



Undergraduate

Program

Course Title.....

Mahidol University International College

Course Code.....

Division.....

TQF 3 Course Specifications

Section 1 General Information

1. Course code and course title

Thai ICTB 323 การออกแบบสิ่งอำนวยความสะดวกในธุรกิจการบริการ /
ICIH 322 การออกแบบสิ่งอำนวยความสะดวกในธุรกิจการบริการ /
ICIH 418 การออกแบบสิ่งอำนวยความสะดวกในที่พัก

English ICTB 323 Hospitality Facilities Design /
ICIH 322 Hospitality Facilities Design /
ICIH 418 Lodging Facility Design

2. Number of credits 4 (3-2-7)

3. Program and type of subject

3.1 Program Bachelor Management Program in Travel and Service Business
Entrepreneurship /
Bachelor of Management in International Hospitality Management /
Bachelor of Business Administration

3.2 Type of Subject Elective Course

4. Course Coordinator and Course Lecturer

4.1 Course Lecturer Dr. Sarinya Sungkatavat (SYS)

5. Trimester/ Year of Study

5.1 Trimester 1 of every academic year

5.2 Course Capacity Approximately 30 students

6. Pre-requisite ICHI 202 Introduction to Tourism and Hospitality Management /

ICHT 232 Introduction to Hospitality and Tourism Industry

7. Co-requisites N/A



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Section 2 Goals and Objectives

1. Course Goals

To explore and understand the relationships between different types of hospitality facilities and their design; and to develop the ability to analyze the needs of customers, trends, and other related factors and propose design solutions for hospitality facilities

2. Objectives of Course Development/Revision

2.1 Course Objectives

At the end of this course, students will be able to understand/gain/acquire:

- Understand fundamental of hospitality facility design and layout emphasizing different types of lodging
- Understand basic of architectural plan reading and specifications
- Understand phases in planning and design process
- Understand how to communicate with professional designers
- Understand paths among functional areas and facilities in hotel
- Recognize possible key factors, theme or concept, and environmental trends influencing hotel and facilities design

2.2 Course-level Learning Outcomes: CLOs

By the end of the course, students will be able to (CLOs)

1. CLO1 Integrate knowledge from travel and related service business fields so as to enhance understanding of hospitality facilities design for the industry (2.2)
2. CLO2 Apply systematic thinking and research techniques to provide appropriate hospitality facilities design solutions to problems within the travel and related service businesses (2.4)



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- 3. CLO3 Demonstrate an ability to effectively work with team members, be culturally aware, and assist work colleagues in solving problems related to facilities design for the travel and related service businesses (4.3)
- 4. CLO4 Demonstrate an ability to effectively and appropriately communicate with people from different backgrounds when giving presentations, making summaries, and giving conclusions related to facilities design in the travel and related service businesses (5.2)

Section 3 Course Management

1. Course Description

(Thai) ความเข้าใจพื้นฐานของการออกแบบและการวางผังของที่พักรูปแบบต่างๆ; ความเข้าใจพื้นฐานของการอ่านแบบทางสถาปัตยกรรม รวมทั้งวิธีการสื่อสารกับนักออกแบบมืออาชีพ; การสำรวจรูปแบบโพล์และความสัมพันธ์ของพื้นที่ใช้สอยและสิ่งอำนวยความสะดวกต่างๆ (โดยการใช้ Bubble Diagram); เข้าใจขั้นตอนในการวางแผนและการออกแบบ และความตระหนักถึงปัจจัยสำคัญที่เกี่ยวข้อง รูปแบบหรือแนวคิด และแนวโน้มต่างๆที่มีอิทธิพลต่อการออกแบบสิ่งอำนวยความสะดวกในธุรกิจการบริการ

(English) Understanding fundamental of hospitality facility design and layout emphasizing different types of lodging; basic understanding of architectural plan reading and specifications as well as how to communicate with professional designers; exploring flow patterns and relationships among functional areas and facilities (using Bubble Diagram); understanding phases in planning and design process; and recognizing possible key factors, theme or concept, and trends influencing hospitality facilities design

2. Credit hours per trimester

Lecture (Hour(s))	Laboratory/field trip/internship (Hour(s))	Self-study (Hour(s))
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36 (3 hours x 12 weeks)	24 Lab Hours (Including 16 Hours Lab + 12 Hours Fieldtrip)	84 (7 hours x 12 weeks)
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3. Number of hours that the lecturer provides individual counseling and guidance.

Instructors provide 2 office hours per week for counseling session for individuals or group of students. And at students' request within the working week (Monday-Friday).



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Section 4 Development of Students' Learning Outcome

1. Short summary on the knowledge or skills that the course intends to develop in students (CLOs)

By the end of the course, students will be able to

1. CLO1 Integrate knowledge from travel and related service business fields so as to enhance understanding of hospitality facilities design for the industry
2. CLO2 Apply systematic thinking and research techniques to provide appropriate hospitality facilities design solutions to problems within the travel and related service businesses
3. CLO3 Demonstrate an ability to effectively work with team members, be culturally aware, and assist work colleagues in solving problems related to facilities design for the travel and related service businesses
4. CLO4 Demonstrate an ability to effectively and appropriately communicate with people from different backgrounds when giving presentations, making summaries, and giving conclusions related to facilities design in the travel and related service businesses

2. Teaching methods for developing the knowledge or skills specified in item 1 and evaluation methods of the course learning outcomes

Course Code	Teaching methods	Evaluation Methods
CLO1	Lecture, Discussion, Demonstration, Field trip	Project, Presentation, Written Test
CLO2	Discussion, Group Project	Participation and Discussion, Project, Presentation



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CLO3	Lecture, Discussion, Field trip, Research, Project	Participation and Discussion, Project, Presentation, Written Test
CLO4	Lecture, Discussion, Field trip, Case Study, Project	Participation and Discussion, Project, Presentation, Written Test



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3. TEN CODES OF ETHIC - UNWTO

The principles of the Global Code of Ethics (GCE)

Under THM curriculum, we define the code of ethics into three levels

1) Fundamental rules and regulations- Following MUIC students' code of conduct, academic integrity and honesty;

2) Professionalism;

- Generic professionalism (teamwork, courtesy, service attitude, cultural awareness, team responsibility)
- Specific industry professionalism (Hotel & Restaurant, MICE& Event, Tourism)

3) Social responsibility (community and cultural awareness, sense of protection, indigenous sensitivity, sustainable decisions/solutions);

This subject serves code of ethics level __1, 2 and 3__ by __

1) Ensuring students follow the MUIC students' code of conduct on grooming, punctuality and academic integrity and honesty when they attend the course;

2) Incorporating in the lecture on the generic professionalism. Students will be informed about the expected and acceptable professional behaviours when working in teams.

3) Incorporating into teaching content and the assignment/written exam/team project evaluations whether students apply ethical and sustainability concepts and ideas into their strategic recommendation/solutions.



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Section 5 Teaching and Evaluation Plans

1. Teaching plan

Understanding fundamental of hospitality facility design and layout emphasizing different types of lodging; basic understanding of architectural plan reading and specifications as well as how to communicate with professional designers; exploring workflow patterns with functional areas and facilities; understanding phases in planning and design process; and recognizing possible key factors, theme or concept, and trends influencing hospitality facilities design

Week	Topic	Number of Hours		Teaching Activities/ Media	Lecturer
		Lecture Hours	Lab / Field trip Hours		
1	<ul style="list-style-type: none"> Course Introduction Types of lodging and hospitality properties Characteristics of each property 	4	-	Lecture, Discussion	SYS
2	<ul style="list-style-type: none"> Exploration of hospitality property design Basic facilities and optional facilities of different types of lodging and hospitality property 	4	-	Lecture, Discussion, Demonstrate, Problem Solving	SYS
3	<ul style="list-style-type: none"> Characteristics of each hospitality facilities Exploration of hospitality facilities design 	4	-	Lecture, Discussion, Demonstrate	SYS
4	<ul style="list-style-type: none"> Concept and Theme Design Exploration of hospitality property design and hospitality facilities design 	4	-	Lecture, Discussion, Demonstrate, Show & Tell, Simulation, REVSIM Program	SYS
5	<ul style="list-style-type: none"> Basic architectural plan reading and specifications Bubble Diagram (Relationships of functional areas and facilities) 	4	-	Lecture, Discussion, Demonstrate, Problem Solving, Simulation, REVSIM Program	SYS
TBA	<ul style="list-style-type: none"> <i>Field trip 1: Visiting Lodging Property (Bangkok area)</i> 	6	-	<i>Field Trip</i>	SYS
6	<ul style="list-style-type: none"> Exploration of hospitality property design and hospitality facilities design Bubble Diagram Workshop 	4	-	Lecture, Discussion, Problem based learning, Demonstrate, Show & Tell, Simulation, REVSIM Program	SYS



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TBA	<ul style="list-style-type: none"> ● <i>Lodging Property and Facilities Project Design</i> 	-	8	Workshops	SYS
7	<ul style="list-style-type: none"> ● Project Presentation 	4	-	Problem based learning, Simulation, REVSIM Program	SYS
8	<ul style="list-style-type: none"> ● Exploration of hospitality property design and hospitality facilities design ● Design process and project planning 	4	-	Lecture, Discussion, Research, Peer Teaching, Simulation, REVSIM Program	SYS
9	<ul style="list-style-type: none"> ● Keys factors influencing Design ● Design Workshop 	4	-	Lecture, Discussion, Research, Peer Teaching, Simulation, REVSIM Program	SYS
TBA	<ul style="list-style-type: none"> ● <i>Field trip 2: Visiting Lodging Property (Outside Bangkok area)</i> 	6	-	<i>Field Trip</i>	SYS
10	<ul style="list-style-type: none"> ● Key environmental trends influencing Design ● Design Workshop 	4	-	Lecture, Discussion, Demonstrate, Show & Tell, Simulation, REVSIM Program	SYS
TBA	<ul style="list-style-type: none"> ● <i>Guest Room Design and Model Creation</i> 	-	8	Workshops	SYS
11	<ul style="list-style-type: none"> ● Presentation of hospitality facilities design 	3	-	Presentation, Discussion	SYS
12	<ul style="list-style-type: none"> ● Presentation of hospitality facilities design (Continue) ● Course conclusion ● In-class Written Test 	3	-	Problem based learning, Show & Tell	SYS
Total		36	24		

2. Plan for Assessing Course Learning Outcomes

2.1 Assessing and Evaluating Learning Achievement

a. Formative Assessment

Give feedbacks on the students' draft on their design projects during the workshops to help students identify the area of improvement.

b. Summative Assessment

(1) Tools and Percentage Weight in Assessment and Evaluation

Learning Outcomes	Assessment Methods	Assessment Ratio (Percentage)
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CLO1 Integrate knowledge from all hospitality-related fields so as to enhance understanding of the hospitality facilities design	Project and Presentation	10	20
	Written Test	10	
CLO2 Demonstrate an ability to effectively communicate and interact with team members when making discussion or making design decisions for hospitality property and facilities	Participation and Discussion in Class and Workshop	10	20
	Project and Presentation	10	
CLO3 Utilize research approaches, displaying various techniques in order to come up with appropriate design solutions for hospitality property and facilities	Participation and Discussion in Class and Workshop	10	30
	Project and Presentation	10	
	Written Test	10	
CLO4 Propose creative innovations for hospitality facilities design from using current knowledge, skills, and experiences in the international hospitality industry	Participation and Discussion in Class and Workshop	10	30
	Project and Presentation	10	
	Written Test	10	
Total			100

1. Participation in Class and Workshops

30%

Your active participation and interaction with the lecturer and classmates is very important. Please ensure that you are well prepared for each class and that you enthusiastically contribute to the class discussion.

Assessment Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Very poor (D to D+)	Fail (F)
Participation in class discussion	Often participated in class activities, answered questions and posed thoughtful questions without teacher prompting.	Sometimes participated in class activities, and answered questions when called upon by teacher.	Occasionally participated in class activity; responded to teacher questions.	Rarely participated in class activity; rarely responded to teacher questions.	Never participated in class activity; did not respond to teacher questions.



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Expressed opinions & ideas	Frequently expressed own ideas and opinions and showed creative and analytical skills.	Sometimes expressed ideas and opinions and showed some creative and analytical skills.	Occasionally expressed ideas and opinions.	Rarely expressed ideas and opinions.	Never expressed ideas and opinions.
Total for this assessment to be added to other subject assessments to give an overall grade for the subject from A-F.					

2. Projects

30%

You will be given assignments on various topics of event management. You will need to demonstrate your understanding in the purposes, format of these documents, and use appropriate language, tone and style.

Assessment Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Very poor (D to D+)	Fail (F)
Content	Demonstrate excellent understanding of the topic;	One part of the document may be incomplete or incorrect.	Two parts of the document may be incomplete or incorrect.. A few important details may be missing.	Understanding of the topic is incomplete or incorrect.; Some important details may be missing.	The response is mostly incomplete or incorrect. The writer does not use formal language or else uses it inconsistently. Important or essential details are omitted.
Grammar, Usage,	Few or no errors in mechanics, usage, grammar,	Minor errors in mechanics, usage, grammar, or	Several errors in mechanics, usage, grammar or spelling,	The document is difficult to understand	The document is very difficult to understand



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Mechanics and Spelling	or spelling; sentences are free of jargon; complete and easy to understand	spelling; sentences are mostly jargon-free, complete and understandable	some hinder understanding. Sentences may contain jargon or are too long.	because of errors in mechanics, usage, grammar or spelling. Sentences are too long or contain jargons.	because of errors in mechanics, usage, grammar, spelling, excessive jargons and incomplete sentences.
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4. Presentation

10%

Students will be assigned topics for presentation; they will need to create a logical structure, include relevant ideas and information, and conduct the presentation in a confident, professional manner.

Assessment Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Very poor (D to D+)	Fail (F)
Content	Tight and clearly-focused topic; Use of accurate information; Research from a wide variety of legitimate resources	Topic is adequately focused and relevant; Minor inconsistency and inaccuracy in information; Research from an adequate amount of legitimate resources	Topic needs more focus; Fair amount of inaccuracy in the information; Research from a few legitimate resources	Topic lacks relevance and focus; Distractive amount of inaccuracy in information; Research lacks legitimate resources	Absence of relevance and focus in topic; Information does not support the message in any way; no evidence of valid research
Organization	Extremely well-organized; clear and logical	Generally well-organized; mostly clear and logical	Somewhat organized; a few ideas are not	Poor organization; many ideas are not presented in proper	Absence of organization; a lack of proper



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	sequence of ideas; the presentation is clear and concise	order of ideas; the presentation is generally clear and understandable	presented in proper order; some parts of the presentation may be wordy or unclear	order; most parts of the presentation are wordy or unclear	sequence of ideas; the presentation is not intelligible
Creativity	Excellent use of interesting techniques to enhance presentation and capture audience's attention	Use of some interesting techniques to enhance presentation and capture audience's attention	Not very successful attempts to use creative techniques, but attempts nonetheless.	The presentation is generally flat and dull.	Use of inappropriate techniques which produce negative effects for the presentation
Grammar, Usage, Mechanics and Spelling	Few or no errors in mechanics, usage, grammar, or spelling; sentences are free of jargon; complete and easy to understand	Minor errors in mechanics, usage, grammar, or spelling; sentences are mostly jargon-free, complete and understandable	Several errors in mechanics, usage, grammar or spelling, some hinder understanding. Sentences may contain jargon or are too long.	The document is difficult to understand because of errors in mechanics, usage, grammar or spelling. Sentences are too long or contain jargons.	The document is very difficult to understand because of errors in mechanics, usage, grammar, spelling, excessive jargons and incomplete sentences.
Delivery	Maintain good eye contact throughout; positively confident presence; very good voice level; clear articulation	Maintain reasonable eye contact; reasonably confident presence; voice level is mostly good; speaks with	Occasional lapses in eye contact; lack of confidence at times; weak delivery a few parts of the presentation unclear; unclear	Poor eye contact; weak presence; poor delivery makes some parts of the presentation difficult to understand; diction, and use of slang prevents the	Lack of eye contact; lack of presence; voice level is almost inaudible; bad articulation, slangs or fillers make the presentation



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	and proper language	satisfactory pronunciation	diction with occasional fillers	audience from understanding the presentation	difficult to understand
Time control	Just in time or slightly under time	1 minute over time	2 - 3 minutes over time	4-5 minutes over time	Over 5 minutes

5. Written Test

30%

Written test will be conducted to evaluate students' understanding and application of knowledge of key concepts and principles.

Assessment Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Very poor (D to D+)	Fail (F)
Critical Thinking	Has demonstrated excellent ability to synthesize or analyze previous information and present a logical and cohesive response	Has demonstrated good ability to synthesize or analyze previous information and present a logical and cohesive response	Has demonstrated some ability to synthesize or analyze previous information and present a logical and cohesive response	Has demonstrated a few ability to synthesize or analyze previous information and present a logical and cohesive response	Cannot demonstrate an ability to synthesize or analyze previous information and present a logical and cohesive response
Quality of Written Communication	None to nearly to none spelling or grammatical mistakes and the contents contains	A few spelling or grammatical mistakes and the contents contains relevant	Some spelling or grammatical mistakes and the contents contain somewhat	A lot of spelling or grammatical mistakes and the content are not	Significant spelling and grammatical mistakes and the contents do not contain any



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	highly relevant information to the question.	information to the question.	relevant information to the question.	relevant to the question.	relevant information to the question.
Quality of response to questions	Show completeness and an ability to highly synthesize literature. Demonstrate knowledge/concept of subject area of study and expertise in the area.	Show Completeness and an ability to synthesize some relating literature. Demonstrate knowledge/concept of subject area of study and expertise in the area.	Show some completeness, demonstrate some relating knowledge/concept of subject area of study	Many incomplete ideas. Demonstrate only a few knowledge/concept of subject area of study.	Incomplete ideas. Demonstrate too few knowledge/concept of subject area of study.

(2) Grading System

For Grade A - F	Grade	Achievement	Final Score (% Range)	GPA
A		Excellent	90-100	4.0
B+		Very good	85-89	3.5
B		Good	80-84	3.0
C+		Fairly good	75-79	2.5
C		Fair	70-74	2.0
D+		Poor	65-69	1.5
D		Very Poor	60-64	1.0
F		Fail	Less than 60	0.0



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(3) Re-examination (If course lecturer allows to have re-examination)

N/A - (Not applicable with MUIC)

3. Student Appeals

Following MUIC Appeal Procedures



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Section 6 Teaching Materials and Resources

1. Textbooks and/or other documents/materials

- 1) Stipanuk, D. M., & Roffmann, H. (1992). *Hospitality facilities management and design*. Educational Institute of the American Hotel and Motel Association.
- 2) Ransley, J., & Ingram, H. (2012). *Developing hospitality properties and facilities*. Routledge.

2. Recommended textbooks and/or other documents/materials

- 1) Birchfield, J. C., & Sparrowe, R. T. (2003). *Design and layout of foodservice facilities*.

3. Other Resources (If any)

N/A



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Section 7 Evaluation and Improvement of Course Management

1. Strategies for evaluating course effectiveness by students

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2. Strategies for evaluating teaching methods

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3. Improvement of teaching methods

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4. Verification process for evaluating students' standard achievement outcomes in the course

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5. Review and plan for improving the effectiveness of the course

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Appendix

Alignment between Courses and Program

Table 1 The relationship between course and Program Learning Outcomes (PLOs)

Course Name	Program Learning Outcomes (PLOs)					
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
ICTB 323		R		R	R	

Note: Indicate the level of CLOs by letter I, R, P or M. Using the information as shown in the Curriculum Mapping of TQF2

Table 2 The relationship between CLOs and PLOs

(Course code) ICTB 323	Program Learning Outcomes (PLOs)					
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1		2.2				
CLO2		2.4				
CLO3				4.3		
CLO4					5.2	



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Table 3 The description of PLOs and Sub Los of the course

PLOs	SubPLOs
PLO2 Illustrate managerial and entrepreneurial knowledge and practices in the selected travel and service businesses.	2.2 Integrate knowledge from travel and related service business fields so as to enhance understanding of the industry
PLO2 Illustrate managerial and entrepreneurial knowledge and practices in the selected travel and service businesses.	2.4 Apply systematic thinking and research techniques to provide appropriate solutions to problems within the travel and related service businesses
PLO4 Demonstrate good teamwork and express appropriate roles in the team working environment.	4.3 Demonstrate an ability to effectively work with team members, be culturally aware, and assist work colleagues in solving problems
PLO5 Apply a high level of communication standard for any project related to the travel and service businesses (way of presentation).	5.2 Demonstrate an ability to effectively and appropriately communicate with people from different backgrounds when giving presentations, making summaries, and giving conclusions