to be presenters/lecturers or leading discussions between learner groups and teaching teams.

4. The Curriculum Management Committee Announces the Results of the Skill Assessment of Instructors' Skills in Using the Teaching Strategy Plan The person in charge of the course and the person in charge of the curriculum in order to consider maintaining or improving the teaching strategy of the instructor.

5. Testing the learning outcomes of students in the curriculum by comparing them with students in the curriculum of comparable institutions.

2. Evaluation of the overall curriculum

The curriculum provides an assessment of the overall quality of the curriculum and the standard of learning outcomes from stakeholder groups. The groups are as follows:

1. Current students and master's graduates in the program

2. Qualified persons, institutional advisors and/or external quality assessors.
3. Employers or other stakeholders
4. Graduate School, Srinakharinwirot University

3. Evaluation of performance according to the details of the curriculum

Evaluate the performance of the curriculum according to the National Higher Education Qualification Standards Framework Indicators of Curriculum Standards Supervision (Component 1)

Evaluate the performance using the quality assurance criteria of the quality assurance network ASEAN University (ASEAN University Network Quality Assurance: AUNQA) According to the format specified by the university, there is an education quality assessment committee appointed by the university.

4. Review of evaluation results and improvement plan

1. Curriculum Management Committee Collect information on the evaluation results obtained from students, graduates, and instructors. Graduate User Information from PC003 MC5 MC6 Self-Assessment Report (SAR) and the results of the Education Quality Assessment to identify the overall problems of the curriculum and to plan, improve or develop the operation of the curriculum in the next academic year, including updating the curriculum to be modern and in line with the needs of graduate users every 5 years.

2. Curriculum Management Committee Collect data from the evaluation of graduate performance and overall curriculum evaluation from various stakeholders such as students, recent graduates, and graduate users to obtain information on teaching and learning. and know the problems of curriculum administration both as a whole and in each course.

3. Curriculum Management Committee The person in charge of the curriculum and the instructor organize a meeting/seminar to use the evaluation results to plan for curriculum improvement and teaching strategies.

4. Curriculum Management Committee and Curriculum Supervisors Revise the curriculum every 5 years to ensure that the quality of the curriculum meets the standards. It is modern and in line with the needs of graduate users and the labor market that supports graduates who have graduated from the program.

5. Qualified Person (Draft) Revised curriculum and provide feedback on curriculum improvements. Both in terms of course objectives, learner learning outcomes, and learning outcomes as subjects. Teaching Strategies for Each Course Curriculum Management Committee and Curriculum Supervisors Opinions and/or suggestions from qualified persons (if any) will be revised to be presented to the Graduate Committee