



Mahidol University
International College



MAHIDOL UNIVERSITY INTERNATIONAL COLLEGE

MUIC SUMMER PROGRAM

by Project Development Unit





MUIC SUMMMER PROGRAM



MUIC short-term programs provide students and participants opportunities to gain knowledge while experiencing Thai culture in a short period. Our effective academic staff, skillful program coordinators, and friendly student helpers are ready to offer you an unforgettable four-week learning experience.

The MUIC Summer Program is offered for students who choose to take credit-bearing courses. The program is arranged in July and August 2024.

CONTACT DETAILS

PROJECT DEVELOPMENT UNIT



66 (0) 2 700 5000 ext. 4367



icshortterm@mahidol.ac.th

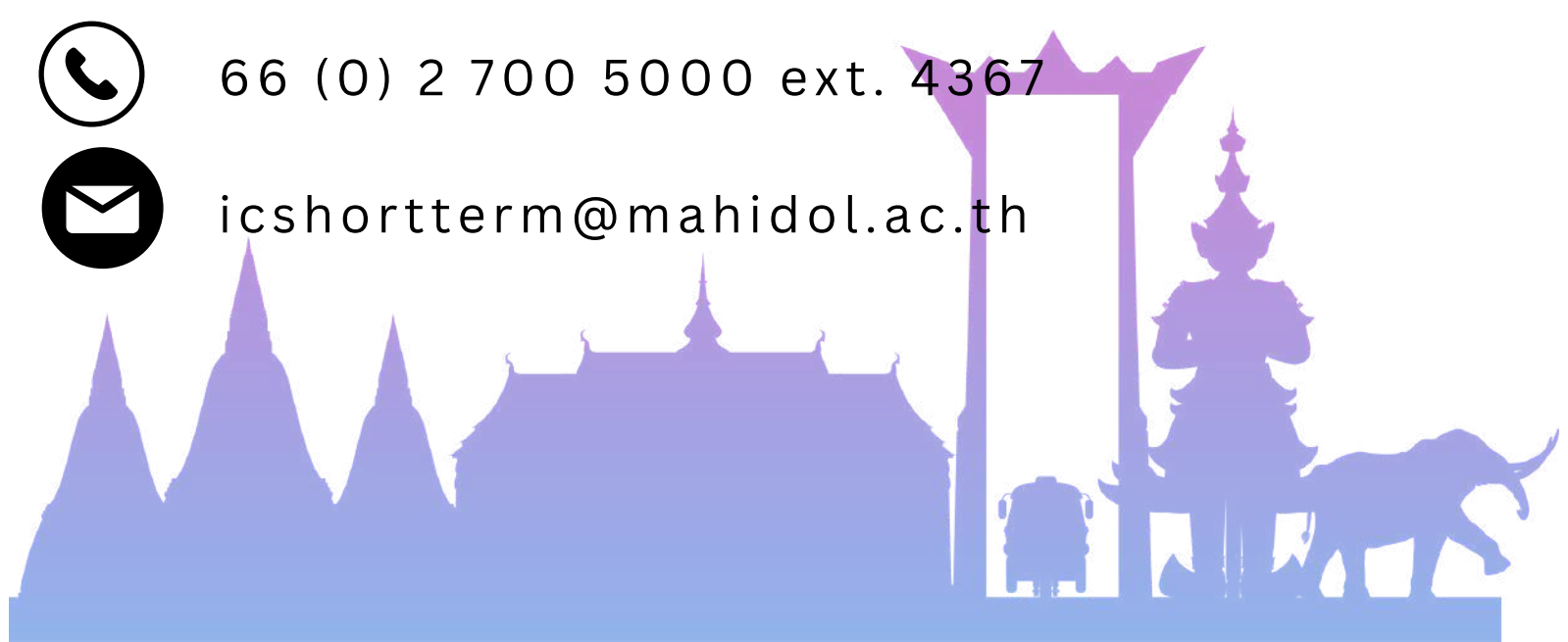




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Summer Program Calendar

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- English proficiency
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- Required documents
- Visa
- Insurance
- Application process
- Program fee
- Course cancellation

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COURSE SYLLABUS

- Introduction to Thai Language and Culture
- Perspectives on the Thai Past
- Diversity, Cross-Cultural, and Expatriate Management





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CONTACT US





01-01

IMPORTANT DATES

- **Summer Program Timeline**





IMPORTANT DATE



Application date	Session 1: Now - May 31, 2024 Session 2: Now - June 30, 2024
Payment deadline:	15 days after receiving the invoice



APPLICATION DETAILS

- Available course
- Language
- Eligible applicants
- Study level
- English proficiency
- Credit transfer
- Transcripts delivery
- Required documents
- Visa
- Insurance
- Application process
- Program fee
- Course cancellation



APPLICATION DETAILS

Language	All courses are taught in English.
Eligible Applicants	<ul style="list-style-type: none">• Undergraduate students who have completed at least one semester at college or university or• Students who have completed undergraduate studies
Study Level	Undergraduate level





APPLICATION DETAILS

<p>English Proficiency</p>	<p>IELTS: A minimum score of 5.5 or equivalent from a non-English speaking country. MUIC will also consider the results of other major English language tests.</p> <p><i>In case students do not have any English scores, please send the recommendation letter from your English language professor or your advisor for further consideration.</i></p>
<p>Credit Transfer</p>	<p>All summer courses are credit-bearing. Each course will have the equivalence of 3 US credits or 6 ECTS. Credit transfer policies vary by university, participants are strongly advised to check with their academic advisor at your home university.</p>
<p>Transcripts delivery</p>	<p>Digital transcript or hard copy transcript will be provided as the participants' preference.</p>

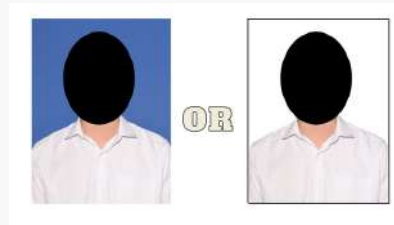




APPLICATION DETAILS

Required Documents

1. Copy of passport identity page
2. IELTS score of 5.5 or equivalent from a non-English speaking country or equivalent
3. Home university unofficial transcript
4. Passport-style photo (Sample Below)





APPLICATION DETAILS

Visa

Once a student's application has been accepted and the payment has been made, a letter of acceptance and a letter of visa application will be issued. The address of the Royal Thai Embassy or Consulate in your country will be required for the letter on the visa matter.

Participants are advised to arrange their visas and flights only after getting the confirmation email.

Insurance

Participants are recommended to purchase travel insurance before arriving in Thailand. The insurance issued by an insurance company that has office in Thailand will facilitate your medical consultation and treatment from the private hospital without advance payment during your stay in Thailand.

E.g. FDW General Insurance, AXA, Allianz, AIA group, Tokio Marine Insurance





APPLICATION DETAILS

APPLICATION PROCESS

1. Fill up the application form and submit the required document through this

[*https://bit.ly/MUICsummer2024*](https://bit.ly/MUICsummer2024)

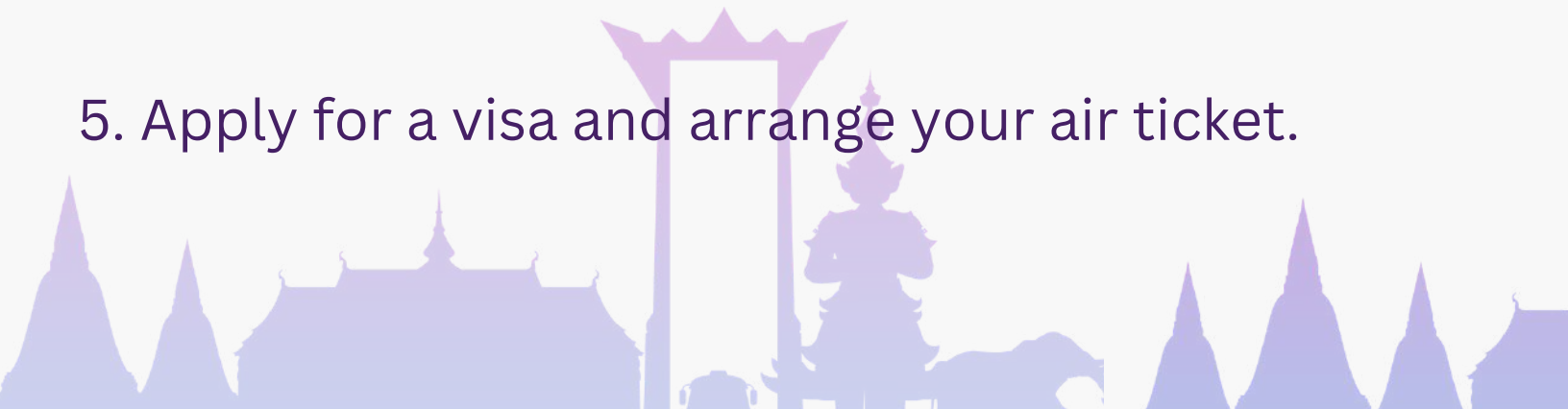


2. Wait for the confirmation email and invoice.

3. Make a payment and send the payment evidence to [*icshortterm@mahidol.ac.th*](mailto:icshortterm@mahidol.ac.th)

4. A letter of acceptance and a letter of visa application will be issued.

5. Apply for a visa and arrange your air ticket.





APPLICATION DETAILS

AVAILABLE COURSES : SESSION 1

Module 1 (1 course)	Duration
1. Introduction to Thai Language and Culture	July 1-30, 2024 (4 weeks)
2. Perspectives on the Thai Past	July 1-30, 2024 (4 weeks)
3. Diversity, Cross-Cultural, and Expatriate Management	July 1-30, 2024 (4 weeks)





APPLICATION DETAILS

AVAILABLE COURSES : SESSION 1

Module 2 (2 courses)	Duration
<ul style="list-style-type: none">• Introduction to Thai Language and Culture• Diversity, Cross-Cultural, and Expatriate Management	July 1-30, 2024 (4 weeks)
<ul style="list-style-type: none">• Perspectives on the Thai Past• Diversity, Cross-Cultural, and Expatriate Management	July 1-30, 2024 (4 weeks)





APPLICATION DETAILS

AVAILABLE COURSES : SESSION 2 -AUGUST

2 courses	Duration
<p>Sustainable in Actions: Navigating Climate and Biodiversity Challenge</p> <ul style="list-style-type: none">• Climate Emergency Biodiversity Crisis, and Humanity at Risk• Practical Marine Ecology and Conservation	<p>August 1-20, 2024 (3 weeks)</p>

- ***Based location at Kanchanaburi and Koh Tao***





APPLICATION DETAILS

PROGRAM FEE : SESSION 1

- Fees are charged in THB but also shown in USD for the purpose of comparison only.
- Program fee does not include airfare, visa, travel insurance, accommodation cost, and living expenses.

Session 1 July

- **Module 1:**
27,500 THB
(≈765 USD)
- **Module 2:**
52,000 THB
(≈1,465 USD)

Session2 August

TBA

Exchange rate used for program calculation above is at 36 baht/USD/EUR.



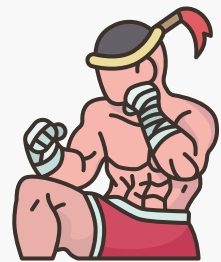
APPLICATION DETAILS

PROGRAM FEE: SESSION 1

Option 1

The fee covers;

- Tuition fee and related visits
- Official transcript
- Airport pick up and send off to/from MUIC
- Cultural activities



- Thai Boxing (Muay Thai)

- Thai Performance

- Authentic Thai Cuisine Workshop

- Welcome and farewell lunch or dinner
- Welcome package





APPLICATION DETAILS

PROGRAM FEE : SESSION 2

- Program fee does not include airfare, visa, and living expenses.
- Accommodation are included.

Program fee

TBA

Location

- Kanchanaburi
- Koh Tao
- MUIC





APPLICATION DETAILS

Cancellation Policy

All payments are non-refundable unless a cancellation is made by MUIC.

- **Course cancellation**

A course may be canceled if fewer than 10 students register for the course. You will be notified by May 20, 2024





COURSE SYLLABUS

Introduction to Thai Language and Culture





Course Syllabus

- 1. Program of Study** Foreign Language Program
Faculty/Institute/College Mahidol University International College
- 2. Course Code** ICML 160
Course Title Introduction to Thai Language and Culture
- 3. Number of Credits** 4 – 0 – 8 (Lecture – Lab – Independent study)
- 4. Prerequisite(s)** None
- 5. Type of Course** General Education / Elective / Core / Required Course
- 6. Session/Academic Year** First / Second / Third / Every Trimester
- 7. Enrollment Cap** 20
- 8. Course Description** Provide vocabulary and structures for everyday use and introduce basic aspects of Thai culture

9. Course Objective(s)

After successful completion of this course, students will be able to:

- 9.1 handle basic communicative situations such as asking for and giving directions, ordering food and drinks, asking for prices and bargaining, and buying tickets
- 9.2 understand the basics of the Thai alphabets and writing system and can read simple words in daily life



10. Course Outline

	Topics	Hours		Instructor
		Lec.	Lab	
1	Presentation of the course <u>Lesson 1</u> Greeting Introducing oneself and introducing a friend Important phrases for survival	4	0	Assigned section instructor
2	The 'wai' how to do it and when to use it Do's and don'ts in Thailand	4	0	Assigned section instructor
3	Numbers Date and time – Making appointment	4	0	Assigned section instructor
4	Lesson 2 Food Ordering Ordering drinks and dishes Making special requests Thai fruit and dessert	4	0	Assigned section instructor
5	<u>Lesson 3</u> Getting around Vocabulary on places Locations of places Asking for and giving directions Vocabulary on transport How to get to a place by public transportation	4	0	Assigned section instructor
6	<u>Lesson 4</u> Shopping and bargaining Vocabulary on clothing Asking for prices, colours and sizes, Bargaining	4	0	Assigned section instructor
7	Important holidays and festivals	4	0	Assigned section instructor
8	The Basics of the Thai alphabets and writing system The middle consonants 1 st group of vowels	4	0	Assigned section instructor
9	The high consonants 2 nd group of vowels	4	0	Assigned section instructor
10	The paired low consonants 3 rd group of vowels	4	0	Assigned section instructor
11	The unpaired low consonants 4 th group of vowels	4	0	Assigned section instructor
12	Revision of reading and writing system	4	0	Assigned section instructor
Total				



11. Teaching Methods

- 11.1 Lecture
- 11.2 Self-study
- 11.3 Group work and pair work
- 11.4 Special Activities

12. Teaching Media

- 12.1 Sanuk Sanan Basics in Thai Language and Culture Course Book
- 12.2 Power-point presentations
- 12.3 Handouts
- 12.4 MUIC Connect
- 12.5 Other

13. Measurement and Evaluation of Student Achievement

Students' achievement is measured by quizzes at the end of each lesson.

Student achievement will be graded according to College and University standard using the following symbols:

A	90 – 100	B+	85 – 89	B	80 - 84	C+	75 – 79
C	70 – 74	D+	65 – 69	D	64 – 60	F	0 – 60

Students must have attended **at least 80%** of the total class hours of the course to receive a final grade.

14. Course Evaluation

- 14.1 Student achievement as indicated in number 13 above.
- 14.2 Student evaluation of course and instructor by means of questionnaire.

15. Reference(s)

- Haas, M. R. (1964). *Thai – English Student's Dictionary*. California: Stanford University Press.
- Hoonchamlong, Y. (2007). *Thai Language and Culture for Beginners I*. Thailand.
- Hoonchamlong, Y. (2007). *Thai Language and Culture for Beginners II*. Thailand.
- Jantharat, P. *Everyday Thai*.



- Kanchanawan, N. & Eynon, M. J. (2005) *Learning Thai (A Unique and Practical Approach)*. Bangkok: Odeon Store.
- Noss, R. (1964). *Thai Reference Grammar*. Washington DC: Foreign Service Institute, U.S. Department of State.
- Ponmanee, S. (2003). *Speaking Thai I*. Chiang Mai: Tippanetr Press.
- Ponmanee, S. (2003). *Speaking Thai II*. Chiang Mai: Tippanetr Press.
- สมพงษ์ วิทย์ศักดิ์พันธุ์. คู่มือการสอนภาษาไทยเบื้องต้นในบริบทไทยศึกษาสำหรับชาวต่างชาติ. (2545).
- ศรีวิไล พลมณี. พื้นฐานการสอนภาษาไทยในฐานะภาษาต่างประเทศ. กรุงเทพฯ. ศูนย์หนังสือจุฬาลงกรณ์มหาวิทยาลัย. (2545).

16. Course Instructor

Ms. Wimonsiri Hemtanon
Humanities and Foreign Language Division
Mahidol University International College
E-mail: wimonsiri.hem@mahidol.edu

Ms. Arpaporn Iemubol
Humanities and Language Division
Mahidol University International College
E-mail: arpaporn.iem@mahidol.edu



COURSE SYLLABUS

Perspectives on the Thai Past





Course Syllabus

1. Program International Relations and Global Affairs

College Mahidol University International College

2. Course Code ICGS 113/Summer

Course Title Perspectives on the Thai past

3. Credits 4

4. Prerequisites None

5. Trimester Summer Term

6. Course Description

The course provides an introductory overview to Thailand: history, political economy and contemporary affairs. Lecture topics include Thai pre-history, the development of the modern Thai nation-state, the growth of Thai economy, environmental concerns, regional affairs and contemporary political developments.

7. Course Objectives

The purpose of the course is to familiarize students with Thai political economy and to help them develop their knowledge of the kingdom and its people.

8. Teaching Methods

Interactive lectures, class discussions, student presentations, optional field trips

9. Teaching Media

Power Point slides, video clips, a selection of digital handouts



10. Evaluation

Assessment	Weight	Description
Participation	30%	Engagement
In-class activities	30%	Group discussions
Final presentation	40%	Team projects
Total	100%	

11. Grade Assessment

Grading will be undertaken using a traditional A-F (or P-F) basis.

12. Course Outline

* A morning lecture followed by an afternoon reading-based discussion

Date	Topics	Hours	Activities
Class 1	Thai histories: official not-so-official Writing (and rewriting) the Thai past	4	
Class 2	Pre-history: Tai-kadai to Thai Tai kadai peoples in a regional context	4	
Class 3	Traditional society: polygyny, hierarchy, slavery # Lower-class lives matter	4	
Class 4	Traditional beliefs Buddhism and a whole lot of other stuff	4	
Class 5	Imperialism and political change True, Siam was never colonized but ...	4	
Class 6	Imperialism and economic change Hello, rice trade!	4	
Class 7	Environmental history The only history that really matters ...	4	
Class 8	Family and gender histories You're not in Kansas anymore Dorothy!	4	
Class 9	Nation-building The problem with 'top-down' ...	4	
Class 10	Cold War politics Or how to turn a fledgling democracy into a military dictatorship	4	
Class 11	Development Sorta worked, sorta didn't	4	
Class 12	Contemporary Affairs Some incredibly messy politics	4	

***Other format of learnings may be replaced under COVID-19**



13. Student Presentations

Working in pairs, students will be asked to develop short (5-10 minute) multi-media/film presentations highlighting some aspect of their experience in Thailand. Grades will be assigned through peer and program coordinator assessment.

14. Course Coordinator

Dr. Matthew Copeland

E-mail: matthew.cop@mahidol.ac.th

International Relations and Global Affairs



COURSE SYLLABUS

Diversity, Cross-cultural and Expatriate Management





COURSE SYLLABUS

Name of Institution: Mahidol University International College
Division: Business Administration Division

GENERAL INFORMATION

1. Course Code and Course Title

ICMI 332	Diversity, Cross Culture and Expatriate Management
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2. Number of Credits: 4 credits

3. Credit Hours/Semester

Lecture or Other In-class Activity Hours	Laboratory/ Field Trip/ Internship Hours	Self-Study Hours
48	0	48

4. Degree: Bachelor of Business Administration

5. Faculty Members:

Name: Asst. Prof. Supara Kapasuwan, Ph.D.
Email: supara.kap@mahidol.ac.th
Telephone: 02-700-5000 ext. 4434
Office: Aditayathorn Building, Room A432
Office Hours: 12.00-14.00 hrs. Tuesdays & Thursdays

6. Trimester: Summer Term 2022-2023

DESCRIPTION AND OBJECTIVES

1. Course Description

Theories and concepts of diversity and inclusion; surface-level diversity; generation; gender diversity; deep-level diversity; personality and values; meanings and dimensions of culture and cultural differences across the globe; analysis of similarities and differences in cultures and value systems and the impact on management practices; organizational cultures and diversity; cross-cultural communication and negotiation; management decision and control across cultures; motivation and leadership across cultures; an expatriate assignment; contemporary issues in expatriate management

2. Course Objectives

After successful completion of this course, students will be able to:

CLO 1 Explain the theories and concepts, models and frameworks relating to the diversity phenomenon

CLO 2 Identify different types of diversity issues, and distinguish between surface- and deep-level diversity that exist in the workplace

CLO 3 Identify the challenges and impact of diversity on individual, team and organizational outcomes

CLO 4 Discuss the meanings and dimensions of culture and identify cultural differences across the globe

CLO 5 Analyze similarities and differences in cultures and value systems and identify the impact on management practices, organizational cultures, cross-cultural communication and negotiation, management decision and control, motivation and leadership across cultures

CLO 6 Discuss the processes, mechanisms and contemporary issues for managing expats in international assignment

TEACHING AND EVALUATION PLANS

1. Teaching Plan

Class	Topic	Hours	CLO	Teaching Methods	Assessment
1 Mon Jun 26 Tue Jun 27	Theories and concepts of diversity and inclusion	4	CLO1	Interactive Lecture	Quiz 1
2 Wed Jun 28 Thu Jun 29	Surface-Level Diversity (generation, gender) Deep-Level Diversity (personality, values)	4	CLO2,3	Interactive Lecture Case study – When in Bogota	Quiz 1 Case discussion
3 Fri Jun 30 Mon Jul 3	Meanings and dimensions of culture and cultural differences across the globe	4	CLO2,3	Interactive Lecture	Quiz 2 In-class activities
4 Tue Jul 4 Wed Jul 5	Organizational cultures and diversity	4	CLO4	Interactive Lecture	Quiz 2 In-class activities
5 Thu Jul 6 Fri Jul 7	Cross-cultural communication and negotiation	4	CLO4	Interactive Lecture	Quiz 2 In-class activities
6* Mon Jul 10 Tue Jul 11	Students' Project	4	CLO5	Project activities	Group Project
7 Wed Jul 12 Thu Jul 13	Management decision and control across cultures	4	CLO5	Interactive Lecture	Quiz 3 Group project Final Exam

Class	Topic	Hours	CLO	Teaching Methods	Assessment
8 Fri Jul 14 Mon Jul 17	Motivation across cultures	4	CLO5	Interactive Lecture Case study – The Road to Hell	Quiz 3 Case discussion Group project Final Exam
9 Tue Jul 18 Wed Jul 19	Leadership across cultures	4	CLO5	Interactive Lecture Case study – The Road to Hell	Quiz 3 Case discussion Group project Final Exam
10 Thu Jul 20 Fri Jul 21	An Expatriate Assignment & Contemporary Issues in Expatriate Management	4	CLO6	Interactive Lecture Case study – Whom to Hire?	Case discussion Final Exam
11 Mon Jul 24 Tue Jul 25	Students' Group Project consultation	4	CLO1-5	Group project consultation	Group project
12 Wed Jul 26 Thu Jul 27	Students' Group Project Presentation	4	CLO1-5	Group Project Presentation	Group project

2. Evaluation Plan

Evaluation Methods	Expected Learning Outcomes (CLO)	Percentage
Quizzes	CLO 1-5	30%
In-class case discussion and activities	CLO 1-6	30%
Final Exam	CLO 4-6	20%
Group project	CLO 2-5	20%

3. Course Assessment

Raw Score	Grade
90 - 100	A
85 - 89	B+
80 - 84	B
75 - 79	C+
70 - 74	C
65 - 69	D+
60 - 64	D
< 60	F

TEACHING MATERIAL AND RESOURCE

Required Reference List

Luthans, F. & Doh, J.P. (2018). International Management: Culture, Strategy, and Behavior. 10th Edition, McGraw-Hill Education.

Recommended Reference List

Byrd, M. Y & Scott, C.L. (2014). Diversity in the Workforce: Current Issues and Emerging Trends. Routledge.

Harzing, A. & Pinnington, A. H. (2015) 2014. International Human Resource Management. SAGE Publications Ltd.

Hays-Thomas, R. (2017). Managing Workplace Diversity and Inclusion: A Psychological Perspective. Routledge.

COURSE POLICY

Academic Dishonesty

Academic dishonesty is prohibited at MUIC. It is a serious offense because it diminishes the quality of scholarship and makes accurate evaluation of student progress impossible. *Please refer and adhere to the rules and regulations regarding an academic dishonesty stated in the Student Handbook (fabrication, falsification, plagiarism).*

Quiz and Exam Format

The quiz and the examination format will include multiple choice questions and/or matching questions, and short answer questions and essay format question. Students are expected to constantly review all the course materials. Students are not allowed to use any textbook or notes during the quiz and exams. There will be NO makeup quizzes or exam regardless of any reason.

Class Attendance/Participation

Part of your final grade will be determined by your class attendance. Attendance will be checked. Full class participation requires that you attend all classes on time and that you come well prepared to discuss assigned readings, engage thoughtfully with course content.

Lack of preparation, unprofessional conduct (e.g. sneaking out of class, non-participation, tardiness, distracting behavior, etc.) will lower your participation score. Please note that, student arriving more than 15 minutes late to class will be marked as L - Late. *Three Ls will be counted as one A - Absent.*

Rubrics for Assessment

CLO 1 Explain the theories and concepts, models and frameworks relating to the diversity phenomenon

Below Expectations

Students are unable to analyze the diversity phenomenon in the international markets by using theories, concepts, models and frameworks.

Meet Expectations

Students are capable to critically analyze the diversity phenomenon in the international markets by using theories, concepts, models and frameworks and they can evaluate the results.

Exceed expectations

Students are able to critically analyze the current and future diversity phenomenon in the international markets by using theories, concepts, models and frameworks, and they can evaluate the results and provide business recommendations based on their analysis.

CLO 2 Identify different types of diversity issues, and distinguish between surface- and deep-level diversity that exist in the workplace

Below Expectations

Students are unable to analyze surface- and deep-level diversity issues in the international markets.

Meet Expectations

Students are capable to critically analyze surface- and deep-level diversity issues in the international markets, and they can evaluate the results.

Exceed expectations

Students are able to critically analyze surface- and deep-level diversity issues in the international markets, and they can evaluate the results and provide business recommendations based on their analysis.

CLO 3 Identify the challenges and impact of diversity on individual, team and organizational outcomes

Below Expectations

Students are unable to analyze the challenges and impact of diversity on individual, team and organizational outcomes.

Meet Expectations

Students are capable to critically analyze the challenges and impact of diversity on individual, team and organizational outcomes, and they can evaluate the results.

Exceed expectations

Students are able to critically analyze the challenges and impact of diversity on individual, team and organizational outcomes, and they can evaluate the results and provide business recommendations based on their analysis.

CLO 4 Discuss the meanings and dimensions of culture and identify cultural differences across the globe.

Below Expectations

Students are unable to apply the frameworks of cultural dimensions to solve problems caused by cultural differences.

Meet Expectations

Students are capable to critically apply the frameworks of cultural dimensions to solve problems caused by cultural differences and predict the impact on the functions of international business.

Exceed expectations

Students are capable to critically apply the frameworks of cultural dimensions to solve problems caused by cultural differences, predict the impact on the functions of international business, and making recommendations based on the results of the framework application.

CLO 5 Analyze similarities and differences in cultures and value systems and identify the impact on management practices, organizational cultures, cross-cultural communication and negotiation, management decision and control, motivation and leadership across cultures

Below Expectations

Students are unable to apply the frameworks of cultural dimensions to analyze problems caused by cultural differences.

Meet Expectations

Students are capable to critically apply the frameworks of cultural dimensions to analyze and discuss problems caused by cultural differences and predict the impact on the management practices of international business.

Exceed expectations

Students are capable to critically apply the frameworks of cultural dimensions to analyze problems caused by cultural differences, predict the impact on the management practices of international business, and making recommendations based on the results of the framework application.

CLO 6 Discuss the processes, mechanisms and contemporary issues for managing expats in international assignment

Below Expectations

Students are unable to apply the frameworks to solve problems in managing expats in international assignment.

Meet Expectations

Students are capable to critically apply the frameworks to solve problems in managing expats in international assignment and predict the impact on the functions of international business.

Exceed expectations

Students are capable to critically apply frameworks to solve problems in managing expats in international assignment, predict the impact on the functions of international business, and making recommendations based on the results of the framework application.

APPENDIX A

Guidelines for Group Project Written Paper and Presentation

The content of the paper and presentation should consist of

1. Introduction of the chosen company from the assigned home country. What are the company's businesses (products and services)? How many countries in which the company operates? How many employees do they have? What is the organizational structure and corporate culture? etc.
2. What kinds of diversity does the company experience (surface-level diversity and deep-level diversity)? Explain. What are the company's policies towards diversity and inclusion?
3. Additional research on the news and articles from the external parties' sources (not the company's own websites or press releases) related to the company's diversity and inclusion. Discuss positive and negative issues or problems from various sources in details.
4. Analyze the current and future surface-level and deep-level diversity phenomenon and important issues/trends in the international markets and operations of the company by applying the theories or concepts learned from this course. In addition, evaluate the results of such diversity issues and provide recommendations based on the analysis.
5. What are the challenges and impact of diversity on 1) individual employees, 2) teams and 3) qualitative and quantitative performance outcomes of the company? Evaluate the results of those challenges and provide recommendations based on the analysis.
6. Discuss the national culture (based on Hofstede's cultural dimensions) of the home country where the parent company's main business operates.
7. Select one host country where the company operates which has different cultures compared with the parent company's culture (based on Hofstede's cultural dimensions, norms and values, and beliefs). Discuss the differences of the cultures between the parent company's cultures and the host country's cultures and analyze whether or not and how the parent company has to adapt to the new host-country cultures in various dimensions.
8. Discuss how the differences of cultures would likely impact the company's adjustment in terms of
 - a. organizational cultures,
 - b. cross-cultural communication,
 - c. management decision and control,
 - d. motivating employees, and
 - e. leadership practices

(limit your discussion only in the context of the company's operations in the selected country). Each topic must be integrated with and supported by your analysis of the influence of cultural dimensions to explain or discuss the approaches, practices and policies, etc.

- Written report should not exceed 5,000 words including figures, tables and references.
- Presentation should be done using colorful, creative slides covering all the major points.
- Students must submit the presentation slides to supara.kap@mahidol.edu before the deadline.

RUBRIC FOR ASSESSMENT

Term Project Paper and Presentation

1. TEAMWORK COORDINATION

	Exceeds Standard	Meets Standard	Progressing to Standard	Below Standard
Equitable Time Distribution	Equitable distribution of content and time allocation for all members.	Most team members have a fair share of time allocation for presentation.	Some members obviously have more time allocation than others.	A few members obviously have much less time allocation for presentation compared to others.
Smooth Transition, Communication	All team members show smooth transition and communication in the entire group presentation.	Most team members have smooth transition and communication between their parts and others' parts of the group presentation.	Only some team members have smooth transition and communication between their parts and others' parts of the group presentation.	Team members present their own parts without transition to the others' parts of the presentation.
Uniformity of Materials	Excellent uniformity of materials (fonts, color, formatting styles, etc.) for the entire group presentation.	Few slides show a lack of uniformity of materials.	Many slides show a lack of uniformity of materials.	The slides clearly show separate work done by individual members, showing no uniformity of materials.
Mutually Supportive in Handling Questions	All team members support each other very well in handling questions and answers.	Most team members but not all try to support peers in handling questions and answers.	A few members handle questions and answers while others do not show support.	Only few members obviously take a role in handling questions and answers while others show reluctance, negligence or no support.

2. CREATIVITY AND RISK TAKING

	Exceeds Standard	Meets Standard	Progressing to Standard	Below Standard
Approach and/or Demonstration	Excellent quality of presentation (colorful slides with useful pictures, figures, charts, etc.), providing a lot of information and catching the attention of the audience very well. Very well-designed role play and props/TV show/music/video clips/animation are used very effectively (very creative and informative).	Good presentation with pictures and some creative content delivery. Some creative role play and props/TV show/music/video clips/animation are used to tell the story quite well.	Good standard presentation with small creative content delivery Short role play/TV show/clip/animation, etc.	Simple standard presentation.
Creative Use of Audio Visual	Visual aids are readable and attractive. Graphic is clear professional looking, enhancing the method.	Use of Visual Aid related to material	use of visuals loosely related to the material.	Very limited use of visuals.
Audience Involvement	Outstanding preparation and creative activities to create audience involvement	Standard activities (Q & As) to create audience involvement.	Very limited audience involvement.	No audience involvement.

3. CONTENT

	Exceeds Standard	Meets Standard	Progressing to Standard	Below Standard
Identification of the Main Issues/Problems	Identifies & understand all of the main issues in the case study	Identifies and understand most of the main issues in the case study.	Identifies & understand some of the main issues in the case study	Identifies & understand few of the main issues in the case study
Analysis of the Issues	Insightful and thorough analysis of all the issues	Thorough analysis of most issues	Superficial analysis of all the issues	Incomplete analysis of all the issues

Links to Course Readings and Additional Research	Excellent research into the issues with clearly documented links to the class (and/or outside readings)	Good research and documented links to the material read	Limited research and documented links to any readings	Incomplete research and links to any reading. No updated information.
Organization	Important ideas and information are presented in a consistently logical sequence	Important ideas and information are identified for the audience	Irrelevant, unnecessary information detracts. Big ideas are not specifically identified.	No clear organization. Ideas do not connect with the case.

4. INDIVIDUAL PRESENTATION STYLE

	Exceeds Standard	Meets Standard	Progressing to Standard	Below Standard
Punctuality	Present and well-prepared before the scheduled presentation	Present and well-prepared at the scheduled time of presentation	Only very few minutes late for the scheduled presentation	More than a few minutes late for the scheduled presentation
Professional Dress Code	Very proper, formal and professional (shirt tucked in, proper pants (e.g. no jeans or sweat pants) or skirt, and shoes (not showing toes and heels)	Proper but still casual (shirt, pants/skirt and shoes)	Some improper shirt, pants/skirt and shoes	Shirt, pants/skirt and shoes are absolutely improper.
Voice, Body Language, Eye contact	Clear and sufficiently loud voice, very good professional body language and maintaining eye contact with the audience at all times	Clear and sufficiently loud voice, somewhat professional body language and maintaining eye contact with the audience most of the time	Thin or light voice, somewhat professional body language and maintaining eye contact with the audience infrequently	Very thin or light voice, somewhat professional body language, reading slides or notes
Delivery & Enthusiasm	Demonstrate passionate interest in the topic and engagement with class	Demonstrate interest in the topics and engagement with class	Limited Evidence of interest and engagement with the topic.	Lack of enthusiasm and interest.



COURSE SYLLABUS

SESSION 2

Climate Emergency Biodiversity Crisis, and Humanity at Risk



Course syllabus

Program of study:	Natural Sciences Mahidol University International College	
Course code:	ICGN 128	
Course title:	Climate emergency; biodiversity crisis; and humanity at risk	
Number of credits:	2 (1-2-3). [Theory; Practice; Self-study]	
Prerequisite(s):	None	
Type of course:	General education	
Instructor:	Dr Wayne Phillips	Email: wayne.phil@mahidol.edu

Course Description

Anthropogenic activities; biodiversity crisis; biodiversity loss; biological diversity; climate change; climate crisis; climate emergency; ecosystem functions; harmful and unsustainable practices; humanity at risk; mitigate and adapt; threats, impacts and consequences.

Course Goals

This course improves participants' awareness and understanding of the harmful and unsustainable anthropogenic activities that have resulted in the ongoing state of climate emergency and biodiversity crisis, placing humanity at severe risk. The course develops comprehension and appreciation of biological diversity and ecosystem function to better recognise their contribution to addressing the climate crisis and climate change. The course further allows learners to develop and demonstrate actions or potential actions that can mitigate and adapt to the impacts of climate change, and that can arrest further loss of biodiversity.

Course Learning Outcomes (CLOs)

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

1. Explain the principles of climate change, climate crisis, biodiversity, biodiversity crisis, and ecosystems functions and services.
2. Describe the threats to biodiversity and ecosystems.
3. Describe the impacts and consequences of climate emergency and biodiversity crisis on humanity.
4. Employ the principles of biodiversity and ecosystems functions to explore options to address and redress climate emergency and biodiversity crisis.
5. Work effectively in groups.
6. Use technology to enhance the learning experience.



Course syllabus

Course discussion content and field work schedule

Some teaching will be in the classroom but most teaching will take place in local ecosystems.

Course discussion content	Hours	Instructor
The Earth's climate; ecosystems	1	WNP
Principles of ecosystem services	1	WNP
Principles of biodiversity and mass extinctions	1	WNP
Threats and impacts to ecosystems and biodiversity	1	WNP
Principles of climate change.	1	WNP
Climate Crisis	1	WNP
Biodiversity Crisis	1	WNP
Consequences to humanity of biodiversity loss and the loss of ecosystem services	1	WNP
Biodiversity conservation and ecosystem protection	1	WNP
Climate change adaptation and mitigation	1	WNP
Actions and options	2	WNP
TOTAL	12	

Field work schedule – dates to be confirmed

Upstream Ecosystems – the forests, headwater streams, and biodiversity loss

As we investigate the critical ecosystems that support humanity but are challenged and threatened by disturbance and development we will take a “Ridge to Mangrove to Reef” approach. The first phase will be conducted in the Western Forest Complex, the main biodiversity conservation corridor in South East Asia. The Complex comprises 19 geographically diverse protected areas and we will visit some of the National Parks within the Complex to better recognise the challenges to these ecosystems.

Downstream Ecosystems – urban environments, mangrove forests, and biodiversity loss

This second phase will be conducted in the urban environment and mangrove forests where we will explore the influence the urban environment has on coastal water quality by visiting Lat Phrao canal where we will spend the day with Terracycle Thai Foundation. In tropical systems most rivers flow through mangrove forests which accumulate the sediments transported from the mountains and upstream ecosystems, filtering them before they flow to the sea and interfere with light penetration in coral reefs. For a better understanding of the importance of mangrove ecosystems we will investigate the coastal forests of Chumphon National Park.

Offshore Ecosystems – coral reefs, climate change, and biodiversity loss

The final phase will be conducted on Koh Tao that is globally famous for its clear waters, coral reefs, and biodiversity. We will investigate how upstream influences and local tourism negatively impact coral reef resilience in the face of global climate change. What steps are needed to protect these important ecosystems?



Course syllabus

Measurement of student achievement of CLOs

Course Learning Outcome		Measurement method	Weight (%)
1	Explain the principles of climate change, climate crisis, biodiversity, biodiversity crisis, and ecosystems functions and services	Daily journal	15
2	Describe the threats to biodiversity and ecosystems.	Daily journal	20
3	Describe the impacts and consequences of climate emergency and biodiversity crisis on humanity.	Daily journal	20
4	Employ the principles of biodiversity and ecosystems functions to explore options to address and redress climate emergency and biodiversity crisis.	Daily journal	20
5	Work effectively in groups.	Peer evaluation	20
6	Use technology to enhance the learning experience.	Daily journal	5

Daily journal 80%; Peer evaluation 20%

Evaluation of student achievement of CLOs

Student achievement will be evaluated according to the College and University standards.

Course Evaluation

Students can evaluate the course and instructor through normal College and University channels.

Teaching Materials and Resources

[Intergovernmental Panel on Climate Change 6th Assessment Synthesis Report](#)

Working Group 1 – [The physical science basis](#)

Working Group 2 – [Impacts, adaptation and vulnerability](#)

Working Group 3 – [Mitigation of climate change](#)

[World Meteorological Organization Greenhouse Gas Bulletin](#)

IPCC - [Special Report on Climate Change and Land](#)

IPCC – [Special Report on the Ocean and Cryosphere in a changing climate](#)

Course syllabus

Grading Rubric - Peer evaluation 20%

Meaning Grade GPA	Outstanding A 4.0	Competent B 3.0	Adequate C 2.0	Ineffective D 1.0	Failed F 0.0
Contribution to group goals [25%]	Team member consistently and actively worked towards goals, and willingly accepted and fulfilled individual role within the group	Team member worked towards goals, and accepted and fulfilled individual role within the group	Team member worked towards goals, and accepted and fulfilled individual role within the group but needed occasional prompting	Team member worked towards goals, and accepted individual role within the group but only when prompted	Team member put little effort towards goals and let others do the work
Contribution of knowledge [20%]	Team member consistently and actively contributed knowledge, opinions, and useful ideas without being prompted or reminded	Team member contributed knowledge, opinions, and ideas without being prompted or reminded	Team member sometimes contributed knowledge, opinions, and ideas but needed occasional prompting and reminding	Team member contributed knowledge, opinions, and ideas only when prompted	Team member did not contribute knowledge, opinions, or ideas.
Quality of contribution [25%]	Team member's contributions always exceeded our expectations	Team member's contributions frequently exceeded our expectations	The team member's contributions met our expectations	Team member's contributions sometimes failed to meet our expectations	Team member's contributions failed to meet our expectations
Responsibility [10%]	Team member exceeded our expectations on timely completion of tasks, follow up, and feedback	The team member was responsible and completed most tasks on time	The team member did not complete all tasks on time	The team member frequently failed to complete tasks on time	The team member failed to complete any tasks on time and needed frequent prompting
Cooperation [10%]	Team member consistently helped identify tasks and goals and encouraged others to contribute	Team member often helped identify tasks & goals and often encouraged others to contribute	Team member sometimes helped identify tasks & goals and sometimes encouraged others to contribute	Team member occasionally helped identify tasks & goals but needed encouragement to contribute	Team member did not help identify tasks and goals and let others do the work
Overall assessment of team member [10%]	I would actively try to work with this person again	I would be pleased to work with this person again	I would not mind working with this person again	I would be reluctant to work with this person again	I would refuse to work with this person again

Course syllabus

Grading Rubric – Daily journal 80%

Meaning Grade GPA	Outstanding A 4.0	Competent B 3.0	Adequate C 2.0	Ineffective D 1.0	Failed F 0.0
Factual knowledge [15%]	You use the correct terminology and you use relevant facts correctly.	You use the correct terminology and facts most of the time.	You sometimes use the incorrect terminology and your use of facts is sometimes irrelevant and/or wrong.	You often use incorrect terminology and you sometimes use irrelevant made-up “facts”.	You show no sign of knowing the correct terminology or any relevant facts.
Conceptual knowledge [15%]	You address the major concepts and it is clear you understand how facts fit theory.	You know and address most of the relevant major concepts.	You address some of the major concepts but it is clear you do not fully understand them.	You address a major concept but get it wrong.	You show no sign of understanding the concepts discussed in class.
Procedural knowledge [25%]	It is clear you understand the procedures and you can discuss the pros and cons of different methods within the context of a study.	You have an acceptable level of practical knowledge about the procedures you used. You know other methods exist but do not elaborate or explain.	You have an adequate understanding of procedures you used but it is clear you do not know about other methods.	You have minimal understanding of the procedures you used and do not know about other methods.	You have little practical knowledge.
Content (facts) [30%]	You provide substantial, specific and illustrative examples that demonstrate a strong development of ideas.	You provide sufficiently developed examples with adequate elaboration and explanation of ideas.	You provide limited examples and could elaborate and explain more.	You provide examples that are superficial and/or minimal.	You provide incomplete or no examples. There is no development of ideas.
Organisation [5%]	You present information in effective order using effective transitions between ideas and concepts. You use an effective and interesting introduction and closure.	You present information in a logical order using appropriate transitions between ideas. You provide an interesting introduction and closure.	You present information in a predictable order and sometimes use appropriate transitions between ideas. You provide an adequate introduction and closure but miss some major points.	You present information in a predictable order but use few transitions between ideas. Your work is missing an introduction and/or closure.	You present information in a confusing and/or random way with no transitions between ideas. Your work is missing an introduction and closure.
Communication [10%]	You use interesting and precise vocabulary with a variety of complex sentences. Your writing is fluent and near error-free.	You use specific vocabulary and write with a variety of sentence structures. Your writing errors are minor and do not interfere with meaning.	You use appropriate vocabulary with some variety of sentence structure. Your writing errors can create some confusion but the overall meaning is still clear.	You use simple vocabulary in simple predictable sentences. Your writing errors affect meaning.	You rely heavily on simple sentence structures and disregard writing conventions such as spelling, punctuation and grammar.



Mahidol University
International College

COURSE SYLLABUS

SESSION 2

Practical Marine Ecology and Conservation





Course syllabus

Program of study	Biological Sciences Mahidol University International College	
Course code	ICBI 442	
Course title	Practical marine ecology and conservation	
Number of credits	2 (0-4-2) [Lecture/Lab/Self-study]	
Prerequisite(s)	At the discretion of course instructor	
Type of course	Elective co-course for Ecology and Conservation Module Free elective	
Instructor	Dr Wayne Phillips	Email wayne.phi@mahidol.edu

Course Description

Laboratory and field procedures; experimental design; measuring abiotic conditions; assessing biotic interactions; behaviour; communities; diversity indices; similarity indices; biotic interactions; evaluating anthropogenic impacts; coral reef restoration & rehabilitation; coral reef conservation

Course Goals

Upon successful completion of this course, participants should be able to describe, explain, safely perform and record the results of methods and techniques to analyse biotic interactions and abiotic conditions of marine ecosystems to assess their health and resilience in the face of disruptive global climate change. Participants will undertake a socio-ecological study of the mangrove ecosystem in Chumphon and the coral reefs of Koh Tao, Suratthani for a better understanding of the importance of a more holistic approach to the use of the oceans, seas, and marine resources to ensure sustainable development and achievement of UN Sustainable Development Goal 14 – Life below water.

Course Learning Outcomes:

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

1. Possess and apply knowledge and technical skills in Practical Marine Ecology and Conservation
2. Independently retrieve qualitative and quantitative data and/or ideas to draw meaningful conclusions from scientific data/materials
3. Demonstrate systematic and logical thinking to set, plan and accomplish assigned project in a timely manner following the principles of scientific integrity
4. Demonstrate proficiency in oral and written communication of Practical Marine Ecology and Conservation
5. Demonstrate accountability and responsibility by applying concept of field study safety

Course syllabus

Field work schedule – dates to be confirmed

We will explore the mangrove forest at Chumphon National Park to observe common species, and identify their adaptations to life within the coastal ecosystem. On Koh Tao participants will be given the opportunity to practice and perfect simple snorkeling survey skills in the different reef systems around the island to determine the impact of tourism on coral reef resilience in the face of global climate change. Our investigations will help us understand the biological, ecological and economic benefits of conserving coral reefs and mangrove forests, especially in the face of global climate change, rising sea levels, and food insecurity.

Measurement of student achievement of CLOs

Learning Outcomes	Measurement method	Weight (%)
Possess and apply knowledge and technical skills in Practical Marine Ecology and Conservation	Field report	35
	Participation in activities	10
	Participation in discussions	5
Independently retrieve qualitative and quantitative data and/or ideas to draw meaningful conclusions from scientific data/materials	Field report	10
Demonstrate systematic and logical thinking to set, plan and accomplish assigned project in a timely manner following the principles of scientific integrity	Field report	10
	Participation in activities	10
Demonstrate proficiency in oral and written communication of Practical Marine Ecology and Conservation	Field report	5
	Participation in discussions	5
Demonstrate accountability and responsibility by applying concept of field study safety	Field report	5
	Participation in activities	5
Total		100

Field report (65%); participation in activities (25%); and participation in discussions (10%)

Evaluation of student achievement of CLOs

Student achievement will be evaluated according to the College and University standards.

Course Evaluation

Students can evaluate the course and instructor through normal College and University channels.

Teaching Materials and Resources

Brower, Zar and von Ende. Field and Laboratory methods for general ecology. McGraw Hill, 1997
English, Wilkinson and Baker. Survey manual for tropical marine resources. AIMS, 1997
Scientific articles chosen from relevant databases; Lecture handouts and links



Mahidol University
International College

Course syllabus

Field report 65%

Meaning Grade GPA	Outstanding A 4.0	Competent B 3.0	Adequate C 2.0	Ineffective D 1.0	Failed F 0.0
Factual knowledge [20%]	You use the correct terminology and you use relevant facts correctly.	You use the correct terminology and facts most of the time.	You sometimes use incorrect terminology and your use of facts is sometimes irrelevant and/or wrong.	You often use incorrect terminology and you sometimes use irrelevant made-up "facts".	You show no sign of knowing the correct terminology or any relevant facts.
Conceptual knowledge [20%]	You address the major concepts and it is clear you understand how the facts fit theory.	You know and address most of the relevant major concepts.	You address some of the major concepts but it is clear you do not fully understand them.	You address a major concept but get it wrong.	You show no sign of understanding the concepts discussed in class.
Procedural knowledge [15%]	It is clear you understand the procedures and you can discuss the pros and cons of different methods within the context of a study.	You have an acceptable level of practical knowledge about the procedures you used. You know other methods exist but do not elaborate or explain.	You have an adequate understanding of procedures you used but it is clear you do not know about other methods.	You have minimal understanding of the procedures you used and do not know about other methods.	You have little practical knowledge.
Content (facts) [30%]	You provide substantial, specific and illustrative examples that demonstrate a strong development of ideas.	You provide sufficiently developed examples with adequate elaboration and explanation of ideas.	You provide limited examples and could elaborate and explain more.	You provide examples that are superficial and/or minimal.	You provide incomplete or no examples. There is no development of ideas.



Course syllabus

Grading Rubric

Participation in discussions 10%

Meaning Grade (GPA)	Outstanding A (4.0)	Competent B (3.0)	Adequate C (2.0)	Ineffective D (1.0)	Failed F (0.0)
In-class discussions [10%]	You always ask and answer questions. You lead discussions and naturally fit the role of team leader.	You often ask and answer questions but you are sometimes distracted by other things.	You sometimes get involved in discussions.	You sit back and let others do all the talking and thinking.	Who are you again?

Participation in activities 25%

Meaning Grade GPA	Outstanding A 4.0	Competent B 3.0	Adequate C 2.0	Ineffective D 1.0	Failed F 0.0
Participation in activities [60%]	You always ask and answer questions. You lead activities and naturally fit the role of team leader.	You often get involved and ask and answer questions during activities but you are sometimes distracted by other things.	You sometimes get involved in activities. You are often distracted by other things.	You sit back and let others do all the work. Your distractions are too important.	Who are you again?
Ability to perform necessary skills [40%]	You can easily perform the skills with excellent technique. You help other students.	You can perform the skills with good technique.	You can perform the skills but your technique needs more work.	You are unable to perform the skills.	You do not attempt the skills.



Mahidol University
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Course syllabus

Organisation [5%]	You present information in meaningful order, using effective transitions between ideas and concepts. You use an interesting introduction and closure.	You present information in a logical order using appropriate transitions between ideas. You provide an interesting introduction and closure.	You present information in predictable order and sometimes use appropriate transitions between ideas. You provide an adequate introduction and closure but miss some major points.	You present information in a predictable order but use few transitions between ideas. Your work is missing an introduction and/or closure.	You present information in a confusing and/or random way with no transitions between ideas. Your work is missing an introduction and closure.
Communication [10%]	You use interesting and precise vocabulary with a variety of complex sentences. Your writing is fluent and near error-free.	You use specific vocabulary and write with a variety of sentence structures. Your writing errors are minor and do not interfere with meaning.	You use appropriate vocabulary with some sentence structure variety. Your writing errors create confusion but the overall meaning is still clear.	You use simple vocabulary in simple predictable sentences. Your writing errors affect meaning.	You rely heavily on simple sentence structures and disregard writing conventions such as spelling, punctuation and grammar.



ON-CAMPUS INFORMATION

- Student card
- Dress code
- Facilities and service available
- Health care service





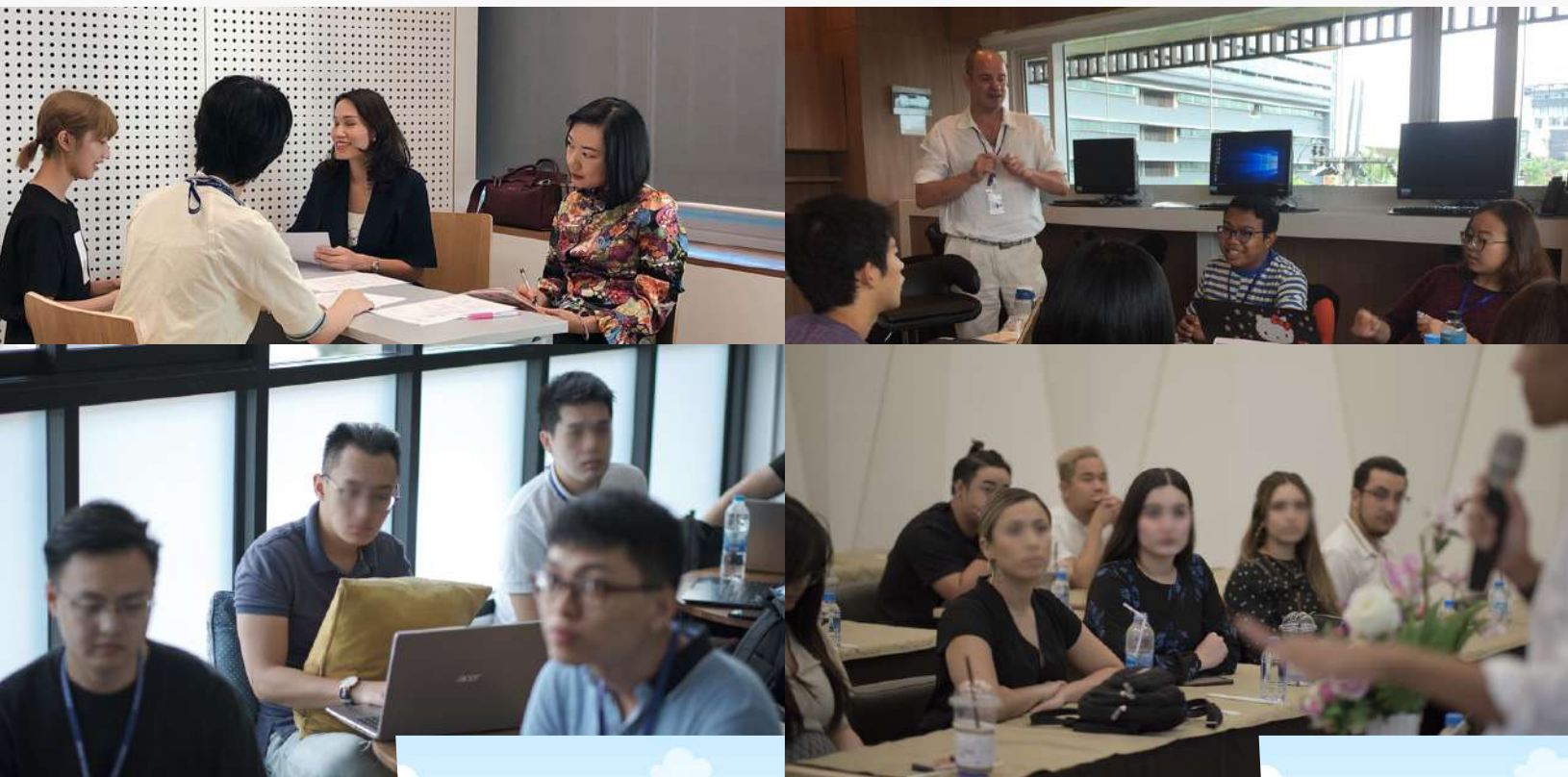
ON-CAMPUS INFORMATION

Student Card

Once you arrive in Thailand, you will get a student card which you should have with you at all times. The students card will be required to access MUIC resources.

Dress code

MUIC short-term students do not have to wear a uniform but polite clothes are recommended in class and the visit to temples.





ON-CAMPUS INFORMATION

Facilities and services available on campus

- Library / Co-working space
- Wi-Fi
- Computer Lounge / Printing Service
- Bank and ATMs
- Medical Service
- Fitness / Swimming pool
- Tram service to travel inside the campus
- Canteen in building / Cafe
- Convenience Store (7/11)

Health care service

Students can consult with the nurse at the First Aid Center in the building. In case of a serious health problem, there is a hospital operating under Mahidol University in the near area. Hospital expenses will not be covered by MUIC. Students will have to use their home insurance plans.





ACCOMMODATION

There are many private apartments close to campus, and most private apartments provide a shuttle van service to the campus, free of charge. Students can arrange their own accommodation in the Bangkok area as per their preference. It takes about 45 minutes driving to central Bangkok. However, students are strongly recommended to live in off-campus accommodations in Salaya area to avoid being stuck in traffic. Project Development Unit assists students in finding and booking accommodation in the Salaya area.





HOUSING LIST

Bundit Home

(A private apartment nearby
15 minutes driving from the
campus)

Counter service hour
08:00 a.m. - 08:00 p.m.

More information here
<http://www.bundithome.com/>



Fee: 6,900-8,000 THB
Deposit: 13,800 THB
Key card: 200 THB
Van card deposit: 200 THB

Additional cost

Water bill: 30 THB/unit
Electric bill: 4 THB/unit
Bedding set: 450 THB
Cleaning fee on request: 200 THB/ time
Cleaning fee before checking-out: 500 THB

Room Amenities

- Furniture
- Balcony/terrace
- Non-smoking
- Free Wi-Fi
- Air conditioning
- Refrigerator
- Satellite/cable channels

Building Amenities

- Relax zone
- Elevator
- Fitness center
- Swimming pool
- CCTV
- Shop Service
- Security Keycard
- Laundry area
- Pick up Van (07:00 a.m. - 08:00 p.m.)



HOUSING LIST

Salaya One

(A private service apartment
nearby 15 minutes driving
from the campus)

Counter service hour
09:00 a.m. - 10:00 p.m.

More information here
<https://residences.salayaone.com/>



Fee: 16,000 -19,000 THB

Deposit: 1-2 months fee in advance

Additional cost

Water bill: 20 THB/unit

Electric bill: 7 THB/unit

Bedding set: 1,000 THB

Cleaning free once a week

Room Amenities

- Furniture
- Balcony/terrace
- Non-smoking
- Free Wi-Fi
- Air conditioning
- Refrigerator
- TV
- Kitchen zone

Building Amenities

- Co-living Space
- Elevator
- Fitness center
- Swimming pool
- CCTV
- Security Keycard
- Laundry area
- Pick up Van /Shuttle bus
(07:00 a.m. - 06:00 p.m.)



HOUSING LIST

IC LIVING

(Internal Dormitory)

Fee:

Deluxe Twin Room (36.50 Sq.m) 11,000 THB
Utilities fee is inclusive

Additional cost

Cleaning fee: 500 THB

Fine

Lost key/ keycard 300 THB/ each
Damage stuff

Room Amenities

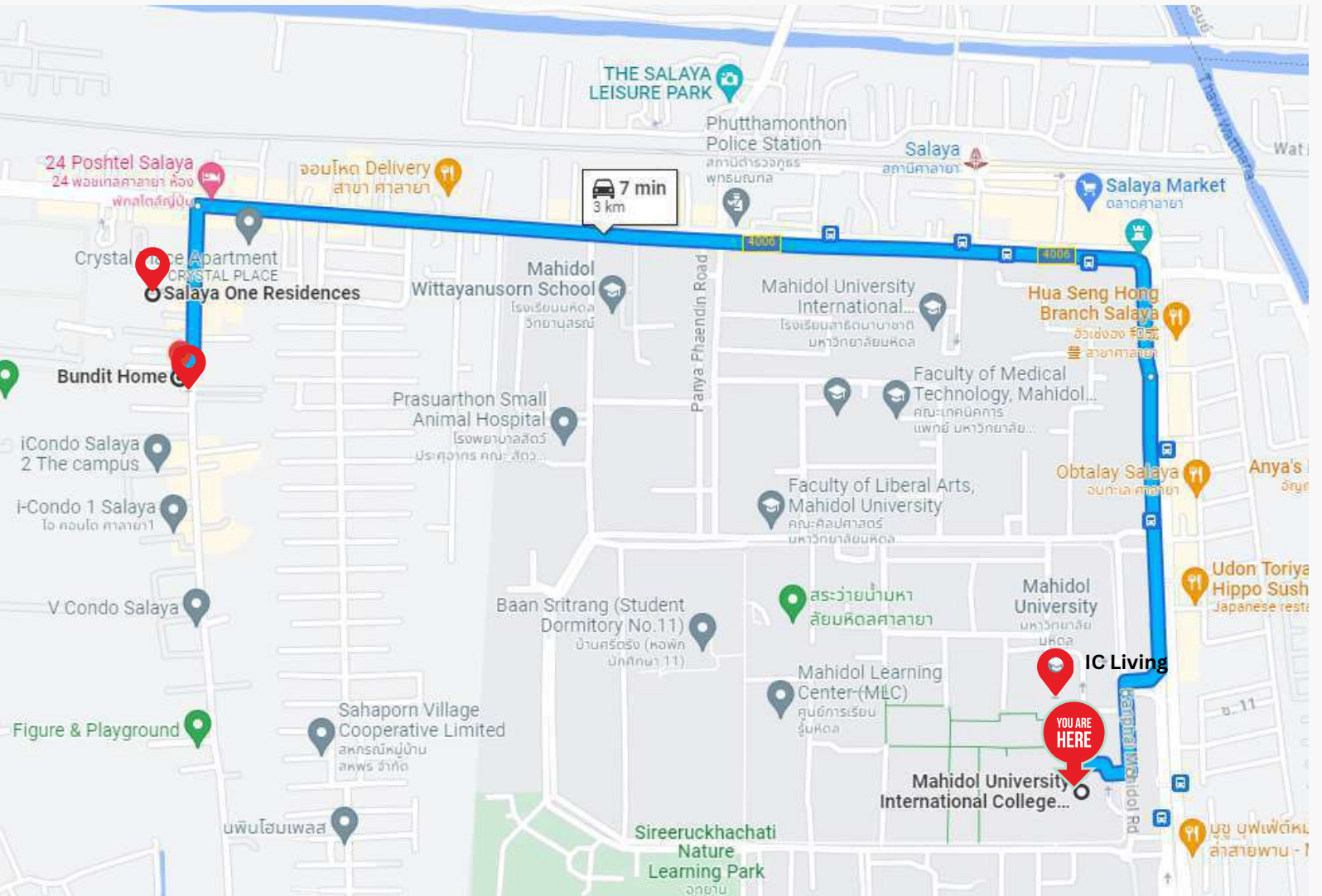
- Security Keycard
- Air Conditioner
- Balcony/terrace
- Bedding set and towels
- Water Heater
- Furniture
- Wi-Fi
- Non-smoking / No Alcohol

Building Amenities

- Elevator
- CCTV
- Security guard
- Common area: Microwave, fridge, pantry
- Washing Machine Vending



HOUSING LIST MAP





OTHER USEFUL INFORMATION

- **Approximate living cost**
- **Food**
- **Transportation**
- **Bank**
- **Supermarket / shop**



OTHER USEFUL INFORMATION

Approximate living cost	<p>Utilities: 2,000 3,000 THB / month</p> <p>Food/ meals: 9,000 - 12,000 THB / month</p> <p>Local transportation: 3,000 THB / month</p> <p>* The cost of living will depend on your lifestyle.</p>
Food	<p>Food stalls and street food are plentiful in Salaya. There are varieties of food such as Thai food, Chinese food, Korean food, Japanese food, Halal Food, and also European and Western food.</p>
Supermarket /Shop	<ul style="list-style-type: none">• There is the main shopping mall called Central Plaza Salaya. It includes restaurants, groceries, banks, a variety of shops, and also currency exchange services.• Foodland supermarket: it is the grocery that opens 24 hrs. near the campus.• Salaya fresh market: it is located near the campus and you can find the local fruits and the ingredients to make Thai food.





OTHER USEFUL INFORMATION

Transportations

There are many different modes of transportation in Salaya.

1. **Local bus:** The cheapest way to travel in this area and to Bangkok. The bus station is within walking distance from MUIC building.
2. **Taxi:** Traveling by taxi is the easiest and most convenient for you. The fare starts at 45 THB for the first 2 kilometers per route.
3. **Motorbike taxi:** There are lots of motorbike taxis around the campus. It is super easy and fast but limited in distance.
4. **Tram:** it is provided for students and staff for a ride on campus.
5. **Train:** The fee is quite cheap but it takes quite a time to the destination.
6. **Sky train (BTS)** One of the most convenient way to travel in BKK

Bank / ATM

Siam Commercial Bank

(There is a currency exchange service at this bank. It is located on campus near the MUIC buildings.)

*There are other banks surrounding Salaya area including in the mall.

ATM is available at MUIC building and on campus area.



CONTACT US

PROJECT DEVELOPMENT UNIT



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