

Course Code CHB1203

Degree Bachelor's Degree

Course Name Principles of Marketing

Curriculum Revised in 2025

Credit 3(3-0-6)

Faculty/College College of Hospitality Industry Management (CHM)

Course Specification (TQF3/OBE3)

Section 1 General Information

1. Course Code and Name

Thai หลักการตลาด

English Principles of Marketing

2. Number of Credits

3(3-0-6) credits

3. Course Category

Core Course

4. Course Coordinator and Instructor

Course Coordinator : Dr.Nalin Simasathiansophon

Instructor : Dr.Nalin Simasathiansophon

Contact Information : Dr.Nalin Simasathiansophon

email : nalin.si@ssru.ac.th

5. Semester and Academic Year

Semester 2 Academic Year 2025 Year of Study 1

6. Pre-requisite courses (if any)

None

7. Co-requisites (if any)

None

8. Class Location

College of Hospitality Industry Management, Room 3624

9. Date of Last Curriculum Revision

26th February 2025

10. Alignment between the course, the University's vision of "A leader in producing professionals", and the requirements for higher education standards at bachelor's level.

University's Vision "A leader in producing professionals"		Promoting self-learning skills in practice and improving career development (Lifelong learning)	Promote digital skills
A Leader in Producing Professionals	Sustainable Social Development (SDGs)		
Students understand fundamental marketing concepts and can apply them to analyze real-world business situations in international markets.	Quality Education (SDG 4), Decent Work and Economic Growth (SDG 8), and Responsible Consumption and Production (SDG 12)	<ul style="list-style-type: none"> - Autonomous learning through case study analysis, market research projects, and continuous improvement of marketing skills - Fostering lifelong professional development essential for adapting to changing consumer behaviors and market trends 	Students utilize digital platforms for getting data suitable for doing marketing analysis in changing business environments.

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Section 2 Course Description and Course Learning Outcomes: CLOs

1. Course Description

Thai

แนวคิดทางการตลาด บทบาทของการตลาดในองค์กร พฤติกรรมผู้บริโภค กระบวนการตัดสินใจของผู้บริโภค การแบ่งส่วนตลาด ตลาดเป้าหมาย ตำแหน่งทางการตลาด การพัฒนาผลิตภัณฑ์ การตั้งราคา ช่องทางการตลาด และการสื่อสารทางการตลาด

English

Marketing concepts, role of marketing in an organization, consumer behaviors, consumer decision-making process, market segmentation, market targeting, market positioning, product development, price setting, marketing channels, and marketing communication

2. Number of hours spent per semester

Lecture	Practice / Workshop Fieldwork / Internship	Self-Directed Learning
48 Hours/Semester	- Hours/Semester	96 Hours/Semester
3 Hours/Week	- Hours/Week	6 Hours/Week

Course Type Lecture Practice

3. Individual Academic Counseling Hours

3.1 Academic Counseling: 3 hours/week

3.2 Application of digital technology in academic consultation: E-mail, Line App., and Direct message via Facebook.

4. Course Objectives

4.1 Students will identify and explain fundamental marketing concepts, theories, and analytical frameworks relevant to international business operations.

4.2 Students will analyze consumer behavior patterns and decision-making processes in diverse cultural contexts.

4.3 Students will apply market segmentation, targeting, and positioning strategies to real-world business scenarios.

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4.4 Students will develop comprehensive marketing mix strategies (product, price, place, promotion) appropriate for international markets.

4.5 Students will actively participate in case study discussions and provide constructive analysis of marketing strategies.

5. Course Learning Outcomes (CLOs)

CLO 1: Explain marketing concepts, organizational role of marketing, and consumer behavior theories (25%)

CLO 2: Analyze and apply market segmentation, targeting, and positioning (STP) strategies (25%)

CLO 3: Develop integrated marketing mix strategies (product, price, place, promotion) for diverse markets (35%)

CLO 4: Communicate marketing insights professionally and ethically, demonstrating respect for diverse perspectives and constructive collaboration (15%)

6. Alignment between Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

PLOs	Knowledge (K)	Skills (S)	Ethics (E)	Character (C)
PLO 1	✓			
PLO 2		✓	✓	
PLO 3		✓		
PLO 4				
PLO 5				
PLO 6				
PLO 7				

CLOs	Cognitive Domain (Knowledge)						Psychomotor Domain (Skills)	Affective Domain (Attitude)
	R	U	Ap	An	Ev	C		
CLO1		✓						
CLO2				✓			3	
CLO3			✓				3	
CLO4								3

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Course Learning Outcomes (CLOs)

CLOs	Knowledge (K)	Skills (S)	Ethics (E)	Character (C)
CLO1	✓			
CLO2		✓		
CLO3		✓		
CLO4			✓	✓

7. Course improvement based on feedback from stakeholders (if this course is offered for the first time, no need to fill it out)

Feedback from stakeholders	Improvement based on feedback
-	-

Section 3 Student Improvement in Alignment with Course Learning Outcomes (CLOs)

1. Alignment between course learning outcomes (CLOs) and teaching methods, assessment and evaluation

CLOs	Identify the result	Teaching Strategies and Feedback (Active Learning) (<u>must align with Section 2, number 6</u>)	Assessment and Evaluation Methods
CLO 1	<i>K</i>	<ul style="list-style-type: none"> - Flipped learning: pre-class reading on marketing fundamentals and organizational structures - In-class: interactive lecture on marketing concepts, frameworks, and organizational role - Group discussion on consumer behavior theories - Case study analysis of consumer decision-making 	<ul style="list-style-type: none"> - Quiz - Assignment - Midterm Exam - Final Exam
CLO 2	<i>S</i>	<ul style="list-style-type: none"> - Flipped learning: pre-class reading on STP strategies - In-class: interactive lecture on Segmentation, Targeting, and Positioning - Workshop: Market analysis and segmentation exercise - Activity: Target market evaluation and positioning mapping 	<ul style="list-style-type: none"> - Activity: STP Analysis Project - Assignment: Market Segmentation & Positioning Case Study - Presentation - Midterm Exam - Final Exam
CLO 3	<i>S</i>	<ul style="list-style-type: none"> - Flipped learning: pre-class reading on marketing mix (4Ps) - In-class: interactive lecture on product, price, place, promotion strategies - Workshop-based learning: Developing integrated marketing strategies - Project: Comprehensive marketing plan development 	<ul style="list-style-type: none"> - Activity: Marketing Mix Workshop - Assignment: Marketing Plan Project - Presentation - Final Exam
CLO 4	<i>E, C</i>	<ul style="list-style-type: none"> - Case-based learning: Ethical dilemmas in marketing communication 	<ul style="list-style-type: none"> - Activity: Professional Presentation

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CLOs	Identify the result	Teaching Strategies and Feedback (Active Learning) (must align with Section 2, number 6)	Assessment and Evaluation Methods
		<ul style="list-style-type: none"> - In-class: Professional presentation skills workshop - Discussion: Cultural sensitivity in international marketing - Practice: Constructive peer feedback and professional critique - Reflective practice: Self-assessment of communication effectiveness and ethical considerations 	<ul style="list-style-type: none"> - Peer evaluation: Communication & ethics rubric - Case discussion: Ethical marketing scenarios - Instructor observation: Professionalism and respect

2. Establishing Outcome Index and rubrics in assessment and evaluation must be in accordance with the Outcome Index.

<p>CLO 1: Explain marketing concepts, organizational role of marketing, and consumer behavior theories</p> <p>Levels (according to Bloom's Taxonomy): Understand</p> <p>Behavior to be evaluated (Action Verb): explain, describe, identify, summarize</p>		
Below Expectation Expressed Results Below the expected criteria (Performance 0% - 49%)	Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% - 79%)	Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% - 100%)
The student lacks proficiency in explaining basic marketing concepts and fails to identify the organizational role of marketing or key consumer behavior patterns and decision-making processes.	The student demonstrates adequate understanding of marketing concepts, can explain the role of marketing in organizations, and can identify and explain consumer behavior patterns and basic decision-making processes.	The student possesses comprehensive understanding of marketing concepts and the strategic role of marketing in organizations, and demonstrates proficiency in analyzing complex consumer behavior patterns and decision-making processes across diverse cultural contexts.

CLO 2: Analyze and apply market segmentation, targeting, and positioning (STP) strategies
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<p>Levels (according to Bloom's Taxonomy): Analyze, Psychomotor - Precision</p> <p>Behavior to be evaluated (Action Verb): analyze, differentiate, examine, categorize, select, apply</p>		
Below Expectation	Meet Expectation	Exceeds Expectation
<p>Expressed Results</p> <p>Below the expected criteria</p> <p>(Performance 0% - 49%)</p>	<p>Expressed Results</p> <p>Meet the expected criteria.</p> <p>(Performance 50% - 79%)</p>	<p>Expressed Results</p> <p>Higher than expected criteria</p> <p>(Performance 80% - 100%)</p>
<p>The student is unable to effectively segment markets, evaluate target segments, or develop appropriate positioning strategies. Analysis lacks depth and strategic thinking across the STP framework.</p>	<p>The student can adequately segment markets using standard criteria, evaluate target segments with basic criteria, and develop positioning strategies that align with target market characteristics. The STP process is reasonably integrated.</p>	<p>The student demonstrates sophisticated STP analysis, identifying unique market opportunities, applying robust targeting criteria with strategic justification, and developing innovative positioning strategies that consider competitive dynamics, cultural nuances, and market trends. The entire STP framework is highly integrated and strategically sound.</p>

<p>CLO 3: Develop integrated marketing mix strategies (product, price, place, promotion) for diverse markets</p> <p>Levels (according to Bloom's Taxonomy): Apply, Psychomotor - Precision</p> <p>Behavior to be evaluated (Action Verb): develop, apply, create, design, implement, integrate</p>		
Below Expectation	Meet Expectation	Exceeds Expectation
<p>Expressed Results</p> <p>Below the expected criteria</p> <p>(Performance 0% - 49%)</p>	<p>Expressed Results</p> <p>Meet the expected criteria.</p> <p>(Performance 50% - 79%)</p>	<p>Expressed Results</p> <p>Higher than expected criteria</p> <p>(Performance 80% - 100%)</p>
<p>The student lacks the ability to develop coherent marketing mix strategies. Elements of the 4Ps are incomplete, poorly integrated, or fail to consider market diversity.</p>	<p>The student can develop standard marketing mix strategies with appropriate product, pricing, distribution, and promotional elements that are reasonably well-integrated and show basic</p>	<p>The student creates comprehensive and innovative marketing mix strategies that are highly integrated across all 4Ps, culturally appropriate for diverse international markets, and</p>

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	consideration for different market contexts.	demonstrate deep understanding of strategic trade-offs and synergies. The student shows exceptional creativity in adapting strategies to various market conditions and consumer segments.
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CLO 4: Communicate marketing insights professionally and ethically, demonstrating respect for diverse perspectives and constructive collaboration

Levels (according to Bloom's Taxonomy): Affective - Valuing & Organizing

Behavior to be evaluated (Action Verb): communicate, demonstrate, respect, collaborate, present, discuss

Below Expectation Expressed Results Below the expected criteria (Performance 0% - 49%)	Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% - 79%)	Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% - 100%)
The student demonstrates unprofessional communication, shows limited respect for diverse perspectives, presents marketing data inaccurately or misleadingly, and provides feedback that lacks constructive or ethical considerations. Communication does not meet professional business standards.	The student communicates marketing insights clearly and professionally, demonstrates adequate respect for diverse perspectives, presents data honestly and accurately, and provides constructive feedback that considers ethical implications. Communication meets basic professional business standards.	The student excels in professional communication, respects diverse perspectives, accurately presents marketing insights, and provides constructive feedback that promotes learning and ethical business practices. Their communication surpasses professional standards and demonstrates a sophisticated understanding of ethical marketing in diverse contexts. They also lead in fostering respectful and productive collaboration.

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Section 4 Lesson Plan and Assessments

1. Lesson plan (teaching and learning for at least 15 weeks)

Week	Topic	CLOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart	Instructor
1	Marketing concepts and Evolution	CLO1	L3	Course overview, interactive lecture on marketing fundamentals, discussion of marketing in the digital age	Quiz 1 (10): Marketing Concepts	NTP: Dr. Nalin
2	The Role of Marketing in Organizations	CLO1	L3	Interactive lecture on marketing's role, case studies of successful organizations, group discussion on marketing orientation	Activity 1: Role of Marketing	NTP: Dr. Nalin
3	Marketing Environment and Global Marketplace	CLO1, 4	L3	PESTLE analysis workshop, discussion on environmental scanning, case analysis and discussion	Assignment 1: Environmental Analysis	NTP: Dr. Nalin
4	Consumer Behavior: Psychological Factors	CLO1, 4	L3	Interactive lecture on motivation, perception, learning, and attitudes; case study analysis with class discussion	Activity 2: Consumer Psychology Case	NTP: Dr. Nalin
5	Consumer Behavior: Social and Cultural Influences	CLO1, 4	L3	Discussion on culture, social class, reference groups; cross-cultural consumer behavior case analysis	Assignment 2: Cultural Consumer Analysis	NTP: Dr. Nalin
6	Consumer Decision-Making Process	CLO1, 4	L3	Five-stage model analysis, workshop on consumer journey mapping, case	Activity 3: Customer Journey Map	NTP: Dr. Nalin

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Week	Topic	CLOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart	Instructor
				discussion on digital touchpoints		
7	Market Segmentation	CLO2	L3	Interactive lecture on segmentation variables (demographic, geographic, psychographic, behavioral), segmentation workshop	Quiz 2 (10): Segmentation	NTP: Dr. Nalin
8	Midterm Exam	CLO1, 2	L3	Midterm exam	M (20 items)	NTP: Dr. Nalin
9	Market Targeting	CLO2, 4	L3	Target market selection criteria, workshop on evaluating market segments, case discussion on targeting strategies	Assignment 3: Target Market Selection	NTP: Dr. Nalin
10	Market Positioning	CLO2, 4	L3	Positioning strategies, perceptual mapping workshop, case analysis of competitive positioning	Activity 4: Positioning Map Project	NTP: Dr. Nalin
11	Product Strategy	CLO3	L3	Product mix decisions, new product development process, product lifecycle management	Quiz 3 (10): Product Strategy Quiz	NTP: Dr. Nalin
12	Pricing Strategy	CLO3, 4	L3	Pricing objectives and methods, psychological pricing, case discussion on competitive pricing strategies	Assignment 4: Pricing Strategy Analysis	NTP: Dr. Nalin
13	Marketing Channels: Distribution Strategies	CLO3, 4	L3	Channel design and management, omnichannel strategies, case analysis of distribution innovations	Activity 5: Distribution Channel Design	NTP: Dr. Nalin

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Week	Topic	CLOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart	Instructor
14	Marketing Communication: IMC and Digital Marketing	CLO3, 4	L3	Integrated marketing communication, digital marketing tools, case discussion on social media strategies	Activity 6: IMC Campaign Design	NTP: Dr. Nalin
15	Marketing Plan Development: Integration and Strategy	CLO2, 3, 4	L3	Comprehensive marketing plan framework, team project work, peer feedback and discussion	Activity 7: Marketing Plan Presentation	NTP: Dr. Nalin
16	Review and Final Exam Preparation	CLO1, 2, 3	L3	Comprehensive review session, Q&A, exam preparation	Final review	NTP: Dr. Nalin
17	Final Exam	CLO1, 2, 3	L3	Written final exam	F (40 items)	NTP: Dr. Nalin

2. Assessment Plan (specify the week of assessment)

Measurement and Evaluation	Ratio	CLO 1	CLO 2	CLO 3	CLO 4
Quiz (Q)	15%	Week 1, 7	Week 7	Week 11	-
Assignment (A)	25%	Week 3, 5	Week 9	Week 12	-
Activities Participation (P)	10%	Week 2, 4, 6	Week 10	Week 13, 14	Week 3-6, 9, 10, 12-15
Midterm Exam (M)	20%	Week 8	Week 8	-	-
Final Exam (F)	30%	Week 17	Week 17	Week 17	-

3. Test Blueprint (specifies the topic and number of exams/assessments/assignments)

Topic	Ratio	CLO 1	CLO 2	CLO 3	CLO 4
Quiz (Q)	15%	2 quizzes	1 quiz	1 quiz	-

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Topic	Ratio	CLO 1	CLO 2	CLO 3	CLO 4
		(20 items)	(10 items)	(10 items)	
Assignment (A)	25%	2 tasks	1 task	1 task	-
Activities Participation (P)	10%	2 tasks	1 task	3 tasks	10 case discussion participation
Midterm Exam (M)	20%	10 items	10 items		-
Final Exam (F)	30%	10 items	10 items	20 items	-

4. Academic Evaluation Criteria

percent	Grade Level	meaning
86 – 100	A	First-Rate
82 – 85	A-	Excellence
78 – 81	B+	Very Good
74 – 77	B	Good
70 – 73	B-	Fairly good
66 – 69	C+	Satisfactory / Above Average
62 – 65	C	Satisfactory / Average
58 – 61	C-	Below Average / Fair
54 – 57	D+	Poor / Marginal Pass
50 – 53	D	Poor / Weak
46 – 49	D-	Very Poor / Barely Passing
0 – 45	F	Fail / Failing

5. Criteria for Assessing the Achievement of Course Learning Outcomes

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Level of Achievement	Achievement Criteria	Explanation
Achieve Level 3	At least 80% of students must achieve performance levels between “Level 2: Meets Expectations” and “Level 3: Exceeds Expectations”	Most learners are able to exceed expectations, such as exceeding benchmarks and demonstrating the ability to apply knowledge in complex situations.
Achieve Level 2	60-79% of students achieve performance levels between “Level 2: Meets Expectations” and “Level 3: Exceeds Expectations”	Most learners are able to achieve the minimum goals, with the results reflecting a good understanding and application of knowledge at a basic level.
Achieve Level 1	Less than 60% of students achieve performance levels between “Level 2: Meets Expectations” and “Level 3: Exceeds Expectations”	It shows that the learning outcomes are still below the expected criteria. Most learners may not yet be able to achieve the expected level of achievement and need to improve or develop their learning.

Section 5 Learning Resources and Support Facilities

1. Learning Materials and Learning Aids

1.1 Teaching Materials

Kotler, P., & Armstrong, G. (2024). *Principles of marketing* (19th ed.). Pearson Education.

Kotler, P., & Keller, K. L. (2022). *Marketing management* (16th ed.). Pearson Education.

Solomon, M. R., Marshall, G. W., & Stuart, E. W. (2023). *Marketing: Real people, real choices* (10th ed.). Pearson Education.

Lamb, C. W., Hair, J. F., & McDaniel, C. (2023). *MKTG: Principles of marketing* (14th ed.). Cengage Learn

1.2 Books, textbooks or learning resources from the Office of Academic Resources

Kotler, P., Kartajaya, H., & Setiawan, I. (2021). *Marketing 5.0: Technology for humanity*. Wiley.

Chaffey, D., & Ellis-Chadwick, F. (2022). *Digital marketing: Strategy, implementation and practice* (8th ed.). Pearson Education.

Armstrong, G., Kotler, P., & Opresnik, M. O. (2020). *Marketing: An introduction* (14th ed.). Pearson Education.

1.3 Laboratory

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1.4 Website, Software, or Devices

Market Research and Analytics Tools:

- Google Analytics (<https://analytics.google.com>)
- Google Trends (<https://trends.google.com>)
- SurveyMonkey (<https://www.surveymonkey.com>)
- Statista (<https://www.statista.com>)

Digital Marketing Platforms:

- HubSpot Marketing (<https://www.hubspot.com>)
- Canva (<https://www.canva.com>)
- Mailchimp (<https://mailchimp.com>)

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- Hootsuite (<https://www.hootsuite.com>)

Business Analysis Tools:

- Microsoft Excel for data analysis
- PowerPoint/Google Slides for presentations
- Tableau Public (<https://public.tableau.com>)

Collaboration Tools:

- Microsoft Teams (<https://www.microsoft.com/teams>)
- Google Workspace (<https://workspace.google.com>)
- Padlet (<https://padlet.com>)

1.5 Practical Training and Internship Location

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2. Learning Platform

Google Classroom: <https://classroom.google.com/c/ODExODY1NTlyMTc1?cjc=owzybita>

Class code: owzybita

3. Learning materials from external sources

Websites:

- American Marketing Association (<https://www.ama.org>)
- Marketing Week (<https://www.marketingweek.com>)
- Think with Google (<https://www.thinkwithgoogle.com>)
- MarketingProfs (<https://www.marketingprofs.com>)
- Nielsen Insights (<https://www.nielsen.com/insights>)

YouTube Channels:

- Marketing 360
- Neil Patel
- HubSpot Marketing
- Google Ads

Business Publications:

- Harvard Business Review - Marketing
- Journal of Marketing

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- Journal of Consumer Research

4. Research for learning in the course (if any)

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Section 6 Course Evaluation and Improvement

1. Course Evaluation by Students

- Course Assessment Form
- Assessment Form for Teacher Assessment (reg Website)
- Discussion and Exchange of opinions between lecturers and students
- Reflection on student behavior
- Receiving feedback from students through communication channels designated by

the professor.

- Others (specified) ...

2. Strategies for Evaluating Teaching and Learning Management

- Student Exam Results
- Verification / Validation of Academic Learning Outcomes and Student Learning

Achievement

- Assessment by the examination committee
- Observation by the instructor team
- Observation by Stakeholders (Identified) ...
- Others (specified) ...

3. Course Implementation Improvement Plan

- Organizing seminars or conferences on teaching and learning with stakeholders
- Research on learning management both inside and outside the classroom
- Others (specified) ...

4. Verification of student learning outcomes in accordance with PLOs and CLOs

Establishment of a committee to review the results of the evaluation of learning outcomes. For example, exam checking, assignment review, grading and evaluation

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Review of Grading and Evaluation by Academic Committees of
Faculties/Departments

Checking the scoring results by random inspection from lecturers/experts who did
not responsible for the curriculum

Others (specified) ...

5. Course Review and Improvement Plan

Annual Course Revision Based on the Auditor's Suggestion in number 4

Annual course revision based on student assessments and comments

Others (specified) ...



(Dr.Nalin Simasathiansophon)

Course Coordinator

date: 10th February 2026