



Doctor of Philosophy Program in ASEAN and
Global Affairs
(International Program)
Revised Curriculum, Academic Year 2026

Center of ASEAN Community Studies
Faculty of Social Sciences
Naresuan University

Table of Contents

	Page
Section 1: General Information	1
1. Title of the Program.....	1
2. Title of the Degree.....	1
3. Major Subject.....	1
4. Total Credits Required.....	1
5. Program Characteristics.....	1
6. Record of Program Status and Approval/Endorsement.....	2
7. Career Opportunities after Graduation.....	2
8. Study Venue.....	2
9. External Factors and Necessary Development Required to be Considered in Program Planning.....	2
Section 2: Specific Data of the Curriculum	5
1.1. Philosophy, Significance, and Objectives of the Curriculum.....	5
1.2. The objectives of the curriculum to produce graduates with the..... following characteristics	6
1.3. Program Learning Outcomes (PLOs).....	8
Section 3: Educational Management System, Program Implementation and Structure	15
1. Education Management System.....	15
2. Course Implementation.....	15
3. Courses and Instructors.....	18
3.1. Curriculum.....	18
3.1.1. The total Number of Credits for the Entire Program.....	18
3.1.2. Course Structure.....	18
3.1.3. Courses.....	19
3.1.4. Study Plan.....	21
3.1.5. Course Description.....	24
3.1.6. Course Numbering System.....	30
3.2. Names and Qualifications of the Lecturers.....	31
3.2.1 Names and Qualifications of the Lecturers in Charge of the..... Curriculum	31
3.2.2. Names and Qualifications of the Lecturers in Curriculum..... Committee	32
3.2.3. Names and Qualifications of the Lecturers.....	34
3.2.4. Names and Qualifications of Guest Lecturers.....	35
Section 4: Program Learning Outcomes, Educational Strategies, and Evaluation	36
Section 5: Student Evaluation Criteria	49
1. Regulations or Criteria for Grading (Grades).....	49

2. Process for Verifying Student Achievement According to Learning Outcomes Standards.....	49
3. Graduation Criteria.....	50
Section 6: Quality Assurance.....	52
1. Learning Outcomes.....	52
2. Students.....	52
3. Lecturers.....	53
4. Curriculum, Teaching and Learning, Student Evaluation.....	54
5. Learning Support Facilities.....	55
6. Student Services.....	58
7. Outputs/Outcomes.....	58
8. Key Performance Indicators (KPIs) for Ph.D Programs:.....	59
Section 7: Evaluation and Improvement of the Program Implementation.....	65
1. Review of the Effectiveness of Teaching and Student Assessment.....	65
2. Review of the Student Measurement and Assessment Process.....	66
3. Overall Curriculum Evaluation.....	66
4. Assessment of Curriculum Performance Based on Standards.....	66
5. Integrating Evaluation Results into Curriculum Development.....	67
Appendix	
1 : Comparative Table of the Curriculum Structure Revised 2021 and the Revised 2026.....	69
2 : Comparative Table of Courses Revised 2021 and the Revised 2026, along with the content of the revisions.....	70
3 : Order Appointing the Curriculum Development Committee.....	72
4 : Summary of Curriculum Critiques.....	74
5 : History and Academic Achievements of the Curriculum Instructors and Program Instructors.....	86
6 : Naresuan University Regulations on Graduate Studies B.E. 2565.....	104
7 : Ministry of Higher Education, Science, Research and Innovation (MHESI) Announcement.....	119
8 : Survey Results from Listening to the Opinions of Graduate Users, Students, and Students Aspiring to Study in the Curriculum.....	121
9 : Analysis of Risks That May Affect Curriculum Administration and Risk Management Plan.....	129
10 : Alignment of PLOs with CLOs.....	132
11 : Alignment of CLOs with PLOs by Course.....	156
12 : Special Lecturer Acceptance Form.....	193
13 : Other Documents.....	201

Doctor of Philosophy Program in ASEAN and Global Affairs (International Program) Revised Curriculum, Academic Year 2026

Name of Institution: Naresuan University

Faculty of Social Sciences Naresuan University

Center of ASEAN Community Studies

Section 1: General Information

1. Title of the Program

Thai : หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาอาเซียนและประชาคมโลกศึกษา (หลักสูตรนานาชาติ)

English : Doctor of Philosophy Program in ASEAN and Global Affairs (International Program)

2. Title of the Degree

Full Title (Thai) : ปรัชญาดุษฎีบัณฑิต (อาเซียนและประชาคมโลกศึกษา)

Abbreviation (Thai) : พร.ด. (อาเซียนและประชาคมโลกศึกษา)

Full Title (English) : Doctor of Philosophy (ASEAN and Global Affairs)

Abbreviation (English) : Ph.D. (ASEAN and Global Affairs)

3. Major Subject (if applicable)

None

4. Total Credits Required

4.1. Type 1.1 research Track, a minimum of 48 Credits

4.2. Type 2.1 coursework track, a minimum of 48 Credits

5. Program Characteristics

5.1. Language

English

5.2. Admission Requirements

In compliance with the Regulations of Naresuan University on Graduate Studies, B.E. 2565 (2022).

5.3. Cooperation with other Institutions

None

5.4. Degrees Offered to the Graduates

One Degree of One Major

6. Record of Program Status and Approval /Endorsement

6.1. Schedule to commence teaching from the first semester of the academic year 2026 onwards.

6.2. This is a revised curriculum for the academic year 2569 B.E. (2026 A.D.) from the Doctor of Philosophy Program in ASEAN Studies, revised from the academic year 2564 B.E. (2021 A.D.).

6.3. The University's Committee approved/endorsed the revised Doctor of Philosophy Program in ASEAN and Global Affairs (International Program) curriculum as follows:

- The Academic Committee, No. 1/2569 date 16 January 2026
- The Graduate school Committee No. 2/2569 date 11 February 2026
- The Academic Council in No. 4/2569 date 7 April 2026
- The University Council in No. 5/2569 date 2 May 2026

7. Career Opportunities after Graduation (related to the field of study):

7.1. University lecturer, policymaker, researcher, diplomat, NGOs (both national and international), journalist, consultant, entrepreneur, and organizational leader.

7.2. Administrators in both the public and private sectors, including entrepreneurs within the ASEAN community, particularly in local areas and the border regions between ASEAN member states. Career opportunities also extend to international and regional organizations such as the United Nations, the ASEAN Secretariat, the Department of ASEAN Affairs and the Thai International Cooperation Agency (TICA) under the Ministry of Foreign Affairs, the Department of International Trade Negotiations under the Ministry of Commerce, the Office of Welfare and Labor Protection under the Ministry of Labor, the Thai Chamber of Commerce and the Board of Trade of Thailand, the Federation of Thai Industries, as well as various Non-Profit Organizations (NPOs).

8. Study Site

- Faculty of Social Sciences, Naresuan University, 99 Moo 9, Tha Pho Sub-district, Mueang Phitsanulok District, Phitsanulok Province, Thailand
- Online

9. External Factors and/or Development Considered in Program Planning

9.1. **Relevance to Thailand's 20-Year National Strategy; Announcement of Ministry of Higher Education, Science, Research and Innovation on Guidelines for the Management of Artificial Intelligence (AI) in Teaching and Learning Educational Programs**

The curriculum development places emphasis on Thailand's 20-Year National Strategy, including human capital enhancement and promoting development, security cooperation, as well as increasing competitiveness for social entrepreneurship in the context of ASEAN. ASEAN itself has sought to promote political stability, economic growth, advancement, and the integration and

harmony of social and cultural dimensions within Southeast Asia, based on diversity under the shared vision and identity of “One Vision, One Identity, One Community.”

In the meantime, the increasing importance of AI in shaping the future of education and its impact on the society has called for the need of AI literacy in educational institutions (see Announcement of MHESI 2025). This revised curriculum thus responds to such need to incorporate AI and IT subjects in various platforms including those in curriculum and extra-curriculum learning-settings.

As global dynamics become increasingly volatile, along with the emergence of new challenges and issues affecting the Southeast Asian region, such as transnational terrorism and crime, global warming and natural disasters, global economic volatility, and the deterioration of societal structures and systems, ASEAN seeks to become more resilient by focusing on tightening and accelerating cooperation in various areas. This ensures that the ASEAN member group remains strong, has a mutual defense against common challenges, and has the power and leverage in negotiations and the ability to compete resiliently on the global stage.

These challenges will inevitably extend their effects across the three pillars of the ASEAN Community, namely the ASEAN Political-Security Community (APSC), the ASEAN Economic Community (AEC), and the ASEAN Socio-Cultural Community (ASCC). All these changes will inevitably impact Thailand as one of the ASEAN member countries.

Therefore, preparing to accommodate these changes, bolstering defenses, and enhancing capabilities for various sectors by building and applying knowledge is a vital and urgent mission. This forms a foundational and critical basis for the future in promoting human capital and promoting development as well as increasing competitiveness for social entrepreneurship.

9.2. External risks and impacts, such as changes in technology, policy, and other environmental conditions in the global and national context.

The curriculum is designed to address all 17 of the United Nations Sustainable Development Goals. This is directly related to Thailand’s 13th National Economic and Social Development Plan (2023-2027). The acquisition of knowledge and skills in the 21st Century has been at the forefront of this curriculum. The risks in the “era of global boiling” have arrived, according to the United Nations Secretary-General Antonio Guterres. Other pressing issues include an aging society, pandemics, migration, artificial intelligence, and digital disruptions, which reshape economies, politics, and societies across ASEAN and beyond. As a result of the aforementioned risks, our curriculum equips students to address these challenges.

9.3. Relevance to Vision, Mission, and Philosophy of University and Faculty

The curriculum is in line with the vision of the university as a “University for Entrepreneurial Society” in that it emphasizes the knowledge building in order help promote

growth and prosperity for the society. Along with the Naresuan University development policies which aim at being a global and frontier research university, the ASEAN and Global Affairs program facilitate the obtaining of knowledge and skills across disciplines by producing high quality research as well as inculcating practitioners in a globally diverse setting. In addition, the curriculum encourages students to become social entrepreneurs in order to transform knowledge in reducing societal problems and spearheading innovation. Likewise, the curriculum follows Naresuan University’s educational philosophy on Free Thai Society from Ignorance by focusing knowledge to drive personal growth and development with the moral highground.

Meanwhile, the program serves the vision of the Faculty of Social Sciences, which states that “FSS will become a vital social engine, making a social impact, and achieving a sustainable ‘glocal’ society.” The curriculum integrates sustainability principles with social responsibility in preparing students to tackle complex challenges both globally and locally. Ultimately, the program anticipates that graduates will become catalysts for positive change in order to make a meaningful social impact in ASEAN and beyond.

Relevance to Institutional Missions

The PhD program is fully aligned with Naresuan University’s missions and the broader national and ASEAN agenda:

a. Leadership in ASEAN Integration

Doctoral graduates will serve as intellectual leaders, providing evidence-based research and strategic knowledge essential for strengthening ASEAN cooperation in political-security, economic, social, and cultural dimensions. The program nurtures thought leaders who can contribute to transformative development across diverse contexts.

b. Interdisciplinary and Systematic Knowledge Creation

The program systematically integrates knowledge from multiple disciplines, promoting theoretical innovation, interdisciplinary scholarship, and cross-regional analysis of ASEAN within global frameworks.

c. Strategic Regional Relevance

While most doctoral-level ASEAN programs remain concentrated in Bangkok or other major metropolitan areas, Naresuan University—located in Phitsanulok, the Lower North’s strategic hub within the Quadrangle Indo-China Development Strategy—is uniquely positioned to be a center of excellence. This PhD program elevates the university’s role as a regional academic hub, offering advanced research and services that enhance national, ASEAN, ASEAN+3, ASEAN+6, and ASEAN+8 readiness.

Through this doctoral curriculum, Naresuan University provides an academic platform that empowers graduates to contribute to scholarship, policy, and practice at the highest level.

Section 2: Specific Data of the Program

1. Philosophy, Significance, and Objectives of the Curriculum

1.1. Curriculum Purpose

The Doctor of Philosophy Program in ASEAN and Global Affairs aims to produce scholars and leaders with advanced and integrative academic expertise. Graduates will not only master comprehensive knowledge of ASEAN's and global's politics, security, economy, society, and culture but will also generate new knowledge, theories, and models that can inform policy and strategic transformation within ASEAN and beyond.

Doctoral graduates will demonstrate the ability to conduct original and rigorous research that addresses complex and emerging regional and global challenges. They will be prepared to assume leadership roles as policymakers, researchers, academics, and professionals, contributing to the advancement of ASEAN integration and the strengthening of regional and global cooperation.

Philosophy

The Ph.D. Program in ASEAN and Global Affairs is grounded in the belief that advanced scholarship must contribute to the sustainable development, peace, and prosperity of societies in ASEAN and beyond. The program emphasizes interdisciplinary inquiry, combining social sciences, policy analysis, history, and development studies with emerging technologies and evidence-based research methods in order to form a new body of knowledge.

This philosophy affirms academic commitment for society empowerment by integrating rigorous research, professional ethics, multicultural understanding, and responsible use of Artificial Intelligence (AI) and digital tools to advance inclusive, just and green development within ASEAN and the global community in a sustainable way.

Significance

The Ph.D. Program in ASEAN and Global Affairs is significant as it addresses the growing demand for advanced scholarly expertise capable of navigating the complex political, economic, social, and technological transformations shaping ASEAN region and the wider world. As ASEAN evolves into a key regional actor influencing global governance, sustainable development, and international cooperation, there is a critical need for researchers and policy professionals who possess deep regional knowledge, comparative analytical skills, and the capacity to generate innovative, evidence-based solutions.

The program emphasizes the following dimensions:

- **Advanced Knowledge Integration and Innovation**

Doctoral students will engage in critical analysis and synthesis of knowledge across ASEAN's three pillars—political-security, economic, and socio-cultural. They will advance scholarly debates by creating innovative frameworks and solutions that connect ASEAN issues with broader global developments, such as science, technology, climate change, and sustainable development.

- **Scholarly Contribution to Human Resource Development**

Beyond applying existing knowledge, doctoral candidates will generate original research that enhances human capital and contributes to sustainable ASEAN and global community development. This involves interdisciplinary engagement across the economy, society, culture, politics, environment, science, technology, health sciences, and management, with an emphasis on producing outcomes that have scholarly and societal impact.

- **Responsiveness to Societal and Regional and Global Needs**

The program is grounded in doctoral-level academic service and research that responds to the needs of local, national, and regional communities. Through systematic assessments of stakeholder needs, candidates will contribute to raising awareness and readiness for ASEAN and global integration, particularly in sectors and regions where such understanding remains limited.

1.2. The objectives of the curriculum to produce graduates with the following characteristics:

1.2.1 Knowledge.

Ph.D. graduates will:

- Possess comprehensive and advanced knowledge of ASEAN, global communities, and the United Nations Sustainable Development Goals (SDGs).
- Be able to evaluate with precision and comprehensiveness the dynamics of ASEAN, global governance, and sustainable development.
- Be able to synthesize and integrate knowledge from multiple disciplines in ASEAN and global studies to generate new theoretical and practical insights.
- Be able to produce original scholarly work that demonstrates critical analysis and creativity.
- Be able to apply policy design and social entrepreneurship in ASEAN and global contexts.
- Comprehend the knowledge about AI, its impact and management in an effective and responsible ways.

1.2.2. Skills

- Conduct critical, multidisciplinary policy evaluation using Key Performance Indicators (KPIs) and evidence-based analysis.
- Produce innovative policy recommendations and solution-based designs with regional and global impact.
- Utilize the PRME Global Network for research collaboration, knowledge sharing, and policy engagement.
- Apply advanced technologies, including Artificial Intelligence (AI), for research, policy analysis, and project design.
- Demonstrate proficiency in scientific tools, digital literacy, and project management, ensuring precise and outcomes.
- Acquire and apply negotiation, teamwork, conflict resolution, and collaborative leadership skills in multicultural contexts.
- Support effective decision-making in academic, professional, and policy environments.

1.2.3. Ethics

- Uphold morality, integrity, and professional ethics in all academic and professional practices.
- Demonstrate academic honesty and commitment to intellectual responsibility.
- Act with a strong sense of duty to society, ensuring research and policies promote justice, sustainability, and inclusiveness.
- Take responsibility for the impact of knowledge production, policy recommendations, and leadership decisions in ASEAN and global contexts.

1.2.4. Character

- Exhibit a global mindset, inclusion, intercultural understanding and green outlook.
- Demonstrate leadership qualities that promote innovation, sustainability, and collaboration across communities.
- Cultivate resilience, adaptability, and foresight in addressing complex regional and global challenges.
- Engage in lifelong learning and professional growth, contributing to the advancement of ASEAN and global studies.
- Serve as responsible scholars, professionals as well as change agents who foster social progress, sustainability, and regional integration.

1.3 Program Learning Outcomes (PLOs)

After completing the Ph.D program in the four areas of knowledge, skills, ethics, and character, it aims to produce graduates with the following characteristics. The students must:

1.3.1. Knowledge

PLO1: Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).

PLO2: Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.

PLO3: Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.

1.3.2. Skills

PLO4: Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and **green skills**, with research, policy design, and project evaluation.

PLO5: Design **research-driven**, evidence-based policies and innovative solutions.

1.3.3. Ethics

PLO6: Demonstrate academic integrity, morality, and professional ethics.

1.3.4. Character

PLO7: Exhibit ethical, socially responsible, and sustainability-oriented leadership that promotes diversity, inclusion, multicultural understanding, environmental stewardship, strong collaboration and effective communication, ensuring the integrity, professionalism, and societal commitment necessary to apply advanced knowledge, technologies, and research for ASEAN and global development.

Table: The relationship between PLOs and learning outcomes according to the TQF.

Program Learning Outcomes – PLOs	Domain of Learning	(Bloom's Taxonomy)	Consistency with learning outcomes according to TQF criteria.
PLO1: Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).	Cognitive domain	Application (K3)	knowledge
PLO2: Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.	Cognitive domain	Evaluation (K5)	knowledge
PLO3: Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.	Cognitive and Psychomotor domains	Creation (K6)	knowledge
PLO4: Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and green skills , with research, policy design, and project evaluation.	Psychomotor	Application, Evaluation (S5)	Skill
PLO5: Design research-driven , evidence-based policies and innovative solutions.	Cognitive domain	Synthesis, Creation (S5)	Skill
PLO6: Demonstrate academic integrity, morality, and professional ethics.	Affective domain	Organization (A5)	Ethics
PLO7: Exhibit ethical, socially responsible, and sustainability-oriented leadership that promotes diversity, inclusion, multicultural understanding, environmental stewardship, strong collaboration and effective communication, ensuring the integrity,	Affective domains	Responding, Valuing, Characterization (A5)	Character

Program Learning Outcomes – PLOs	Domain of Learning	(Bloom’s Taxonomy)	Consistency with learning outcomes according to TQF criteria.
professionalism, and societal commitment necessary to apply advanced knowledge, technologies, and research for ASEAN and global development.			

TQF Criteria: Learning outcomes according to higher education qualification standards
(K, S, E, Ch)

2.2 Curriculum development process and curriculum supervision

Regulatory issues	Strategy	Evidence/Indicators
1. Compliance with National and ASEAN Higher Education Standards (TQF, ANUQA, ASEAN-QA)	Regularly review and update the program structure and Expected Learning Outcomes (ELOs/PLOs) to ensure consistency with Thailand Qualification Framework (TQF) for graduate programs and ASEAN-QA principles emphasizing regional comparability and quality assurance.	Updated TQF2 and TQF3 documents; Curriculum mapping matrix (PLO–CLO alignment); Annual self-assessment report (SAR); Evidence of external QA reviews and recommendations.
2. Relevance to ASEAN and Global Contexts	Revise curriculum content every 3–5 years to reflect contemporary ASEAN political, economic, socio-cultural, and environmental developments, as well as global sustainability agendas (SDGs, AI, and digital transformation).	Revised course syllabi and reading lists; New elective modules on digital ASEAN, sustainable development, or regional integration; Faculty meeting minutes approving changes.
3. Stakeholder Participation and Responsiveness	Involve students, alumni, employers, ASEAN academic partners, and policymakers in curriculum development to ensure relevance to professional and research needs in ASEAN affairs.	Stakeholder consultation reports; Survey results from alumni and employers; Records of stakeholder workshops; Minutes from Curriculum Committee meetings.
4. Curriculum Governance and Institutional Oversight	Establish a Curriculum and Program Committee (CPC) under the Faculty of Social Sciences to oversee program revisions, course approvals, academic standards, and quality assurance compliance. The CPC reports to the Faculty	CPC meeting minutes; Approval letters from Faculty Board and Senate; Governance structure chart; QA policy guidelines; Risk management reports;

Regulatory issues	Strategy	Evidence/Indicators
	<p>Board and University Council and ensures alignment with TQF, ANU-QA, and ASEAN-QA standards.</p> <p>Strengthen governance by clearly defining roles and responsibilities of:</p> <ul style="list-style-type: none"> • Program Chair • Thesis Supervisors • Course Coordinators • External Advisors <p>Ensure transparency in decision-making, documentation of curriculum changes, and systematic risk management related to academic quality.</p>	<p>External advisory board feedback.</p>
<p>5. Integration of Multidisciplinary and Evidence-Based Approaches</p>	<p>Promote multidisciplinary perspectives (political science, economics, sociology, environmental studies, and international relations) in curriculum design to enhance students' analytical, comparative, and problem-solving skills.</p>	<p>Course outlines showing multidisciplinary components; Sample assignments and research outputs; Student feedback and assessment rubrics.</p>
<p>6. Application of Technology and Innovation (AI, Digital Tools, Data Analysis)</p>	<p>Embed advanced digital tools, AI-supported research, and data visualization techniques in coursework and thesis supervision to enhance analytical competencies.</p>	<p>Course materials using digital tools; Student projects employing AI/data analytics; E-learning platform usage reports; Evidence of blended or online learning.</p>

Regulatory issues	Strategy	Evidence/Indicators
7. Ethics, Leadership, and Multicultural Values	Integrate modules and learning outcomes that promote ethics, integrity, leadership, diversity, and intercultural understanding in ASEAN and global contexts.	Course syllabi with ethics and intercultural components; Student reflections and case studies; Assessment rubrics including ethics and leadership dimensions.
8. Continuous Quality Improvement (PDCA Cycle Implementation)	Apply the Plan–Do–Check–Act (PDCA) cycle in curriculum monitoring and evaluation to ensure ongoing improvement in course content, delivery, and learning assessment.	Annual program review reports; QA action plans; Revised PLOs/CLOs; Documentation of curriculum improvements.
9. Academic Staff Development for Curriculum Supervision	<p>Ensure that academic staff possess appropriate qualifications, research expertise, and pedagogical competencies aligned with graduate-level ASEAN and global studies.</p> <p>Implement:</p> <ul style="list-style-type: none"> • Continuous professional development (CPD) programs • Training in curriculum design and constructive alignment • Research methodology and AI/data analytics workshops • Peer observation and mentoring systems • Supervisor qualification criteria (e.g., publication record, research grants, supervision experience) <p>Encourage international collaboration, joint publications,</p>	Academic CVs and qualification records; Publication and research grant reports; Training attendance lists; Faculty development workshop reports; Supervisor appointment criteria; Teaching portfolios; Peer review reports..

Regulatory issues	Strategy	Evidence/Indicators
	and participation in ASEAN academic networks to enhance regional expertise.	
10. Learning Support Facilities and Academic Resources	<p>Provide adequate learning support facilities to enhance student learning outcomes and research quality, including:</p> <ul style="list-style-type: none"> • Access to digital libraries and international academic databases • E-learning platforms • AI-supported research tools and software (e.g., qualitative/quantitative analysis tools) • Dedicated thesis consultation spaces • Student advisory and academic counseling services <p>Ensure infrastructure supports blended, online, and research-intensive learning modes.</p>	IT infrastructure reports; Student satisfaction surveys; Research facility documentation; Thesis support service records.

Section 3: Educational Management System, Program Implementation and Structure

1. Education management system

1.1. System

The semester system is divided into two regular semesters. Each regular semester has a study period of not less than 15 weeks or equivalent to not less than 15 weeks.

1.2. Summer semester education management

None

1.3. Other education management systems

None

1.4. Teaching and learning formats

- Classroom
- Information technology system type
- Other (specify) online

2. Course Implementation

2.1. Day and time of teaching

2.1.1. In the case of binary systems

- Normal Office hours
- Outside of normal office hours (please specify details)

First semester: June – October

Second semester: November – March

2.1.2. In the case of other educational management systems

2.2. Qualifications of applicants

2.2.1 Curriculum Type 1.1 and Type 2.1

1. Completed a master's degree in any field from an institution of higher education certified by the Ministry of Higher Education, Science, Research and Innovation.

2. English requirement

In compliance with the Regulations of Naresuan University on Graduate Studies, B.E.2565 (2022).

3. No need for any working experience

4. If the qualifications do not meet the above requirements, the decision will be at the discretion of the Program Executive Committee.

2.3. Problems of first year students

1. Basic English language learning for Thai students.

2.4. Strategies for solving problems of first-time students

1. Coordinate with the International Affairs Office to provide the opportunity for the Thai students to enroll in English language training courses. Encouraging the students to participate in extra-curricular activities that require English in all aspects.

2.5. Plan for accepting students and graduates within 5 years**2.5.1. Doctoral Degree Program Type 1.1**

Year	Academic Year				
	2026	2027	2028	2029	2030
1st year	5	5	5	5	5
2 nd year	-	5	5	5	5
3 rd year	-	-	5	5	5
Total	5	10	15	15	15
Number of students expected to graduate	-	-	5	5	5

2.5.2. Doctoral Degree Program Type 2.1

Year	Academic Year				
	2026	2027	2028	2029	2030
1st year	5	5	5	5	5
2 nd year	-	5	5	5	5
3 rd year	-	-	5	5	5
Total	5	10	15	15	15
Number of students expected to graduate	-	-	5	5	5

2.6. Planned budget

2.6.1. Budget revenue estimate

Income details	Academic Year				
	2026	2027	2028	2029	2030
Tuition fees	75,000	75,000	75,000	75,000	75,000
Type 1.1	750,000	1,500,000	2,250,000	2,250,000	2,250,000
Type 2.1	750,000	1,500,000	2,250,000	2,250,000	2,250,000
Total income	1,500,000	3,000,000	4,500,000	4,500,000	4,500,000

Note:

- The tuition fee for plans 1.1 and 2.1 is a lump-sum payment for the entire program/course, totaling 450,000 Baht per person.
- This amount can be divided into 6 installments (semesters), with each installment being 75,000 Baht per person.
- Revenue is calculated based on the academic year by multiplying the tuition fee per semester per person by the number of students enrolled in that academic year.

2.6.2. Budget expenditure estimates

Expense details can be summarized by category as follows:

Expense details	Academic Year				
	2026	2027	2028	2029	2030
1.Payment for Lectures	608,000	1,316,000	2,020,000	2,020,000	2,020,000
2. Materials	540,000	1,188,000	1,780,000	1,780,000	1,780,000
3. Equipment	52,000	100,000	150,000	150,000	150,000
4. Others	100,000	150,000	200,000	200,000	200,000
Total	1,300,000	2,754,000	4,150,000	4,150,000	4,150,000

Note:

The estimated revenue and expenditure in each year and category are merely rough estimations. The estimated cost per head for producing a graduate throughout the entire program is 409,620.00 Baht/person. This is calculated by summing the expenditures in item 3.2.6.2 across all 5 academic years for the planned number of students, which totals 16,504,000.00 Baht. This total is then used to calculate the expenditure per person based on the number of students in the student admission plan across all 5 academic years, and finally averaged per semester, resulting in 68,270.00 Baht/person.

2.7. Credit transfer for courses and cross-university registration (if applicable)

In accordance with Naresuan University's Graduate Studies Regulations 2022 and University of Toronto, Tzu Chi University, The University of Hong Kong (HKU)

3. Courses and instructors

3.1. Curriculum

3.1.1. The total number of credits for the entire program is as follows:

- Type 1.1, at least 48 credits
- Type 2.1, at least 48 credits

3.1.2. Course Structure

No	Category	Higher Education Curriculum Standards 2022		Revised Curriculum 2026	
		Type 1.1 Research track	Type 2.1 Coursework	Type 1.1 Research track	Type 2.1 Coursework
1	Coursework	-	12	-	12
	1.1 Core Courses	-	9	-	9
	1.2 Elective Courses	-	3	-	3
2	Dissertation	48	36	48	36
3	Required courses not counted for credit	3	3	3	3
Minimum number of credits of the curriculum		48	48	48	48

3.1.3. Courses

a. Type 1.1 research Track

(1) Dissertation	a minimum of	48 Credit
950671 Dissertation 1, Type 1.1		6 Credits
950672 Dissertation 2, Type 1.1		6 Credits
950673 Dissertation 3, Type 1.1		9 Credits
950674 Dissertation 4, Type 1.1		9 Credits
950675 Dissertation 5, Type 1.1		9 Credits
950676 Dissertation 6, Type 1.1		9 Credits

(2) Compulsory courses not counted for credit	a minimum of	3 Credits
950601 Seminar 1		1(0-2-1)
950602 Seminar 2		1(0-2-1)
950603 Seminar 3		1(0-2-1)

b. Type 2.1 coursework track

(1) Coursework	a minimum of	12 Credits
1.1) Core Courses		9 Credits
950610 Green-Research in Social Sciences		3(2-2-5)
950611 Perspectives on the Dynamics of ASEAN Community Development and Sustainability		3(3-0-6)
950612 Interdisciplinary and AI-Enhanced Research Methodology		3(2-2-5)

1.2) Elective Courses

a minimum of 3 credits

By selecting the following subjects: In the case of selecting graduate-level subjects in related fields of study

950621 Global Public Policy and Governance	3(3-0-6)
950622 Poverty and Inequality in ASEAN	3(3-0-6)
950623 Governance and the Rise of Civil Society in ASEAN	3(3-0-6)
950624 Entrepreneurship in Creative and Knowledge-Based Economy	3(2-2-5)
950625 Transformative Leadership for Global Sustainability	3(3-0-6)
950626 Public Service Management and Development in ASEAN	3(2-2-5)
950627 Global Challenges and Social Innovation: Global South Perspective	3(3-0-6)
950628 Economic Growth and Stability in ASEAN	3(3-0-6)
950629 ASEAN Community and Regional Security in Global Context	3(3-0-6)
950630 Multiculturalism, Diversity, and Global Citizenship	3(3-0-6)

950631 Cinema, Culture, and Globalization in ASEAN and Beyond	3(3-0-6)
950632 Human Security in ASEAN and Beyond	3(3-0-6)
950633 Migration in ASEAN and ASEAN+	3(3-0-6)
950634 Border Studies in Southeast Asia	3(2-2-5)
950635 Peace Studies and Securitization in Southeast Asia	3(3-0-6)
950636 Sustainable Social Development Administration	3(2-2-5)
950637 Health and Globalization: Critical Perspectives and Innovations	3(3-0-6)
950638 Regional Studies	3(1-4-4)
950639 Placement	3(1-4-4)

(2) Dissertation	a minimum of	36 Credits
950681 Dissertation 1, Type 2.1		3 Credits
950682 Dissertation 2, Type 2.1		6 Credits
950683 Dissertation 3, Type 2.1		9 Credits
950684 Dissertation 4, Type 2.1		9 Credits
950685 Dissertation 5, Type 2.1		9 Credits
(3) Compulsory courses not counted for credit	a minimum of	3 Credits
950601 Seminar 1		1(0-2-1)
950602 Seminar 2		1(0-2-1)
950603 Seminar 3		1(0-2-1)

3.1.4. Study Plan

a. Type 1.1 Research Track

Year 1

First Semester

950601 Seminar 1 (No Credits)	1(0-2-1)
950671 Dissertation 1, Type 1.1	6 Credits
Total	6 Credits

Year 1

Second Semester

950602 Seminar 2 (No Credits)	1(0-2-1)
950672 Dissertation 2, Type 1.1	6 Credits
Total	6 Credits

Year 2

First Semester

950603 Seminar 3 (No Credits)	1(0-2-1)
950673 Dissertation 3, Type 1.1	9 Credits
Total	9 Credits

Year 2

Second Semester

950674 Dissertation 4, Type 1.1	9 Credits
Total	9 Credits

22

Year 3

First Semester

950675 Dissertation 5, Type 1.1	9 Credits
Total	9 Credits

Year 3

Second Semester

950676 Dissertation 6, Type 1.1	9 Credits
Total	9 Credits

b. Type 2.1 coursework track

Year 1

First Semester

950601 Seminar 1 (No Credits)	1(0-2-1)
950610 Green-Research in Social Sciences	3(2-2-5)
950611 Perspectives on the Dynamics of ASEAN Community Development and Sustainability	3(3-0-6)
Total	6 Credits

Year 1

Second Semester

950612 Interdisciplinary and AI-Enhanced Research Methodology	3 (2-2-5)
950681 Dissertation 1, Type 2.1	3 Credits
9506xx Elective Course	3 Credits
Total	9 Credits

Year 2

First Semester

950602 Seminar 2 (No Credits)	1(0-2-1)
950682 Dissertation 2, Type 2.1	6 Credits
Total	6 Credits

Year 2

Second Semester

950603 Seminar 3 (No Credits)	1(0-2-1)
950683 Dissertation 3, Type 2.1	9 Credits
Total	9 Credits

Year 3

First Semester

950684 Dissertation 4, Type 2.1	9 Credits
Total	9 Credits

Year 3

Second Semester

950685 Dissertation 5, Type 2.1	9 Credits
Total	9 Credits

3.1.5. Course Description

950601 Seminar 1 1(0-2-1)

The interdisciplinary seminar on contemporary issues in Southeast Asian countries and/or the ASEAN Community; issues ranging from socio-cultural, economic to political-security aspects of the ASEAN Community; student engagement in discussions and exchanging critical opinions on various issues focusing upon relations between the ASEAN Community and other regions

950602 Seminar 2 1(0-2-1)

The interdisciplinary seminar on selected issues in Southeast Asian countries and/or the ASEAN Community; issues ranging from socio-cultural, economic to political-security aspects of the ASEAN Community; student engagement in in-depth research and exchanging critical opinions on various issues focusing upon relations between the ASEAN Community and other regions

950603 Seminar 3 1(0-2-1)

The interdisciplinary seminar on selected issues that are related to students' dissertations' topics; issues ranging from ones about Southeast Asian countries and/or the ASEAN Community, socio-cultural, economic, political-security aspects of the ASEAN Community to relations between the ASEAN Community and other regions; student engagement in in-depth research and critical discussions with Faculty members, postdoctoral researchers, PhD students, and other academic staff from Naresuan university and/or those outside the university

950610 Green-Research in Social Sciences 3(2-2-5)

Greenism; Types of research design; the foundations of how to engage in social sciences research; research question identification; concepts and hypotheses formulation; theory building; range of approaches to research design; data collection; research ethics

950611 Perspectives on the Dynamics of ASEAN Community Development and Sustainability 3(3-0-6)

The evolution of the ASEAN Community in terms of its politics, economics, and ethos up to the present time. In addition, it focuses on the organization's cooperative framework in various aspects. Moreover, it emphasizes the analysis and evaluation of internal and external factors contributing to the success of the ASEAN Community.

950612 Interdisciplinary and AI-Enhanced Research Methodology **3(2-2-5)**

Philosophical foundations of inquiry and the nature of knowledge; the relationship between knowledge, theory, and research. Interdisciplinary research patterns, designs, and methodological processes across the social sciences. Integration of traditional and AI-enhanced research methods, including machine learning, natural language processing, generative AI, big data analytics, and text mining for complex social phenomena. Examination of algorithmic bias, transparency in automated systems, and ethical considerations in AI-assisted research. Applications of AI in policy analysis, social data forecasting, and social simulation modeling. Emphasis on mixed-methods research, multi-dimensional data interpretation, and interdisciplinary synthesis through case studies in ASEAN and global contexts.

950621 Global public policy and governance **3(3-0-6)**

Public policy theories and paradigms; governance theories and institutional framework; policy process and decision-making structure; comparative policy analysis; globalization; and policy interdependence; global governance, digital technology in public policy making; Artificial intelligence and policy innovation; policy entrepreneurship; power, politics and policy networks; policy in conflict and crisis context; research in public policy and governance

950622 Poverty and Inequality in ASEAN **3(3-0-6)**

Problems of marginalized groups, inequality in terms of social and economic injustice; causes and types of poverty in ASEAN countries; the impact of development; approaches to measuring and assessing poverty, inequities and disparities; analysis of case studies involving such issues in order to propose viable guidelines for regional collaboration regarding development, and solutions to social and economic problems to effectively address poverty, inequities, and discrepancies within ASEAN

950623 Governance and the Rise of Civil Society in ASEAN **3(3-0-6)**

Concepts and principles of global governance systems, analysis of systems of governance involving the participation of state, private and civil society sectors in ASEAN; civil society's development and its role within ASEAN, and its linkage with global civil society; analysis of the prospect of ASEAN civil societies' participation in issue-based development as well as their role in promoting good governance

950624 Entrepreneurship in Creative and Knowledge-Based Economy **3(2-2-5)**

The concept of borderless entrepreneurship; challenges towards economically and socially creative knowledge; market analyses and business opportunities focusing on the development and promotion of innovation that is commercially applicable within ASEAN; analysis of case studies among successful small to medium-sized entrepreneurs in ASEAN; guidelines to increase world competitiveness among entrepreneurs

950625 Transformative Leadership for Global Sustainability 3(3-0-6)

Paradigms of Leadership; Transformative and Adaptive Leadership; Complexity and Systems Thinking in Leadership; ASEAN and Global Leadership Contexts; Ethics and Integrity in Leadership Practice; Diversity, Equity, and Inclusive Leadership; Digital Transformation and AI-Enhanced Leadership; Leadership for Social Innovation and Entrepreneurship; Sustainability and “Glocal” Responsibility in Leadership; Research Frontiers in Leadership Studies

950626 Public Service Management and Development in ASEAN 3(2-2-5)

The concept of public management and public service; bureaucratic reform; capacity enhancement in public services systems and management in ASEAN member countries; the joint agreement and collaboration in developing ASEAN bureaucratic systems; analysis of impacts of development in different aspects including challenges as to develop a proposal for adjustment of public management systems; analysis of trends in public management in ASEAN community

950627 Global challenges and social innovation: Global South perspective 3(3-0-6)

Theories of global challenges and social innovation; postcolonial perspective on development and inequalities; structural inequalities and global south realities; frugal innovation and grassroots movement; social entrepreneurship and inclusive economies; climate change and environmental justice; digital transformation and leapfrogging in the global south; South-South cooperation and governance; community-based innovation and social movement; power asymmetries; research frontier in global south studies

950628 Economic Growth and Stability in ASEAN 3(3-0-6)

Pathways towards the ASEAN Economic Community with a single market at the state, regional, and global levels; analysis of economic activities including trade, investment, and the flow of labor, goods, and services; the study of the consequences of economic growth, stability, and security within the region that could have an effect on the global economy

950629 ASEAN Community and Regional Security in Global Context 3(3-0-6)

Challenges of traditional and non-traditional security threats affecting the ASEAN Community as well as global context, and the emphasis of borderless security issues including transnational organized crimes, terrorism, piracy, drugs, arms trafficking, migration and reconciliation of ethnic groups, and human trafficking

950630 Multiculturalism, Diversity, and Global Citizenship**3(3-0-6)**

Critical approaches to cultural studies, interplay of representation, identity, and power within ASEAN and global communities, issues of gender, migration, media, religion, and globalization. Multidisciplinary perspectives, Sustainable Development Goals (SDGs), cultural dimensions of sustainability, inequality, and inclusion.

950631 Cinema, Culture, and Globalization in ASEAN and Beyond**3(3-0-6)**

Cinematic representations of identity, nationhood, migration, gender, religion, and the environment. ASEAN cinemas in dialogue with global film movements, including New Queer Cinema, postcolonial cinema, and eco-cinema. Understand how cinematic narratives contribute to shaping global discourses on diversity, sustainability, and human rights.

950632 Human Security in ASEAN and Beyond**3(3-0-6)**

Analyzing human security in theory and practice; theoretical debates on human security; fundamental concepts of human security (freedom from fear and freedom from want); various dimensions of human security (i.e., personal, economic, environmental, community, political, health), selected cases of human insecurity in ASEAN and beyond

950633 Migration in ASEAN and ASEAN+**3(3-0-6)**

Examining migration in ASEAN and ASEAN+; analysis of the causes and consequences of contemporary cross-boundary human mobility from political, economic and social perspectives; contemporary transnational migration (political refugees, economic migrants, temporary foreign workers, and highly skilled migrants); impact of migrant workers on states' policies in ASEAN and ASEAN+, cultures of host countries, the regulation of citizenship, challenges of migrant incorporation, and the exploitation of migrant workers

950634 Border Studies in Southeast Asia**3(2-2-5)**

Exploring borders, boundaries, and border management policies of countries in Southeast Asia through a multi-disciplinary approach (i.e., International Relations, Border Studies, Anthropology), Offering an analysis of border buildups and massive deportations; social processes; migration, conflicts along the border, human trafficking; nationalistic political rhetoric that stigmatizes migrants and privileges some refugees over others

950635 Peace Studies and Securitization in Southeast Asia 3(3-0-6)

Exploring how peace processes can and have diminished or ended social/political conflicts in Southeast Asia, addressing why some conflicts continue unabated as crises or wars; analyzes how security sector governance and/or peacekeeping soldiers can make a difference in conflict resolution; examines different definitions of conflict, security, stability, peace, war and their significance in both historical and contemporary perspectives in Southeast Asia; stresses discussion of major philosophical works on peace studies and securitization

950636 Sustainability Social Development Administration 3(2-2-5)

Analysis of global and regional social, economic, and environmental challenges; exploring solutions that are in line with the concept of Sufficiency Economy Philosophy and its multi-dimensional applications; and administering Sufficiency Economy Philosophy to achieve Sustainable Development Goals

950637 Health and Globalization: Critical Perspectives and Innovations 3(3-0-6)

Theories of Globalization and Health; Transnational Determinants of Health; Global Health Inequalities and Social Determinants; Migration, Mobility, and Cross-Border Health; Trade, Intellectual Property, and Pharmaceutical Governance; Climate Change, Planetary Health, and Sustainability; Digital Health, Artificial Intelligence, and Big Data; Global Health Governance and Power Relations; ASEAN and Global South Perspectives in Health; Research in Health and Globalization

950638 Regional Studies 3(1-4-4)

Allowing students to have a direct experience regarding issues regarding politics, economy, society and culture both in Thailand and/or abroad, for instance, in ASEAN countries; presents knowledge and experience from regional studies in one of the following methods: presentation and discussions with fieldwork reports or presentation and discussions with social innovation project

950639 Placement 3 (1-4-4)

Placements include those within the government sector, private sector, international organisations, and non-profit organisations both in Thailand and/or abroad approved by Naresuan University

950671 Dissertation 1, Type 1.1 6 Credits

Studying the components of a dissertation; reviewing related literature and research studies; and determining the dissertation topic/title

- 950672 Dissertation 2, Type 1.1** **9 Credits**
Developing a concept paper and preparing a review of related literature and research studies
- 950673 Dissertation 3, Type 1.1** **9 Credits**
Developing research instruments and research methodology and preparing a dissertation proposal to be presented to the dissertation committee
- 950674 Dissertation 4, Type 1.1** **9 Credits**
Collecting data and preparing a progress report to be presented to the dissertation advisor(s)
- 950675 Dissertation 5, Type 1.1** **9 Credits**
Analyzing data and preparing a draft of the dissertation
- 950676 Dissertation 6, Type 1.1** **9 Credits**
Presenting the dissertation work in a dissertation defense; and preparing a complete dissertation and research articles for publication according to the graduation criteria
- 950681 Dissertation 1, Type 2.1** **3 Credits**
Studying the components of a dissertation; reviewing related literature and research studies; and determining the dissertation topic/title
- 950682 Dissertation 2, Type 2.1** **6 Credits**
Developing a concept paper and preparing a review of related literature and research studies
- 950683 Dissertation 3, Type 2.1** **9 Credits**
Developing research instruments and research methodology and preparing a dissertation proposal to be presented to the dissertation committee
- 950684 Dissertation 4, Type 2.1** **9 Credits**
Collecting data; analyzing data; and preparing a draft of the dissertation
- 950685 Dissertation 5, Type 2.1** **9 Credits**
Presenting the dissertation work in a dissertation defense; and preparing a complete dissertation and research articles for publication according to the graduation criteria

3.1.6. Course Numbering System

The code consists of 6 digits, divided into 2 sets, each containing 3 digits. Their meanings are as follows:

3.1.6.1. The first three digits represent the department code. 950 refers to the ASEAN and Global Affairs.

3.1.6.2. The last three digits of the code represent the specific course and have the following meanings:

Number 6 refers to Ph.D courses.

3.1.6.3 The last three digits of the code represent the specific course and have the following meanings:

The middle digit (in the tens place) indicates the course category as follows:

Number 0 refers to mandatory courses that do not count for credit

Number 1 refers to mandatory courses

Numbers 2-3 refer to elective courses

Number 7 refers to the dissertation course for research track

Number 8 refers to the dissertation course for coursework track

The last digit (in the unit's place) refers to the course sequence.

Example:

950611 Perspectives on the Dynamics of ASEAN Community Development and Sustainability
3(3-0-6)

950: Course: ASEAN and Global Affairs, Faculty of Social Sciences, Naresuan
University

6: Ph.D. Degree Level Courses

1: Required Course

1: Course, ranked first in the group of required courses

This course has a total of 3 credits, divided into 3 hours of lecture/week, 0 hour of practical work/week, and 6 hours of independent study/week.

3.2. Names and Qualifications of the Lecturers

3.2.1. Names and Qualifications of the Lecturers in Charge of the Curriculum

No.	First and Last Name	Academic Position	Qualification	Academic Degree	Institution	Country	Year of Graduation	Teaching Load (Number of Hours/Week/Academic Year)	
								Present	In 2026*
1.	Mr. Watcharapol Supajakwattana	Assistant Professor	Ph.D.	Government	University of Essex	UK	2022	9	12
			M.P.A.	Public Administration (HRM)	National Institute of Development Administration (NIDA)	Thailand	2011		
			B.A.	Political Science	Ramkhamhaeng University	Thailand	2011		
			B.A.	Public Administration	Chiang Mai University	Thailand	2007		
2.	Mr. Katsuyuki Takahashi	Honorary Assistant Professor	Ph.D.	International Studies	Waseda University	Japan	2009	9	12
			M.A.	International Relations	Waseda University	Japan	2000		
			B.A.	Sociology	Soka University	Japan	1987		
3.	Mr. Phone Pyae Soe	Lecturer	Ph.D.	Public Policy	Chiang Mai University	Thailand	2025	0	12
			M.P.A.	Public Administration	Khon Kaen University	Thailand	2018		
			B.Sc.	Bachelor of Science	University of Distance Education (Mandalay)	Myanmar	2003		

3.2.2. Names and Qualifications of the Lecturers in Curriculum Committee

No.	First and Last Name	Academic Position	Qualification	Academic Degree	Institution	Country	Year of Graduation	Teaching Load (Number of Hours/Week /Academic Year)	
								Present	In 2026*
1	Mr. Nithi Nuangjamnong	Associate Professor	Ph.D.	Political Science	Chulalongkorn University	Thailand	2009	9	12
			B.A.	Political Science	Chulalongkorn University	Thailand	2002		
2	Mr. Piratorn Punyaratabandhu	Associate Professor	Ph.D.	Political Science	Chulalongkorn University	Thailand	2004	9	12
			M.A.	Public Administration	National Institute of Development Administration (NIDA)	Thailand	1997		
			B.A. (First-Class Honors)	Computer Science	Chandrakasem Rajabhat University	Thailand	1995		
3	Mr. Thanapon Phenrat	Associate Professor	Ph.D.	Environmental Engineering and Science	Carnegie Mellon University, Pittsburgh	USA	2008	9	14
			M.Sc.	Hazardous Substance and Environmental Management	Chulalongkorn University	Thailand	2004		
			B.Eng.	Civil Engineering	Kasetsart University	Thailand	2001		
4	Ms. Natthinee Piyasiripon	Assistant Professor	Ph.D.	Development Administration	National Institute of Development Administration (NIDA)	Thailand	2015	9	12
			M.A.	Social Development	National Institute of Development Administration (NIDA)	Thailand	2005		
			B.A.	Political Science	Prince of Songkla University	Thailand	2001		

No.	First and Last Name	Academic Position	Qualification	Academic Degree	Institution	Country	Year of Graduation	Teaching Load (Number of Hours/Week /Academic Year)	
								Present	In 2026*
5*	Mr. Watcharapol Supajakwattana	Assistant Professor	Ph.D.	Government	University of Essex	UK	2022	9	12
			M.P.A.	Public Administration (HRM)	National Institute of Development Administration (NIDA)	Thailand	2011		
			B.A.	Political Science	Ramkhamhaeng University	Thailand	2011		
			B.A.	Public Administration	Chiang Mai University	Thailand	2007		
6*	Mr. Katsuyuki Takahashi	Honorary Assistant Professor	Ph.D.	International Studies	Waseda University	Japan	2009	9	12
			M.A.	International Relations	Waseda University	Japan	2000		
			B.A.	Sociology	Soka University	Japan	1987		
7	Mr. Atit Pongpanit	Lecturer	Ph.D.	South-East Asian Studies	University of London	UK	2011	6	12
			M.A.	Translation, Media and Cultural Transfer	The University of Warwick	UK	2007		
			B.A. (Second Class Honors)	English	Silpakorn University	Thailand	2005		
8	Ms. Chuthaporn Suntayakorn	Lecturer	Ph.D.	Social Policy	University of Bristol	UK	2021	9	12
			M.Sc.	Public Policy	University of Bristol	UK	2015		
			B.A.	Political Science	Chulalongkorn University	Thailand	2013		
9*	Mr. Phone Pyae Soe	Lecturer	Ph.D.	Public Policy	Chiang Mai University	Thailand	2025	0	12
			M.P.A.	Public Administration	Khon Kaen University	Thailand	2018		
			B.Sc.	Bachelor of Science	University of Distance Education (Mandalay)	Myanmar	2003		

Note: * refers to lecturers in charge of curriculum and No.9 Newly appointed lecturer; graduated on September 4, 2025, and signed the employment contract on January 5, 2026.

3.2.3. Names and Qualifications of the Lecturers

No.	First and Last Name	Academic Position	Qualification	Academic Degree	Institution	Country	Year of Graduation	Teaching Load (Number of Hours/Week/Academic Year)	
								Present	In 2026*
1	Ms. Napisa Waitookiat	Assistant Professor	Ph.D.	Political Science	Northern Illinois University	USA	2005	6	12
			M.A.	Political Science	Northern Illinois University	USA	1998		
			B.A.	Political Science (International Relations)	Thammasat University	Thailand	1995		

3.2.4. Names and Qualifications of Guest Lecturers

No	First and Last Name	Academic Position	Qualification	Academic Degree	Institution
1	Mr. CHARLES DAVID CRUMPTON	Professor	Ph.D.	Public Administration and Policy	Portland State University
2	Mr. Mitsuru Yamada	Professor	Ph.D.	Political Science	Kobe University
3	Mr. Chalernpol Chamchan	Associate Professor	Ph.D.	Graduate School of Asian and African Area Studies (ASAFAS)	Kyoto University, Japan
4	Mr. Srisompob Jitpiromsri	Assistant Professor	Ph.D.	Political Science	Northern Illinois Univeristy
5	Mr. Anders Engvall	Lecturer	Ph.D.	Economics	Stockholm School of Economics, Sweden
6	Mrs. Cynthia Maung	Lecturer	Ph.D.	ASEAN Studies	Naresuan University
7	Mr. Masato Abe	Lecturer	Ph.D.	Marketing	Thammasat University ,Thailand
8	Mr. Paul Chambers	Lecturer	Ph.D.	Political Science	Northern Illinois Univeristy

Adjunct instructors refer to instructors who are not permanent faculty, such as experts from outside the university, retired faculty, and those who have not been rehired or re-hired.

Note: Adjunct instructors listed in the curriculum table should provide documentation confirming their acceptance as adjunct instructors and attach it in the appendix.

Section 4: Program Learning Outcomes, Educational Strategies, and Evaluation Methods

4.1. Curriculum Mapping

● Primary responsibility ○ Secondary responsibility

PLOs	Knowledge			Skills		Ethics	Character
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
950610 Green Research in Social Sciences PLO 5,6,7					●	●	●
950611 Perspectives on the Dynamics of ASEAN Community Development and Sustainability PLO 1,2,6	●	●				●	
950612 Interdisciplinary and AI-enhanced Research Methodology PLO 4,5,6				●	●	●	
950621 Global public policy and governance PLO 1,3,4,6	●		●	●		●	
950622 Poverty and Inequality in ASEAN PLO 2,3		●	●				

PLOs	Knowledge			Skills		Ethics	Character
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
950623 Governance and the Rise of Civil Society in ASEAN PLO 1,2	●	●					
950624 Entrepreneurship in Creative and Knowledge-Based Economy PLO 2,4,7		●		●			●
950625 Transformative Leadership for Global Sustainability PLO 2,4,6		●		●		●	
950626 Public Service Management and Development in ASEAN PLO 2,3		●	●				
950627 Global challenges and social innovation: Global South perspective PLO 2,3		●	●				
950628 Economic Growth and Stability in ASEAN PLO 1,2,3	●	●	●				

PLOs	Knowledge			Skills		Ethics	Character
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
950629 ASEAN Community and Regional Security in Global Context PLO 1,2	●	●					
950630 Multiculturalism, Diversity, and Global Citizenship PLO 1,2,4,6	●	●		●		●	
950631 Cinema, Culture, and Globalization in ASEAN and Beyond PLO 1,2,4,6	●	●		●		●	
950632 Human Security in ASEAN and Beyond PLO 1,2	●	●					
950633 Migration in ASEAN and ASEAN+ PLO 2,3,7		●	●				●
950634 Border Studies in Southeast Asia PLO 2,3,5		●	●		●		
950635 Peace Studies and Securitization in Southeast Asia PLO 1,2,7	●	●					●

PLOs	Knowledge			Skills		Ethics	Character
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
950636 Sustainability Social Development Administration PLO 1,2,4	●	●		●			
950637 Health and Globalization: Critical Perspectives and Innovations PLO 1,2,4,6	●	●		●		●	
950638 Regional Studies PLO 1,2,4,6,7	●	●		●		●	●
950639 Placement PLO 3,4,6,7			●	●		●	●
950601 Seminar 1 PLO 1,2,4	●	●		●			
950602 Seminar 2 PLO 2,3,5		●	●		●		
950603 Seminar 3 PLO 2,3,5		●	●		●		

PLOs	Knowledge			Skills		Ethics	Character
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
950671 Dissertation 1 Type 1.1 PLO 1,2,6	●	●				●	
950672 Dissertation 2 Type 1.1 PLO 2,3,4,6		●	●	●		●	
950673 Dissertation 3 Type 1.1 PLO 2,3,4,5,6		●	●	●	●	●	
950674 Dissertation 4 Type 1.1 PLO 2,3,4,5,6		●	●	●	●	●	
950675 Dissertation 5 Type 1.1 PLO 2,3,4,5,6		●	●	●	●	●	
950676 Dissertation 6 Type 1.1 PLO 2,3,4,5,6		●	●	●	●	●	
950681 Dissertation 1 Type 2.1 PLO 1,2,6	●	●				●	
950682 Dissertation 2 Type 2.1 PLO 2,3,4,6		●	●	●		●	

PLOs	Knowledge			Skills		Ethics	Character
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
950683 Dissertation 3 Type 2.1 PLO 2,3,4,5,6		●	●	●	●	●	
950684 Dissertation 4 Type 2.1 PLO 2,3,4,5,6		●	●	●	●	●	
950685 Dissertation 5 Type 2.1 PLO 2,3,4,5,6		●	●	●	●	●	

2. Educational management strategies to meet the learning outcomes of each curriculum area

Additional Information:

Teaching and Learning activities:

Student-centered learning (Facilitator, Coach)

Teaching and Learning Process:

Growth mindset (Challenging Issues; Feedback and Loop; Successful Cases)

Evaluation Process:

Formative and Summative by lecturer and by students (Self-Assessment); peer

Educational Management Strategies to Aligned with Program Learning Outcomes Type 1.1

Program Learning Outcomes (PLOs)	Teaching and learning activities	Evaluation methods
PLO1: Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).	1. Guided reading of academic texts, SDG frameworks, and policy documents.	1. Literature review, seminar participation, and oral presentations.
PLO2: Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.	1. Case-based learning and comparative regional analysis workshops. 2. Group discussions integrating political, economic, and social perspectives.	1. Proposal draft, case study reports and comparative essays. 2. Group presentations and multidisciplinary evaluation assignments.
PLO3: Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.	1. Interdisciplinary research projects and policy design workshops. 2. Project and Research-based learning on social innovation and community development.	1. Literature review 2. Project and research reports, innovation proposals, and peer evaluation.

Program Learning Outcomes (PLOs)	Teaching and learning activities	Evaluation methods
PLO4: Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and green skills, with research, policy design, and project evaluation.	<ol style="list-style-type: none"> 1. Hands-on training in AI tools, digital analytics, SPSS/R/Python workshops 2. Data visualization and digital research methodology sessions. 	<ol style="list-style-type: none"> 1. Digital tool application assignments and data analysis reports. 2. Technology-based project evaluation and online portfolio submission. 3. Presentation performance
PLO5: Design research-driven , evidence-based policies and innovative solutions.	<ol style="list-style-type: none"> 1. Policy design, simulation exercises. 2. Workshops on monitoring & evaluation, research design, policy design, and strategic planning. 	<ol style="list-style-type: none"> 1. Policy design proposal and impact evaluation report. 2. Project and research reports, innovation proposals, and peer evaluation. 3. Simulation performance and stakeholder analysis presentation.
PLO6: Demonstrate academic integrity, morality, and professional ethics.	<ol style="list-style-type: none"> 1. Ethics seminars, academic integrity workshops, IRB training. 2. Reflective learning on moral dilemmas in research and professional practice. 	<ol style="list-style-type: none"> 1. Research ethics proposal and IRB compliance checks. 2. Reflective essays and integrity assessments (e.g., Turnitin reports). 3. Co-evaluation by partner's universities
PLO7: Exhibit ethical, socially responsible, and sustainability-oriented leadership that promotes diversity, inclusion, multicultural understanding, environmental stewardship, strong collaboration and effective communication, ensuring the integrity,	<ol style="list-style-type: none"> 1. Community engagement activities. 2. Intercultural communication workshops and ASEAN diversity dialogues. 	<ol style="list-style-type: none"> 1. Leadership performance assessment and peer evaluation. 2. Community engagement report and policy-oriented presentation. 3. Co-evaluation by partner's universities

Program Learning Outcomes (PLOs)	Teaching and learning activities	Evaluation methods
professionalism, and societal commitment necessary to apply advanced knowledge, technologies, and research for ASEAN and global development.		

Educational Management Strategies Aligned with the Program Learning Outcomes Type 2.1

Program Learning Outcomes (PLOs)	Teaching and learning activities	Evaluation methods
PLO1: Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).	<ol style="list-style-type: none"> 1. Lectures, seminars, expert talks on ASEAN/global issues. 2. Guided reading of academic texts, SDG frameworks, and policy documents. 	<ol style="list-style-type: none"> 1. Written examinations and reflective essays. 2. Analytical papers, seminar participation, and oral presentations.
PLO2: Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.	<ol style="list-style-type: none"> 1. Case-based learning and comparative regional analysis workshops. 2. Group discussions integrating political, economic, and social perspectives. 	<ol style="list-style-type: none"> 1. Case study reports and comparative essays. 2. Group presentations and multidisciplinary evaluation assignments.
PLO3: Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.	<ol style="list-style-type: none"> 1. Interdisciplinary research projects and policy design workshops. 2. Project and Research-based learning on social innovation and community development. 	<ol style="list-style-type: none"> 1. Policy briefs, research synthesis papers. 2. Project and research reports, innovation proposals, and peer evaluation.
PLO4: Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and green skills, with research, policy design, and project evaluation.	<ol style="list-style-type: none"> 1. Hands-on training in AI tools, digital analytics, SPSS/R/Python workshops 2. Data visualization and digital research methodology sessions. 	<ol style="list-style-type: none"> 1. Digital tool application assignments and data analysis reports. 2. Technology-based project evaluation and online portfolio submission. 3. Presentation performance

Program Learning Outcomes (PLOs)	Teaching and learning activities	Evaluation methods
<p>PLO5: Design research-driven, evidence-based policies and innovative solutions.</p>	<ol style="list-style-type: none"> 1. Policy design, simulation exercises, and stakeholder engagement activities. 2. Workshops on monitoring & evaluation, design thinking, and strategic planning. 	<ol style="list-style-type: none"> 1. Policy design proposal and impact evaluation report. 2. Project and Research reports, innovation proposals, and peer evaluation. 3. Simulation performance and stakeholder analysis presentation.
<p>PLO6: Demonstrate academic integrity, morality, and professional ethics.</p>	<ol style="list-style-type: none"> 1. Ethics seminars, academic integrity workshops, IRB training. 2. Reflective learning on moral dilemmas in research and professional practice. 	<ol style="list-style-type: none"> 1. Research ethics proposal and IRB compliance checks. 2. Reflective essays and integrity assessments (e.g., Turnitin reports). 3. Co-evaluation by partner's universities
<p>PLO7: Exhibit ethical, socially responsible, and sustainability-oriented leadership that promotes diversity, inclusion, multicultural understanding, environmental stewardship, strong collaboration and effective communication, ensuring the integrity, professionalism, and societal commitment necessary to apply advanced knowledge, technologies, and research for ASEAN and global development.</p>	<ol style="list-style-type: none"> 1. Leadership training, group projects, and community engagement activities. 2. Intercultural communication workshops and ASEAN diversity dialogues. 	<ol style="list-style-type: none"> 1. Leadership performance assessment and peer evaluation. 2. Community engagement report and reflective journal. 3. Co-evaluation by partner's universities

3. Table showing the achievement of PLOs

Year of Study	PLOs	Data Collection Methods for Program Learning Outcomes (PLOs)
1 st year	PLO1	Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).
	PLO2	Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
	PLO4	Apply advanced technologies, including Artificial Intelligence (AI), digital tools, and green skills, in research, policy design, and project evaluation.
	PLO5	Design research-driven, evidence-based policies and innovative solutions.
	PLO6	Demonstrate academic integrity, morality, and professional ethics.
	PLO7	Exhibit ethical, socially responsible, and sustainability-oriented leadership that promotes diversity, inclusion, multicultural understanding, environmental stewardship, strong collaboration and effective communication, ensuring the integrity, professionalism, and societal commitment necessary to apply advanced knowledge, technologies, and research for ASEAN and global development.
	2 nd Year	PLO2
PLO3		Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development initiatives, and social and green entrepreneurship in ASEAN and global contexts.
PLO4		Apply advanced technologies, including Artificial Intelligence (AI), digital tools, and green skills, in research, policy design, and project evaluation.
PLO5		Design research-driven, evidence-based policies and innovative solutions.
PLO6		Demonstrate academic integrity, morality, and professional ethics.
PLO7		Exhibit ethical, socially responsible, and sustainability-oriented leadership that promotes diversity, inclusion, multicultural understanding, environmental stewardship, strong collaboration and effective

Year of Study	PLOs	Data Collection Methods for Program Learning Outcomes (PLOs)
		communication, ensuring the integrity, professionalism, and societal commitment necessary to apply advanced knowledge, technologies, and research for ASEAN and global development.
3 rd Year	PLO2	Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
	PLO3	Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development initiatives, and social and green entrepreneurship in ASEAN and global contexts.
	PLO4	Apply advanced technologies, including Artificial Intelligence (AI), digital tools, and green skills, in research, policy design, and project evaluation.
	PLO5	Design research-driven, evidence-based policies and innovative solutions.
	PLO6	Demonstrate academic integrity, morality, and professional ethics.
	PLO7	Exhibit ethical, socially responsible, and sustainability-oriented leadership that promotes diversity, inclusion, multicultural understanding, environmental stewardship, strong collaboration and effective communication, ensuring the integrity, professionalism, and societal commitment necessary to apply advanced knowledge, technologies, and research for ASEAN and global development.

Year	PLO (or PLOs)
1	PLO 1, 2, 4, 5, 6 and 7
2	PLO 2, 3, 4, 5, 6 and 7
3	PLO 2, 3, 4, 5, 6 and 7

Section 5: Student Evaluation Criteria

1. Regulations or criteria for grading (grades)

The evaluation and grading of students strictly comply with Ministry of Higher Education 2565 the Naresuan University Regulations on Graduate Studies, B.E. 2565, including the use of letter grades, grade points, assessment criteria, academic probation rules, and requirements for maintaining academic standing. All grading must follow university-wide standards ensuring fairness, transparency, and consistency across programs.

2. Process for Verifying Student Achievement According to Learning Outcomes Standards

2.1. Review of learning outcomes standards before students graduate

- 1) The program systematically reviews student achievement of the learning outcomes (PLOs and CLOs) before graduation through the following processes:
 - 2) Each course reports CLO–PLO alignment and student achievement.
 - 3) Instructors submit grade reports, assessments, including learning activities.
 - 4) Dissertation Milestones (Proposal, Progress, and Final Defense)
 - 5) Students must pass the Qualifying Examination (QE), the dissertation proposal defense, and the final defense.
 - 6) Students must complete the ethics seminar, obtain the corresponding certificate, and undergo review by the university’s Institutional Review Board (IRB) to receive ethical clearance before commencing any research activities.
 - 7) Verification by Thesis Advisory Committee
 - 8) Advisors certify that students meet academic, ethical, and research standards.
 - 9) Students must complete corrections as required by the committee.
 - 10) English Proficiency Requirement: Students must meet the minimum English proficiency scores mandated by the Graduate School before graduation.

2.2. Review of learning outcomes standards after students graduate

The program continuously monitors and evaluates graduate achievement and curriculum effectiveness after graduation using the following mechanisms:

- 1) **Tracer Studies (1 year and 3 years)** for students without employment
 - Collect data on graduate employment, job relevance, research productivity, leadership roles, and contributions to ASEAN/global communities.
 - Assess alignment between graduate competencies and labor market expectations.

2) Employer and Stakeholder Surveys

- Obtain feedback from employers, partner organizations, research institutes, and policymakers.
- Evaluate whether graduates demonstrate the expected PLOs (e.g., ethics, technology use, policy design, multicultural competence).

3) Alumni Surveys and Follow-Up Interviews

- Evaluate academic preparedness, professional readiness, and long-term learning outcomes.
- Identify additional skills or knowledge required for workforce or research competitiveness.

4) Review of Graduate Publications and Research Outputs

- Track dissertation-based publications, conference presentations, and contributions to scholarly or policy communities.

5) Curriculum Revision and Quality Improvement (PDCA Cycle)

- Findings from tracer studies and stakeholder feedback inform revisions to PLOs, CLOs, course content, teaching methods, and assessment tools.
- Results are discussed in Curriculum and Program Committee meetings and reflected in annual SAR reports for continuous improvement.

6) External Quality Assurance Reviews (EQA / ASEAN-QA)

- External reviewers assess program outcomes against national and regional QA standards.
- Recommendations are integrated into curriculum revisions and strategic planning.

3. Graduation Criteria

The graduation criteria shall be in accordance with the Naresuan University Regulations on Graduate Studies 2022, Sections 30(7) and 33,

- Section 30: Thesis

Thesis Examination and Reporting

The oral thesis examination must be open to the public. Once a student has passed the oral thesis examination, the thesis examination committee must report the examination results to the Graduate School within two weeks after the thesis examination date.

- Section 33: Nomination for Degree Approval

In the final semester of the program, students must submit a report of their expected graduation status to the University, with the approval of their advisor, within four weeks of the start of the semester. Students nominated for degree approval must meet the following conditions:

3.1. Doctoral Degree Type 1.1; Research Track

- (a) The duration of study is as specified.
- (b) The full number of courses registered for the program is required.
- (c) The English proficiency examination as announced by the University.
- (d) Pass the Qualifying Examination.
- (e) Successfully pass the research proposal defense.
- (f) Students are required to deliver two presentations related to their dissertation research at international academic conferences.
- (g) Present a thesis and pass the oral examination.
- (h) A core requirement of the dissertation is the successful publication of at least two scholarly outputs. Specifically, one publication must appear in a Scopus-indexed journal, and another must be published In ISI.

3.2. Doctoral Degree Type 2.1; Coursework Track

- (a) Study period as specified.
- (b) Register for the full number of courses as specified by the curriculum.
- (c) Pass the English proficiency examination as specified by the university.
- (d) Complete the required coursework as specified by the curriculum and the requirements of the program.
- (e) Maintain a cumulative grade point average of at least 3.00.
- (f) Pass the Qualifying Examination.
- (g) Successfully pass the research proposal defense.
- (h) Students are required to deliver two presentations related to their dissertation research at international academic conferences.
- (i) Present a thesis and pass the oral examination.
- (j) A core requirement of the dissertation is the successful publication of at least one scholarly article in a Scopus-indexed journal.

Section 6: Quality Assurance

1. Learning Outcomes

The Ph.D. in ASEAN and Global Affairs program ensures that students achieve the intended learning outcomes through systems, mechanisms, and strategies that align with Naresuan University's quality assurance policy and the Thai Qualifications Framework for Higher Education (TQF). The program also complies with the ASEAN University Network – Quality Assurance (AUN-QA) framework to maintain academic and research excellence.

The program learning outcomes (PLOs) are reviewed annually by the Curriculum Committee to ensure their relevance to the university's mission, the faculty's vision, and ASEAN's evolving social, economic, and cultural developments. The PLOs aim to develop advanced researchers and academic leaders with expertise in ASEAN and Global Affairs who can generate new knowledge, influence regional policy, and promote sustainable development. Implementation of these outcomes occurs through coursework, seminars, and a dissertation process that emphasizes originality and critical engagement.

The program defines Yearly Learning Outcomes (YLOs) aligned with the PLOs and doctoral-level competencies. Each academic year, students' achievements are assessed through coursework, research progress, and dissertation milestones such as proposal defense, progress review, and final examination. Faculty advisors and dissertation committees evaluate the results and provide feedback to guide further progress. The Curriculum Committee reviews these evaluations annually to ensure that students progress according to the expected outcomes.

Results from assessments and reviews will be used for improving the course content, teaching, and methods of supervision. The Faculty supports corrective actions such as specialized training, workshops, and mentoring for students who need additional research or writing guidance. These actions are recorded and reported through the TQF documentation and the university's annual quality assurance review process.

2. Students

The program maintains clear and systematic procedures for student admission, development, supervision, and evaluation. Student admission follows Naresuan University's Graduate Studies Regulations (2022) and the university's policy on English proficiency for international programs.

Admission decisions consider academic records, research proposals, references, and potential contributions to ASEAN and Global Affairs.

Once admitted, students participate in orientation sessions that introduce the university's academic standards, research ethics, and support services. Each student is assigned a main advisor and, when appropriate, a co-advisor based on the field of specialization. Individual Development Plans (IDPs) are prepared and reviewed annually to guide students' progress in research, publication, and academic growth.

Student development is strengthened through participation in seminars, research methodology training, and academic writing workshops. The Faculty encourages students to present their research at national and international conferences to enhance research dissemination and networking. Advisors monitor progress through regular supervision meetings and semester evaluations that track completion of research activities and milestones.

Students undergo formal assessments at key stages, including proposal defense, progress presentations, and final oral defense. Publication in recognized academic journals is required before graduation. The program also tracks student progress and satisfaction through surveys and maintains a tracer study to follow graduates' career paths. These results inform curriculum revisions and improvement in student support systems.

3. Lecturers

The Ph.D. program relies on qualified faculty members who possess academic and research credentials consistent with Naresuan University's standards for doctoral education. The Faculty of Social Sciences ensures that lecturers, advisors, and dissertation committee members are academically prepared and capable of guiding high-level research in ASEAN and Global Affairs.

All lecturers hold a doctoral degree or equivalent and demonstrate active research and publication records in relevant disciplines. Advisors must have at least three academic publications in the last five years, including at least one in a peer-reviewed journal. Faculty members in charge of the curriculum maintain ongoing engagement with ASEAN research, conferences, and publication activities.

The faculty promotes academic and professional development through workshops, research training, and participation in international conferences. Lecturers are encouraged to publish in indexed journals and apply for external and internal research grants. The faculty supports

academic exchanges, collaborative research, and activities that enhance teaching, learning, and supervision quality.

Teaching and supervision performance are reviewed annually through faculty evaluations, student feedback, and curriculum committee reports. Based on these reviews, the faculty organizes seminars, mentorship programs, and professional development activities to strengthen research supervision and academic integrity. Faculty development and workload distribution are designed to ensure effective teaching, supervision, and research productivity. Lecturer Competency: Competency reference from MEHESI 2566

4. Curriculum, Teaching and Learning, Student Evaluation

The Ph.D. curriculum is implemented in accordance with the Thai Qualifications Framework and the Naresuan University educational philosophy. The curriculum is designed to produce graduates who possess advanced knowledge, research capability, and professional ethics. It integrates interdisciplinary approaches and emphasizes research that contributes to ASEAN development and integration.

Each course and dissertation component follows TQF standards. Course instructors prepare and upload course specifications (TQF 3) before teaching and submit course reports (TQF 5) approved by Faculty and NU based upon NU's TQF management at the end of each semester. These reports contain information on course implementation, student performance, and recommendations for improvement. The Curriculum Committee reviews these reports annually to ensure alignment between course-level learning outcomes and program learning outcomes.

Teaching and learning methods focus on research-based learning, seminars, and problem-solving approaches that encourage critical and analytical thinking. Student assessments are conducted through coursework, seminar participation, proposal and defense examinations, and dissertation evaluation. External examiners are appointed for final dissertation assessments to ensure objectivity and consistency with national and international standards.

We submit an annual Self-Assessment Report (SAR) and deliver a presentation to the university-level quality assurance committee. The committee conducts interviews with lecturers, students, and graduates, after which it provides an evaluation and recommendations. Based on these findings, we continuously improve the curriculum and enhance teaching and learning processes. Continuous monitoring and improvement are carried out through internal quality assurance processes, student evaluations, and peer reviews. Curriculum revisions are undertaken every five

years or earlier if necessary to maintain relevance. Recommendations from examiners, alumni, and employers are incorporated into future curriculum adjustments to ensure continuous improvement and responsiveness to ASEAN and global contexts.

5. Learning Support Facilities

The Faculty of Social Sciences and Naresuan University provide adequate and accessible facilities, learning environments, and resources to support doctoral students in achieving the expected learning outcomes.

Facilities and Classrooms

The Faculty provides classrooms equipped with multimedia systems and projectors. The Praptraichak 1 Building includes 18 rooms with a total capacity of 360 seats and four computer laboratories with 112 seats, along with two additional computer laboratories with 50 seats. The Praptraichak 2 Building contains 25 rooms consisting of 10 rooms for 20 students each, 10 rooms for 50 students each, three rooms for 70 students each, and two rooms for 90 students each. The Chalem Phrakiat 72 Phansa Building (QS Building) houses 77 classrooms, including 36 with 50-seat capacity, 36 with 90-seat capacity, four large halls with 250 seats, and one lecture hall with 640 seats.

Building	Room Type / Description	Number of Rooms	Seating Capacity (per room)	Total Capacity
Praptraichak 1	Standard classrooms	12	30 seats each (approx. total 360)	360
	Computer laboratory 1	4	28 seats each (approx. total 112)	112
	Computer laboratory 2	2	25 seats each (approx. total 50)	50
Subtotal – Praptraichak 1		18 rooms		522 seats
Praptraichak 2	Small classrooms	10	20	200
	Medium classrooms	10	50	500
	Large classrooms	3	70	210

Building	Room Type / Description	Number of Rooms	Seating Capacity (per room)	Total Capacity
	Extra-large classrooms	2	90	180
Subtotal – Praptraichak 2		25 rooms		1,090 seats
Chalerm Phrakiat 72 Phansa (QS Building)	Classrooms	36	50	1 800
	Classrooms	36	90	3 240
	Lecture halls	4	250	1 000
	Auditorium	1	640	640
Subtotal – QS Building		77 rooms		6 680 seats
Grand Total		120 rooms		8 292 seats (approx.)

Library and Databases

The Naresuan University library provides access to extensive academic resources and databases in both Thai and English. The library services include electronic databases such as ABI/INFORM Complete, Academic Search Complete, JSTOR, Emerald, ProQuest, SAGE, ScienceDirect, SCOPUS, SpringerLink, Web of Science, ThaiLis Digital Collection (TDC), and Wiley InterScience. The Faculty library and reading room hold 4,749 titles and 7,882 volumes in social science disciplines, including political science, history, sociology, and psychology.

No.	Electronic Database / Resource
1	ABI/INFORM Complete
2	Academic Search Complete
3	Asia this Week
4	A to Z Search
5	CINAHL Plus with Full Text
6	CHE: PDF Dissertation Full Text
7	Communication & Mass Media Complete

No.	Electronic Database / Resource
8	Education Research Complete
9	Emerald
10	H.W. Wilson
11	JSTOR
12	Matichon e-Library
13	ProQuest Arts & Humanities Full Text
14	ProQuest Asian Business and Reference

No.	Electronic Database / Resource
15	ProQuest Dissertations & Theses
16	ProQuest Humanities Module
17	ProQuest Social Science Journals
18	SAGE Journals Online
19	ScienceDirect

No.	Electronic Database / Resource
20	SCOPUS
21	SpringerLink – Journal
22	ThaiLis Digital Collection (TDC)
23	Web of Science (ISI)
24	Wiley InterScience

The Faculty subscribes to various journals and magazines such as the Journal of Political Science, Journal of Public and Private Management, Political Science Gazette, Journal of Arts and Culture, National Geographic (Thai edition), Documentary Magazine, Matichon Weekend, Matichon Daily, Thai Rath, Bangkok Post, Home and Garden, Vitality, and Science Journal.

SI	Journal / Publication
1	<i>Journal of Political Science</i>
2	<i>Journal of Public and Private Management</i>
3	<i>Political Science Gazette</i>
4	<i>Journal of Arts and Culture</i>
5	<i>National Geographic Magazine</i> (Thai edition)
6	<i>Documentary Magazine</i>
7	<i>Matichon Weekend</i>
8	<i>Matichon Daily Newspaper</i>
9	<i>Thai Rath Newspaper</i>
10	<i>Bangkok Post Daily Newspaper</i>
11	<i>Home and Garden</i>
12	<i>Vitality</i>
13	<i>Science Journal</i>

Information Technology and Learning Resources

Students have access to the university's Central Information Technology and Communication Center (CITCOM), which provides research facilities, high-speed internet, and access to the digital library. Language laboratories and computer centers are available for learning and research activities.

Monitoring and Improvement

The Faculty conducts annual satisfaction surveys on learning support facilities, including library services, classroom equipment, and online resources. Results are analyzed and used to improve the availability and quality of learning resources. Budget allocations are reviewed annually to ensure that all students and faculty members can access the necessary materials and technologies to support their academic and research activities.

6. Students

Complete phase planning throughout student's academic journey: Student admission process and preparation at the beginning of the study, supervision, and monitoring of their progress.

7. Outputs/Outcomes

The Ph.D. program has established mechanisms to collect, analyze, and monitor its academic and operational outcomes. These mechanisms ensure that the program maintains quality standards and responds effectively to stakeholder needs.

The program tracks key indicators such as student enrollment, graduation rates, retention rates, time-to-completion, and research productivity. Doctoral students are required to publish research papers in recognized journals before graduation. Faculty members' research outputs and student publications are compiled annually to evaluate the program's academic impact.

Graduate employability and alumni achievements are assessed through tracer studies and feedback surveys. Employers and alumni provide insights into the program's effectiveness in preparing graduates for professional and academic careers. The results are used to adjust the curriculum, enhance supervision practices, and improve student support systems.

Benchmarking is conducted annually with other ASEAN doctoral programs, including those at Mahidol University, Chulalongkorn University, Universitas Indonesia, the National University of Singapore, Ritumeikan University, Waseda University in Japan, and SOAS in the UK. The Curriculum Committee reviews these comparative studies to ensure that the program maintains high standards and remains competitive regionally and internationally.

The Faculty uses evaluation results to improve the curriculum, strengthen supervision, and promote international collaboration. Reports on outcomes and improvements are documented annually and submitted to the Graduate School and University Council for review and endorsement.

8. Key Performance Indicators (KPIs) for Ph.D Programs:

The curriculum standards are regulated to be in accordance with the Graduate Curriculum Standards 2022.

No	Criteria	Evaluation Details	1st Year	2nd Year	3rd Year	4 th year	5 th year
			2026	2027	2028	2029	2030
1	Number of teachers responsible for the curriculum	<ul style="list-style-type: none"> - No less than 3 persons - May not be a faculty member responsible for more than one curriculum (except for multidisciplinary or interdisciplinary programs, in which case, one faculty member may be responsible for another curriculum. However, no more than two faculty members may be assigned to the same curriculum. For master's and doctoral programs in the same field of study, the same faculty member may be assigned to the same curriculum). And - May be assigned to the curriculum for the entire duration of the program. 	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail
2	Qualifications of the teacher responsible for the curriculum	<ul style="list-style-type: none"> - Doctoral degree or equivalent, or at least a Master's degree or equivalent with the rank of Associate Professor or equivalent. - At least three academic publications within the past five years, at least one of which must be research. 	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail
3	Qualifications of the course instructors	<ul style="list-style-type: none"> - At least three faculty members responsible for the program must hold a doctoral degree or 	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail

No	Criteria	Evaluation Details	1st	2nd	3rd	4 th	5 th
			Year	Year	Year	year	year
			2026	2027	2028	2029	2030
		<p>equivalent, or a minimum of a master's degree or equivalent with a professorial position or equivalent, and have published at least three research papers within the past five years that are not part of their degree studies, according to the criteria for appointing individuals to academic positions.</p> <p>In the case of new faculty members with a doctoral degree, even without published research after graduation, they may be allowed to serve as teaching staff. However, to serve as a faculty member, program coordinator, thesis advisor, or thesis examiner at the doctoral level, they must have published at least one research paper within two years, two papers within four years, or three papers within five years.</p>	Fail	Fail	Fail	Fail	Fail
4	Qualifications of the Instructor	- Lecturers must be full-time or part-time lecturers with a doctoral degree or equivalent, or at least a master's degree or equivalent with the rank of associate professor or equivalent. They must be in the relevant field, a related field, or the field of the courses they teach, and have teaching experience and academic publications that are not part of their degree studies. These publications must be published according to the criteria for	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail

No	Criteria	Evaluation Details	1st Year	2nd Year	3rd Year	4 th year	5 th year
			2026	2027	2028	2029	2030
		<p>appointing individuals to academic positions, with at least one publication within the past 5 years.</p> <p>- In the case of new lecturers with a doctoral degree, even without post-graduation academic publications, they may be allowed to be lecturers at the doctoral level. However, if they wish to serve as full-time lecturers, course coordinators, thesis advisors, or thesis examiners at the doctoral level, they must have published at least one research paper within 2 years of graduation, or two papers within 4 years, or three papers within 5 years.</p>					
5	Qualifications of the main thesis advisor	<p>- Be a full-time faculty member with a doctoral degree or equivalent, or at least a master's degree or equivalent, and hold an academic position not lower than Associate Professor; and</p> <p>- Have at least three academic publications within the past five years, at least one of which must be research.</p>	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail
6	Qualifications of the co-thesis advisor	<p>Program Instructor, Permanent Instructor, or Researcher</p> <p>- A doctoral degree or equivalent, or at least a master's degree or equivalent, and holding an academic position not lower than Associate Professor or equivalent.</p> <p>- At least three academic publications within the past five</p>	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail

No	Criteria	Evaluation Details	1st	2nd	3rd	4 th	5 th
			Year	Year	Year	year	year
			2026	2027	2028	2029	2030
		<p>years, at least one of which must be research.</p> <p>External Experts</p> <ul style="list-style-type: none"> - A doctoral degree or equivalent. - At least five academic publications in recognized journals listed in recognized databases, which are relevant to or related to the thesis topic. - If the qualifications or experience are not met, a recognized level of knowledge, expertise, and experience relevant to or related to the thesis topic must be approved by the University Council. 					
7	Qualifications of thesis examiners	<p>- Thesis examiners include full-time program faculty and external experts, including full-time faculty or permanent researchers, totaling at least three. The chairperson of the examination committee must not be the main thesis advisor or co-advisor.</p> <p>Full-time Program Faculty, Full-time Faculty, or Permanent Researcher</p> <ul style="list-style-type: none"> - Hold a doctoral degree or equivalent, or at least a master's degree or equivalent with the rank of Associate Professor or equivalent, and have at least three academic publications within the past five years, at least one of which must be research work. <p>External Experts</p>	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail

No	Criteria	Evaluation Details	1st	2nd	3rd	4 th	5 th
			Year	Year	Year	year	year
			2026	2027	2028	2029	2030
		<ul style="list-style-type: none"> - Hold a doctoral degree or equivalent - Have at least five academic publications in recognized journals, which are relevant to or related to the thesis topic. - If the qualifications or experience are not met, they must possess recognized expertise and experience relevant to or related to the thesis topic, as approved by the University Council. 					
8	Publication of graduate work	<p>Type 1.1; Research Track Must publish at least two scholarly articles. Specifically, one publication must appear in a Scopus-indexed journal, and another must be published in either a Tier-1 or 2 journal or in the proceedings of an international academic conference.</p> <p>Type 2.1; Coursework Track Must publish at least one scholarly article in a Scopus-indexed journal.</p>	<input type="checkbox"/> Pass <input type="checkbox"/> Fail	<input type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail
9	Thesis advisory duties at the graduate level	<ul style="list-style-type: none"> - Program instructors holding a doctoral degree or equivalent and meeting the criteria for academic achievement are eligible to serve as master's and doctoral thesis advisors, with a maximum of five advisors per semester. - Program instructors holding a doctoral degree and holding the position of Assistant Professor or equivalent or higher, or holding a master's degree or equivalent with 	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail

No	Criteria	Evaluation Details	1st	2nd	3rd	4 th	5 th
			Year	Year	Year	year	year
			2026	2027	2028	2029	2030
		<p>the rank of Associate Professor or equivalent or higher, with academic achievement meeting the criteria, are eligible to serve as master's and doctoral thesis advisors, with a maximum of 10 advisors per semester.</p> <p>- Program instructors holding a doctoral degree and holding the position of Professor or equivalent and needing to supervise more students than the specified number, must submit their recommendations to the Institutional Council for consideration, but must not exceed 15 advisors per semester.</p>					
10	Academic history and achievements as per the Office of the Civil Service Commission's regulations.	- Academic work that is not part of one's own degree studies, but rather research publications, consisting of at least three publications within the past five years, meeting the criteria for academic appointment, must be submitted. The bibliography must be written in APA 7th-degree format.	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail
11	Curriculum improvement according to the specified period	- Must not exceed 5 years according to the course duration or at least every 5 years.	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail
Summary of operating results		Curriculum Standards Supervision according to the Graduate Curriculum Standards Criteria 2022	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail

Section 7: Evaluating and Improving Curriculum Implementation

The Ph.D. in ASEAN and Global Affairs (International Program) applies a systematic process for evaluating and improving teaching, learning, and curriculum management. This process follows Naresuan University's quality-assurance policy and the Thai Qualifications Framework (TQF) by emphasizing continuous monitoring, feedback, and evidence-based improvement. Regular reviews of teaching effectiveness, student assessment, curriculum relevance, and program performance ensure that academic standards are upheld and that findings are integrated into curriculum development.

1. Review of the effectiveness of teaching and student assessment

The program continuously reviews teaching and learning effectiveness to maintain high academic quality. Evaluation focuses on classroom instruction, student learning outcomes, and faculty development. Information from students, lecturers, and peer reviewers is analyzed each semester and used to improve instructional design and learning support.

1.1. Student Evaluation of Teaching

Student feedback is collected every semester through official evaluation forms covering course organization, clarity of instruction, and learning engagement. The Faculty Quality Assurance Unit compiles the results for review by the Curriculum Committee.

1.2. Course Review

Each lecturer prepares a TQF 5 report summarizing teaching activities, assessment methods, and reflections on student achievement. Lecturers identify strengths, challenges, and actions for improvement.

1.3. Peer and Committee Review of Teaching

Annual peer observations and committee reviews assess instructional quality, learning outcomes, and fairness of assessment. Results are discussed in faculty meetings to promote shared improvement.

1.4. Faculty Consultation and Feedback Sessions

Consultation meetings between faculty members, students, and administrators allow open discussion on classroom issues and learning experiences. Feedback guides course adjustments and resource allocation.

1.5. Use of Results for Teaching Improvement

Findings from student evaluations, TQF 5 reports, and peer reviews are synthesized by the Curriculum Committee. The Faculty conducts training workshops and revises teaching plans (TQF 3) accordingly. Progress is monitored in the next evaluation cycle.

2. Review of the student measurement and assessment process

Student assessment is reviewed to ensure fairness, consistency, and alignment with program learning outcomes. The process covers coursework evaluation, dissertation assessment, and feedback from examiners and graduates.

2.1. Review of Course-Level Assessment Tools

All course assessments are examined to confirm that grading methods and rubrics correspond to TQF learning outcomes and doctoral-level expectations.

2.2. Review of Thesis and Dissertation Evaluation Criteria

Criteria for proposal, progress, and final defense are reviewed annually to guarantee that originality, methodological rigor, and scholarly contribution are properly measured.

2.3. Consultation with External Examiners and Alumni Feedback

External examiners provide written feedback on fairness and clarity of evaluations. Alumni and current students comment on transparency and relevance. The Curriculum Committee considers these insights for rubric revision.

2.4. Revision and Alignment of Assessment Processes

Assessment procedures are refined based on review findings. Updated rubrics and guidelines are documented in TQF reports and verified during subsequent evaluations.

3. Assessment of the Program Implementation Based on the Program Specification

The annual quality assurance, according to the Key Performance Indicators in Section 6, Number 7, is conducted by three internal quality assurance committee members, including at least an expert in the same field/discipline.

4. Assessment of Curriculum Performance Based on Standards

Curriculum performance is assessed using indicators from the Graduate Curriculum Standards B.E. 2565 (2022). The process ensures that the program consistently meets national and university benchmarks for graduate education. **Assessment standard is AUN-QA.**

4.1. Evaluation According to Graduate Program Standards

Performance is reviewed against specified criteria such as teaching quality, research productivity, student achievement, and academic service.

4.2. Committee Composition and Responsibilities

A committee of at least three members, including one ASEAN and Global Affairs expert, evaluates program data and evidence related to Section 6 indicators.

4.3. Assessment Indicators and Evidence Used

Key indicators include graduate numbers, publication output, completion rates, and employability. Evidence sources include TQF documents, QA reports, and faculty evaluation summaries.

4.4. Reporting and Submission to QA Offices

Findings are compiled in annual reports and submitted to the Faculty QA Committee and the Office of Educational Quality Assurance for verification and recordkeeping.

5. Integrating Evaluation Results into Curriculum Development

All evaluation findings are systematically analyzed and integrated into curriculum development. The process ensures that teaching, learning, and research improvements are evidence-based and sustained through continuous monitoring.

5.1. Consolidation of Evaluation Results

Evaluation outcomes from all program areas are consolidated annually by the Curriculum Committee to identify priorities for improvement.

5.2. Planning and Implementing Improvements

Improvement plans focus on teaching innovation, supervision quality, and curriculum relevance. Actions are implemented with assigned responsibilities and timelines.

5.3. Monitoring the Impact of Improvement Actions

Follow-up evaluations track the results of implemented actions and verify whether intended outcomes have been achieved.

5.4. Curriculum Revision Cycle (Five-Year Review)

A comprehensive curriculum revision is carried out every five years or earlier if required. Revisions incorporate cumulative evaluation data, stakeholder input, and regional academic developments.

Summary

Section 7 confirms the program's integrated system for evaluation and improvement. Regular reviews, stakeholder feedback, and evidence-based adjustments ensure that teaching, learning, and research processes remain effective and aligned with the goals of Naresuan University and the ASEAN University Network – Quality Assurance framework.

Appendices

1. Comparative Table of the Curriculum Structure Revised 2021 and the Revised 2026
2. Comparative Table of Courses Revised 2021 and the Revised 2026, along with the content of the revisions (in the case of the revised curriculum)
3. Order Appointing the Curriculum Development Committee
4. Summary of Curriculum Critiques
5. History and Academic Achievements of the Curriculum Instructors and Program Instructors
6. Naresuan University Regulations on Graduate Studies B.E. 2565
7. Ministry of Higher Education, Science, Research and Innovation (MHESI) Announcement
8. Survey Results from Listening to the Opinions of Graduate Users, Students, and Students Aspiring to Study in the Curriculum
9. Analysis of Risks That May Affect Curriculum Administration and Risk Management Plan
10. Alignment of PLOs with CLOs
11. Alignment of CLOs with PLOs by Course
12. Special Lecturer Acceptance Form
13. Other Documents

Appendix 1. Comparative Table of the Curriculum Structure Revised 2021 and the Revised 2026

Item	Revised 2021	Revised 2026
Program Learning Outcomes (PLOs)	None	Newly Introduced
Curriculum development process and curriculum supervision	None	Newly Introduced
Course Learning Outcomes (CLOs)	None	Newly Introduced

Risk and Risk Management

- Quality Planning
- Quality Maintenance and Control
- Quality Improvement

Appendix 2. Comparative Table of Courses Revised 2021 and the Revised 2026, along with the content of the revisions

Item	Revised 2021	Revised 2026
Program Title (Thai)	หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาอาเซียนศึกษา (หลักสูตรนานาชาติ)	หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาอาเซียนและประชาคม โลกศึกษา (หลักสูตรนานาชาติ)
Program Title (English)	Doctor of Philosophy Program in ASEAN Studies (International Program)	Doctor of Philosophy Program in ASEAN and Global Affairs (International Program)
Degree Title – Full (Thai)	ปรัชญาดุษฎีบัณฑิต (อาเซียน ศึกษา)	ปรัชญาดุษฎีบัณฑิต (อาเซียน และประชาคมโลกศึกษา)
Degree Title – Abbreviation (Thai)	ปร.ด. (อาเซียนศึกษา)	ปร.ด. (อาเซียนและประชาคม โลกศึกษา)
Degree Title – Full (English)	Doctor of Philosophy (ASEAN Studies)	Doctor of Philosophy (ASEAN and Global Affairs)
Degree Title – Abbreviation (English)	Ph.D. (ASEAN Studies)	Ph.D. (ASEAN and Global Affairs)
Program Identity / Hashtag	—	Ph.D. in ASEAN and Global Affairs; #AGA at CACS: We attempt to be a social engine in creating a social impact at the ASEAN and Global levels

No.	Subjects	Status
1.	Transformative Leadership for Global Sustainability	<ul style="list-style-type: none"> ● New subject ● New Course description
2.	Global challenges and social innovation: Global South perspective	<ul style="list-style-type: none"> ● New Subject ● New course description
3.	Health and Globalization: Critical Perspectives and Innovations	<ul style="list-style-type: none"> ● Change from “950637 Pandemics and Globalization” ● Change all course description
4.	Global public policy and governance	<ul style="list-style-type: none"> ● Change 950621 Advanced technique for policy and strategic development ● Change all course description

No.	Subjects	Status
5	Multiculturalism, Diversity, and Global Citizenship	<ul style="list-style-type: none"> ● Change from 950630 Genders and Sexualities in South East Asian Films ● Change all course description
6	Cinema, Culture, and Globalization in ASEAN and Beyond	<ul style="list-style-type: none"> ● Change from 650631 Queer cinema ● Change all course description
7	950625 Agricultural development and food security in ASEAN	<ul style="list-style-type: none"> ● Delete
8	950627 ASEAN community in cultural context	<ul style="list-style-type: none"> ● Delete
9	950623 Agricultural Development and Food Security in ASEAN	<ul style="list-style-type: none"> ● Change from 950623 Governance and the Rise of Civil Society in ASEAN 3(3-0-6) ● Change all course description

Appendix 3. Order Appointing the Curriculum Development Committee



คำสั่งมหาวิทยาลัยนครสวรรค์
ที่ ๐๕๖๖/๒๕๖๘

เรื่อง แต่งตั้งคณะกรรมการพัฒนาหลักสูตร
หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาอาเซียนและประชาคมโลกศึกษา (หลักสูตรนานาชาติ)
หลักสูตรปรับปรุง พ.ศ.๒๕๖๙
คณะสังคมศาสตร์

ด้วย คณะสังคมศาสตร์ มหาวิทยาลัยนครสวรรค์ จะดำเนินการปรับปรุงหลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาอาเซียนและประชาคมโลกศึกษา (หลักสูตรนานาชาติ) ที่จะครบวงรอบการปรับปรุงหลักสูตร ตามกฎกระทรวง มาตรฐานคุณวุฒิระดับอุดมศึกษา พ.ศ. ๒๕๖๕ กฎกระทรวงมาตรฐานหลักสูตรการศึกษาระดับอุดมศึกษา พ.ศ.๒๕๖๕ และประกาศคณะกรรมการมาตรฐานการอุดมศึกษา เรื่อง เกณฑ์มาตรฐานหลักสูตรระดับบัณฑิตศึกษา พ.ศ.๒๕๖๕ เพื่อใช้ใน ปีการศึกษา ๒๕๖๙

ดังนั้น เพื่อให้การดำเนินการพัฒนาหรือปรับปรุงรายละเอียดของหลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาอาเซียนและประชาคมโลกศึกษา (หลักสูตรนานาชาติ) หลักสูตรปรับปรุง พ.ศ.๒๕๖๙ ของคณะสังคมศาสตร์ เป็นไปด้วยความเรียบร้อยและมีประสิทธิภาพ ฉะนั้น อาศัยอำนาจความตามมาตรา ๑๗ มาตรา ๒๐ มาตรา ๒๑ และมาตรา ๓๗ แห่งพระราชบัญญัติมหาวิทยาลัยนครสวรรค์ พ.ศ. ๒๕๓๓ จึงแต่งตั้งคณะกรรมการพัฒนาหลักสูตรตามกฎกระทรวงมาตรฐานคุณวุฒิระดับอุดมศึกษา พ.ศ.๒๕๖๕ กฎกระทรวงมาตรฐานหลักสูตรการศึกษาระดับอุดมศึกษา พ.ศ.๒๕๖๕ และประกาศคณะกรรมการมาตรฐานการอุดมศึกษา เรื่อง เกณฑ์มาตรฐานหลักสูตรระดับบัณฑิตศึกษา พ.ศ.๒๕๖๕ ดังนี้

ที่ปรึกษา

๑. อธิการบดีมหาวิทยาลัยนครสวรรค์
๒. รองอธิการบดีฝ่ายวิชาการ
๓. คณบดีคณะสังคมศาสตร์
๔. รองคณบดีฝ่ายวิชาการและพัฒนาคุณภาพ
๕. ผู้อำนวยการสถานประชาคมอาเซียนศึกษา คณะสังคมศาสตร์

หน้าที่ ให้คำปรึกษาด้านต่าง ๆ เพื่อให้การพัฒนาหรือปรับปรุงรายละเอียดของหลักสูตร ดำเนินไปด้วยความเรียบร้อย สำเร็จลุล่วงตามวัตถุประสงค์ที่ตั้งไว้

-2-

หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาอาเซียนและประชาคมโลกศึกษา (หลักสูตรนานาชาติ)
หลักสูตรปรับปรุง พ.ศ.2569

คณะกรรมการร่างหลักสูตร

- | | | |
|---|-----------------------------|--|
| 1. ผู้ช่วยศาสตราจารย์ ดร.นภิสา ไชยธรรมเกียรติ | อาจารย์ผู้รับผิดชอบหลักสูตร | ประธานกรรมการ
และอาจารย์ประจำหลักสูตร |
| 2. ดร.อาทิตย์ พงษ์พานิช | อาจารย์ประจำหลักสูตร | กรรมการ |
| 3. ผู้ช่วยศาสตราจารย์ ดร.จุฑาพร สันตยากร | อาจารย์ประจำหลักสูตร | กรรมการ |
| 4. Honorary Assistant Professor Dr. Katsuyuki Takahashi | อาจารย์ผู้รับผิดชอบหลักสูตร | กรรมการและเลขานุการ
และอาจารย์ประจำหลักสูตร |

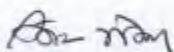
คณะกรรมการวิพากษ์หลักสูตร

- | | | |
|--|-----------------------------|--|
| 1. รองศาสตราจารย์ ดร. ปกรณ์ ศิริประกอบ | ผู้ทรงคุณวุฒิภายนอก | ประธานกรรมการ |
| 2. Professor Dr. Rachel Harrison | ผู้ทรงคุณวุฒิภายนอก | กรรมการ |
| 3. Assistant Professor Dr. Isabella ng | ผู้ทรงคุณวุฒิภายนอก | กรรมการ |
| 4. ผู้ช่วยศาสตราจารย์ ดร.วิชรพล ศุภจักรวิวัฒนา | อาจารย์ผู้รับผิดชอบหลักสูตร | กรรมการและเลขานุการ
และอาจารย์ประจำหลักสูตร |

หน้าที่ พัฒนาหลักสูตรให้สอดคล้องตามกฎกระทรวงมาตรฐานคุณวุฒิระดับอุดมศึกษา พ.ศ.2565 กฎกระทรวง
มาตรฐานหลักสูตรการศึกษาระดับอุดมศึกษา พ.ศ.2565 และประกาศคณะกรรมการมาตรฐานการอุดมศึกษา
เรื่อง เกณฑ์มาตรฐานหลักสูตรระดับบัณฑิตศึกษา พ.ศ.2565

ทำขึ้น ตั้งแต่วันที่ ๑๙ พฤศจิกายน พ.ศ.2568 เป็นต้นไป

สั่ง ณ วันที่ ๑๙ พฤศจิกายน พ.ศ.2568



(รองศาสตราจารย์ ดร.วิวัฒนา พิศนาค)
รองอธิการบดีฝ่ายวิชาการ ปฏิบัติราชการแทน
อธิการบดีมหาวิทยาลัยอัสสัมชัญ

Appendix 4. Summary of Curriculum Critiques

1. รองศาสตราจารย์ ดร.ปกรณ์ ศิริประกอบ

Curriculum Development Feedback
 Summary of Curriculum Development Feedback from the Curriculum
 Development Committee Doctor of Philosophy Program in ASEAN and Global Affairs
 (International Program)
 Revised Curriculum, Academic Year 2026
 Faculty of Social Sciences Naresuan University

Part 1: Reviewer's Details of the Curriculum Critique

Section 1: Details of the Curriculum Reviewer for the Doctor of Philosophy Program in ASEAN and Global Affairs (International Program), 2026

Name - Surname:.....Dr.Prakorn Siriprakob.....

Academic Position:Associate Professor.....

Affiliation:Faculty of Political Science, Chulalongkorn University.....

Part 2: Feedback on the Critique of the Doctor of Philosophy Program in ASEAN and Global Affairs (International Program) Revised Curriculum, Academic Year 2026

1. Overall Program View

General information, rationale, and necessity for offering/revising the program. The strategic rebranding from ASEAN Studies to ASEAN and Global Affairs effectively captures the "Regional-Global Nexus," acknowledging that regional issues are inseparable from global dynamics. The curriculum's three modern pillars—Artificial Intelligence (AI), Sustainability (Green/SDGs), and Social Entrepreneurship distinguish it significantly from traditional area studies programs. This design aligns well with Thailand's 20-Year National Strategy and the urgent demand for digital and environmental literacy in the social sciences.

2. Program Specifics and Expected Learning Outcomes (ELOs)

The Expected Learning Outcomes (ELOs) are robust, measurable, and clearly mapped against TQF standards across knowledge, skills, ethics, and character domains. PLO 4 (applying advanced technologies/AI) and PLO 7 (sustainability-oriented leadership) are particularly innovative, equipping graduates with future-proof skills rarely found in standard social science curricula. The requirement for original knowledge production (PLO 3, PLO 5) ensures high academic rigor.

3. Curriculum Structure and Courses and their alignment with the program objectives.

The structure offers appropriate flexibility through Type 1.1 (Research-based) and Type 2.1 (Coursework) tracks, both requiring a minimum of 48 credits. The core courses 950610 Green-Research in Social Sciences and 950612 Interdisciplinary and AI-Enhanced Research Methodology are excellent additions that directly support the program's unique identity. The diverse elective courses (e.g., Human Security, Global Health, and Border Studies) successfully support the expansion into "Global Affairs".

4. Readiness in Various Aspects

for offering a new/revised program.

4.1. Faculty/Personnel

The program is supported by a strong team of research-active faculty with Ph.D.s from reputable international universities, covering essential fields like Political Science, IR, and Public Administration. To ensure long term quality, the program should maintain a balanced faculty profile across ASEAN studies, IR/security, IPE, global governance, and research methodology, with a clear supervision ratio (e.g., 1 advisor to 3–5 active PhD candidates) and strategic use of visiting or adjunct scholars in advanced methods, AI/data science, and emerging topics to enhance capacity and international visibility.

4.2. Equipment and Facilities

The available infrastructure, including specific learning spaces and access to essential international databases, is adequate to support high-level doctoral research. To fully realize the AI and methods driven vision, the program should guarantee access to statistical and qualitative software, secure data storage, a small research lab for survey/text/computational data, as well as fieldwork funding, conference travel support, and hybrid seminar capabilities for international guest lectures and joint activities.

5. Applicant Qualifications, Student Character Development, and Evaluation

Admission requirements are standard and appropriate for an international doctoral program. The graduation criteria are rigorous, particularly the requirement for Type 1.1 students to publish two papers (one Scopus) and Type 2.1 to publish one Scopus paper, ensuring international recognition of graduates. Character development is explicitly addressed in PLO7, fostering leadership that values diversity and environmental stewardship

6. Comparison of this Program with Similar Programs Offered

Compared to traditional programs, this curriculum offers a distinct niche through its explicit integration of AI methodologies and Sustainability (SDGs) into social science research. Additionally, its location in the Lower North serves as a unique "living laboratory" for studying subnational politics and border trade that metropolitan-based universities cannot replicate.

7. Other Issues

that the expert may suggest for the program owner to make further appropriate improvements when offering a new/revised program.

7.1. Current Issues

Integrating AI into social science is excellent; the program must ensure adequate support or bridge courses for students lacking technical backgrounds to succeed in 950612 AI-Enhanced Research Methodology and related courses. In addition, clarifying the program's unique positioning vis-à-vis other PhD programs in Thailand and the region, tightening course sequencing to reduce overlap, and specifying the comprehensive-exam format, dissertation milestones, and timely-completion criteria will significantly strengthen quality assurance and academic credibility.

7.2. Future Issues

Given the rapid pace of technological change, the AI and Global Affairs content will require frequent updates to remain relevant. The program should also actively pursue formal dual-degree or exchange partnerships with the listed international universities to fully realize the Global Affairs mission.

Signature: _____



2. Professor Dr. Rachel Harrison

Curriculum Development Feedback

Summary of Curriculum Development Feedback from the Curriculum
Development Committee Doctor of Philosophy Program in ASEAN and Global Affairs
(International Program)
Revised Curriculum, Academic Year 2026
Faculty of Social Sciences Naresuan University

Part 1: Reviewer's Details of the Curriculum Critique

Section 1: Details of the Curriculum Reviewer for the Doctor of Philosophy Program in ASEAN and Global Affairs (International Program), 2026

Name - Surname: Prof. Dr. Rachel Harrison

Academic Position: Professor of Southeast Asian Studies

Affiliation: SOAS, University of London, United Kingdom

Part 2: Feedback on the Critique of the Doctor of Philosophy Program in ASEAN and Global Affairs (International Program) Revised Curriculum, Academic Year 2026

1. Overall Program View

The revised Doctor of Philosophy Program in ASEAN and Global Affairs demonstrates a high level of academic coherence, strategic relevance, and international orientation. The rationale for revising and offering this program is well justified, particularly in response to evolving regional dynamics in ASEAN, increasing global interconnectedness, and the need for advanced scholarly expertise in regional and global affairs. The program addresses clear academic and societal needs by producing doctoral graduates capable of independent research, policy-relevant analysis, and original knowledge production at both regional and international levels.

2. Program Specifics and Expected Learning Outcomes (ELOs)

The Expected Learning Outcomes are clearly articulated at the doctoral level and reflect advanced competencies in critical analysis, theoretical engagement, research design, and scholarly contribution. The integration of ASEAN-focused knowledge with global and

The curriculum structure is well designed and demonstrates strong constructive alignment between program objectives, course content, learning activities, and assessment. Core courses provide a solid theoretical and conceptual foundation, while advanced research methodology and dissertation components progressively develop students' independent research capacity. The sequencing of courses supports doctoral-level learning progression from structured study to autonomous research, ensuring that the curriculum effectively supports the stated program objectives.

4. Readiness in Various Aspects for offering a new/revised program.

4.1. Faculty/Personnel

The program is supported by academically qualified and research-active faculty with appropriate expertise in ASEAN Studies, Global Affairs, and related interdisciplinary fields. Faculty members demonstrate readiness for doctoral supervision, research mentoring, and international academic engagement.

4.2. Equipment and Facilities

The institution provides sufficient academic infrastructure to support doctoral study. Its existing equipment and facilities are appropriate for an international doctoral program and meet the requirements for advanced research and scholarly activity.

5. Applicant Qualifications, Student Character Development, and Evaluation

The admission requirements are appropriate for doctoral-level study and ensure that incoming students possess the necessary academic background and research potential. The program places appropriate emphasis on student character development, including academic integrity, ethical research conduct, critical thinking, and intellectual independence. Student evaluation and progress monitoring mechanisms are consistent with international doctoral standards and support timely completion and quality assurance.

6. Comparison of this Program with Similar Programs Offered

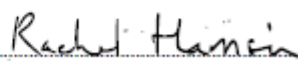
This program demonstrates competitive strengths in its strong regional focus, interdisciplinary design, and alignment with international quality assurance standards. The program is broadly compatible with doctoral training in Southeast Asian Studies at SOAS University of London, in terms of academic orientation, research expectations, and scholarly standards. This compatibility creates a credible platform for developing future academic collaboration, including doctoral student exchange and short-term research mobility, subject to institutional agreements and relevant academic regulations.

7. Other Issues that the expert may suggest for the program owner to make further appropriate improvements when offering a new/revised program.

N/A

7.2. Future Issues

The program may benefit from expanding structured training in transferable doctoral skills, such as academic writing for international publication, grant proposal development, and research impact communication.

Signature: 
(Prof. Dr. Rachel Harrison)

3. Associate Professor Dr. Isabella Ng

Curriculum Development Feedback
 Summary of Curriculum Development Feedback from the Curriculum
 Development Committee Doctor of Philosophy Program in ASEAN and Global Affairs
 (International Program)
 Revised Curriculum, Academic Year 2026
 Faculty of Social Sciences Naresuan University

Part 1: Reviewer's Details of the Curriculum Critique

Section 1: Details of the Curriculum Reviewer for the Doctor of Philosophy Program in ASEAN and Global Affairs (International Program), 2026

Name - Surname: Assoc. Prof. Dr. Isabella Ng

Academic Position: Assoc. Prof.

Affiliation: The Education University of Hong Kong (EdUHK), Hong Kong SAR

Part 2: Feedback on the Critique of the Doctor of Philosophy Program in ASEAN and Global Affairs (International Program) Revised Curriculum, Academic Year 2026

1. Overall Program View

General information, rationale, and necessity for offering/revising the program.

The revised PhD curriculum reflects a well-designed and future-oriented doctoral programme that responds effectively to contemporary regional and global challenges in ASEAN and Global Affairs.

2. Program Specifics and Expected Learning Outcomes (ELOs)

The programme demonstrates clearly articulated Expected Learning Outcomes at doctoral level, reflecting advanced analytical capacity, independent research competence, and original knowledge production. The ELOs are measurable, achievable, and consistent with international standards for doctoral education.

3. Curriculum Structure and Courses and their alignment with the program objectives.

The curriculum structure is coherent and systematically designed to support the programme objectives. Core courses, research methodology training, and dissertation components are constructively aligned with the Expected Learning Outcomes.

4. Readiness in Various Aspects for offering a new/revised program.

4.1. Faculty/Personnel

The programme is supported by academically qualified faculty with appropriate doctoral-level expertise in ASEAN Studies, Global Affairs, and related interdisciplinary fields. Faculty members demonstrate research competence, international academic engagement, and supervisory readiness consistent with doctoral programme requirements.

4.2. Equipment and Facilities

The institution provides sufficient facilities and academic infrastructure to support doctoral studies and research.

5. Applicant Qualifications, Student Character Development, and Evaluation

Admission criteria are appropriate for doctoral-level study and ensure that applicants possess sufficient academic background and research potential. The ~~program~~ promotes student character development, including academic integrity, ethical research conduct, critical thinking, and lifelong learning. Evaluation and progress monitoring mechanisms are consistent with doctoral standards and support timely completion and quality assurance.

6. Comparison of this Program with Similar Programs Offered

N/A

7. Other Issues that the expert may suggest for the program owner to make further appropriate improvements when offering a new/revised program.

7.1. Current Issues

N/A

7.2. Future Issues

N/A



Signature:

(Assoc. Prof. Dr. Isabella Ng)

4. ผู้ช่วยศาสตราจารย์ ดร.วีชรพล ศุภจักรวัฒนา

Curriculum Development Feedback

Summary of Curriculum Development Feedback from the Curriculum
Development Committee Doctor of Philosophy Program In ASEAN and Global Affairs
(International Program)

Revised Curriculum, Academic Year 2026
Faculty of Social Sciences Naresuan University

Part 1: Reviewer's Details of the Curriculum Critique

Section 1: Details of the Curriculum Reviewer for the Doctor of Philosophy Program In
ASEAN and Global Affairs (International Program), 2026

Name - Surname:.....Watcharapol Supajakwattana.....

Academic Position:Assistant Professor.....

Affiliation:Department of Political Science and Public Administration

Part 2: Feedback on the Critique of the Doctor of Philosophy Program In ASEAN and
Global Affairs (International Program) Revised Curriculum, Academic Year 2026

1. Overall Program View

General information, rationale, and necessity for offering/revising the program

The rationale of this program is timely and well justified, particularly given the intensifying geopolitical complexity in Southeast Asia, climate disruptions, digital transformation, and ASEAN's expanding role in global governance. When compared with leading global PhD programs in International and Area Studies—such as the PhD in Southeast Asian Studies at NUS, the PhD in International Relations at LSE, or the Regional Studies PhD at ANU—this program adopts a similar emphasis on the “regional–global nexus” but with a distinct comparative advantage that global universities cannot easily replicate:

It leverages Thailand's Lower Northern Region as a unique empirical and political laboratory, especially its rich landscape of local politics, border interactions, development disparities, climate vulnerabilities, and the long-standing political economy of influential political families.

This local grounding provides:

- High-resolution, real-world insight into how ASEAN-level policies translate into subnational governance.

- Deep understanding of local democratization, political dynasties, patronage, and administrative reform—issues often overlooked in global programs.
- A platform for developing “bottom-up ASEAN studies,” rooted in community politics, cross-border mobility, and the lived experiences of marginalized groups.
- Access to rich field sites such as Phitsanulok, Sukhothai, Phichit, Nakhon Sawan, Tak, Uthai Thani, and Mekong-border administrative units.

Unlike other programs that focus only on ASEAN institutions or regional diplomacy, this curriculum reflects NU’s strategic advantage:

a deep and localized understanding of ASEAN as both a political community AND a multi-scalar laboratory for development, governance, climate adaptation, and local political transformations.

2. Program Specifics and Expected Learning Outcomes (ELOs)

Quality and Global Benchmarking

-Global Benchmarking & Localized Strength (Lower North + Subnational Politics)

a. Research-Intensive and theory-driven outcomes

Global PhD programs emphasize conceptual innovation and rigorous theory. NU can strengthen its PLOs by embedding advanced theoretical development that directly utilizes the Lower North’s political landscape as a unique empirical foundation—such as:

- regional/local political economy
- patronage networks and political families
- borderland governance in Tak and Uttaradit
- critical geopolitics rooted in Mekong-region dynamics

By grounding theory in subnational realities of Northern Thailand, NU offers an analytical depth that global programs cannot replicate.

b. Digital and AI-based research skills

Leading universities (NUS, LSE) integrate AI-driven social science tools. NU already references AI literacy, but the PLOs should clearly state:

- how AI tools will analyze local election data, political networks, climate impacts, or migration flows in the Lower North
- how digital ethnography can be used to study border economies, community governance, or disaster response

This creates a powerful blend of global digital methodologies applied to local political contexts.

c. Public Impact and applied policy translation

Global curricula require translation of research into policy action. NU can solidify this by embedding:

- policy briefs based on Lower North fieldwork
- stakeholder engagement with provincial offices, PAOs, TAOs, border agencies, and Mekong organizations
- workshops that transform local political insights into ASEAN-level policy recommendations

This positions NU as a center for policy innovation anchored in grounded, real-world political dynamics.

d. Professional Identity formation

Top programs emphasize publication and international networking. NU should include explicit PLOs on:

- publication pipelines using empirical cases from the Lower North
- international collaboration framed around regional/subnational governance
- conference presentations highlighting Thailand's local political transformations as part of broader ASEAN/global debates

This blends local expertise with global academic identity.

3. Curriculum Structure and Courses

and their alignment with the program objectives.

Global Comparison, Development Recommendations & Local Relevance

a. Add a core course in *“Global Research Methods and Digital Inquiry”*

NUS require advanced methods including machine learning, GIS, and computational text analysis. NU should add these tools with direct applications to:

- mapping voting patterns in the Lower North as Thailand politics case study
- climate vulnerability assessments (e.g., Sukhothai floodplain risk)
- border trade and migration mapping in Tak
- digital discourse analysis of provincial politics

This provides world-class methodology applied to local political realities.

b. Develop Issue-based clusters Integrating the Lower North as a policy laboratory

Cluster themes could include:

- Governance & Digital Geopolitics (with Lower North decentralization as a case)
- Sustainable Development & Climate Transformations (Bang Rakam floods, Phichit droughts)
- Migration & Border Politics (Tak/Umphang/MeKong dynamics)
- Security & Human Mobility (borderlands as strategic nodes)

This mirrors LSE/ANU structures but grounds them in Thailand's subnational political ecosystem.

c. Strengthen Dissertation Milestones

Qualifying exams, proposal defenses, and annual reviews should incorporate:

- comparative ASEAN-subnational analysis
- community-engaged research components

d. Add a "Doctoral Writing & Publication Workshop"

Focus on transforming local Politics in Thai research into Q1/Q2 journal outputs—an international niche that NU can lead.

4. Readiness In Various Aspects

Global Benchmarking and Development Needs

a. Faculty

NU's faculty is strong and internationally trained. To match global standards. The program should highlight:

- faculty who specialize in Thai politics, environmental governance, urban development, anthropology, and alternative development models, which enrich the study of ASEAN governance from below
- mentoring systems linking students with supervisors experienced in Thailand Lower North political fieldwork
- international visiting scholars who can engage with NU's rich subnational data

b. Facilities & Research Infrastructure

To be globally competitive, NU should emphasize:

- access to databases for political and development research

- advanced software for analyzing local political networks, climate impacts, and migration flows
- fieldwork funding mechanisms for research across Lower North provinces
- support to attend international conferences showcasing grounded ASEAN-local governance research

This reflects how top global schools foreground their field-based research strengths.

5. Applicant Qualifications, Student Character Development, and Evaluation

Comparison with World-Class PhD Standards /Global Standards + Regional/Subnational Integration

a. Admissions

Global PhD programs require research proposals, writing samples, and methodological skills.

NU should adopt similar standards, allowing applicants to demonstrate:

- knowledge of ASEAN or Thai politics
- potential to conduct fieldwork in subnational governance contexts
- capacity for interdisciplinary research (politics–climate–migration–development)

b. Student Development

NU already requires publications—excellent. Additional enhancements:

- TA/RA positions focusing on local politics projects
- workshops on analyzing provincial political economy and grassroots governance
- mentorship for converting fieldwork into high-impact international publications

This builds scholars who are both locally grounded and globally competitive.

6. Comparison of this Program with Similar Programs Offered

Global Benchmarking + Lower North Strength Distinction

Compared to ASEAN and global programs, NU should highlight three unique competitive advantages:

1. Empirical Access → No other ASEAN Studies program embeds students directly in the political realities of Thailand's Lower North—rich with subnational -political, border economies, environmental crises, and administrative innovations.
2. Multi-Scalar Governance Analysis → Bridging local data with ASEAN/global frameworks creates a unique analytical angle.

3. Fieldwork-Based ASEAN Studies → While NUS, ANU, LSE excel in theory and method, NU excels in field immersion and grounded ASEAN research. This positions NU as a leader in subnational-oriented ASEAN political research.

7. Other Issues

Current Issues

- Lack of clear infrastructure descriptions
- Insufficient PLO-CLO mapping consistency
- Limited articulation of publication training
- Need to clarify digital/AI methodology pathways

Future Issues (Strategic for 2030)

- AI Governance & Digital Policy Track
- Climate Security Track (Bang Rakam floods as case studies)
- Migration & Humanitarian Governance Track (Tak border region)
- Global South Knowledge Production Track
- ASEAN-EU mobility, joint supervision, multi-campus doctoral networks

Overall Narrative Summary

The curriculum is regionally strong and globally relevant. Its greatest advantage is the ability to integrate ASEAN governance with the deeply contextualized political dynamics of Thailand politics or Lower North's politics, offering empirical access that global programs cannot match. To become a top-tier ASEAN PhD program, it should strengthen digital research, theoretical rigor, publication training, and global benchmarking.

With these improvements, NU can lead Southeast Asia in producing impactful, field-based political scholarship that bridges local politics to national governance to ASEAN-global dynamics.

Signature: ... 

(Dr. Watcharapol Supajakjattana)

Date:26-11-2025.....

Appendix 5. History and Academic Achievements of the Curriculum Instructors and Program Instructors

Names - Surnames: Associate Professor Dr.Tanapon Phenrat

Academic Publications within Five Years
<p>1. Research</p> <p>1.1 Research Reports</p> <p>1.2 Research Articles</p> <p>Lawan, J., Wichai, S., Chuaypen, C., Nuiyen, A., & Phenrat, T. (2022). Constructed sediment microbial fuel cell for treatment of fat, oil, grease (FOG) trap effluent: Role of anode and cathode chamber amendment, electrode selection, and scalability. <i>Chemosphere</i>, 286, 131619. (Scopus)</p> <p>Phenrat, T., Soratana, K., Kumar, V., Kanel, S. R., & Landis, A. E. (2022). Technological and policy innovations toward cleaner development. <i>Clean Technologies and Environmental Policy</i>, 24(4), 1009–1011. (Scopus)</p> <p>Tran, Q. T., Khum-In, V., & Phenrat, T. (2022). Assessing Potential Health Impacts of Cyanide-Contaminated Seepage in Paddy Field Near a Gold Mine in Thailand: Cyanide Speciation and Vapor Intrusion Modeling. <i>Exposure and Health</i>, 14(2), 459–473. (Scopus)</p> <p>1.3 Books Authored from Research (Specify the published sources)</p>
2. Textbooks
3. Books
4. Academic Articles (Specify the published sources)
<p>5. Academic Works in other categories</p> <p>5.1 Academic Works for Industry</p> <p>5.2 Academic Works for Curriculum and Learning Development</p> <p>5.3 Academic Works for Public Policy Development</p> <p>5.4 Case Studies</p> <p>5.5 Translations</p> <p>5.6 Dictionaries, Encyclopedias, Lexicons, and Similar Academic Works</p> <p>5.7 Creative Works in Science and Technology</p> <p>5.8 Creative Works in Aesthetics and Art</p> <p>5.9 Copyrights</p> <p>5.10 Software</p>
6. Academic Works in Service to Society

I certify that the above academic work is not a part of the educational requirements for obtaining a degree. It is an academic work that has been published according to the criteria

specified in the appointment process for academic positions. It is academic work from the last 5 years and is written in bibliography format.

A handwritten signature in black ink on a light-colored background. The signature is written in a cursive style and reads "Tanapon Phenrat".

(Associate Professor Dr.Tanapon Phenrat)

Names - Surnames: Honorary Assistant Professor Dr. Katsuyuki Takahashi

Academic Publications within Five Years
<p>1. Research</p> <p>1.1 Research Reports</p> <p>1.2 Research Articles</p> <p>SCOPUS journal articles:</p> <p><u>Takahashi, K.</u> (2025). Workers' uprising: Japanese factories and labor movement in Thailand during the Pacific War. <i>Contemporary Japan</i>, 1-27. (Scopus)</p> <p>Chambers, P., Jitpiromsri, S., & <u>Takahashi, K.</u> (2023). The Persevering Power of Provincial Dynasties in Thai Electoral Politics. <i>Asian Journal of Comparative Politics</i>, 8(3), 787-807. (Scopus)</p> <p><u>Takahashi, K.</u> (2023). How Phibun Returned to the Political Scene: Youth-led Rallies, Leaflets, and Petitions in 1947, 1948, and 2020. <i>Asian Affairs: An American Review</i>, 50(1), 27-50. (Scopus)</p> <p>1.3 Books Authored from Research (Specify the published sources)</p>
2. Textbooks
3. Books
4. Academic Articles (Specify the published sources)
5. Academic Works in other categories
5.1 Academic Works for Industry
5.2 Academic Works for Curriculum and Learning Development
5.3 Academic Works for Public Policy Development
5.4 Case Studies
5.5 Translations
5.6 Dictionaries, Encyclopedias, Lexicons, and Similar Academic Works
5.7 Creative Works in Science and Technology
5.8 Creative Works in Aesthetics and Art
5.9 Copyrights
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I certify that the above academic work is not a part of the educational requirements for obtaining a degree. It is an academic work that has been published according to the criteria specified in the appointment process for academic positions. It is academic work from the last 5 years and is written in bibliography format.

Signature: 

(Honorary Assistant Professor Dr. Katsuyuki Takahashi)

Names - Surnames: Watcharapol Supajakwattana

Academic Publications within Five Years

1. Research

1.1 Research Reports

-

1.2 Research Articles

Chambers, P., & Supajakwattana, W. (2025). REGIONAL IDENTITY AND POWERBROKERS IN THAILAND'S LOWER NORTH. *Asian Affairs*, 56(2), 1–21. (Scopus)

Supajakwattana, W., & Chambers, P. W. (2025). Political study of Thailand's Lower North (A preliminary review): Current status, focus areas, gaps, and overlooked local, social, and economic power dynamics. *Journal of Community Development Research*, 18(4), 32-47 (TCI)

Supajakwattana, W., & Chambers, P. (2025). Unresolved puzzles: Investigating the structure–agency debate through political, historical, and social research in Thailand's Lower North. In *Social History of the Northern (Lower) Cities: Economy, Politics, Crops, Eco-culture, and Resources* (Vol. 2, pp. 45–100). Program Management Unit for Human Resources and Institutional Development, Research and Innovation (PMU-B).

1.3 Books Authored from Research (Specify the published sources)

Supajakwattana, W., & Chambers, P. (2025). A survey of political knowledge in Thailand's Lower North: Status, focus, research gaps on in study local and political dynamics, and society. In *Social History of the Northern (Lower) Cities: Economy, Politics, Crops, Eco-culture, and Resources* (Vol. 2, pp. 1–44). Program Management Unit for Human Resources and Institutional Development, Research and Innovation (PMU-B).

2. Textbooks

-

3. Books (chapter)

Chaiyapa, T., Supajakwattana, W., Suwardi, A. C., & Khan, H. H. (2025). Climate policy, justice, and electoral promises: Comparative perspectives from Asia. In O. Poocharoen, P.

Boossabong, & P. Chamchong (Eds.), *Handbook of public policy in Asia* pp. 250–277. Edward Elgar Publishing.

4. Academic Articles (Specify the published sources)

Chambers, P., & Supajakwattana, W. (2025). Regional Identity and Powerbrokers in Thailand's Lower North. *Asian Affairs*, 1–21.

Academic Publications within Five Years**5. Academic Works in other categories**

5.1 Academic Works for Industry

5.2 Academic Works for Curriculum and Learning Development

5.3 Academic Works for Public Policy Development

5.4 Case Studies

5.5 Translations

5.6 Dictionaries, Encyclopedias, Lexicons, and Similar Academic Works

5.7 Creative Works in Science and Technology

5.8 Creative Works in Aesthetics and Art

5.9 Copyrights

5.10 Software

6. Academic Works in Service to Society

-

I certify that the above academic work is not a part of the educational requirements for obtaining a degree. It is an academic work that has been published according to the criteria specified in the appointment process for academic positions. It is academic work from the last 5 years and is written in bibliography format.

Signature:



(Watcharapol Supajakwattana)

Names – Surnames: Associate Professor Dr. Piratorn Punyaratabandhu

Academic Publications within Five Years

1. Research

1.1 Research Reports

พีรธร บุญยรัตพันธุ์. (2568). การศึกษาแนวทางการจัดทำแผนพัฒนาพื้นที่ระดับตำบลเพื่อสนับสนุนการขับเคลื่อนแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติฉบับที่ 13 ในระดับพื้นที่และตำบล (รายงานผลการวิจัย). กรุงเทพมหานคร: สำนักงานสภาพัฒนาการเศรษฐกิจและสังคมแห่งชาติ.

พีรธร บุญยรัตพันธุ์ และคณะ. (2567). โครงการประเมินผลกระทบและบูรณาการผลงานวิจัยแผนงานการท่องเที่ยวและเศรษฐกิจสร้างสรรค์เพื่อขับเคลื่อนการพัฒนาอุตสาหกรรมการท่องเที่ยวและบริการ ระยะที่ 1 (รายงานผลการวิจัย). กรุงเทพมหานคร: หน่วยบริหารและจัดการทุนด้านการเพิ่มความสามารถในการแข่งขันของประเทศ (บพข.).

พีรธร บุญยรัตพันธุ์ และคณะ. (2567). โครงการบูรณาการงานวิจัยการท่องเที่ยวและเศรษฐกิจสร้างสรรค์เพื่อการพัฒนาเศรษฐกิจมูลค่าสูง: กรณีการยกระดับศักยภาพจังหวัดพิษณุโลกสู่การเป็นเมืองเจ้าภาพจัดงานไมซ์ระดับนานาชาติ (รายงานผลการวิจัย). กรุงเทพมหานคร: หน่วยบริหารและจัดการทุนด้านการเพิ่มความสามารถในการแข่งขันของประเทศ (บพข.).

พีรธร บุญยรัตพันธุ์ และคณะ. (2565). แนวทางการบูรณาการแผนปฏิบัติการด้านวิทยาศาสตร์วิจัยและนวัตกรรม (ววน.) เชิงพื้นที่ที่สอดคล้องกับการพัฒนาเศรษฐกิจเชิงพื้นที่ระดับภาคของสำนักงานสภาพัฒนาการเศรษฐกิจและสังคมแห่งชาติ. กรุงเทพมหานคร: สำนักงานคณะกรรมการส่งเสริมวิทยาศาสตร์ วิจัย และนวัตกรรม (สกสว.).

1.2 Research Articles

พีรธร บุญยรัตพันธุ์ และคณะ (2567). การวิจัยถอดบทเรียนและผลักดันการเป็นไมซ์ซิตี (MICE CITY) ในการเสริมสร้างเศรษฐกิจบริการมูลค่าสูง. สักทอง: วารสารมนุษยศาสตร์และสังคมศาสตร์ (สทมส.), 30(3), 67-83 (TCI กลุ่มที่ 2)

1.3 Books Authored from Research (Specify the published sources)

-

2. Textbooks

-

3. Books

-

4. Academic Articles (Specify the published sources)

-

5. Academic Works in other categories

5.1 Academic Works for Industry

5.2 Academic Works for Curriculum and Learning Development

5.3 Academic Works for Public Policy Development

5.4 Case Studies

5.5 Translations

5.6 Dictionaries, Encyclopedias, Lexicons, and Similar Academic Works

Academic Publications within Five Years

- 5.7 Creative Works in Science and Technology
- 5.8 Creative Works in Aesthetics and Art
- 5.9 Copyrights
- 5.10 Software
- 6. Academic Works in Service to Society
-

I certify that the above academic work is not a part of the educational requirements for obtaining a degree. It is an academic work that has been published according to the criteria specified in the appointment process for academic positions. It is academic work from the last 5 years and is written in bibliography format.



Signature: Associate Professor Dr. Piratorn Punyaratabandhu

Names – Surnames: Atit Pongpanit

Academic Publications within Five Years

1. Research

1.1 Research Reports

-

1.2 Research Articles

ปริญญา สร้อยทอง, วัลลภช สุขสวัสดิ์, ดาริน คงสัจวิวัฒน์ม, และ อาทิตย์ พงษ์พานิช. (2567).

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วรรณคดี: กลวิธีการเล่าเรื่องและการสร้างความเป็นหญิงในโลกสังคมนิยมลาว ค.ศ. 1975-

1993. วารสารมนุษยศาสตร์วิชาการ, 30(2), 81-98. (TCI กลุ่มที่ 1)

Chotirosseranee, S., & Pongpanit, A. (2024). Thai Film Archive and Early Thai Queer Cinema. The Routledge Companion to Asian Cinemas, 529-539. (SCOPUS)

Pongpanit, A., & Murtagh, B. (2022). Emergent queer identities in 20th century films from Southeast Asia. In S. Tang & H. Y. Wijaya (Eds.), Queer Southeast Asia 83–102. (SCOPUS)

1.3 Books Authored from Research (Specify the published sources)

-

2. Textbooks

-

3. Books

-

4. Academic Articles (Specify the published sources)

-

5. Academic Works in other categories

5.1 Academic Works for Industry

5.2 Academic Works for Curriculum and Learning Development

5.3 Academic Works for Public Policy Development

5.4 Case Studies

5.5 Translations

5.6 Dictionaries, Encyclopedias, Lexicons, and Similar Academic Works

5.7 Creative Works in Science and Technology

5.8 Creative Works in Aesthetics and Art

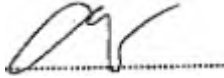
5.9 Copyrights

5.10 Software

6. Academic Works in Service to Society

-

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Signature: 
(Dr. Atit Pongpanit)

Names - Surnames: Assistant Professor Dr. Natthinee Piyasiripon

Academic Publications within Five Years

1. Research

1.1 Research Reports

-

1.2 Research Articles

ณัฐินี ปิยะศิริพนธ์. (2568). พัฒนาการและความเคลื่อนไหวของรัฐบาลไทยและกลุ่ม BRN ในการพูดคุยเพื่อสันติสุขชายแดนภาคใต้. วารสารการบริหารการปกครองและนวัตกรรมท้องถิ่น, 9(1), 293-302. (TCI กลุ่มที่ 1)

ณัฐินี ปิยะศิริพนธ์. (2568). สงครามอสมมาตร: ยุทธวิธีนอกแบบของผู้ก่อความไม่สงบในจังหวัดชายแดนภาคใต้ของไทย. วารสารมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม. 44 (1), 18-24. (TCI กลุ่มที่ 1)

นัทธมน ราชเสน, ณัฐินี ปิยะศิริพนธ์, และวสิน ทับวงษ์. (2566). การดำรงอยู่ของวัฒนธรรมภาคตะวันออกเฉียงเหนือ (อีสาน) ในนราธิวาส กรณีศึกษา ตำบลภูเขาทอง อำเภอสุคีริน จังหวัดนราธิวาส. วารสารสถาบันวิจัยพหุวัฒนธรรม, 10(3), 1-10. (TCI กลุ่มที่ 2)

1.3 Books Authored from Research (Specify the published sources)

-

1.4 Research Reports

Rintaisong, I., Pipitpun, P., Yotee, C., Arunberkfar, N., Khakpong J., Chalongdech P., Narawit, W.,.....Piyasiripon, N. (2022). Political Power Relation between Community and Center of Political Power of the Country : Model of Decentralization in Community Self-Management in Deep South. Songkla : Academic Cooperation Networking for Problem Solving and Development in Southern Border Provinces.

2. Textbooks

-

3. Books

-

4. Academic Articles (Specify the published sources)

-

5. Academic Works in other categories

5.1 Academic Works for Industry

5.2 Academic Works for Curriculum and Learning Development

5.3 Academic Works for Public Policy Development

5.4 Case Studies

5.5 Translations

5.6 Dictionaries, Encyclopedias, Lexicons, and Similar Academic Works

5.7 Creative Works in Science and Technology

Academic Publications within Five Years

5.8 Creative Works in Aesthetics and Art

5.9 Copyrights

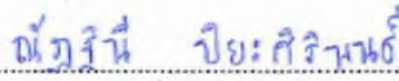
5.10 Software

6. Academic Works in Service to Society

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Signature



(Assistant Professor Dr.Natthinee Piyasiripon)

Names – Surnames: Assistant Professor Dr. Nithi Nuangjamnong

Academic Publications within Five Years

1. Research

1.1 Research Reports

นिति เนื่องจําหนัก. (2566). ประชาชนนิยมสายกลางในยุโรป: คุณลักษณะสำคัญและนัยที่มีต่อประชาธิปไตย. (รายงานผลการวิจัย) กรุงเทพมหานคร: ศูนย์ยุโรปศึกษาแห่งจุฬาลงกรณ์มหาวิทยาลัย.

1.2 Research Articles

นिति เนื่องจําหนัก. (2569). พลวัตการเมืองว่าด้วยตุลาการในเกาหลีใต้: การเกิดขึ้นของตุลาการภิวัตน์ในยุคหลังสามคิม. วารสารสังคมศาสตร์ มหาวิทยาลัยนเรศวร, 22(2). (TCI กลุ่มที่ 1)

นिति เนื่องจําหนัก. (2564). การควบคุมโดยพลเรือนและการสร้างความมั่นคงให้กับประชาธิปไตยในเกาหลีใต้: จากการสร้างความเป็นทหารอาชีพสู่การสร้างความมั่นคงเป็นพลเรือนในกองทัพ. วารสารสังคมศาสตร์, 51, 28-53. (TCI กลุ่มที่ 1)

Nuangjamnong, N. (2025). Revisiting the Gwangju Incident and the Dynamics of Democracy in South Korea. *Journal of Social Sciences Naresuan University*, 21(1), 235–266. <https://doi.org/10.69650/jssnu.2025.274102> (TCI กลุ่มที่ 1)

1.3 Books Authored from Research (Specify the published sources)

-

2. Textbooks

3. Books

นिति เนื่องจําหนัก. (2568). ทหารมีไว้ทำไม? การปฏิรูปกองทัพและสร้างประชาธิปไตยไทย-เกาหลีใต้. กรุงเทพฯ: สำนักพิมพ์ Illumination Editions.

ไชยวัฒน์ คำชู, และ **นिति เนื่องจําหนัก.** (2567). การเมืองเปรียบเทียบ: ทฤษฎี แนวคิด และกรณีศึกษา (พิมพ์ครั้งที่ 2 ฉบับปรับปรุงเพิ่มเติม). กรุงเทพฯ: สำนักพิมพ์แห่งจุฬาลงกรณ์มหาวิทยาลัย

Chambers, P., & **Nuangjamnong, N.** (Eds.). (2025). *Hooch and hard liquors in East Asia: A political economy*. London: Routledge.

Chambers, P., & **Nuangjamnong, N.** (Eds.). (2023). *Beer in East Asia: A political economy*. London: Routledge.

4. Academic Articles (Specify the published sources)

นिति เนื่องจําหนัก และ สุวิษญา จันทร์ปิฎก. (2567). ความเหลื่อมล้ำกับการพัฒนา. ใน สาขาวิชา รัฐศาสตร์ มหาวิทยาลัยสุโขทัยธรรมาธิราช (บก.). กระบวนการและทางเล็กในการพัฒนา. นนทบุรี: สาขาวิชารัฐศาสตร์ มหาวิทยาลัยสุโขทัยธรรมาธิราช.

Surangrut Jumnianpol, **Nithi Nuangjamnong**, Montakarn Chimmamee and Thananon Buathong. (2024). Aging Society in Thailand During the COVID-19 Pandemic. In M. Caballero-Anthony, Y. Mine and S. Ichikawa (Eds.) *Human Security and Empowerment in Asia: Beyond the Pandemic*. New York: Palgrave Macmillan.

Academic Publications within Five Years

5. Academic Works in other categories
 - 5.1 Academic Works for Industry
 - 5.2 Academic Works for Curriculum and Learning Development
 - 5.3 Academic Works for Public Policy Development
 - 5.4 Case Studies
 - 5.5 Translations
 - 5.6 Dictionaries, Encyclopedias, Lexicons, and Similar Academic Works
 - 5.7 Creative Works in Science and Technology
 - 5.8 Creative Works in Aesthetics and Art
 - 5.9 Copyrights
 - 5.10 Software
6. Academic Works in Service to Society

I certify that the above academic work is not a part of the educational requirements for obtaining a degree. It is an academic work that has been published according to the criteria specified in the appointment process for academic positions. It is academic work from the last 5 years and is written in bibliography format.

Signature: 

(Nithi Nuangjamnong)

Names – Surnames: Asst. Prof. Dr. Chuthaporn Suntayakorn

Academic Publications within Five Years

1. Research

1.1 Research Reports

-

1.2 Research Articles

Suntayakorn, C. (2024). Street-Level Policy Entrepreneurship and Digital Technology Promotion for Migrant Health Risk Communication Policy Implementation. *Journal of Social Sciences Naresuan University*, 20(1), 59–95. Retrieved from <https://so04.tci-thaijo.org/index.php/jssnu/article/view/265859>. (TCI กลุ่มที่ 1)

Kanchanakijksakul, C., & **Santayakorn, C.** (2023). The demand for community-based wellness tourism services from the perspective of Thai and foreign tourists. *Journal of Public Health and Health Sciences Research*, 5(3), 139–155. (TCI กลุ่มที่ 1)

Suntayakorn, C. (2023). The Politics of Health Policy Coalitions in Implementing Community Isolation Policy: A Comparative Study in the Thai Upper Northeast Region. *Journal of Community Development Research (Humanities and Social Science)*, 16(2), 36-49. (TCI กลุ่มที่ 1)

1.3 Books Authored from Research (Specify the published sources)

-

2. Textbooks

-

3. Books

-

4. Academic Articles (Specify the published sources)

-

5. Academic Works in other categories

5.1 Academic Works for Industry

5.2 Academic Works for Curriculum and Learning Development

5.3 Academic Works for Public Policy Development

5.4 Case Studies

5.5 Translations

5.6 Dictionaries, Encyclopedias, Lexicons, and Similar Academic Works

5.7 Creative Works in Science and Technology

5.8 Creative Works in Aesthetics and Art

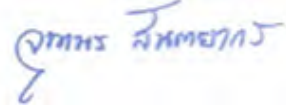
5.9 Copyrights

5.10 Software

6. Academic Works in Service to Society

-

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Signature:

(Asst. Prof. Dr. Chuthaporn Suntayakorn)

Names – Surnames: Dr. Phone Pyae Soe

Academic Publications within Five Years
<p>1. Research</p> <p>1.1 Research Reports</p> <p>-</p> <p>1.2 Research Articles</p> <p>Soe P, Crumpton CD, Bialobrzkeski E. (2022) Economic Governance Building in Myanmar: Assessing the Securities Exchange Regime from a Co-Production Perspective, <i>Journal of Current Southeast Asian Affairs</i>. 41(2), 169–187. (SCOPUS)</p> <p>1.3 Books Authored from Research (Specify the published sources)</p> <p>-</p>
<p>2. Textbooks</p> <p>-</p>
<p>3. Books</p> <p>-</p>
<p>4. Academic Articles (Specify the published sources)</p> <p>-</p>
<p>5. Academic Works in other categories</p> <p>5.1 Academic Works for Industry</p> <p>5.2 Academic Works for Curriculum and Learning Development</p> <p>5.3 Academic Works for Public Policy Development</p> <p>5.4 Case Studies</p> <p>5.5 Translations</p> <p>5.6 Dictionaries, Encyclopedias, Lexicons, and Similar Academic Works</p> <p>5.7 Creative Works in Science and Technology</p> <p>5.8 Creative Works in Aesthetics and Art</p> <p>5.9 Copyrights</p> <p>5.10 Software</p>
<p>6. Academic Works in Service to Society</p> <p>-</p>

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Signature:



(Dr. Phone Pyae Soe)

Note: Newly appointed lecturer; graduated on September 4, 2025, and signed the employment contract on January 5, 2026.

Names - Surnames: Assistant Professor Dr. Napisa Waitoolkiat

Academic Publications within Five Years
<p>1. Research</p> <p>1.1 Research Reports</p> <p>1.2 Research Articles</p> <p>SCOPUS journal articles:</p> <p>Jitpiomsri, S., Chambers, P., & <u>Waitoolkiat, N.</u> (2025). Enhancing Peacebuilding in Thailand's Deep South: a Workable Path?. <i>Journal of International Peacekeeping</i>, 28(2), 129-158. (Scopus)</p> <p>Jitpiomsri, S., Chambers, P., & <u>Waitoolkiat, N.</u> (2024). Introduction: Thailand's Deep South—the dynamics of conflict and ethnicity. <i>Asian Affairs: An American Review</i>, 51(4), 209-231. (Scopus)</p> <p>Book chapters:</p> <p><u>Waitoolkiat, N.</u>, Benbourenane, H. O., Chambers, P., & Supajakwattana, W. (2026). Uthai Thani Province: Personality Politics in a Periphery. In Chambers, P., Supajakwattana, W., & Nuangjamnong, N. (Eds.) <i>Northern Thai Politics: Bosses, Parties, and Provincial Democracy</i>. University of Wisconsin Press.</p> <p>1.3 Books Authored from Research (Specify the published sources)</p>
2. Textbooks
3. Books
4. Academic Articles (Specify the published sources)
5. Academic Works in other categories
5.1 Academic Works for Industry
5.2 Academic Works for Curriculum and Learning Development
5.3 Academic Works for Public Policy Development
5.4 Case Studies
5.5 Translations
5.6 Dictionaries, Encyclopedias, Lexicons, and Similar Academic Works
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5.9 Copyrights
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6. Academic Works in Service to Society

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Signature: 
(Assistant Professor Dr. Napisa Waitookiat)

Appendix 6. Naresuan University Regulations on Graduate Studies B.E. 2565



Naresuan University Regulations on Graduate Studies, B.E. 2565

.....

To ensure that the graduate programs of Naresuan University are well organized, appropriate, and follow the established standards and quality in line with the announcement of the Commission on Higher Education Standards on the Standard Criteria for Graduate Study Programs, B.E. 2565;

By virtue of Article 14 (2) of the Naresuan University Act, B.E. 2533 and the Naresuan University Council Resolution in Meeting No. 302 (10/ B.E. 2565) held on 17 September B.E. 2565 (A.D. 2022) the following regulations for graduate study programs are set as follows.

Article 1: This document is titled “Naresuan University Regulations on Graduate Studies, B.E. 2565”.

Article 2: These regulations shall apply to graduate students who start their studies from the Academic Year B.E. 2566 (A.D. 2023) onwards, and students enrolled in new programs or revised curricula in accordance with the announcement of the Commission on Higher Education Standards for Graduate Study Programs of B.E. 2565 onwards.

Article 3: In this announcement on regulations;

“Ministry” means the Ministry of Higher Education, Science, Research, and Innovation

“University” means Naresuan University

“University Council” Means Naresuan University Council

“President” means the President of Naresuan University

“Faculty” means faculty, college, institute, and the likes

“Dean” means the Dean of a faculty or Director of a college, institute, and the likes

Article 4: The President shall uphold the proper implementation and compliance of the regulations and shall have the authority to issue university announcements relevant to the implementation and compliance of the regulations. If problems arise with regard to compliance with the regulations or issues not stipulated in the regulations, the President shall have the discretion to make appropriate decisions and shall make the necessary report to the University Council.

Section 1

General Provisions

Article 5: Naresuan University Graduate School shall monitor the quality and supervise the management of the graduate study programs in accordance with the regulations.

Section 2 The Curriculum

Article 6: Graduate Study Programs

The graduate study programs are as follows:

(1) Graduate Diploma programs and Higher Graduate Diploma programs shall focus on developing academics and professionals to become proficient in their chosen fields and equipped with the necessary knowledge and expertise capable of performing related tasks. The programs are in accordance with the higher education national development plan, higher education philosophy, Naresuan University philosophy, and academic and professional standards.

In addition, graduate students of the Graduate Diploma programs may use the credits acquired and request a credit transfer if they decide to pursue a master's degree in the same field or a related field in accordance with the university announcement.

(2) Master's and doctoral degree programs shall focus on developing academics and professionals equipped with the necessary knowledge and skills in various disciplines. Through research, knowledge management, and innovation, academics and professionals shall develop capabilities to explore new knowledge and continuously create and promote academic progress by linking and integrating various related sciences. The programs align with the national development plan, higher education philosophy, and Naresuan University philosophy and observe international moral and ethical standards for academics and professionals.

At the master's degree level, the aim is to help students acquire ample knowledge and understanding of the process of creating and applying innovations for work and social development. While at the doctoral degree level, the aim is to equip the students with the ability to conduct research to create new knowledge and innovations beneficial to work, society, country, and global community developments.

Article 7: Curriculum Structure

(1) The total number of credits for the Graduate Diploma and Higher Graduate Diploma programs must be at least 24 credits.

(2) The total number of credits for master's degree programs must be at least 36 credits. There are 2 study plans for master's degree programs, which are as follows:

(A) Plan 1 is research-oriented. Students are required to complete a thesis by conducting research to build a body of knowledge in their fields of study. There are two sub-plans:

1) Plan 1 (1) is a thesis-based plan equivalent to 36 credits.

2) Plan 1 (2) is a thesis-based plan which includes both coursework and thesis.

The thesis work should be at least 12 credits.

(B) Plan 2 is coursework-oriented. Students are not required to complete a thesis but are required to complete an independent study of at least 3 credits but no more than 6 credits.

However, the university may require additional credit and non-credit courses or other academic activities. Regardless, students must complete the program with outcomes as specified by the university.

(3) Doctoral degree programs shall have 2 study plan options focused on research and aimed at developing academics and highly-skilled professionals.

(A) Plan 1 is research-oriented and focused on creating and producing new knowledge. It has 2 study plans as follows:

1) Plan 1.1 Students who hold a master's degree are required to complete at least 48 credits of thesis courses.

2) Plan 1.2 Students who hold an undergraduate degree are required to complete at least 72 credits of thesis courses.

(B) Plan 2 is research-based and focused on producing high-impact theses that could help contribute to academic and professional growth. Students under this plan are required to study coursework as follows:

1) Plan 2.1 Students who hold a master's degree are required to complete a minimum of 36 credits of thesis courses and a minimum of 12 credits of coursework.

2) Plan 2.2 Students who hold an undergraduate degree are required to complete a minimum of 48 credits of the thesis courses and a minimum of 24 credits of coursework. However, the university may require additional credit and non-credit courses or other academic activities. Regardless, students must complete the program with outcomes as specified by the university.

Article 8: Course Names and Codes

8.1 Each course is identified by its code and name.

8.2 Each course code consists of six digits.

8.2.1 The first three digits represent the field of study.

8.2.2 The fourth digit represents the graduate study level.

8.2.3 The fifth digit represents the field of the course.

8.2.4 The sixth digit represents the course sequence.

Article 9: Study Period

(1) The maximum study duration shall not exceed 3 times the scheduled study period specified in the program's study plan. However, in cases where the program is not completed within the allowed duration of the study, the course coordinator shall propose for a study period extension to the university for approval on a case-by-case basis.

(2) In the case of transferring credits from another higher education institution, the study period in the program being transferred must be at least half of the program's study period as specified in the program's study plan.

(3) In cases where the accrued study period is shorter than the study plan specified in the program, the faculty responsible for the course shall propose to the university for approval on a case-by-case basis.

Article 10: Curriculum Quality Assurance

There shall be an established curriculum quality assurance system for every program with at least six quality assurance components, which are as follows:

- (1) Learning Outcomes
- (2) Students
- (3) Teachers
- (4) Curriculum, teaching and learning process, students' assessment
- (5) Learning support
- (6) Output/Results

Article 11: Curriculum Development

Curriculum developments must be up to date. Each curriculum shall be evaluated every academic year. The evaluation results shall be reported and used for periodic improvements of the curriculum, which is at least for the duration of the curriculum or every 5-year period cycle.

Section 3

Education Management System

Article 12: Education Management System

The university's educational programs are organized in a bi-semester system. One academic year is divided into two regular semesters. A regular semester shall have at least 15 weeks of study period or a study period equivalent to not less than 15 weeks. For programs offered in the summer semester, the duration and number of credits shall be determined in a proportion equivalent to regular semesters.

In the case of providing education using other systems, it must be in accordance with the university announcement.

Article 13: The educational system, stated in Article 12, shall be considered appropriate for each program and in accordance with the credit calculation according to the bi-semester system through an approval of the faculty's academic committee and the Graduate School Committee.

Article 14: Credit Structure

(1) A theoretical course that takes at least 15 hours of lectures or discussion sessions per semester shall be equivalent to 1 credit in a bi-semester system.

(2) A practical course that takes at least 30 hours of training or experiments per semester shall be equivalent to 1 credit in a bi-semester system.

(3) An internship or a field training course that takes more than 45 hours per semester shall be considered equivalent to 1 credit in a bi-semester system.

(4) An assigned project or a special teaching-learning activity that takes more than 45 hours per semester shall be considered equivalent to 1 credit in a bi-semester system.

(5) An independent study course that takes more than 45 hours per semester shall be considered equivalent to 1 credit in a bi-semester system.

(6) A thesis course that takes more than 45 hours per semester shall be considered equivalent to 1 credit in a bi-semester system.

(7) Any other learning activities that generate knowledge not specified above must have a study period comparable to the bi-semester system, in accordance with the university announcement and with the approval of the University Council.

Section 4

Admissions

Article 15: Qualifications of Students

(1) Educational Qualification

(A) For Graduate Certificate Programs, applicants must have a bachelor's degree or an equivalent degree from a higher education institution recognized by Ministry of Education.

(B) For Higher Graduate Diploma Programs, applicants must have a master's degree or an equivalent degree from a higher education institution recognized by Ministry of Education.

(C) For Master's Degree Programs, applicants must have a bachelor's degree or an equivalent degree from a higher education institution recognized by Ministry of Education.

(D) For doctoral degree programs, applicants must have a bachelor's degree or its equivalent with outstanding academic performance or a master's degree or equivalent from an institution recognized by the Ministry of Education. Applicants must also have English language proficiency test results that meet the criteria specified in the Naresuan University Announcement on English language proficiency requirements.

(2) Applicants must also possess the other qualifications specified by the university.

Article 16: Admission Criteria

(1) The University shall consider the applications for admission through the committee's selection process or via entrance examination or other methods as prescribed by the University. The admission results will be announced in advance as needed.

(2) Applicants who have passed the screening process but are still awaiting the results of their previous study shall be allowed admission but have to complete the educational requirements within the given timeframe as prescribed by the university.

Article 17: Student Status

(1) "Regular Students" refer to students who possess all qualifications specified in Article 15 of the Rules and Regulations of Naresuan University on Graduate Studies and have

been admitted to study in Graduate Diploma programs, Higher Graduate Diploma programs, master's degree programs, or doctoral degree programs.

(2) "Special Students" refer to students who do not possess the qualifications specified in Article 15 of the Rules and Regulations of Naresuan University on Graduate Studies but have been admitted under probationary status.

Article 18: Changing from the "Special Student" status

The changing of student status shall be in accordance with Naresuan University announcements.

Article 19: Transfer Students

The University may accept students or graduate students transferring from other local or international universities. Transfer students may enroll in specific courses or research subjects depending on their needs. Credits earned from courses or previously taken research subjects could be transferred per the Naresuan University announcement on credit transfer. In the case that Naresuan University students desire to enroll in other local or international universities or institutes, the students must follow the regulation of Naresuan University or the desired university regarding student transfer.

Article 20: Study Participant

The University may accept any person who is not a student of Naresuan University as a participant in some courses through the faculty's approval. Student participants shall receive a certificate of participation for the courses attended.

Article 21: Student Registration

Applicants who have been accepted to study at Naresuan University, as stated in the university's official announcement, are required to report and register in person on the date and at the place announced by the university. Late registration and reporting may result in cancelling the student's admission.

Article 22: Academic Advisor

Once an applicant has been admitted, the Graduate School shall appoint an academic advisor based on the proposal of the faculty offering the program or the faculty organizing the course. The academic advisor shall advise, supervise, and align the student's study plan in accordance with the curriculum and the set regulations. The thesis or independent study advisor shall be appointed later.

Section 5 Enrollment

Article 23: Course Registration

Naresuan University shall schedule and arrange the course registration for each semester. Students are required to comply with the requirements as follows:

(1) Students must register for the courses they will take in accordance with the course's specified terms and conditions.

(2) Students cannot re-register in any completed course where they have attained a grade of “B” or higher.

(3) Bi-semester System Course Registration

The maximum number of credits students are allowed to register for every regular semester is 20 credits, and a maximum of 10 credits for every summer semester.

(4) Any registration that contravenes the aforementioned terms and conditions shall be deemed invalid and will be marked “W” (Withdrawal).

(5) Students may request to register for any course to increase their knowledge, but subject to the approval of their advisor. Students must pay for the fees of the courses and credits they intend to take in accordance with the university’s announcement on study fees.

(6) Students who qualify to study in Naresuan University’s graduate degree courses must register and pay the tuition fees in accordance with the university’s announcement on tuition and miscellaneous fees. However, for dual degree programs under inter-institutional collaborations, the registration and payment of tuition and other related fees shall be in accordance with the memorandum of understanding between the involved institutions.

(7) Students shall register for the courses in accordance with the university announcements.

(8) Students who intend to do cross-institutional study must abide by the university’s announcements.

Article 24: Adding and Withdrawing Courses

Adding or withdrawing courses has to be approved by the student’s advisor and must be in accordance with the following guidelines:

(1) Adding courses in a regular semester system must be done within the first 2 weeks of the semester. In the summer semester, the process must be completed within the first week. In cases of the management of other educational systems not mentioned above, it must follow the university’s announcements.

(2) Course withdrawals must be made during the first 12 weeks of a regular semester and within the first 6 weeks of a summer semester. The management of other educational systems must follow the university’s announcements.

“W” will not appear in the student’s academic record if the course withdrawal is made on the same date the course was added. The code “W” shall be reflected in the student’s grade records for courses withdrawn after the deadline.

(3) Course additions and withdrawals must be made in accordance with the university announcements.

Article 25: Changing the Field of Study

Changing the field of study must be done in accordance with the university announcements.

Article 26: Student transfer and credit transfer from other institutions

The admission of transferring students and transferring credits from other institutions must be in accordance with the university announcements.

Section 6

Educational Measurement and Evaluation

Article 27: Measurement and Evaluation

(1) Educational assessment must be done and reported at least once per semester.

(2) A grading system and grade values are used in measurement and evaluation.

Letter codes “S” and “U” for measurement and evaluation shall be used in the following cases:

(A) Comprehensive examination and qualifying examination

(B) Seminars

(C) Thesis / Independent Study

Note: Other courses that choose S or U for measurement and evaluation must be specified in the curriculum.

(3) The meaning of the letter codes used for measurement and evaluation of the courses are as follows:

“A” means Excellent

“B+” means Very Good

“B” means Good

“C+” means Fairly Good

“C” means Fair

“D+” means Poor

“D” means Very Poor

“F” means Failed

“S” means Satisfactory

“U” means Unsatisfactory

“I” means Incomplete

“P” means In-Progress

“W” means Withdrawn

(4) The letter codes used in the grading system: “A, B+, B, C+, C, D+, D, and F”, has the following numerical value equivalent.

“A” is equivalent to 4

“B+” is equivalent to 3.5

“B” is equivalent to 3

“C+” is equivalent to 2.5

“C” is equivalent to 2

“D+” is equivalent to 1.5

“D” is equivalent to 1

“F” is equivalent to 0

(5) A grade

A grade “I” (Incomplete) indicates that the course has not been completed due to or caused by unforeseeable circumstances. A grade “I” can only be given if there is approval from the course lecturer and the Dean of the faculty. For the grade “I” to be corrected or changed, the course must be completed within the first four weeks of the following regular semester. Failure to do so within the given timetable will result in changing from “I” to either “F” (Failed) or “U” (Unsatisfactory).

In the event that there are valid reasons for non-compliance with the aforementioned guideline, permission from the university must be obtained.

(6) “P” (In-Progress) is given when a course is still in progress and has not yet been evaluated in the current semester. It will be changed once the course evaluation is completed. “P” shall be used in the following cases;

(A) Some courses prescribed by the University

(B) when a Thesis or Independent study course is not yet completed and cannot be given yet with an “S” (Satisfactory) or “U” (Unsatisfactory) assessment.

(7) “W” (Withdrawn) is given due to the following conditions:

(A) Registration was nullified due to violations of registration guidelines as mentioned in Article 23.4, or

(B) The student has decided to withdraw from the course in accordance with the conditions set in Article 24.2, or

(C) The student has been suspended from the study in that semester, or

(D) Due to unavoidable circumstances, dropping out of the study, death, or other cases where the university has approved the withdrawal of the registered courses.

(8) Graduate-level courses in each field of study

(A) 1 A doctoral/master/graduate diploma/higher graduate diploma student is required to attain a “C” grade or higher for every completed course. The course must be re-registered if the student fails to get a “C” or higher.

(B) For courses that use “S” or “U” for assessment, the student must attain an “S” mark. If the student received a “U” grade, the course must be re-enrolled until an “S” mark is reached.

(9) In cases where a graduate student enrolls for an undergraduate-level course, undergraduate program regulations governing enrollment, adding and withdrawing of courses, and grading systems shall apply accordingly.

(10) The letter codes “S”, “U”, “I”, “P”, and “W” will not be used to calculate a student’s grade point average.

(11) Credits accumulation and GPA (Grade Point Average) calculation

(A) For credits accumulation, only the number of credits of the courses completed with the examinations passed can be counted and accumulated. In cases where a student has

registered for the course multiple times, only the number of credits of the last course that has been completed with the examination passed can be counted and accumulated for only one time.

(B) The University shall calculate the GPA based on the number of credits and the grade values of all the registered courses in each semester.

(C) To calculate the GPA, the number of credits of the registered courses shall be multiplied by the grade value achieved as stated in Article 27 (11.1). The products are added, and the sum is divided by the number of credits for all registered courses except for those stated in Article 27 (10). In the event that a student has registered for the course multiple times, only the credits and the acquired grade of the last completed and passed course shall be calculated.

(12) A student who takes a course from another program may transfer that course into the current program. However, it must be in accordance with the announcements of Naresuan University.

Article 28: English Language Proficiency Test

Students must pass the English language proficiency test requirements in accordance with the Naresuan University Announcement on “English Language Proficiency Requirements”.

Article 29: Comprehensive Examination and Qualifying Examination

(1) A master’s degree student under Plan 2 is required to pass the programs’ written or written and oral Comprehensive Examination.

(2) A doctoral degree student is required to pass the programs’ written or written and oral Qualifying Examination. Students may choose to take the Qualifying Examination from the first semester onwards.

There must be a university announcement regarding the Comprehensive Examination or the Qualifying Examination before the examination can take place.

A university resolution is needed when making appointments for Comprehensive Examination and Qualifying Examination Committees. When the examination is done, the Graduate School shall report the examination results to the university within four weeks after the examination date.

Section 7

Doing the Thesis

Article 30: Doing the Thesis

(1) Students shall register for the thesis courses in accordance with the conditions of each study plan specified in that program.

(2) Appointment of the thesis supervisor

The Department/ Field of study shall nominate thesis advisors for students who have successfully registered their thesis through their respective faculties. The Graduate School shall

consider the nomination and make the thesis advisor appointment announcement based on the following conditions.

(A) A master's thesis has one main thesis advisor and co-advisors (if necessary).

(B) A doctoral thesis has one main thesis advisor and at least one co-advisor.

(3) Thesis Proposal Defense

Students must submit their thesis proposals to the thesis proposal defense committee that the department or program proposed by the faculty has established. The thesis proposal defense committee shall consist of the thesis advisor, co-advisors (if any), and lecturers of graduate programs in related fields or experts in related fields, with a total of no fewer than 3 people to act as the Chairman, Committee, and Secretary. The thesis proposal must be approved by the thesis proposal defense committee. The thesis proposal defense committee shall report the result of the student's thesis proposal defense to the Graduate School along with a copy of the thesis proposal. The Graduate School shall issue an announcement allowing the students to conduct research.

(4) The student shall proceed to conduct the thesis in accordance with the university's announcement on research ethics.

(5) Requesting for Thesis Defense

The department/program coordinator shall propose a thesis defense committee. The proposed thesis defense committee must be approved by the faculty in charge of the program and the Graduate School. The Graduate School shall appoint the thesis defense committee and set the defense date.

(A) Master's degree students under Plan 1, academic type, are eligible to take the thesis defense after completing the registered thesis courses according to the program conditions or after completing all the registered coursework and thesis courses in line with the program requirements.

(B) Master's degree students under Plans 1 and 2 are eligible to take the thesis examination after completing all the registered thesis courses according to the curriculum requirements or after completing all the registered coursework and thesis courses according to the curriculum and after passing the qualifying examination.

Consequently, the request for the thesis examination shall proceed in accordance with the university's announcement on "Thesis Management Regulations".

(6) Thesis Defense Committee

(A) The master's degree thesis defense committee shall be appointed by the Graduate School. The defense committee shall consist of at least 3 people: a full-time program lecturer, an expert in a related field from outside the university, and a full-time lecturer or full-time researcher in a related field. The chair of the committee must not be the main advisor or co-advisor.

(B) The doctoral degree thesis defense committee shall be appointed by the Graduate School. The defense committee shall consist of at least 5 people: a full-time program

lecturer, a full-time lecturer or a full-time researcher in a related field and at least 2 experts from outside the university. The Chair of the committee must be an external expert.

(7) Thesis Defense Examination and Reporting of the Results

The oral thesis defense must be open to all interested persons. After the student's oral defense, the committee must report the results to the Graduate School within two weeks after the examination date.

Section 8

Educational Status

Article 31: Leave of Absence

(1) Students taking a leave of absence or having been ordered to temporarily cease study are required to pay the Leave Fee every semester. Leave Fee payment must be made within the first two weeks of a regular semester and within the first week for summer semesters, except for semesters where the course registration fee has already been paid.

(2) Students continuing their studies after the leave of absence shall regain the same status they had before being approved to take the leave of absence.

(3) Students who intend to stop their studies must submit a request to the university to terminate their studies. The student still maintains the student status and is required to follow the rules and regulations pertinent to the program until the request is approved.

Article 32: Termination of the Student Status

A student may lose the status under the following circumstances:

(1) Death

(2) Termination of study

(3) Transferring to another educational institution

(4) Lack of the required qualifications in accordance with Article 15

(5) Failure to register in time and failure to request a leave within the first 30 days of a regular semester and within the first 15 days of a summer semester.

(6) Completion of the study duration in accordance with the conditions of the program as stated in Article 9

(7) Having a Grade Point Average lower than 2.5

(8) Having a "Special Student" status that cannot be changed to a "Regular Student" status as specified in Article 17(1)

(9) Failure to pay for the tuition fees within the period specified by the university

(10) Having a study leave and/or sick leave for 2 consecutive regular semesters in the first academic year without accumulating any credits. For students in the education system who study 1 semester per year, the first 2 semesters of study will be considered without cumulative credits.

(11) Having been ordered by the university to leave the program, for reasons not specified in previously mentioned conditions.

Section 9 Graduation

Article 33: Nomination for Conferment of Degree

Students in their last semester must prepare a report letter stating the expected graduation date with approval from the academic advisor and submit it within the first four weeks of that semester.

Students who are already approved for the conferment of a degree must meet the following criteria:

(1) Graduate Diploma programs and Higher Graduate Diploma

(A) Having completed the duration of the study as specified by the program

(B) Having registered all courses as required by the program

(C) Having completed all courses and passed all conditions as specified in the program

(D) Having a grade point average of no less than 3.00

(2) Master's degree Plan A (1)

(A) Having completed the duration of the study as specified by the program

(B) Having registered all courses as required by the program

(C) Having completed all courses and passed all conditions as specified in the program

(D) Having a grade point average of no less than 3.00

(E) Having passed the English proficiency test as announced by the University

(F) Having proposed the thesis defense and passed the final oral thesis defense

(G) The thesis or part of the thesis must be published or at least have been accepted for publication in the form of articles, creative works, innovations, inventions, or other academic works that can be searched in accordance with the university announcement along with the university council's approval.

Doctoral students in plans 1.2 and 2.2 who do not qualify for graduation may request to change the study to a master's degree level. The study must be in accordance with the rules and conditions of the master's degree program in that field.

(3) Master's degree, Plan B

(A) Having completed the duration of the study as specified by the program

(B) Having registered all courses as required by the program

(C) Having passed the English proficiency test as announced by the University

(D) Having completed all courses and passed all conditions as specified in the program

(E) Having a grade point average of no less than 3.00

(F) Having passed the comprehensive examination

(G) Having completed the independent study report and passed the final oral examination approved by the committee appointed by the university in accordance with the university announcement and with the approval of the University Council

(H) The Independent Study Report or part of the Independent Study Report must be published and searchable in accordance with the university announcement and with the approval of the University Council.

(4) Doctoral degree, Plan 1

(A) Having completed the duration of the study as specified by the course

(B) Having registered all courses as required by the course

(C) Having passed the English proficiency test as announced by the university

(D) Having passed the Qualifying Examination

(E) Having submitted the thesis proposal and passed the oral thesis defense examination

(F) Having published at least 2 articles from the thesis or parts of the thesis, or the articles must at least be accepted for publication as a full paper in a national or international journal recognized by the Commission on Higher Education Standards. At least one article from the thesis or part of the thesis must be published or at least accepted for publication or disseminated in a national or international journal recognized by the Commission on Higher Education Standards. One topic must be about innovation or an invention that has commercial, social, and economic benefits or obtain at least 1 copyright or 1 patent in accordance with the university announcement.

In the case of innovation or invention, the thesis must be evaluated by at least three external experts with the necessary knowledge, expertise, and experiences in the same or related fields approved by the University Council.

Doctoral students in the Humanities and Social Sciences cluster may publish their papers in qualified national journals recognized by the Commission on Higher Education Standards.

(5) Doctoral degree, Plan 2

(A) Having completed the duration of the study as specified by the program

(B) Having registered all courses as required by the program

(C) Having passed the English proficiency test as announced by the university

(D) Having registered all courses as required by the program

(E) Having a grade point average of no less than 3.00

(F) Having passed the Qualifying Examination

(G) Having submitted the thesis proposal and passed the oral thesis defense examination

(H) At least one article from the thesis or a portion of the thesis must be published, or at least accepted for publication, or disseminated in a national or international journal recognized by the Commission on Higher Education Standards. The topic must be about innovation or invention that has commercial, social, and economic benefits or obtain at least 1 copyright or 1 patent in accordance with the university announcement.

In the case of innovation or invention, the thesis must be evaluated by at least three external experts with the necessary knowledge, expertise, and experiences in the same or related fields approved by the University Council.

Doctoral students in the Humanities and Social Sciences cluster may publish their papers in qualified national journals recognized by the Commission on Higher Education Standards.

Article 34: Academic Excellence Award

The University may give an Academic Excellence Award to students who attained a 4.00 Grade Point Average or students whose results of the thesis or independent study have obtained a patent.

For graduate students studying a program under a Memorandum of Understanding (MOU) with other national or international academic institutes, the regulations stated in the MOU shall be followed.

Article 35: Revocation of Degree or Certificate of Study Completion

The university may revoke the degree or certificate of study completion of a student found to have the following; insufficient or inadequate admission qualifications, incomplete qualifications for graduation specified by the university, committed academic plagiarism, fabricated information and/or research data, falsified data or research results, committed fraud in measuring and reporting research results, or committed a serious act detrimental to the dignity of the university and the dignity of the degree.

The revocation of the degree or certificate of study completion stated in the preceding paragraph shall be effective from the same date the University Council conferred the degree or certificate of completion of the person.

Transitory Provisions

Article 36: All rules, regulations, announcements, orders, or any other resolutions relating to graduate students issued by virtue of the Naresuan University Regulations on Graduate Studies shall apply in accordance with this announcement, mutatis mutandis, as long as they do not contradict or are not inconsistent with these regulations.

Article 37: For students who are not subject to the implementation of the regulations stated in Article 2 of this announcement, the Naresuan University Regulations on Graduate Studies, B.E. 2554, or the Naresuan University Regulations on Graduate Studies, B.E. 2559, shall apply, as the case may be.

Announcement Date

7 November 2022

Prof. Dr. Prasit Watanapa

President, Naresuan University Council

**Appendix 7. Ministry of Higher Education, Science, Research and Innovation (MHESI)
Announcement**

**Subject: Guidelines for the Management of Artificial Intelligence Instruction in the
Curricula of Higher Education Institutions B.E. 2568 (2025)**

Whereas the Ministry of Higher Education, Science, Research and Innovation has supported the development of personnel and students, and the development of the educational ecosystem to create a workforce with skills to support the labor market and new ways of life in a society where technology is rapidly changing, including the application of Artificial Intelligence to enhance the potential of the teaching, learning, and research systems.

By virtue of Section 6, Paragraph One of the Royal Decree on the Administration of the Ministry of Higher Education, Science, Research and Innovation B.E. 2562 (2019), the Minister of Higher Education, Science, Research and Innovation, with the approval of the Higher Education Commission at the meeting No. 6/2568 on June 19, 2568 (2025), hereby stipulates the guidelines for the management of Artificial Intelligence instruction in the curricula of Higher Education Institutions as follows:

Clause 1 This Announcement shall be called "The Ministry of Higher Education, Science, Research and Innovation Announcement on Guidelines for the Management of Artificial Intelligence Instruction in the Curricula of Higher Education Institutions B.E. 2568 (2025)."

Clause 2 This Announcement shall come into force from the day following the date of its publication.

Clause 3 Higher Education Institutions shall conduct a readiness assessment for the use of Artificial Intelligence within the institution, according to the methods and formats prescribed by the Ministry of Higher Education, Science, Research and Innovation, for consideration to participate in activities with the Artificial Intelligence Consulting Center.

Clause 4 Higher Education Institutions shall manage instruction by requiring their curricula to include activities that promote learners to practice using Artificial Intelligence tools supported by the Ministry of Higher Education, Science, Research and Innovation, or those procured by the Higher Education Institution itself.

Clause 5 Higher Education Institutions shall include courses or content that apply Artificial Intelligence technology in their curricula for no less than six credits or no less than two courses, except for curricula in the fields of Information Technology, Computer Science, Computer Engineering, or Data Science.

Clause 6 Higher Education Institutions shall promote the development of supporting competencies in Artificial Intelligence for faculty members of all curricula, as well as

administrative and academic personnel of the Higher Education Institution, by arranging for them to participate in training courses supported by the Ministry of Higher Education, Science, Research and Innovation, or courses organized by the Higher Education Institution itself, or courses organized by external agencies and approved by the Higher Education Institution.

Clause 7 Higher Education Institutions shall establish a unit to serve as an Artificial Intelligence consulting function to support instruction management, educational administration, and the maintenance of related hardware and software systems.

Announced on October 9, B.E. 2568 (2025)

(Mr. Surasak Pancharoenvorakul)

Minister of Higher Education, Science, Research and Innovation

Appendix 8. Survey Results from Listening to the Opinions of Graduate Users, Students, and Students Aspiring to Study in the Curriculum

As part of the curriculum revision process for the Ph.D. Program in ASEAN and Global Affairs, the program conducted an extensive assessment of stakeholder perspectives. The data were collected from **graduate users (employers), current students, alumni, researchers, lecturers, and prospective students**. Multiple tools were used, including surveys, interviews, focus groups, and stakeholder workshops. The major findings are summarized below.

1. Feedback from Graduate Users (Employers)

Graduate users—including government agencies, international organizations, NGOs, think tanks, and private-sector partners—highlighted several core expectations for Ph.D. graduates. Their feedback indicates clear expectations in four domains: **knowledge, skills, character, and ethical competency**.

1.1. Knowledge Expectations

Employers emphasized gaps in practical knowledge related to ASEAN operations and regional governance. Key areas identified include:

- Understanding of ASEAN’s institutional mechanics and decision-making procedures (68%)
- Knowledge of economic integration and supply chain dynamics (45%)
- Applied understanding of sustainable development frameworks (35%)

1.2. Skill Expectations

Employers expressed the need for graduates who possess:

- High analytical precision in policy interpretation (45%)
- Strategic communication and diplomatic communication skills (40%)
- Project leadership, especially in multi-stakeholder and cross-cultural settings (20%)

1.3. Character and Leadership Qualities

Graduate users stressed the importance of:

- Collaborative capacity in multicultural and consensus-oriented environments (50%)
- Adaptive agility in responding to rapidly changing ASEAN contexts (48%)
- Leadership grounded in contextual understanding rather than top-down directives (35%)

1.4. Ethical Competencies

Employers also highlighted ethical concerns particularly relevant to ASEAN fieldwork:

- Community-centered research approaches (71%)
- Conflict-sensitive and culturally respectful analysis (68%)
- Proper use of data ethics and anonymization procedures (52%)

1.5. Stakeholder-Specific Needs

Additional employer-specific needs are identified in the stakeholder tables:

- Politicians (MPs): Understanding ASEAN political frameworks
- MOFA: Strong diplomatic and negotiation skills
- Industries/Chambers of Commerce: ASEAN economic and regulatory literacy
- NGOs/UN agencies: Human rights, sustainability, and community development skills

2. Feedback from Current Students

Current students provided feedback through individual interviews, questionnaires, and group discussions. Their perspectives highlight several key areas for improvement.

2.1. Need for Practical and Applied Curriculum

Students expressed that while theoretical foundations in ASEAN Studies were strong, more applied learning modules are needed:

- Real-world case studies
- Practicum-oriented courses
- Fieldwork preparedness

2.2. Skill Development Needs

Students reported insufficient training in:

- Professional writing for policy and industry
- Data analytics and digital tools
- Negotiation, mediation, and communication applied to ASEAN realities

2.3. Research Readiness

Students emphasized the need for:

- Stronger research design support
- Training in multi-method research
- Guidance on publication in high-quality journals

3. Feedback from Alumni

Alumni—now working in government agencies, universities, ASEAN-related organizations, and international NGOs—provided insights on both strengths and gaps in the current curriculum.

3.1. Identified Strengths

- Solid theoretical grounding in ASEAN Studies
- Strong methodological training aligned with UNESCO and TQF standards
- Clear program structure and supervision processes

3.2. Areas Needing Improvement

Alumni emphasized:

- Greater integration of practical fieldwork
- Training in community engagement and cultural mediation
- Stronger linkages between research outputs and industry/government needs (“policy-ready” outcomes)

StakeholderSurveyPPT2025Presenta...

4. Feedback from Prospective Students

Prospective students (undergraduate students aspiring to pursue the Ph.D.) expressed aspirations for:

- Clear pathways to ASEAN-related careers
- Opportunities for internships and field exposure
- International academic exchanges and mobility

Their expectations point toward the importance of strong branding, program visibility, and clearly articulated learning outcomes.

5. Synthesis of Stakeholder Feedback

Across all stakeholder groups, the following themes consistently emerged:

5.1. Curriculum Relevance

Strong demand for curriculum alignment with:

- ASEAN political, economic, and socio-cultural realities
- Digital transformation, green transitions, and cross-border cooperation

5.2. Applied Competency Development

Stakeholders expect graduates to demonstrate:

- Practical policy and industry engagement
- Fieldwork readiness, cultural sensitivity, and stakeholder negotiation skills
- Innovative problem-solving grounded in real ASEAN contexts

5.3. Ethical and Community-Centered Approaches

Across employers, students, and international organizations, ethical research behavior and community-centered engagement were seen as essential competencies for modern Ph.D. researchers.

5.4. Alignment with PLOs

Stakeholder needs match the newly revised PLOs in the areas of:

- Knowledge (PLO1–PLO4)
- Research and innovation (PLO5–PLO8)
- Professional ethics and leadership (PLO9–PLO11)

Conclusion

The survey findings clearly demonstrate the need for a curriculum that is more practical, interdisciplinary, ethically grounded, and regionally informed. Graduate users, current students, and prospective students consistently call for a Ph.D. program that prepares scholars who are:

- Policy-fluent
- Culturally adaptable
- Research-rigorous
- Technologically competent
- Regionally engaged

These findings directly justify the curriculum reform toward the **Ph.D. in ASEAN and Global Affairs**, ensuring that the program meets contemporary ASEAN standards, labor-market expectations, and global academic benchmarks.

Stakeholders Analysis

Table 1 list of Stakeholders

HPLI	HPHI
Politicians (MPs) Authorities - Military/Police Civilian Government Agencies – MOFA – Thai Chamber of Commerce Industry The Thai Federation of Industries NGO	Teachers/Lecturers Researchers University Administrators Alumni Graduate Students Diplomat Think Tank UNESCAP UNDP Konrad Adenauer Stiftung Friedrich Ebert Stiftung
LPLI	LPHI
	Undergraduate Students Parents/Guardians/Family

Table II Stakeholders Analysis

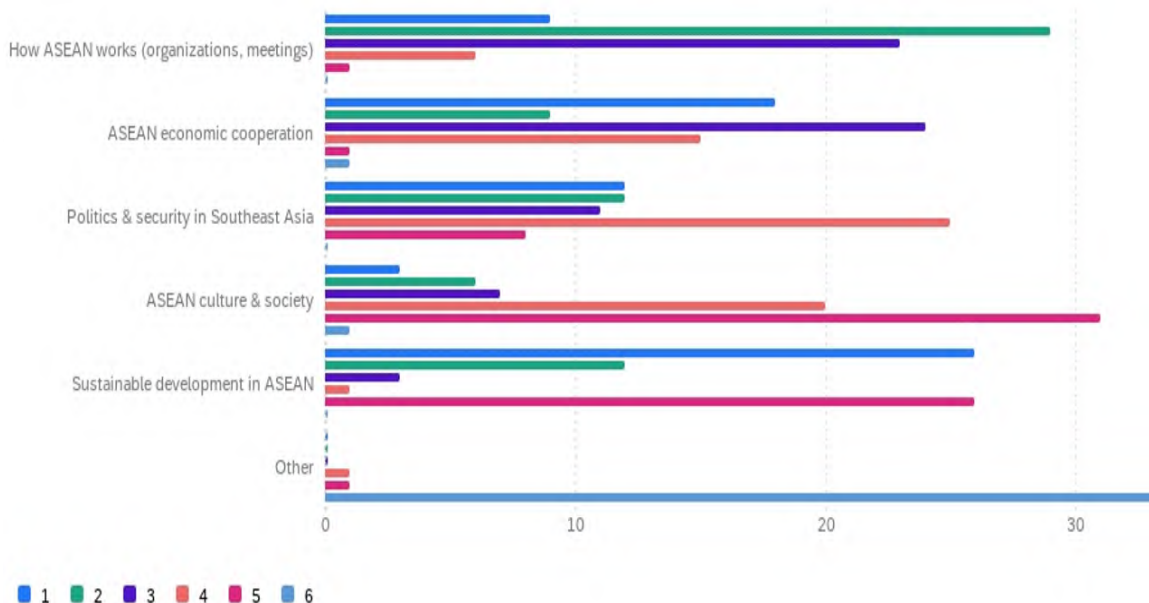
Stakeholders	Roles	Engagement tools	Frequency
Inside			
Teachers/Lecturers	Deliver ASEAN Studies curriculum; guide research	Curriculum meetings, academic workshops	Monthly
Researchers	Contribute research expertise on ASEAN topics; supervise theses	Research collaborations, seminars	Ongoing
University Administrators	Provide program governance, policy, and budget support	Faculty meetings, strategy workshops	Quarterly
Alumni	Offer career guidance; support recruitment; contribute to networking	Alumni network events, mentorship programs	Annually
Graduate Students	Participate in research, academic exchange, and ASEAN activities	Student councils, conferences	Ongoing

Stakeholders	Roles	Engagement tools	Frequency
Undergraduate Students	Participate in ASEAN-related courses, extracurriculars	Student organizations, ASEAN youth forums	Semesterly
Parents/Guardians/Family	Support students' participation in ASEAN programs	Orientation sessions, newsletters	Annually
Outside			
Politicians (MPs)	Provide policy perspectives on ASEAN affairs; guest lecturers; facilitate study visits to Parliament	Policy dialogues, guest lectures, field trips	1-2 times/year
Authorities – Military/Police	Share insights on security cooperation, peacekeeping, and ASEAN security frameworks	Seminars, roundtable discussions	1-2 times/year
Civilian Government Agencies – MOFA	Support ASEAN-related curriculum updates; offer internship opportunities; share policy documents	MOU, internships, workshops	Ongoing, quarterly
Thai Chamber of Commerce	Advise on regional trade integration and private sector needs in ASEAN; offer internship placements	Business forums, internships	1-2 times/year
Industry Representatives	Provide case studies on ASEAN market entry, industry trends	Guest talks, site visits	1-2 times/year
The Thai Federation of Industries	Share industry perspectives on ASEAN integration	Workshops, guest lectures	Annually
NGOs (TM Jiab's NGO)	Collaborate on community outreach, ASEAN human rights and development projects	Joint projects, service learning	1-2 times/year

Stakeholders	Roles	Engagement tools	Frequency
Diplomats	Provide firsthand ASEAN diplomatic perspectives; host embassy visits	Guest lectures, embassy visits	1–2 times/year
Think Tanks	Share policy analysis; collaborate on ASEAN research publications	Policy roundtables, research partnerships	Semi-annually
UNESCAP	Provide technical expertise on regional development and sustainability	UN workshops, internships	Annually
UNDP	Partner on ASEAN sustainable development projects	Joint projects, seminars	Annually
Konrad Adenauer Stiftung	Support ASEAN governance, democracy, and public policy initiatives	Co-organized events, publications	Annually
Friedrich Ebert Stiftung	Promote ASEAN social justice, labor rights, and political dialogue	Seminars, joint projects	Annually

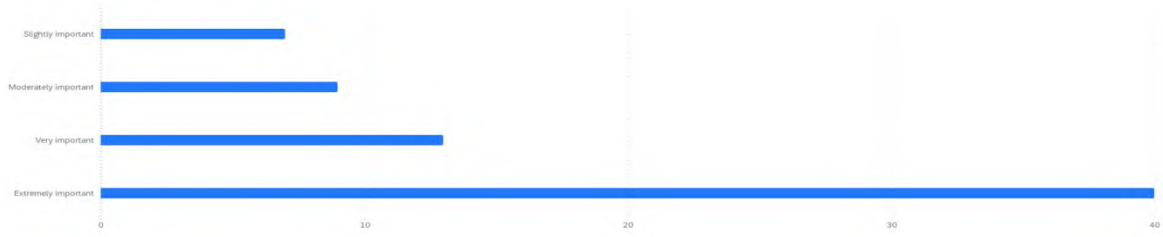
What ASEAN-specific knowledge is essential?

6. What ASEAN-specific knowledge is essential? (Tick top 3) ⁶⁸



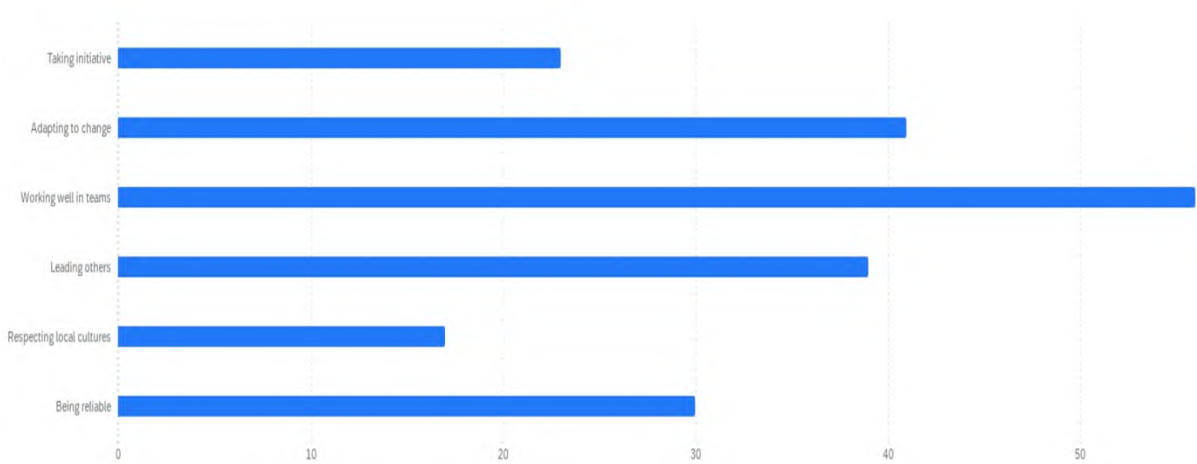
Which personal qualities matter most?

11. How important are ethics in your work? 69 ①



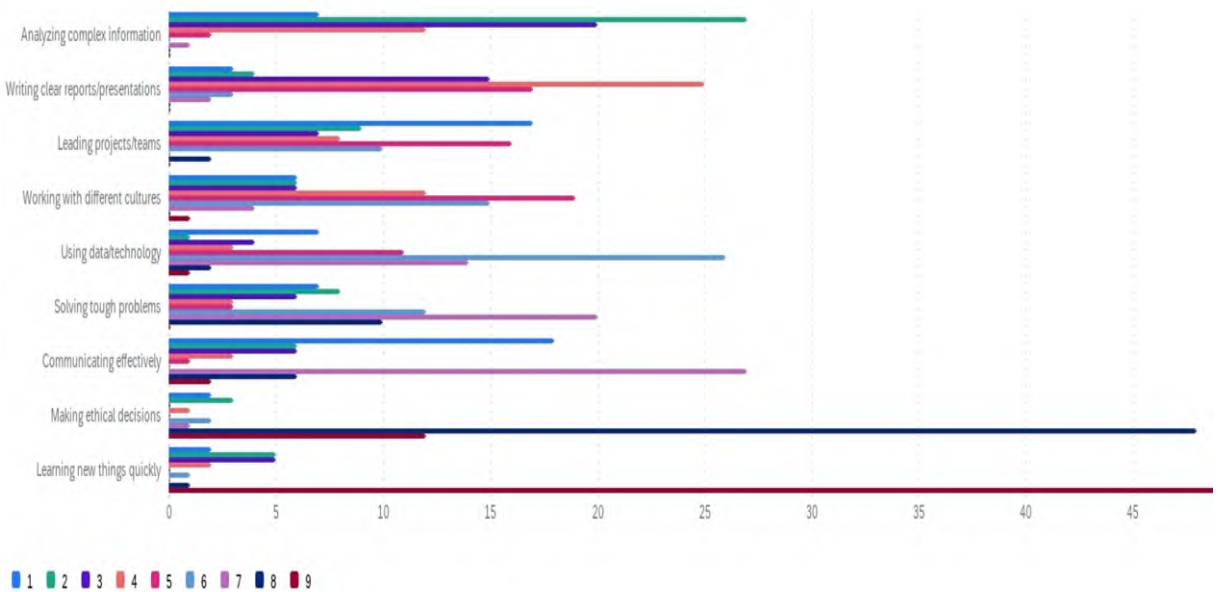
Which personal qualities matter most?

10. Which personal qualities matter most? (Tick top 3) 69 ①



Rank the Top 5 skills you need

9. Rank the TOP 5 skills you need: (Number 1 = Most Important) 69



Appendix 9. Analysis of Risks That May Affect Curriculum Administration and Risk Management Plan

Analysis of Risks that May Affect Curriculum Administration and Risk Management Plan

Effective curriculum administration requires continuous monitoring of internal and external risks that may impact program quality, student learning, and overall academic performance. The following analysis identifies key risks and outlines management strategies to ensure that the Ph.D. in ASEAN and Global Affairs maintains academic excellence and alignment with university, national, and ASEAN-level quality standards.

9.1. Academic and Curriculum-Related Risks

Risk 1: Misalignment Between Curriculum and Emerging Regional/Global Trends

Rapid changes in ASEAN dynamics, global affairs, and technological innovation may result in curriculum contents becoming outdated.

Risk Management Plan:

Conduct annual curriculum reviews using feedback from stakeholders (students, alumni, employers).

Integrate new research, AI tools, and contemporary case studies into courses.

Invite external experts and visiting scholars to provide updated regional perspectives.

9.2. Teaching and Learning Risks

Risk 2: Insufficient Teaching Capacity or Expertise

Limited availability of lecturers with specialized research backgrounds may affect course delivery and student supervision.

Risk Management Plan:

Strengthen academic staff development through training, conferences, and collaborative research.

Invite adjunct or international lecturers for specialized modules.

Maintain appropriate student-to-supervisor ratios.

Risk 3: Variation in Teaching Quality and Learning Outcomes

Differences in teaching methods or assessment practices may impact consistency in learning outcomes.

Risk Management Plan:

Implement standardized course syllabi aligned with PLOs and ANUQA standards.

Conduct internal teaching observations and peer evaluations.

Organize workshops on innovative pedagogy, assessment design, and AI-supported learning.

9.3. Student-Related Risks

Risk 4: Low English Language Proficiency or Research Skills

Students may have difficulty achieving academic writing, research design, or publication requirements.

Risk Management Plan:

Require clear English proficiency benchmarks before Year 2 and before graduation.

Offer research clinics, academic writing workshops, and one-on-one supervisory support.

Provide optional language and methodology tutorials.

Risk 5: Delayed Progression or Reduced Graduation Rates

Students may face delays in proposal defense, data collection, or publication obligations.

Risk Management Plan:

Establish individualized study plans (ISPs) and regular supervision meetings.

Monitor student progress through semester-based reporting.

Offer early support for publication planning and journal selection.

9.4. Quality Assurance and Administrative Risks

Risk 6: Incomplete Documentation or Weak QA Compliance

Failure to meet internal or external quality assurance requirements may affect program accreditation.

Risk Management Plan:

Submit annual SARs according to the university's QA calendar.

Conduct mock assessments and stakeholder interviews before official evaluations.

Use recommendations from the QA committee to implement continuous improvement.

Risk 7: Inefficiencies in Academic or Administrative Processes

Delays in academic approvals, scheduling, or communication may affect student experiences.

Risk Management Plan:

Digitalize administrative processes through faculty and university information systems.

Set clear timelines for proposal defenses, progress reports, and graduation steps.

Assign a program officer to coordinate student advising and curriculum operations.

9.5. External and Environmental Risks

Risk 8: Political, Social, or Regional Instability

Regional conflicts or policy changes in ASEAN countries may affect fieldwork, student mobility, or research access.

Risk Management Plan:

Encourage flexible research designs that allow remote, hybrid, or multi-site data collection.

Develop partnerships with regional universities and institutes for safer access to field sites.

Monitor geopolitical developments through official channels and academic networks.

Risk 9: Public Health Emergencies or Natural Disasters

Unexpected events (e.g., pandemics) may disrupt teaching or international research activities.

Risk Management Plan:

Ensure readiness for online and hybrid teaching using digital learning platforms.

Provide guidelines for remote data collection and virtual conferences.

Maintain contingency plans for fieldwork changes.

The Ph.D. Program in ASEAN and Global Affairs adopts a proactive risk management framework to ensure academic excellence, operational efficiency, and alignment with institutional and ASEAN standards. Through continuous monitoring, stakeholder engagement, and strategic planning, the program is committed to delivering high-quality doctoral education that remains relevant to the evolving regional and global context.

Appendix 10. Alignment of PLOs with CLOs

PLO1: Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).

Major Thematic Area	Core Topics / Subthemes	Linked CLOs	Learning / Cognitive Domain	Key Skills Developed	Evidence / Indicators
ASEAN Politics and Governance	Security, inter/intra-state relations, territorial issues, democratic development, political institutions, regime types, international organizations, military, ideology, policy, diplomacy, peace and conflict, border, regional organizations, foreign policy	CLO1.1, CLO1.2, CLO1.3	Knowledge / Specified Skills	Critical analysis, negotiation, policy evaluation, diplomacy	Policy brief, debate, analytical essay, simulation exercises
ASEAN Economy and Development	Migration, trade, market systems, economic blocs, capitalism, industrialization, FDI, ODA, macro-micro economics, finance, political economy, regional integration, North-South relations, digital economy (e.g., Bitcoin, AI economy)	CLO1.1, CLO1.3, CLO1.4	Knowledge / Specified Skills / General Skills	Quantitative analysis, economic modeling, data interpretation, IT application	Research report, economic data analysis, group presentation

Major Thematic Area	Core Topics / Subthemes	Linked CLOs	Learning / Cognitive Domain	Key Skills Developed	Evidence / Indicators
ASEAN Society and Social Change	Labor, NGOs, social movements, civil society, welfare, ethnicity, human security, marginalized groups, climate change, migration, inequality	CLO1.1, CLO1.2, CLO1.4, CLO1.6	Knowledge / General Skills / Ethics	Social research, stakeholder mapping, advocacy communication	Fieldwork reflection, stakeholder interviews, case study
Culture, Identity, and Diversity	Religion, multiculturalism, gender, LGBTQIA+, media (film, series, 'MeToo' movement), identity politics, cultural hybridity	CLO1.1, CLO1.5, CLO1.6, CLO1.8	Knowledge / General Skills / Character	Cross-cultural communication, creative analysis, intercultural awareness	Media analysis, group discussion, cross-cultural dialogue project
Sustainable Development Goals (SDGs)	17 Goals, UN Global Compact, people-centered development, inclusive sustainability	CLO1.2, CLO1.3, CLO1.4, CLO1.9, CLO1.10	Knowledge / Skills / Ethics	Integration of SDGs into ASEAN policy, sustainability planning	SDG mapping exercise, sustainability project, reflective essay
Global Community and Transnational Issues	Conflict, war, migration, human rights, human security, border disputes, terrorism, population aging, epidemics, food security,	CLO1.1–CLO1.10 (cross-cutting)	Knowledge / All Domains	Problem-solving, resilience, systems thinking, global ethics	Policy memo, simulation, group project, capstone report

Major Thematic Area	Core Topics / Subthemes	Linked CLOs	Learning / Cognitive Domain	Key Skills Developed	Evidence / Indicators
	climate change, world systems, anarchism				

Suggested CLOs for PLO1 (aligned with ANU-QA domains)

Domain	Course Learning Outcomes (CLOs)	Bloom's Taxonomy Level	Keywords / Indicators
1. Knowledge	<p>CLO1.1: Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).</p> <p>CLO1.2: Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.</p>	Understand / Analyze	explain, describe, interpret, compare, differentiate
2. Specified Skills (Cognitive / Professional Skills)	<p>CLO1.3: Apply advanced theoretical frameworks to evaluate ASEAN and global issues in relation to sustainable development.</p> <p>CLO1.4: Synthesize academic and policy research to propose evidence-based solutions to regional and global challenges.</p>	Apply / Evaluate / Create	apply, assess, integrate, design, recommend

Domain	Course Learning Outcomes (CLOs)	Bloom's Taxonomy Level	Keywords / Indicators
3. General Skills (Transferable Skills)	<p>CLO1.5: Communicate complex ASEAN and global development issues in the context of “greenism” effectively in both written and oral forms.</p> <p>CLO1.6: Demonstrate cross-cultural collaboration and problem-solving in addressing SDG-related issues in the context of the rise of AI.</p>	Apply / Evaluate	communicate, cooperate, adapt, resolve
4. Character	<p>CLO1.7: Display academic curiosity and independent learning in exploring ASEAN and global affairs.</p> <p>CLO1.8: Show resilience, adaptability, and green awareness when engaging with diverse perspectives and dynamic regional or global contexts.</p>	Understand / Apply / Evaluate	engage, pursue, adapt, demonstrate flexibility
5. Ethics	<p>CLO1.9: Demonstrate ethical standards in research and professional practices when analyzing ASEAN and global development issues.</p> <p>CLO1.10: Exhibit social responsibility by promoting fairness, inclusivity, and sustainability in line with the SDGs.</p>	Evaluate / Create	judge, defend, advocate, promote, implement

Alignment Summary

- **Knowledge Domain:** Focuses on comprehensive understanding of ASEAN and global structures, with emphasis on the SDG framework.
- **Specified Skills:** Integrates analytical and theoretical competencies essential for regional policy analysis and sustainable development research.
- **General Skills:** Strengthens communication, teamwork, and problem-solving within multicultural and transnational contexts.
- **Character:** Encourages independent inquiry, resilience, and adaptability in complex socio-political environments.
- **Ethics:** Reinforces academic integrity, social responsibility, and commitment to inclusivity and sustainability.
- **AUN-QA domain consistency** (Knowledge → Skills → General Skills → Character → Ethics)
- **Bloom's level progression** (Understand → Analyze → Apply → Evaluate → Create)

Clear alignment with ASEAN and Global Affairs' interdisciplinary and SDG-driven outcomes.

PLO2: Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.

Major Thematic Area	Core Topics / Subthemes	Linked CLOs	Learning / Cognitive Domain	Key Skills Developed	Evidence / Indicators
Multidisciplinary Approaches to ASEAN and Global Affairs	Political science, economics, sociology, anthropology, international relations, development studies, environmental studies	CLO2.1, CLO2.2	Knowledge / Specified Skills	Analytical integration, interdisciplinary synthesis	Comparative essays, integrative reports, multidisciplinary seminar
Political and Governance Challenges	Democratization, authoritarian resilience, governance reform, decentralization, corruption, policy effectiveness	CLO2.1, CLO2.3, CLO2.4	Knowledge / Specified Skills	Policy analysis, political evaluation, governance benchmarking	Policy analysis paper, group debate, case presentation
Economic and Developmental Challenges	Inequality, poverty, digital divide, economic resilience, sustainable industries, inclusive growth, labor mobility	CLO2.2, CLO2.3, CLO2.4, CLO2.5	Knowledge / Skills / General Skills	Quantitative reasoning, data interpretation, modeling	Data analysis project, development indicators report, SDG assessment
Social Sustainability and Justice	Human rights, social inclusion, equity, gender equality, ethnic relations, human security	CLO2.2, CLO2.5, CLO2.6	Knowledge / General Skills / Ethics	Social impact assessment, stakeholder engagement, advocacy	Policy brief, field observation, stakeholder mapping

Major Thematic Area	Core Topics / Subthemes	Linked CLOs	Learning / Cognitive Domain	Key Skills Developed	Evidence / Indicators
Environmental and Climate Challenges	Climate change, environmental degradation, sustainable resource use, renewable energy, disaster management	CLO2.2, CLO2.4, CLO2.6, CLO2.7	Knowledge / Specified Skills / Ethics	Sustainability assessment, environmental impact analysis	Simulation project, sustainability report, climate action proposal
Global-Regional Interlinkages	ASEAN connectivity, regional integration, South-South cooperation, transnational networks, geopolitics, global governance	CLO2.1- CLO2.7 (cross-cutting)	Knowledge / All Domains	Strategic evaluation, systems thinking, comparative regionalism	Comparative policy report, capstone paper, oral defense

Suggested CLOs for PLO2 (aligned with ANU-QA domains)

Domain	Course Learning Outcomes (CLOs)	Bloom's Level
1. Knowledge	CLO2.1: Identify and explain the complex interrelations among political, economic, social, and environmental systems in ASEAN and global contexts.	Understand / Analyze
2. Specified Skills	CLO2.2: Apply multidisciplinary theories and models to evaluate ASEAN and global challenges. CLO2.3: Assess governance, economic, and policy mechanisms that promote social sustainability.	Apply / Evaluate
3. General Skills	CLO2.4: Utilize analytical and technological tools for evidence-based problem solving. CLO2.5: Communicate multidisciplinary analyses clearly through reports and presentations.	Apply / Create
4. Character	CLO2.6: Exhibit curiosity, adaptability, and reflective thinking when addressing complex regional and global challenges.	Apply / Evaluate

Domain	Course Learning Outcomes (CLOs)	Bloom's Level
5. Ethics	CLO2.7: Demonstrate responsibility and integrity in applying multidisciplinary approaches for sustainable and equitable development.	Evaluate / Create

Alignment Summary

- **Focus:** PLO2 integrates *knowledge from multiple disciplines* to critically assess ASEAN and global challenges, ensuring **precision and social relevance**.
- **Progression:** Moves from **analysis (CLO2.1–2.3)** → **application (CLO2.4–2.5)** → **reflection and ethics (CLO2.6–2.7)**.
- **QA Compliance:** Fully aligns with ANU-QA Domains and Bloom's hierarchy (Understand → Analyze → Apply → Evaluate → Create).

PLO3: Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.

Major Thematic Area	Core Topics / Subthemes	Linked CLOs	Learning / Cognitive Domain	Key Skills Developed	Evidence / Indicators
Interdisciplinary Integration	Policy sciences, international development, business and management, sociology, innovation studies, cultural studies	CLO3.1, CLO3.2	Knowledge / Specified Skills	Interdisciplinary synthesis, integration of theories, conceptual design	Integrated policy proposal, literature synthesis, concept map
Policy Innovation and Design	Policy cycle, agenda setting, evidence-based policymaking, participatory design, impact evaluation, policy transfer	CLO3.2, CLO3.3, CLO3.4	Specified Skills / General Skills	Analytical design, policy modeling, evaluation and reform design	Policy innovation paper, simulation exercise, policy brief
Social Development and Empowerment	Poverty alleviation, education reform, health equity, labor empowerment, gender equality, social innovation	CLO3.3, CLO3.4, CLO3.6	Knowledge / General Skills / Ethics	Project design, participatory methods, monitoring and evaluation	Community-based project report, development plan, reflection log
Social Entrepreneurship and Innovation	Business for social good, startup ecosystems, impact investment, corporate social responsibility, sustainable enterprises	CLO3.4, CLO3.5	Specified Skills / General Skills / Character	Entrepreneurial design, business modeling, creative thinking, teamwork	Social enterprise project, pitch deck, feasibility study

Major Thematic Area	Core Topics / Subthemes	Linked CLOs	Learning / Cognitive Domain	Key Skills Developed	Evidence / Indicators
Research Integration and Knowledge Creation	Comparative studies, mixed methods, data triangulation, transdisciplinary collaboration, research ethics	CLO3.1–CLO3.7 (cross-cutting)	Knowledge / All Domains	Research synthesis, innovation, reflective learning, ethical collaboration	Research paper, interdisciplinary workshop, thesis proposal

Suggested CLOs for PLO3 (aligned with ANU-QA domains)

Domain	Course Learning Outcomes (CLOs)	Bloom's Level
1. Knowledge	CLO3.1: Explain the principles of interdisciplinary research and integration relevant to ASEAN and global studies.	Understand / Analyze
2. Specified Skills	CLO3.2: Apply interdisciplinary methods to generate new perspectives and insights. CLO3.3: Design innovative and evidence-based policy recommendations addressing ASEAN and global challenges.	Apply / Create
3. General Skills	CLO3.4: Demonstrate creativity, teamwork, and effective communication in developing social or policy innovations. CLO3.5: Utilize technological tools and digital platforms to enhance research and innovation.	Apply / Create
4. Character	CLO3.6: Display leadership, initiative, and resilience in collaborative innovation and social entrepreneurship projects.	Apply / Evaluate
5. Ethics	CLO3.7: Integrate ethical and sustainability principles into interdisciplinary research, policy design, and social innovation.	Evaluate / Create

Alignment Summary

- **Focus:** Integrating multidisciplinary knowledge into actionable innovation and entrepreneurship for ASEAN and global development.
- **Bloom's Hierarchy:** Highest cognitive level — *Synthesize* → *Create* → *Evaluate*.
- **ANU-QA Alignment:** Demonstrates cross-domain coherence between **knowledge, skills, character, and ethics**, with direct assessment through integrative projects and social innovation activities.
- **Outcome Orientation:** Students become knowledge synthesizers and innovators capable of translating theory into practice for social impact.

PLO4: Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and green skills, with research, policy design, and project evaluation.

Major Thematic Area	Core Topics / Subthemes	Linked CLOs	Learning / Cognitive Domain	Key Skills Developed	Evidence / Indicators
Digital Research Methods	Big data, digital ethnography, data visualization, online survey tools, natural language processing (NLP), AI-assisted analysis	CLO4.1, CLO4.2	Knowledge / Specified Skills	Data collection, statistical analysis, digital literacy	Research design paper, data visualization project, SPSS/R/Python report
AI and Policy Innovation	Machine learning applications in governance, algorithmic decision-making, AI ethics, predictive modeling, automation in policy evaluation	CLO4.2, CLO4.3	Specified Skills / Ethics	AI application, evaluation design, risk assessment, ethics in technology use	Policy simulation, AI tool demonstration, reflection essay
Digital Tools for Development and Governance	E-governance, smart cities, digital public services, ICT4D (Information and Communication Technologies for Development), cybersecurity	CLO4.3, CLO4.4	Knowledge / General Skills	ICT competence, project management, digital citizenship	Digital project plan, case analysis, collaborative platform task
Data-Driven Project Evaluation	Monitoring and evaluation (M&E), dashboards, key performance indicators (KPIs), data analytics, visualization tools (Power BI, Tableau)	CLO4.4, CLO4.5	Specified Skills / General Skills	Quantitative assessment, reporting, critical interpretation	M&E report, data dashboard, presentation

Major Thematic Area	Core Topics / Subthemes	Linked CLOs	Learning / Cognitive Domain	Key Skills Developed	Evidence / Indicators
Ethics and Responsible Innovation	Data privacy, digital rights, algorithmic bias, transparency, AI governance, environmental sustainability of tech	CLO4.6, CLO4.7	Character / Ethics	Ethical reasoning, critical reflection, responsible innovation	Ethics case study, position paper, peer review
Technology for Inclusive ASEAN and Global Development	Digital divide, technology transfer, access inequality, local adaptation of global tech, cross-border collaboration	CLO4.1–CLO4.7 (cross-cutting)	Knowledge / All Domains	Integrative thinking, contextual adaptation, inclusive design	Regional comparative study, final digital innovation project

Suggested CLOs for PLO4 (aligned with ANU-QA domains)

Domain	Course Learning Outcomes (CLOs)	Bloom's Level
1. Knowledge	CLO4.1: Explain the role of AI and digital technologies in research, governance, and development within ASEAN and global contexts.	Understand / Analyze
2. Specified Skills	CLO4.2: Apply AI and digital tools for data-driven research and policy design. CLO4.3: Evaluate the effectiveness and ethical implications of technology use in public policy and development.	Apply / Evaluate
3. General Skills	CLO4.4: Utilize technological and analytical tools for evidence-based project evaluation and communication. CLO4.5: Demonstrate collaborative and problem-solving abilities in digital and virtual environments.	Apply / Create
4. Character	CLO4.6: Show adaptability and innovation when integrating technology in academic or professional work.	Apply / Evaluate

Domain	Course Learning Outcomes (CLOs)	Bloom's Level
5. Ethics	CLO4.7: Adhere to ethical standards of digital responsibility, data privacy, and transparency in technological applications.	Evaluate / Create

Alignment Summary

- Focus: Bridging *technology, research, and ethics* for advanced digital competency in ASEAN and global studies.
- Bloom's Progression: From *understanding technological principles* → *applying tools* → *evaluating ethical and societal impacts*.
- ANU-QA Domains: Balanced across cognitive (knowledge/skills) and affective (character/ethics) outcomes.
- Outcome Orientation: Prepares graduates for data-driven governance, AI-supported policy design, and responsible innovation in both academia and public service.

PLO5: Design research-driven, evidence-based policies and innovative solutions.

Major Thematic Area	Core Topics / Subthemes	Linked CLOs	Learning / Cognitive Domain	Key Skills Developed	Evidence / Indicators
Policy Design and Innovation	Policy cycle, stakeholder analysis, problem framing, agenda setting, theory of change, design thinking, behavioral insights	CLO5.1, CLO5.2	Knowledge / Specified Skills	Analytical design, creative thinking, innovation management	Policy design proposal, innovation brief, simulation workshop
Evidence-Based Policy and Decision-Making	Research utilization, impact evaluation, data-driven decision support, cost-benefit analysis, scenario planning	CLO5.2, CLO5.3	Specified Skills / General Skills	Evidence integration, quantitative and qualitative reasoning	Policy analysis paper, data model report, policy memo
Program and Project Planning	Logical framework (logframe), project cycle management (PCM), monitoring and evaluation (M&E), results-based management (RBM)	CLO5.3, CLO5.4	Knowledge / Specified Skills / General Skills	Strategic planning, M&E design, implementation mapping	Project proposal, evaluation matrix, group plan
Innovation for Social and Economic Policy	Entrepreneurship policy, digital transformation, social innovation labs, sustainable finance, inclusive growth	CLO5.4, CLO5.5	Specified Skills / General Skills / Character	Entrepreneurial design, teamwork, creativity, leadership	Innovation project, prototype presentation, teamwork reflection
Stakeholder Collaboration and Governance	Multi-level governance, policy networks, participatory governance, public-private partnerships, co-creation	CLO5.5, CLO5.6	General Skills / Character	Negotiation, participatory communication, collaborative leadership	Stakeholder workshop, role-play, reflective report

Major Thematic Area	Core Topics / Subthemes	Linked CLOs	Learning / Cognitive Domain	Key Skills Developed	Evidence / Indicators
Ethics and Sustainability in Policy Design	Policy ethics, transparency, accountability, sustainability impact, SDG alignment	CLO5.6, CLO5.7	Character / Ethics	Ethical reasoning, responsible decision-making, sustainability advocacy	Ethics case study, sustainability audit, peer evaluation

Suggested CLOs for PLO5 (aligned with ANU-QA domains)

Domain	Course Learning Outcomes (CLOs)	Bloom's Level
1. Knowledge	CLO5.1: Explain major models and frameworks of policy design and innovation in ASEAN and global contexts.	Understand / Analyze
2. Specified Skills	CLO5.2: Apply design thinking and research evidence to formulate effective policy solutions. CLO5.3: Evaluate policy alternatives using evidence-based analytical tools and evaluation methods.	Apply / Evaluate
3. General Skills	CLO5.4: Demonstrate strategic planning, teamwork, and communication in developing policy or project proposals. CLO5.5: Collaborate effectively with stakeholders to co-create feasible and sustainable solutions.	Apply / Create
4. Character	CLO5.6: Exhibit leadership, adaptability, and reflective thinking in the policy design process.	Apply / Evaluate
5. Ethics	CLO5.7: Integrate ethical principles and sustainability considerations into policy formulation and implementation.	Evaluate / Create

Alignment Summary

- **Focus:** PLO5 emphasizes *applied innovation and practical policy formulation* rooted in research evidence, sustainability, and ethics.
- **Cognitive Progression:** From *understanding frameworks (CLO5.1)* → *applying and evaluating (CLO5.2–5.3)* → *creating and leading innovation (CLO5.4–5.7)*.
- **ANU-QA Domains:** Balanced across cognitive (knowledge/skills) and affective (character/ethics) areas.
- **Expected Outcome:** Graduates can independently design, justify, and implement evidence-based policy and development solutions responsive to ASEAN and global challenges.

PLO6: Demonstrate academic integrity, morality, and professional ethics

Major ThematicArea	Core Topics / Subthemes	Linked CLOs	Learning / Cognitive Domain	Key Skills Developed	Evidence / Indicators
Academic Integrity and Honesty	Plagiarism awareness, citation ethics, research misconduct, authorship, peer review integrity	CLO6.1, CLO6.2	Knowledge / Ethics	Ethical reasoning, referencing skills, accountability	Plagiarism tutorial, Turnitin report, reflective journal
Professional Ethics and Responsibility	Professional codes of conduct, conflict of interest, transparency, confidentiality, accountability in research and consultancy	CLO6.2, CLO6.3	Specified Skills / Ethics	Ethical decision-making, moral judgment, situational analysis	Case study analysis, professional ethics essay, peer discussion
Research Ethics and Human Subjects	Informed consent, IRB protocols, data protection, cultural sensitivity, research safety	CLO6.3, CLO6.4	Knowledge / Specified Skills	Research compliance, participant protection, ethical fieldwork	Research ethics proposal, IRB approval, field reflection

Major Thematic Area	Core Topics / Subthemes	Linked CLOs	Learning / Cognitive Domain	Key Skills Developed	Evidence / Indicators
Social and Environmental Responsibility	Sustainability ethics, social justice, human rights, environmental stewardship	CLO6.4, CLO6.5	Ethics / Character	Social awareness, moral responsibility, global citizenship	Sustainability reflection, advocacy plan, SDG alignment report
Ethics in Technology and Information	AI ethics, data privacy, digital footprint, cyber ethics, intellectual property	CLO6.5, CLO6.6	Ethics / Character	Responsible technology use, ethical analysis, critical reflection	Digital ethics case study, group debate, personal statement
Moral Leadership and Role Modeling	Ethical leadership, virtue ethics, self-discipline, empathy, service to community	CLO6.6, CLO6.7	Character / Ethics	Leadership integrity, empathy, moral courage	Leadership reflection, mentorship log, community service report

Suggested CLOs for PLO6 (aligned with ANU-QA domains)

Domain	Course Learning Outcomes (CLOs)	Bloom's Level
1. Knowledge	CLO6.1: Explain the principles and importance of academic integrity, morality, and professional ethics in research and practice.	Understand / Analyze
2. Specified Skills	CLO6.2: Apply ethical reasoning to resolve academic and professional dilemmas. CLO6.3: Adhere to research ethics standards, including data protection, informed consent, and transparency.	Apply / Evaluate
3. General Skills	CLO6.4: Demonstrate responsibility and accountability in individual and collaborative academic work.	Apply / Evaluate
4. Character	CLO6.5: Display empathy, honesty, and discipline in professional and community settings.	Apply / Evaluate
5. Ethics	CLO6.6: Practice integrity and moral courage when facing ethical challenges. CLO6.7: Promote fairness, sustainability, and social responsibility consistent with global ethical standards.	

Alignment Summary

- **Focus:** Establishes ethical standards guiding all research, teaching, and professional practices.
- **Bloom's Hierarchy:** Moves from *understanding ethical principles* → *applying them in professional decisions* → *promoting moral leadership and social responsibility*.
- **ANU-QA Integration:** Strengthens the affective domain (character & ethics) while remaining measurable through concrete evidence such as reflective journals, IRB compliance, and community engagement.
- **Expected Outcome:** Graduates will act with integrity and moral consciousness as ethical leaders, researchers, and professionals in ASEAN and global contexts.

PLO7: Exhibit ethical, socially responsible, and sustainability-oriented leadership that promotes diversity, inclusion, multicultural understanding, environmental stewardship, strong collaboration and effective communication, ensuring the integrity, professionalism, and societal commitment necessary to apply advanced knowledge, technologies, and research for ASEAN and global development.

Major Thematic Area	Core Topics / Subthemes	Linked CLOs	Learning / Cognitive Domain	Key Skills Developed	Evidence / Indicators
Leadership and Governance	Transformational and servant leadership, emotional intelligence, decision-making, strategic vision, mentoring	CLO7.1, CLO7.2	Knowledge / Character	Leadership, communication, strategic thinking	Leadership workshop, reflective journal, peer feedback
Diversity and Inclusion	Equality, non-discrimination, gender sensitivity, disability inclusion, workplace equity	CLO7.2, CLO7.3	Character / Ethics	Empathy, inclusive leadership, cultural sensitivity	Case study analysis, diversity plan, inclusion audit
Multicultural Understanding	Cross-cultural communication, intercultural negotiation, cultural identity, regional integration	CLO7.3, CLO7.4	Knowledge / General Skills	Cross-cultural adaptability, negotiation, collaboration	Intercultural dialogue project, simulation, group reflection
Social Responsibility and Community Engagement	Community-based learning, volunteerism, CSR (Corporate Social Responsibility), SDG-based outreach	CLO7.4, CLO7.5	General Skills / Ethics	Project management, civic engagement, teamwork	Community service project, field report, SDG mapping
Conflict Resolution and Peacebuilding	Mediation, dialogue facilitation, peace education, reconciliation, human rights	CLO7.5, CLO7.6	Specified Skills / Ethics	Negotiation, conflict management, emotional regulation	Mediation exercise, role-play, policy reflection

Major Thematic Area	Core Topics / Subthemes	Linked CLOs	Learning / Cognitive Domain	Key Skills Developed	Evidence / Indicators
Global Citizenship and Ethical Leadership	Global competence, empathy, sustainability leadership, moral courage, intercultural ethics	CLO7.6, CLO7.7	Character / Ethics	Global awareness, ethical reasoning, responsible decision-making	Global citizenship essay, leadership reflection, action plan

Suggested CLOs for PLO7 (aligned with ANU-QA domains)

Domain	Course Learning Outcomes (CLOs)	Bloom's Level
1. Knowledge	CLO7.1: Explain the principles and theories of leadership, diversity, and inclusion within ASEAN and global contexts.	Understand / Analyze
2. Specified Skills	CLO7.2: Apply leadership and teamwork strategies to manage multicultural and interdisciplinary projects. CLO7.3: Demonstrate cross-cultural competence and communication in academic and professional collaboration.	Apply / Evaluate
3. General Skills	CLO7.4: Engage in socially responsible initiatives that promote community development and inclusivity.	Apply / Create
4. Character	CLO7.5: Exhibit empathy, resilience, and adaptability when working across diverse groups and perspectives.	Apply / Evaluate
5. Ethics	CLO7.6: Lead with integrity and promote equity, diversity, and respect for human dignity. CLO7.7: Advocate for peace, justice, and sustainable coexistence in ASEAN and global communities.	Evaluate / Create

Alignment Summary

Focus: Equips graduates with the leadership capacity to foster diversity, inclusivity, and multicultural harmony—key ASEAN and SDG priorities.

Bloom's Hierarchy: Progression from *understanding leadership principles* → *applying teamwork and intercultural skills* → *creating inclusive, ethical, and sustainable leadership practices*.

ANU-QA Integration: Balances all five domains, emphasizing ethical leadership and intercultural competence.

Expected Outcome: Graduates will become leaders who promote diversity, inclusion, peace, and sustainability in both academic and professional contexts.

Appendix 11. Alignment of CLOs with PLOs by Course

950601 Seminar 1

1(0-2-1)

The interdisciplinary seminar on contemporary issues in Southeast Asian countries and/or the ASEAN Community; issues ranging from socio-cultural, economic to political-security aspects of the ASEAN Community; student engagement in discussions and exchanging critical opinions on various issues focusing upon relations between the ASEAN Community and other regions

Course Highlights

- Exploration of contemporary issues in Southeast Asia and the ASEAN Community.
- Discussion across socio-cultural, economic, and political-security dimensions.
- Emphasis on ASEAN's relations with other regions.
- Student-led critical exchanges and debates.

Most Relevant PLOs Check

- **PLO1** – Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).
- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO4** – Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and green skills, with research, policy design, and project evaluation.

PLO Alignment Summary: PLO1, PLO2, PLO4

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-S1.1	Identify and explain key interdisciplinary issues affecting Southeast Asia and the ASEAN Community.	PLO1
CLO-S1.2	Critically discuss socio-cultural, economic, and political-security issues through comparative ASEAN perspectives.	PLO1, PLO2
CLO-S1.3	Integrate theories and evidence from multiple disciplines to interpret ASEAN's relations with other regions.	PLO2, PLO4

950602 Seminar 2

1(0-2-1)

The interdisciplinary seminar on selected issues in Southeast Asian countries and/or the ASEAN Community; issues ranging from socio-cultural, economic to political-security aspects of the ASEAN Community; student engagement in in-depth research and exchanging critical opinions on various issues focusing upon relations between the ASEAN Community and other regions

Course Highlight

- In-depth exploration of selected ASEAN issues using multidisciplinary frameworks.
- Integration of theory, evidence, and regional dynamics.
- Student-led research discussions.
- Comparative focus on ASEAN and other global regions.

Most Relevant PLOs

- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO3** – Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.
- **PLO5** – Design **research-driven**, evidence-based policies and innovative solutions.
- **PLO Alignment Summary:** PLO2, PLO3, PLO5

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-S2.1	Critically analyze selected ASEAN issues through advanced interdisciplinary and comparative perspectives.	PLO2
CLO-S2.2	Design and lead research-informed seminar discussions integrating theory, data, and regional context.	PLO3
CLO-S2.3	Present and defend dissertation-linked findings with scholarly rigor and responsiveness to expert critique.	PLO5

950603 Seminar 3

1(0-2-1)

The interdisciplinary seminar on selected issues that are related to students' dissertations' topics; issues ranging from ones about Southeast Asian countries and/or the ASEAN Community, socio-cultural, economic, political-security aspects of the ASEAN Community to relations between the ASEAN Community and other regions; student engagement in in-depth research and critical discussions with Faculty members, postdoctoral researchers, PhD students, and other academic staff from Naresuan university and/or those outside the university

Course Highlights

- In-depth exploration of selected ASEAN issues using multidisciplinary frameworks.
- Integration of theory, evidence, and regional dynamics.
- Student-led research discussions.
- Comparative focus on ASEAN and other global regions.

Most Relevant PLOs

- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO3** – Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.
- **PLO5** – Design **research-driven**, evidence-based policies and innovative solutions.
- **PLO Alignment Summary:** PLO2, PLO3, PLO5

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-S3.1	Analyze and contextualize selected dissertation-related issues within ASEAN and global frameworks.	PLO2
CLO-S3.2	Integrate theoretical perspectives and empirical findings to refine dissertation arguments.	PLO3
CLO-S3.3	Present and defend dissertation-linked findings with scholarly rigor and responsiveness to expert critique.	PLO5

950610 Green-Research in Social Sciences

3(2-2-5)

Types of research design; the foundations of how to engage in social sciences research; research question identification; concepts and hypotheses formulation; theory building; range of approaches to research design; data collection; research ethics

Course Highlights

- Foundations and philosophy of research in the social sciences.
- Research question formulation, theory building, and hypothesis development.
- Comparative approaches to qualitative, quantitative, and mixed-methods designs.
- Techniques of data collection, analysis, and interpretation.
- Application of research ethics in social inquiry.

Most Relevant PLOs

- PLO5 – Design research-driven, evidence-based policies and innovative solutions.
- PLO6 – Demonstrate academic integrity and professional ethics.
- PLO7 – Exhibit ethical, socially responsible, and sustainability-oriented leadership that promotes diversity, inclusion, multicultural understanding, environmental stewardship, strong collaboration and effective communication, ensuring the integrity, professionalism, and societal commitment necessary to apply advanced knowledge, technologies, and research for ASEAN and global development.

PLO Alignment Summary: PLO5, PLO6, PLO7

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-RD1.1	Utilize digital tools and data management systems for research design, data collection, and analysis.	PLO5
CLO-RD1.2	Apply principles of research ethics, transparency, and integrity in all stages of research design.	PLO6
CLO-RD1.3	Demonstrate leadership and cultural sensitivity in engaging with diverse regional development perspectives.	PLO7

950611 Perspectives on the Dynamics of ASEAN Community Development and Sustainability 3(3-0-6)

The evolution of the ASEAN Community in terms of its politics, economics, and ethos up to the present time. In addition, it focuses on the organization's cooperative framework in various aspects. Moreover, it emphasizes the analysis and evaluation of internal and external factors contributing to the success of the ASEAN Community

Course Highlights

- The historical evolution and multidimensional development of the ASEAN Community—political, economic, and socio-cultural pillars.
- ASEAN's cooperative frameworks, organizational ethos, and institutional mechanisms for integration.
- Critical evaluation of internal and external factors shaping ASEAN's growth and sustainability.
- Examination of sustainable development paradigms in the context of ASEAN and global partnerships.
- Discussion of ASEAN's trajectory toward resilience, inclusiveness, and the Sustainable Development Goals (SDGs).

Most Relevant PLOs

- **PLO1** – Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).
- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO6** – Demonstrate academic integrity, morality, and professional ethics.

PLO Alignment Summary: PLO1, PLO2, PLO6

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-AS1.1	Explain and analyze the historical evolution and institutional frameworks of the ASEAN Community.	PLO1
CLO-AS1.2	Evaluate the interplay among political, economic, and socio-cultural factors influencing ASEAN development.	PLO1, PLO2
CLO-AS1.3	Assess the internal and external drivers affecting ASEAN's sustainability and integration within global systems.	PLO2
CLO-AS1.4	Demonstrate ethical awareness and reflexivity in conducting and presenting interdisciplinary research.	PLO6

950612 Interdisciplinary and AI-Enhanced Research Methodology

3(2-2-5)

Philosophical foundations of inquiry and the nature of knowledge; the relationship between knowledge, theory, and research. Interdisciplinary research patterns, designs, and methodological processes across the social sciences. Integration of traditional and AI-enhanced research methods, including machine learning, natural language processing, generative AI, big data analytics, and text mining for complex social phenomena. Examination of algorithmic bias, transparency in automated systems, and ethical considerations in AI-assisted research. Applications of AI in policy analysis, social data forecasting, and social simulation modeling. Emphasis on mixed-methods research, multi-dimensional data interpretation, and interdisciplinary synthesis through case studies in ASEAN and global contexts.

Course Highlights

- Philosophical foundations: knowledge, theory, research
- Interdisciplinary research design
- AI-enhanced methods (ML, NLP, big data)
- Ethics: bias, transparency, accountability
- Policy applications & social analytics
- Mixed-methods integration

- ASEAN & global case studies

Most Relevant PLOs

- PLO4 – Apply advanced technologies, including AI and digital tools, with research, policy design, and project evaluation.
- PLO5 – Design research-driven, evidence-based policies and innovative solutions.
- PLO6 – Demonstrate academic integrity, morality, and professional ethics.

PLO Alignment Summary: PLO4, PLO5, PLO6

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-RM1.1	Critically evaluate philosophical foundations and design interdisciplinary research frameworks.	PLO5
CLO-RM1.2	Apply AI and advanced technologies in research and policy analysis.	PLO4
CLO-RM1.3	Critically assess and apply ethical principles in AI-assisted research.	PLO4
CLO-RM1.4	Integrate mixed methods to develop evidence-based policy solutions.	PLO6

950621 Global public policy and governance

3(3-0-6)

Public policy theories and paradigms; governance theories and institutional framework; policy process and decision-making structure; comparative policy analysis; globalization; and policy interdependence; global governance, digital technology in public policy making; Artificial intelligence and policy innovation; policy entrepreneurship; power, politics and policy networks; policy in conflict and crisis context; research in public policy and governance

Course Highlights

- Advanced theories and paradigms of public policy and governance in ASEAN and global contexts.
- Policy process analysis, decision-making structures, and comparative frameworks.
- Application of digital transformation, AI, and data analytics in policy innovation.
- Exploration of global governance, power, and political networks.
- Strategic policy design, crisis management, and policy entrepreneurship.

Most Relevant PLOs

- PLO1 – Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).

- **PLO3** – Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.
- **PLO4** – Apply advanced technologies, including AI and digital tools, with research, policy design, and project evaluation.
- **PLO6** – Demonstrate academic integrity, morality, and professional ethics.

PLO Alignment Summary: PLO1, PLO3, PLO4, PLO6

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-PS1.1	Differentiate and synthesize advanced public policy and governance theories in ASEAN and global contexts.	PLO1
CLO-PS1.2	Map and evaluate policy processes, actors, and decision-making structures using multidisciplinary approaches.	PLO1, PLO3
CLO-PS1.3	Design evidence-based policy interventions integrating digital technologies, AI, and data analytics.	PLO4
CLO-PS1.4	Critically assess governance systems, power relations, and institutional frameworks to promote inclusive policy outcomes.	PLO3
CLO-PS1.5	Demonstrate ethical awareness and reflexivity in conducting and presenting interdisciplinary research.	PLO6

950622 Poverty and Inequality in ASEAN

3(3-0-6)

Problems of marginalized groups, inequality in terms of social and economic injustice; causes and types of poverty in ASEAN countries; the impact of development; approaches to measuring and assessing poverty, inequities and disparities; analysis of case studies involving such issues in order to propose viable guidelines for regional collaboration regarding development, and solutions to social and economic problems to effectively address poverty, inequities, and discrepancies within ASEAN

Course Highlights

- Theories and conceptual frameworks of poverty, inequality, and social exclusion in ASEAN contexts.
- Socio-economic injustices and structural causes of poverty across ASEAN member states.
- Quantitative and qualitative approaches to measuring and assessing poverty and inequality.
- Analysis of development impacts and disparities among marginalized groups.

- Policy design and regional cooperation strategies for inclusive growth and social justice.

Most Relevant PLOs

- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO3** – Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.

PLO Alignment Summary: PLO2, PLO3

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-PI1.1	Evaluate the socio-economic and political structures that perpetuate inequality across ASEAN member states.	PLO2
CLO-PI1.2	Apply interdisciplinary approaches to measure and interpret poverty and inequality using quantitative and qualitative data.	PLO2, PLO3
CLO-PI1.3	Propose innovative policy frameworks that address poverty reduction, equity, and social inclusion.	PLO3

950623 Governance and the Rise of Civil Society in ASEAN

3(3-0-6)

Concepts and principles of global governance systems, analysis of systems of governance involving the participation of state, private and civil society sectors in ASEAN; civil society's development and its role within ASEAN, and its linkage with global civil society; analysis of the prospect of ASEAN civil societies' participation in issue-based development as well as their role in promoting good governance

Course Highlights

- Theories, concepts, and principles of global and regional governance.
- Analysis of governance systems involving state, private sector, and civil society participation in ASEAN.
- Evolution and role of civil society organizations (CSOs) within ASEAN's regional development framework.
- ASEAN civil society's linkages with global movements and issue-based networks.
- Evaluation of civil society's contribution to good governance, participatory democracy, and policy accountability.

Most Relevant PLOs

- **PLO1** – Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).
- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.

PLO Alignment Summary: PLO1, PLO2

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-GC1.1	Explain and compare major theories and frameworks of governance and civil society.	PLO1
CLO-GC1.2	Analyze governance models involving state, private, and civil society sectors across ASEAN member states.	PLO1, PLO2
CLO-GC1.3	Evaluate the roles and strategies of ASEAN civil society in advancing participatory governance and sustainable development.	PLO2

950624 Entrepreneurship in Creative and Knowledge-Based Economy**3(2-2-5)**

The concept of borderless entrepreneurship; challenges towards economically and socially creative knowledge; market analyses and business opportunities focusing on the development and promotion of innovation that is commercially applicable within ASEAN; analysis of case studies among successful small to medium-sized entrepreneurs in ASEAN; guidelines to increase world competitiveness among entrepreneurs

Course Highlights

- Concepts and dynamics of entrepreneurship in creative and knowledge-based economies.
- The rise of borderless entrepreneurship and innovation ecosystems within ASEAN.
- Market analyses, opportunity identification, and value creation through socially responsible entrepreneurship.
- Development of innovation and technology-driven business models for regional competitiveness.
- Case studies of successful entrepreneurs and enterprises within ASEAN's creative and knowledge economy sectors.

Most Relevant PLOs

- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO4** – Apply advanced technologies, including AI and digital tools, with research, policy design, and project evaluation.
- **PLO7** – Exhibit ethical, socially responsible, and sustainability-oriented leadership that promotes diversity, inclusion, multicultural understanding, environmental stewardship, strong collaboration and effective communication, ensuring the integrity, professionalism, and societal commitment necessary to apply advanced knowledge, technologies, and research for ASEAN and global development.

PLO Alignment Summary: PLO2, PLO4, PLO7

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-EN1.1	Evaluate the roles and strategies of ASEAN civil society in advancing participatory governance and sustainable development.	PLO2
CLO-EN1.2	Design technology-driven and socially responsible business models that contribute to sustainable development.	PLO4
CLO-EN1.3	Apply digital and analytical tools for entrepreneurship planning, innovation design, and performance assessment.	PLO4
CLO-EN1.4	Demonstrate ethical leadership and intercultural understanding in managing entrepreneurship within diverse ASEAN contexts.	PLO7

950625 Transformative Leadership for Global Sustainability

3(3-0-6)

Paradigms of Leadership; Transformative and Adaptive Leadership; Complexity and Systems Thinking in Leadership; ASEAN and Global Leadership Contexts; Ethics and Integrity in Leadership Practice; Diversity, Equity, and Inclusive Leadership; Digital Transformation and AI-Enhanced Leadership; Leadership for Social Innovation and Entrepreneurship; Sustainability and “Glocal” Responsibility in Leadership; Research Frontiers in Leadership Studies

Course Highlights

- Theories and paradigms of transformative and adaptive leadership.
- Application of complexity and systems thinking in leadership practice.
- Ethics, integrity, and inclusive leadership in ASEAN and global contexts.
- Digital transformation, AI-enhanced decision-making, and social innovation.
- Leadership for sustainability, equity, and “glocal” (global–local) responsibility.

Most Relevant PLOs

- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO4** – Apply advanced technologies, including AI and digital tools, with research, policy design, and project evaluation.
- **PLO6** – Demonstrate academic integrity, morality, and professional ethics.

PLO Alignment Summary: PLO2, PLO4, PLO6

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-LD1.1	Evaluate the roles and strategies of ASEAN civil society in advancing participatory governance and sustainable development.	PLO2
CLO-LD1.2	Apply systems thinking and AI-based tools to model leadership strategies for complex social and environmental challenges.	PLO4
CLO-LD1.3	Demonstrate moral reasoning, transparency, and ethical integrity in leadership decision-making.	PLO6

950626 Public Service Management and Development in ASEAN

3(2-2-5)

The concept of public management and public service; bureaucratic reform; capacity enhancement in public services systems and management in ASEAN member countries; the joint agreement and collaboration in developing ASEAN bureaucratic systems; analysis of impacts of development in different aspects including challenges as to develop a proposal for adjustment of public management systems; analysis of trends in public management in ASEAN community

Course Highlights

- Theories and concepts of public management and administrative reform.
- Bureaucratic modernization and capacity-building in ASEAN public sectors.
- Comparative analysis of public service delivery and innovation among ASEAN member states.
- Intergovernmental collaboration, joint agreements, and institutional capacity development.
- Policy recommendations for adaptive governance and sustainable public service enhancement.

Most Relevant PLOs

- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO3** – Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.

PLO Alignment Summary: PLO2, PLO3

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-PM1.1	Analyze comparative models of public service delivery and management across ASEAN member countries.	PLO2
CLO-PM1.2	Assess intergovernmental cooperation and institutional mechanisms supporting public sector modernization in ASEAN.	PLO2, PLO3
CLO-PM1.3	Propose context-sensitive strategies for enhancing administrative capacity, service quality, and citizen engagement.	PLO3

950627 Global challenges and social innovation: Global South perspective 3(3-0-6)

Theories of global challenges and social innovation; postcolonial perspective on development and inequalities; structural inequalities and global south realities; frugal innovation and grassroots movement; social entrepreneurship and inclusive economies; climate change and environmental justice; digital transformation and leapfrogging in the global south; South-South cooperation and governance; community-based innovation and social movement; power asymmetries; research frontier in global south studies

Course Highlights

- Exploration of bottom-up innovation, community-based initiatives, and adaptive strategies that respond to resource constraints and local needs.
- Study of social enterprise models, impact-driven business strategies, and inclusive economic systems aimed at reducing inequality and promoting sustainable livelihoods.
- Analysis of environmental vulnerabilities in the Global South, including climate justice, resilience strategies, and community-led adaptation practices.
- Investigation of how emerging technologies enable Global South societies to bypass traditional development pathways and foster innovation.

- Examination of regional collaboration, knowledge exchange, and governance frameworks among Global South countries.

Most Relevant PLOs

- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO3** – Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.

PLO Alignment Summary: PLO2, PLO3

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-EC1.1	Analyze structural inequalities, postcolonial dynamics, and socio-economic realities across Global South regions.	PLO2
CLO-EC1.2	Assess grassroots movements, frugal innovations, and community-based solutions addressing development challenges.	PLO2, PLO3
CLO-EC1.3	Propose socially innovative, inclusive, and context-sensitive strategies to advance sustainable development in Global South settings.	PLO3

950628 Economic Growth and Stability in ASEAN

3(3-0-6)

Pathways towards the ASEAN Economic Community with a single market at the state, regional, and global levels; analysis of economic activities including trade, investment, and the flow of labor, goods, and services; the study of the consequences of economic growth, stability, and security within the region that could have an effect on the global economy

Course Highlights

- Theories and models of economic growth, regional integration, and market convergence.
- Development of the ASEAN Economic Community (AEC) and pathways toward a single market.
- Analysis of trade, investment, and labor mobility in ASEAN and global contexts.
- Impacts of economic growth on stability, inequality, and sustainability.
- Regional policy coordination for macroeconomic resilience and inclusive development.

Most Relevant PLOs

- **PLO1** – Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).
- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO3** – Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.

PLO Alignment Summary: PLO1, PLO2, PLO3

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-EC1.1	Explain and compare theories and indicators of economic growth, stability, and integration.	PLO1
CLO-EC1.2	Analyze ASEAN's trade, investment, and financial cooperation frameworks in relation to global markets.	PLO1, PLO2
CLO-EC1.3	Evaluate macroeconomic trends and the impacts of economic growth on social inclusion and environmental sustainability.	PLO2, PLO3
CLO-EC1.4	Develop policy recommendations to enhance economic resilience and sustainable competitiveness in ASEAN.	PLO3

950629 ASEAN Community and Regional Security in Global Context

3(3-0-6)

Challenges of traditional and non-traditional security threats affecting the ASEAN Community as well as global context, and the emphasis of borderless security issues including transnational organized crimes, terrorism, piracy, drugs, arms trafficking, migration and reconciliation of ethnic groups, and human trafficking

Course Highlights

- Theoretical foundations of security studies and regionalism.
- Examination of traditional and non-traditional security threats in ASEAN and the global arena.
- Analysis of borderless security issues, including terrorism, transnational crime, piracy, and human trafficking.
- Exploration of regional cooperation frameworks for conflict prevention and peacebuilding.

- Evaluation of ASEAN’s evolving security architecture and its relations with global powers.

Most Relevant PLOs

- **PLO1** – Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).
- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.

PLO Alignment Summary: PLO1, PLO2

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-SC1.1	Explain key theories and concepts of traditional and non-traditional security in ASEAN and global contexts.	PLO1
CLO-SC1.2	Analyze the nature and impact of borderless security threats, including transnational crime, terrorism, and migration.	PLO1, PLO2
CLO-SC1.3	Evaluate ASEAN’s regional security mechanisms and their interaction with global powers and institutions.	PLO2

peacebuilding, conflict resolution, and strategic cooperation within ASEAN and beyond.

950630 Multiculturalism, Diversity, and Global Citizenship

3(3-0-6)

Critical approaches to cultural studies; interplay of representation, identity, and power within ASEAN and global communities; issues of gender, migration, media, religion, and globalization. Examines multidisciplinary perspectives and the Sustainable Development Goals (SDGs), emphasizing cultural dimensions of sustainability, inequality, and inclusion.

Course Highlights

- Study of the role of religion and belief systems in shaping cultural identities and social dynamics in an increasingly globalized world.
- Integration of insights from sociology, anthropology, political science, and international relations to understand complex cultural interactions.
- Assessment of how SDGs—particularly those related to equality, inclusion, and social justice—intersect with cultural diversity and global citizenship.
- Development of skills for effective communication, collaboration, and negotiation across diverse cultural and social contexts.

- Examination of intersectional issues related to gender, migration, and marginalized communities, highlighting structural inequalities and lived experiences.

Most Relevant PLOs

- **PLO1** – Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).
- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO4** – Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and green skills, with research, policy design, and project evaluation.
- **PLO6** – Demonstrate academic integrity, morality, and professional ethics.

PLO Alignment Summary: PLO1, PLO2, PLO4, PLO6

CLO	Course Learning Outcome	Aligned PLO(s)
CLO1	Critically analyze theories and key debates on multiculturalism, identity, and global citizenship through interdisciplinary frameworks in ASEAN and global contexts.	PLO1
CLO2	Evaluate the interconnections between representation, power, and inequality across cultural, gendered, religious, and media discourses to advance inclusive understanding.	PLO2
CLO3	Integrate digital and analytical tools to investigate multicultural and transnational phenomena contributing to the SDGs.	PLO4
CLO4	Demonstrate ethical reasoning, leadership, and intercultural competence in promoting diversity, inclusion, and global citizenship.	PLO6

950631 Cinema, Culture, and Globalization in ASEAN and Beyond

3(3-0-6)

Cinematic representations of identity, nationhood, migration, gender, religion, and the environment. ASEAN cinemas in dialogue with global film movements, including New Queer Cinema, postcolonial cinema, and eco-cinema. Understand how cinematic narratives contribute to shaping global discourses on diversity, sustainability, and human rights.

Course Highlights

- Analysis of cinematic portrayals of gender, migration, religion, ethnicity, and environment, with attention to issues of power, marginalization, and inclusion.
- Exploration of Southeast Asian film industries and their interactions with global cinema, highlighting transnational flows, co-productions, and cultural exchange.

- Study of key cinematic traditions such as New Queer Cinema, postcolonial cinema, and eco-cinema, and their relevance to ASEAN narratives.
- Investigation of how globalization shapes film production, distribution, and consumption, influencing cultural identities and social change.
- Critical reflection on how films address pressing issues such as inequality, migration, environmental crises, and human rights in ASEAN and beyond.

Most Relevant PLOs

- **PLO1** – Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).
- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO4** – Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and green skills, with research, policy design, and project evaluation.
- **PLO6** – Demonstrate academic integrity, morality, and professional ethics.

PLO Alignment Summary: PLO1, PLO2, PLO4, PLO6

CLO	Course Learning Outcome	Aligned PLO(s)
CLO1	Critically analyze ASEAN and global cinematic narratives through advanced theoretical, cultural, and interdisciplinary frameworks.	PLO1
CLO2	Evaluate how filmic representations construct and challenge discourses on current global issues.	PLO2
CLO3	Integrate digital and AI-assisted tools in film and cultural analysis to generate innovative research insights.	PLO4
CLO4	Demonstrate ethical, inclusive, and leadership-oriented approaches in collaborative film research and multicultural understanding.	PLO6

950632 Human Security in ASEAN and Beyond

3(3-0-6)

Analyzing human security in theory and practice; theoretical debates on human security; fundamental concepts of human security (freedom from fear and freedom from want); various dimensions of human security (i.e., personal, economic, environmental, community, political, health), selected cases of human insecurity in ASEAN and beyond

Course Highlights

- Theoretical foundations and debates surrounding the concept of human security.
- Exploration of “freedom from fear” and “freedom from want” as guiding principles for sustainable peace and development.
- Multidimensional analysis of human security: economic, environmental, political, health, and community dimensions.
- Case studies on human insecurity in ASEAN countries and beyond.
- Policy frameworks for promoting human well-being, resilience, and inclusive security governance.

Most Relevant PLOs

- **PLO1** – Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).
- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.

PLO Alignment Summary: PLO1, PLO2

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-HS1.1	Explain the evolution, scope, and dimensions of human security in theory and practice.	PLO1
CLO-HS1.2	Analyze the interconnections between economic, environmental, and political aspects of human security in ASEAN.	PLO1, PLO2
CLO-HS1.3	Evaluate real-world cases of human insecurity to identify structural causes and potential policy responses.	PLO2

950633 Migration in ASEAN and ASEAN+

3(3-0-6)

Examining migration in ASEAN and ASEAN+; analysis of the causes and consequences of contemporary cross-boundary human mobility from political, economic and social perspectives; contemporary transnational migration (political refugees, economic migrants, temporary foreign workers, and highly skilled migrants); impact of migrant workers on states’ policies in ASEAN and ASEAN+, cultures of host countries, the regulation of citizenship, challenges of migrant incorporation, and the exploitation of migrant workers

Course Highlights

- Theories and frameworks of migration and transnational mobility.
- Analysis of causes and consequences of contemporary cross-border human mobility in ASEAN and ASEAN+.
- Examination of migrant labor, refugee movements, and highly skilled migration.
- Policy responses to migration governance, citizenship, and social inclusion.
- Implications of migration for regional cooperation, human rights, and sustainable development.

Most Relevant PLOs

- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO3** – Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.
- **PLO7** – Exhibit ethical, socially responsible, and sustainability-oriented leadership that promotes diversity, inclusion, multicultural understanding, environmental stewardship, strong collaboration and effective communication, ensuring the integrity, professionalism, and societal commitment necessary to apply advanced knowledge, technologies, and research for ASEAN and global development.

PLO Alignment Summary: PLO2, PLO3, PLO7

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-MG1.1	Analyze patterns, causes, and consequences of migration in ASEAN and ASEAN+ using interdisciplinary perspectives.	PLO2
CLO-MG1.2	Evaluate policy frameworks on labor mobility, citizenship, and integration within ASEAN member states.	PLO2, PLO3
CLO-MG1.3	Propose evidence-based and human-centered strategies for inclusive migration governance.	PLO3
CLO-MG1.4	Demonstrate ethical sensitivity and intercultural leadership in addressing migrant and refugee issues.	PLO7

950634 Border Studies in Southeast Asia**3(2-2-5)**

Exploring borders, boundaries, and border management policies of countries in Southeast Asia through a multi-disciplinary approach (i.e., International Relations, Border Studies, Anthropology), Offering an analysis of border buildups and massive deportations; social processes; migration, conflicts along the border, human trafficking; nationalistic political rhetoric that stigmatizes migrants and privileges some refugees over others

Course Highlights

- Theories and analytical frameworks of border studies and boundary-making.
- Multidisciplinary exploration of border policies, governance, and regional cooperation.
- Examination of migration, trafficking, deportation, conflict, and human security within border zones.
- Analysis of nationalism, identity formation, and cultural interaction in border regions.
- Comparative case studies on border management and transboundary collaboration in Southeast Asia.

Most Relevant PLOs

- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO3** – Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.
- **PLO5** – Design **research-driven**, evidence-based policies and innovative solutions.

PLO Alignment Summary: PLO2, PLO3, PLO5

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-BD1.1	Analyze how borders shape migration, governance, and socio-cultural interactions within ASEAN.	PLO2
CLO-BD1.2	Evaluate national and regional border management policies in relation to human security and transnational cooperation.	PLO2, PLO3
CLO-BD1.3	Propose innovative and cooperative approaches for managing border-related challenges in ASEAN.	PLO3
CLO-BD1.4	Present and defend dissertation-linked findings with scholarly rigor and responsiveness to expert critique.	PLO5

950635 Peace Studies and Securitization in Southeast Asia**3(3-0-6)**

Exploring how peace processes can and have diminished or ended social/political conflicts in Southeast Asia, addressing why some conflicts continue unabated as crises or wars; analyzes how security sector governance and/or peacekeeping soldiers can make a difference in conflict resolution; examines different definitions of conflict, security, stability, peace, war and their significance in both historical and contemporary perspectives in Southeast Asia; stresses discussion of major philosophical works on peace studies and securitization

Course Highlights

- Theoretical foundations and major philosophical perspectives on peace, conflict, and securitization.
- Examination of the causes, dynamics, and outcomes of social and political conflicts in Southeast Asia.
- Study of security sector governance, peacekeeping operations, and post-conflict reconstruction.
- Analysis of the interplay between national security, human rights, and regional stability.
- Critical evaluation of peace processes, conflict resolution models, and sustainable peacebuilding strategies.

Most Relevant PLOs

- **PLO1** – Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).
- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO7** – Exhibit ethical, socially responsible, and sustainability-oriented leadership that promotes diversity, inclusion, multicultural understanding, environmental stewardship, strong collaboration and effective communication, ensuring the integrity, professionalism, and societal commitment necessary to apply advanced knowledge, technologies, and research for ASEAN and global development.

PLO Alignment Summary: PLO1, PLO2, PLO7

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-PS2.1	Explain and compare key theories and philosophical traditions in peace and conflict studies.	PLO1
CLO-PS2.2	Analyze political and social conflicts in Southeast Asia using securitization and peacebuilding frameworks.	PLO1, PLO2
CLO-PS2.3	Evaluate the effectiveness of security governance, peacekeeping, and conflict resolution mechanisms in ASEAN.	PLO2
CLO-PS2.4	Demonstrate intercultural leadership and ethical sensitivity in analyzing peace and security challenges.	PLO7

950636 Sustainability Social Development Administration**3(2-2-5)**

Analysis of global and regional social, economic, and environmental challenges; exploring solutions that are in line with the concept of Sufficiency Economy Philosophy and its multi-dimensional applications; and administering Sufficiency Economy Philosophy to achieve Sustainable Development Goals

Course Highlights

- Theories and frameworks of sustainable development and social policy.
- Analysis of social, economic, and environmental challenges in ASEAN and the global context.
- Application of Sufficiency Economy Philosophy (SEP) and its multidimensional implications for development.
- Policy design and administrative strategies for achieving the Sustainable Development Goals (SDGs).
- Case studies on integrating sustainability, equity, and governance in social development programs.

Most Relevant PLOs

- **PLO1** – Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).
- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO4** – Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and **green skills**, with research, policy design, and project evaluation.

PLO Alignment Summary: PLO1, PLO2, PLO4

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-SD1.1	Explain key theories, concepts, and indicators of sustainable social development and administration.	PLO1
CLO-SD1.2	Analyze interrelated social, economic, and environmental factors influencing sustainability in ASEAN.	PLO1, PLO2
CLO-SD1.3	Apply the principles of Sufficiency Economy Philosophy and SDGs to design inclusive social development strategies.	PLO2
CLO-SD1.4	Integrate digital and AI-assisted tools in film and cultural analysis to generate innovative research insights.	PLO4

950637 Health and Globalization: Critical Perspectives and Innovations Course Highlight 3(3-0-6)

Theories of Globalization and Health; Transnational Determinants of Health; Global Health Inequalities and Social Determinants; Migration, Mobility, and Cross-Border Health; Trade, Intellectual Property, and Pharmaceutical Governance; Climate Change, Planetary Health, and Sustainability; Digital Health, Artificial Intelligence, and Big Data; Global Health Governance and Power Relations; ASEAN and Global South Perspectives in Health; Research in Health and Globalization

Course Highlights

- Globalization & health theories, determinants, inequalities
- Migration, trade, pharmaceutical governance
- Climate change, planetary health, sustainability
- Digital health, AI, big data
- ASEAN & Global South perspectives
- Research in health and globalization

Most Relevant PLOs:

- **PLO1** - Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).
- **PLO2** - Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO4** - Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and **green skills**, with research, policy design, and project evaluation.
- **PLO6** - Demonstrate academic integrity, morality, and professional ethics.

PLOs Alignment: PLO1, PLO2, PLO4, PLO6

PLOs and CLOs matching

CLO	Statement (short form)	Aligned PLO(s)
CLO-H1	Explain & compare theories, determinants, and inequalities in ASEAN/global contexts	PLO1, PLO2
CLO-H2	Evaluate migration, mobility, trade, and pharmaceutical governance	PLO1, PLO2
CLO-H3	Assess climate change, planetary health, and sustainability impacts	PLO1, PLO2
CLO-H4	Apply digital health, AI, and big data in problem-solving	PLO4
CLO-H5	Critique governance and power relations with ethical reasoning	PLO2, PLO6
CLO-H6	Design and conduct research using ASEAN/Global South perspectives	PLO2, PLO4, PLO6

950638 Regional Studies

3(1-4-4)

Allowing students to have a direct experience regarding issues regarding politics, economy, society and culture both in Thailand and/or abroad, for instance, in ASEAN countries; presents knowledge and experience from regional studies in one of the following methods: presentation and discussions with fieldwork reports or presentation and discussions with social innovation project

Course Highlights

- Field-based learning on political, economic, social, and cultural dynamics in ASEAN or related regions.
- Application of interdisciplinary research methods through direct observation and community engagement.
- Integration of experiential learning with regional theory, identity, and cooperation frameworks.
- Reflection on intercultural interaction, regional integration, and social innovation.
- Production of fieldwork reports or social innovation projects demonstrating applied understanding of regional contexts.

Most Relevant PLOs

- **PLO1** – Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).
- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO4** – Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and **green skills**, with research, policy design, and project evaluation.
- **PLO6** – Demonstrate academic integrity, morality, and professional ethics.
- **PLO7** – Exhibit ethical, socially responsible, and sustainability-oriented leadership that promotes diversity, inclusion, multicultural understanding, environmental stewardship, strong collaboration and effective communication, ensuring the integrity, professionalism, and societal commitment necessary to apply advanced knowledge, technologies, and research for ASEAN and global development.

PLO Alignment Summary: PLO1, PLO2, PLO4, PLO6, PLO7

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-RS1.1	Apply interdisciplinary frameworks to analyze political, economic, and socio-cultural dynamics of selected ASEAN or regional contexts.	PLO1, PLO2
CLO-RS1.2	Collect and interpret primary data through fieldwork, interviews, or participatory research methods.	PLO2
CLO-RS1.3	Integrate digital and AI-assisted tools in film and cultural analysis to generate innovative research insights.	PLO4
CLO-RS1.4	Demonstrate ethical awareness and reflexivity in conducting and presenting interdisciplinary research.	PLO6
CLO-RS1.5	Demonstrate effective teamwork, communication, and cultural sensitivity in field-based learning settings.	PLO7
CLO-RS1.6	Reflect on personal learning, ethical responsibility, and leadership in engaging with regional communities.	PLO7

950639 Placement

3 (1-4-4)

Placements include those within the government sector, private sector, international organisations, and non-profit organisations both in Thailand and/or abroad approved by Naresuan University

Course Highlights

- Supervised professional experience in government, private, international, or non-profit organizations in Thailand and/or abroad.
- Application of theoretical and research-based knowledge to practical regional or global contexts.
- Engagement in organizational projects addressing ASEAN-related or development-oriented challenges.
- Development of professional ethics, intercultural communication, and workplace collaboration.
- Reflection on leadership, innovation, and social responsibility in real-world professional settings.

Most Relevant PLOs

- **PLO3** – Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.
- **PLO4** – Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and green skills, with research, policy design, and project evaluation.
- **PLO6** – Demonstrate academic integrity, morality, and professional ethics.
- **PLO7** – Exhibit ethical, socially responsible, and sustainability-oriented leadership that promotes diversity, inclusion, multicultural understanding, environmental stewardship, strong collaboration and effective communication, ensuring the integrity, professionalism, and societal commitment necessary to apply advanced knowledge, technologies, and research for ASEAN and global development.

PLO Alignment Summary: PLO3, PLO4, PLO6, PLO7

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement (Enhanced and Measurable)	Aligned PLO(s)
CLO-AP1.1	Apply interdisciplinary knowledge to professional tasks and problem-solving in real-world organizational contexts.	PLO3
CLO-AP1.2	Integrate theory and practice in developing solutions for ASEAN-related or globally relevant issues.	PLO3
CLO-AP1.3	Use appropriate digital tools, communication methods, and research skills in workplace collaboration.	PLO4
CLO-AP1.4	Demonstrate professionalism, integrity, and ethical conduct within a multicultural work environment.	PLO6
CLO-AP1.5	Exhibit leadership, teamwork, and social responsibility in contributing to organizational or community goals.	PLO7

950671 Dissertation 1, Type 1.1**6 units**

Studying the elements of a thesis; reviewing literature and related research; and determining the thesis title

Course Highlights

- Study of the elements and structure of doctoral research.
- Review of literature and identification of knowledge gaps.
- Development of a preliminary research question and conceptual framework.
- Selection of appropriate theories, methodologies, and data sources.
- Preparation of a tentative dissertation title and study plan.

Most Relevant PLOs

- **PLO1** – Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs)
- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO6** – Demonstrate academic integrity, morality, and professional ethics.

PLO Alignment Summary: PLO1, PLO2, PLO6

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement	Aligned PLO(s)
CLO-D1.1	Identify a significant research problem relevant to ASEAN and global contexts.	PLO2
CLO-D1.2	Explain key theories, concepts, and indicators of sustainable social development and administration.	PLO1
CLO-D1.3	Apply research design principles and ethical considerations in planning doctoral inquiry.	PLO6

950672 Dissertation 2, Type 1.1**6 units**

Developing a concept paper and preparing a summary of literature and related research synthesis

Course Highlights

- Development of a concept paper summarizing the research rationale, framework, and methods.
- Synthesis of reviewed literature and related studies.
- Refinement of research questions, scope, and objectives.
- Submission of a comprehensive concept paper for internal review.

Most Relevant PLOs

- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO3** – Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.
- **PLO4** – Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and **green skills**, with research, policy design, and project evaluation.
- **PLO6** – Demonstrate academic integrity, morality, and professional ethics.

PLO Alignment Summary: PLO2, PLO3, PLO4, PLO6

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement	Aligned PLO(s)
CLO-D2.1	Synthesize literature and theoretical foundations into a coherent concept paper.	PLO3
CLO-D2.2	Design an appropriate methodological approach consistent with research objectives.	PLO4
CLO-D2.3	Demonstrate ethical and professional conduct in refining research design and scope.	PLO6
CLO-D2.4	Identify a significant research problem relevant to ASEAN and global contexts.	PLO2

950673 Dissertation 3, Type 1.1

9 units

Instruments and research methodology; and preparing a thesis proposal in order to present it to the committee

Course Highlights

- Development of research instruments and detailed methodology.
- Preparation of a complete research proposal for defense.
- Integration of feedback from advisors and experts.

- Finalization of sampling, data collection, and analytical procedures.

Most Relevant PLOs

- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO3** – Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.
- **PLO4** – Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and **green skills**, with research, policy design, and project evaluation.
- **PLO5** – Design **research-driven**, evidence-based policies and innovative solutions..
- **PLO6** – Demonstrate academic integrity, morality, and professional ethics.

PLO Alignment Summary: PLO2, PLO3, PLO4, PLO5, PLO6

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement	Aligned PLO(s)
CLO-D3.1	Construct research instruments and methodological plans aligned with study objectives.	PLO3, PLO4
CLO-D3.2	Present and defend dissertation-linked findings with scholarly rigor and responsiveness to expert critique.	PLO5
CLO-D3.3	Adhere to research ethics and data management standards.	PLO6
CLO-D3.4	Identify a significant research problem relevant to ASEAN and global contexts.	PLO2

950674 Dissertation 4, Type 1.1

9 units

The progress of the thesis to the thesis advisor

Course Highlights

- Conducting data collection and fieldwork.
- Regular consultation and progress reporting with supervisors.
- Preliminary data analysis and validation.
- Adherence to approved methodologies and timelines.

Most Relevant PLOs

- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO3** – Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.
- **PLO4** – Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and **green skills**, with research, policy design, and project evaluation.
- **PLO5** – Design **research-driven**, evidence-based policies and innovative solutions.
- **PLO6** – Demonstrate academic integrity, morality, and professional ethics.

PLO Alignment Summary: PLO2, PLO3, PLO4, PLO5, PLO6

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement	Aligned PLO(s)
CLO-D4.1	Collect and manage data systematically according to the approved research plan.	PLO4
CLO-D4.2	Conduct preliminary data analysis and interpretation to identify emerging patterns.	PLO3
CLO-D4.3	Demonstrate professionalism, integrity, and collaboration in research supervision and fieldwork.	PLO6
CLO-D4.4	Present and defend dissertation-linked findings with scholarly rigor and responsiveness to expert critique.	PLO5
CLO-D4.5	Identify a significant research problem relevant to ASEAN and global contexts.	PLO2

Contribution to Program Competencies

Dissertation 4 develops applied research skills, accountability, and collaborative engagement through supervised fieldwork and data handling.

950675 Dissertation 5, Type 1.1

9 units

Analyzing data and preparing a draft of the thesis

Course Highlights

- Comprehensive data analysis and interpretation.
- Drafting of dissertation chapters and findings.
- Critical synthesis of empirical and theoretical results.
- Preparation for pre-defense evaluation.

Most Relevant PLOs

- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO3** – Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.
- **PLO4** – Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and **green skills**, with research, policy design, and project evaluation.
- **PLO5** – Design **research-driven**, evidence-based policies and innovative solutions.
- **PLO6** – Demonstrate academic integrity, morality, and professional ethics.

PLO Alignment Summary: PLO2, PLO3, PLO4, PLO5, PLO6

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement	Aligned PLO(s)
CLO-D5.1	Perform comprehensive analysis and interpretation of collected data.	PLO3, PLO4
CLO-D5.2	Integrate findings with theoretical and empirical frameworks.	PLO2, PLO3
CLO-D5.3	Present and defend dissertation-linked findings with scholarly rigor and responsiveness to expert critique.	PLO5
CLO-D5.4	Prepare a complete dissertation draft that meets academic and ethical standards.	PLO6

950676 Dissertation 6, Type 1.1

9 units

Preparing a full-text thesis and a research article in order to get published according to the graduation criteria

Course Highlights

- Completion of full-text dissertation and revision based on committee feedback.
- Preparation and submission of a publishable research article.
- Final defense presentation before the examination panel.
- Preparation for publication outputs according to university standards.

Most Relevant PLOs

- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO3** – Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.
- **PLO4** – Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and **green skills**, with research, policy design, and project evaluation.
- **PLO5** – Design **research-driven**, evidence-based policies and innovative solutions.
- **PLO6** – Demonstrate academic integrity, morality, and professional ethics.

PLO Alignment Summary: PLO2, PLO3, PLO4, PLO5, PLO6

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement	Aligned PLO(s)
CLO-D6.1	Finalize and defend the complete dissertation with scholarly excellence and rigor.	PLO2, PLO3
CLO-D6.2	Produce and submit a publishable research article derived from dissertation findings.	PLO4
CLO-D6.3	Present and defend dissertation-linked findings with scholarly rigor and responsiveness to expert critique.	PLO5
CLO-D6.4	Demonstrate ethical authorship, research integrity, and professional conduct throughout publication and defense.	PLO6

950681 Dissertation 1, Type 2.1

3 units

Studying the elements of a thesis; reviewing literature and related research; and determining the thesis title.

Course Highlights

- Study of the key elements and processes of doctoral research.
- Identification of research gaps through literature and related studies review.
- Determination of dissertation title and conceptual focus.
- Preliminary articulation of research objectives, scope, and contribution.

Most Relevant PLOs

- **PLO1** – Apply advanced knowledge of ASEAN, global affairs, AI literacy and the Sustainable Development Goals (SDGs).
- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO6** – Demonstrate academic integrity, morality, and professional ethics.

PLO Alignment Summary: PLO1, PLO2, PLO6

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement	Aligned PLO(s)
CLO-DT2.1.1	Identify a significant and original research topic relevant to ASEAN or global contexts.	PLO2
CLO-DT2.1.2	Identify and explain key interdisciplinary issues affecting Southeast Asia and the ASEAN Community.	PLO1
CLO-DT2.1.3	Apply ethical principles and sound research practices in research planning.	PLO6

950682 Dissertation 2, Type 2.1**6 units**

Developing a concept paper and preparing a summary of literature and related research synthesis

Course Highlights

- Development of a concept paper with synthesized literature and methodological rationale.
- Refinement of research scope, framework, and design.
- Preparation for proposal defense with advisory feedback.

Most Relevant PLOs

- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO3** – Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.
- **PLO4** – Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and **green skills**, with research, policy design, and project evaluation.
- **PLO6** – Demonstrate academic integrity, morality, and professional ethics.

PLO Alignment Summary: PLO2, PLO3, PLO4, PLO6

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement	Aligned PLO(s)
CLO-DT2.2.1	Synthesize theoretical and empirical foundations into a coherent concept paper.	PLO3
CLO-DT2.2.2	Design a research methodology aligned with the study's objectives and context.	PLO4
CLO-DT2.2.3	Demonstrate ethical responsibility and methodological integrity in refining the research plan.	PLO6
CLO-DT2.2.4	Identify a significant and original research topic relevant to ASEAN or global contexts.	PLO2

950683 Dissertation 3, Type 2.1

9 units

Developing research instruments and research methodology; and preparing a thesis proposal in order to present it to the committee

Course Highlights

- Construction of research instruments and procedures for data collection.
- Proposal presentation and defense before advisory committee.
- Revision of proposal based on feedback.
- Preparation for full-scale fieldwork and implementation.

Most Relevant PLOs

- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO3** – Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.
- **PLO4** – Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and **green skills**, with research, policy design, and project evaluation.
- **PLO5** – Design **research-driven**, evidence-based policies and innovative solutions.
- **PLO6** – Demonstrate academic integrity, morality, and professional ethics.

PLO Alignment Summary: PLO2, PLO3, PLO4, PLO5, PLO6

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement	Aligned PLO(s)
CLO-DT2.3.1	Construct valid and reliable research instruments suited to study objectives.	PLO3, PLO4
CLO-DT2.3.2	Present and defend research proposal with scholarly rigor.	PLO2, PLO3
CLO-DT2.3.3	Present and defend dissertation-linked findings with scholarly rigor and responsiveness to expert critique.	PLO5
CLO-DT2.3.4	Ensure ethical approval and compliance in research design and data handling.	PLO6

950684 Dissertation 4, Type 2.1

9 units

Collecting data; analyzing data; and preparing a draft of the thesis

Course Highlights

- Data collection, organization, and analysis.
- Continuous supervision and progress monitoring.
- Refinement of theoretical and empirical linkages.
- Preparation of draft chapters and interim progress reports.

Most Relevant PLOs

- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO3** – Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.
- **PLO4** – Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and **green skills**, with research, policy design, and project evaluation.
- **PLO5** – Design **research-driven**, evidence-based policies and innovative solutions.
- **PLO6** – Demonstrate academic integrity, morality, and professional ethics.

PLO Alignment Summary: PLO2, PLO3, PLO4, PLO5, PLO6

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement	Aligned PLO(s)
CLO-DT2.4.1	Collect and organize data systematically according to approved methodology.	PLO4
CLO-DT2.4.2	Conduct rigorous data analysis and interpret findings within the conceptual framework.	PLO3
CLO-DT2.4.3	Present and defend dissertation-linked findings with scholarly rigor and responsiveness to expert critique.	PLO5
CLO-DT2.4.4	Demonstrate collaboration, accountability, and ethical conduct in research supervision and reporting.	PLO6
CLO-DT2.4.5	Identify a significant and original research topic relevant to ASEAN or global contexts.	PLO2

950685 Dissertation 5, Type 2.1

9 units

Preparing the full-text thesis and research an article in order to get published according to the graduation criteria

Course Highlights

- Completion of full-text dissertation.
- Integration of findings into theoretical and practical contributions.
- Preparation and submission of research article for publication.
- Oral defense before examination committee.

Most Relevant PLOs

- **PLO2** – Evaluate challenges about ASEAN and global dynamics in the context of the rise of AI through multidisciplinary approaches with precision and comprehensiveness for promoting social sustainability.
- **PLO3** – Synthesize and integrate knowledge across disciplines and expertise to generate new insights, policy recommendations, social development, and social and green entrepreneurship in ASEAN and the global context.
- **PLO4** – Apply advanced technologies, including Artificial Intelligence (AI) and digital tools and **green skills**, with research, policy design, and project evaluation.
- **PLO5** – Design **research-driven**, evidence-based policies and innovative solutions.
- **PLO6** – Demonstrate academic integrity, morality, and professional ethics.

PLO Alignment Summary: PLO2, PLO3, PLO4, PLO5, PLO6

Course Learning Outcomes (CLOs) and Mapping

CLO Code	CLO Statement	Aligned PLO(s)
CLO-DT2.5.1	Finalize and defend a complete dissertation reflecting originality and scholarly rigor.	PLO2, PLO3
CLO-DT2.5.2	Produce a research article for publication in an academic or peer-reviewed journal.	PLO4
CLO-DT2.5.3	Present and defend dissertation-linked findings with scholarly rigor and responsiveness to expert critique.	PLO5
CLO-DT2.5.4	Demonstrate ethical authorship, professionalism, and leadership in scholarly dissemination.	PLO6

Appendix 12. Special Lecturer Acceptance Form

Acceptance Letter for Guest Lecturer

Date: ...25/12/2025.....

Name:MITSURU.....YAMADA..... Position: ..Professor.....

Organization/Affiliation:Waseda University/ School of Social Sciences

Contact Address: . .1-6-1, Nishi-Waseda, Shinjuku-ku, Tokyo, Japan

PhoneNumber: ...03-5286-8616..... Email:yamadaman@waseda.jp.....

Subject: Response to Invitation for Guest Lecturer

As I have been honored to be invited to serve as a special lecturer in the Doctor of Philosophy Program in ASEAN and Global Affairs (International Program), Revised Curriculum Academic Year 2026.

I am pleased to accept the invitation

I am unable to accept the invitation

Other:

Signature: *Mitsuru Yamada*

(.....Mitsuru Yamada.....)

Guest Lecturer

Acceptance Letter for Guest Lecturer

Date: 28 Dec, 2025

Name: Chalernpol Chamchan Position: Associate Professor

Organization/Affiliation: Institute for Population and Social Research (IPSR), Mahidol University
 IPSR, Mahidol University, Salaya Campus, Phutthamonthon,
 Contact Address: Salaya, Nakhon Pathom

PhoneNumber: 0840799745 Email: Chalernpol.cha@mahidol.ac.th

Subject: Response to Invitation for Guest Lecturer

As I have been honored to be invited to serve as a special lecturer in the Doctor of Philosophy Program in ASEAN and Global Affairs (International Program), Revised Curriculum Academic Year 2026.

I am pleased to accept the invitation

I am unable to accept the invitation

Other:

Signature: 
 (Chalernpol Chamchan)

Guest Lecturer

Acceptance Letter for Guest Lecturer

Date:29 December 2025..

Name:Anders Engvall..... Position: ..Research Fellow..

Organization/Affiliation: ...Stockholm School of Economics

Contact Address: . Unique Condo A501, 322/32 Maneenoparat Rd, Sri Phum, Chiang Mai, 50200.

PhoneNumber:087 032 5540..... Email:realandersengvall@gmail.com.....

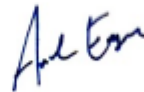
Subject: Response to Invitation for Guest Lecturer

As I have been honored to be invited to serve as a special lecturer in the Doctor of Philosophy Program in ASEAN and Global Affairs (International Program), Revised Curriculum Academic Year 2026.

I am pleased to accept the invitation

I am unable to accept the invitation

Other:



Signature:

(...Hans Anders Peter Engvall..)

Guest Lecturer

Acceptance Letter for Guest Lecturer

Date: 30 December 2025

Name: Masato Abe

Position: Economist

Organization/Affiliation:

United Nations Multi-Country Resident Coordinator's Office for Micronesia

Contact Address: J&T Building, Kaselehlie Street, P.O. Box 2219, Kolonia, Pohnpei, Federated States of Micronesia 96941

PhoneNumber: +691 320-2435

Email: abem@un.org

Subject: Response to Invitation for Guest Lecturer

As I have been honored to be invited to serve as a special lecturer in the Doctor of Philosophy Program in ASEAN and Global Affairs (International Program), Revised Curriculum Academic Year 2026.

I am pleased to accept the invitation

I am unable to accept the invitation

Other:

Signature: 

(Masato Abe)

Guest Lecturer

Acceptance Letter for Guest Lecturer

Date:28 December 2025.....

Name:Paul Chambers.....

Position: ..Adjunct Professor.....

Organization/Affiliation: ..Center of Asian Community Studies, Faculty of Social Sciences,
Naresuan University.....

Contact Address:1006 Kings Road, Norman, Oklahoma, 73072, USA
.....

PhoneNumber: ..+14052503406.....Email: pwchambers@gmail.com.....


Subject: Response to Invitation for Guest Lecturer

As I have been honored to be invited to serve as a special lecturer in the Doctor
of Philosophy Program in ASEAN and Global Affairs (International Program), Revised Curriculum
Academic Year 2026.

I am pleased to accept the Invitation

I am unable to accept the Invitation

Other:

Signature: 

(...Paul Chambers.....)

Guest Lecturer

Acceptance Letter for Guest Lecturer

Date: 26 December 2025

Name: Charles David Crumpton, PhD Position: Senior Researcher

Organization/Affiliation: Federal University of GOs (Brazil)

Contact Address: The Harmony Condominium No. 270/57 Phichaisongkhram Road, Nai Mueang Subdistrict, Mueang District, Phitsanulok Province 65000

Phone Number: +660995017945 Email: davecrumpton1@gmail.com

Subject: Response to Invitation for Guest Lecturer

As I have been honored to be invited to serve as a special lecturer in the Doctor of Philosophy Program in ASEAN and Global Affairs (International Program), Revised Curriculum Academic Year 2026.

I am pleased to accept the invitation

I am unable to accept the invitation

Other:

Signature: *Charles David Crumpton*

(Charles David Crumpton, PhD)

Guest Lecturer

Acceptance Letter for Guest Lecturer

Date: 7th JANUARY 2026

Name: DR CYNTHIA KAH

Position: DIRECTOR

Organization/Affiliation: MAE TAO CLINIC (MTC)

Contact

Address: 702 MOO 1 THASAILUAD, MAE SOT, TAK
63110 THAILAND

Phone Number: 0921983916 Email: cynthia@maetaoclinic.org

Subject: Response to Invitation for Guest Lecturer

As I have been honored to be invited to serve as a special lecturer in the Doctor of Philosophy Program in ASEAN and Global Affairs (International Program), Revised Curriculum Academic Year 2026.

 I am pleased to accept the invitation

 I am unable to accept the invitation

 Other:
Signature: 

(DR. CYNTHIA KAH)

Guest Lecturer

Acceptance Letter for Guest Lecturer

MDate: January 7, 2026Name: Susompob Jitpiromsri Position: LecturerOrganization/Affiliation: Institute for Peace Studies, Prince of Songkla UniversityContact Address: 131 Ruesamekhae Subdistrict, Muang District, Pattani 94000PhoneNumber: 081-925-4704 Email: SRISOMP@YAHOO.COM


Subject: Response to Invitation for Guest Lecturer

As I have been honored to be invited to serve as a special lecturer in the Doctor of Philosophy Program in ASEAN and Global Affairs (International Program), Revised Curriculum Academic Year 2026.

I am pleased to accept the invitation

I am unable to accept the invitation

Other:

Signature: 
(SRISOMP@YAHOO.COM)

Guest Lecturer

Appendix 13. Other Documents

The process of making TQF2

