

**ASSUMPTION UNIVERSITY  
THEODORE MARIA SCHOOL OF ARTS  
DEPARTMENT OF GENERAL EDUCATION  
COURSE OUTLINE 1/2026**

<b>Course</b>	:	GE2304 Lifestyles and Sustainability in Dynamic World [Equivalent GE2301 Lifestyles in Dynamic World]
<b>Credit</b>	:	3 [3-0-6]
<b>Status</b>	:	Required Core/ General Education Elective / Free Elective Courses
<b>Prerequisite</b>	:	None
<b>Lecturers</b>	:	A.Watcharee Numprasert, Ph.D.

**Course Description:**

Interrelationships between lifestyle choices and impacts of these choices on individual's wellbeing, society, and the global environment, scientific approach, analysis, and evaluation power of choices on lifestyles, anticipation, and transition efforts of global sustainability.

**Course Objectives:** By the end of the course, students should be able to:

1. understand the interrelationships of lifestyle choices and impacts on individual's wellbeing.
2. analyze potential impacts of lifestyle choices on the society, and global environment.
3. evaluate the values of eco-friendly lifestyle choices on global decarbonization.
4. apply the knowledge gained to realize the importance of lifestyle decisions through a holistic application in the current world constraint and crisis.

**Teaching-Learning Activities:**

1. Discussions
2. Lectures
3. Presentations
4. Self-directed learning
5. Independent study

**Course Components and Mark Allocation:**

Attendance & Participation	10%
Assignments	30%
Independent Study of Future Preparation	30%
Final Examination	<u>30%</u>
<b>Total</b>	<b><u>100%</u></b>

**Course Requirements and Policies:****Attendance**

As listed on the course calendar, at least 80% of class attendance is mandatory. Students who miss more than 6 classes will not be allowed to take the final exam. Microsoft Teams-Camera is an optional online or hybrid pedagogy that should be turned on during class sessions.

**Assignments**

All assignments will be submitted electronically through Microsoft Teams-Assignment unless otherwise instructed. Assignments must be submitted by the given deadline, or special permission must be obtained from the instructor before the due date. Extensions will be beyond the next assignment except under extreme circumstances.

**Independent Study of Future Preparation**

All "Independence Study of Future Preparation" projects must be completed by the allocated timeline. The proposal and typewritten report will be submitted electronically through Microsoft Teams-Assignment unless otherwise instructed. Late or missing "Independent Study" conferences will affect the student's grade.

**Important note:** For more information about the "Independent Study", please visit the Independent Study's outline posted through Microsoft Teams-Assignment. If there is any trouble keeping up with assignments and/ or other aspects of the course, students could proactively inform the instructor as early as possible.

**Evaluation:**

The grading system will be assigned based on the percentage of total points earned as follows:

<b>Grade</b>	<b>Mark</b>
A	80-100%
A <sup>-</sup>	78-79%
B <sup>+</sup>	73-77%
B	70-72%
B <sup>-</sup>	68-69%
C <sup>+</sup>	63-67%
C	60-62%
C <sup>-</sup>	58-59%
D	50-57%
W	< 50%

**References:**

Cunningham, W. P. & Cunningham, M. A. (2020). *Environmental Science: A Global Concern*. 15<sup>th</sup>ed. New York: McGraw-Hill Companies.

Dianna Hales (2017). *An Invitation to Health: The Power of Now*. 17<sup>th</sup> ed. Boston: Cengage Learning

Lori, A. Smolin; Mary, B. Grosvenor (2016). *Nutrition: Science and Application*. 4<sup>th</sup> edition USA: John Wiley& Sons

Miller, G. Tyler & Spoolman, Scott (2021). *Living in the Environment*, 20<sup>th</sup> ed., Cengage Learning, Singapore.

O’Mahony, T, (2022). Toward Sustainable Wellbeing: Advances in Contemporary Concepts. *Frontiers in Sustainability*. <https://doi.org/10.3389/frsus.2022.807984>

Valls-Val, K. & Bovea, M.D. (2021). Carbon footprint in Higher Education Institutions: a literature review and prospects for future research. *Clean Technologies and Environmental Policy*, 23: 2325-2541. <https://doi.org/10.1007/s10098-021-02180-2>

**Reference Coursera:**

Adam, M. *Introduction to Food and Our Environment* (MOOC). Coursera.

<https://www.coursera.org/learn/food-sustainability-environment-planet-health>

Beach, M. *Disaster Preparedness* (MOOC). Coursera. <https://www.coursera.org/learn/disaster-preparedness>

Lydic, R., & Baghdoyan, H. *Sleep: Neurobiology, Medicine, and Society* (MOOC). Coursera.

<https://www.coursera.org/learn/sleep>

Moore, M. *Environmental Economics* (MOOC). Coursera.

<https://www.coursera.org/learn/environmental-economics>

**Study Plan and Schedule:**

<b>Week</b>	<b>Contents</b>
1	Unit I: Essential Concepts of Wellness, Wellbeing, and Sustainability <ul style="list-style-type: none"> <li>• Wellness, wellbeing concepts, and telomere health</li> <li>• Principles of sustainability and lifestyle                             <ul style="list-style-type: none"> <li>❖ Criticism of a personal sustainable wellbeing lifestyle</li> </ul> </li> </ul>

Week	Contents
2	Unit II: The Science of Current Global Crisis <ul style="list-style-type: none"> <li>• Global climate changes               <ul style="list-style-type: none"> <li>▪ Science behind global warming</li> <li>▪ Mitigation and adaptation to global warming</li> </ul> </li> </ul>
3	Unit II: The Science of Current Global Crisis <ul style="list-style-type: none"> <li>• Global climate changes (continue)               <ul style="list-style-type: none"> <li>▪ Mitigation and adaptation to global warming</li> <li>❖ Taking change for adaptation and mitigation strategies</li> </ul> </li> </ul>
4	Unit II: The Science of Current Global Crisis <ul style="list-style-type: none"> <li>• Global climate changes (continue)               <ul style="list-style-type: none"> <li>▪ Science behind Ozone depletion</li> <li>▪ Mitigation and adaptation to Ozone depletion</li> <li>❖ Taking change for adaptation and mitigation strategies</li> </ul> </li> </ul>
5	Unit II: The Science of Current Global Crisis <ul style="list-style-type: none"> <li>• Current global temporal trends of PM2.5               <ul style="list-style-type: none"> <li>▪ Science behind PM2.5</li> <li>▪ Adaptation to PM2.5</li> <li>❖ Taking change for adaptation and mitigation strategies</li> </ul> </li> </ul>
6	Unit III: Exploring Wellbeing Lifestyles <ul style="list-style-type: none"> <li>• Nutrition and diet               <ul style="list-style-type: none"> <li>▪ Science behind nutrition</li> <li>▪ Macronutrients</li> <li>▪ Micronutrients</li> <li>▪ Dietary guidelines for a healthy diet practice</li> </ul> </li> </ul>
7	Unit III: Exploring Wellbeing Lifestyles <ul style="list-style-type: none"> <li>• Nutrition and diet (continue)               <ul style="list-style-type: none"> <li>▪ Energy balance and managing body weight</li> <li>▪ Food risk and dietary supplements</li> <li>❖ Implications of wellness and sustainability on food choice for global warming/ Ozone depletion/ PM2.5</li> </ul> </li> </ul>
8	Independent Study of Future Preparation

Week	Contents
	<ul style="list-style-type: none"> <li>▪ Conference</li> </ul>
9	Independent Study of Future Preparation <ul style="list-style-type: none"> <li>▪ Conference</li> </ul>
10	Unit III: Exploring Wellbeing Lifestyles (continue) <ul style="list-style-type: none"> <li>• Sleep and rest               <ul style="list-style-type: none"> <li>▪ Science behind sleep</li> <li>▪ Factors affecting sleep</li> <li>❖ Effects of sleep on working performances/ learning</li> </ul> </li> </ul>
11	Unit III: Exploring Wellbeing Lifestyles (continue) <ul style="list-style-type: none"> <li>• Exercise and fitness               <ul style="list-style-type: none"> <li>▪ Science behind exercise</li> <li>▪ Exercise recommendations</li> <li>▪ METs calculation</li> <li>▪ Exercise injury</li> <li>❖ Meeting needs of water intake on exercise-related global warming</li> </ul> </li> </ul>
12	Unit IV: Exploring Economics of Disaster and Climate Change <ul style="list-style-type: none"> <li>• Economics of disaster and climate change</li> <li>• Disaster prevention and mitigation</li> <li>• Transitioning to a disaster preparedness society</li> </ul>
13	Unit V: Exploring Economics of Biodiversity and Ecosystem Services <ul style="list-style-type: none"> <li>• Ecological concepts and biodiversity</li> <li>• Managing and sustaining ecosystem services</li> <li>• Biodiversity conservation during global constraints</li> </ul>
14	Independent Study of Future Preparation <ul style="list-style-type: none"> <li>• Presentation</li> </ul>
15	Independent Study of Future Preparation <ul style="list-style-type: none"> <li>• Presentation</li> </ul>
----- <b>FINAL EXAMINATION</b> ----- <b>Date : October 5, 2026 Time : 9:00-12:00 Hrs.</b> <i>*Check and confirm with the registrar's notice.</i>	

**September 18, 2026 Last day to withdraw with “W”****LOCATION AND CONTACT INFORMATION****General Education Department (GE)**

Office Hours: Monday – Friday, 8.30 a.m. – 4.30 p.m.  
 Office Location: CL10  
 Phone: 02-7832222 Ext.2485  
 Email Address: general\_education@au.edu

**Au VISION 2000**

Assumption University of Thailand envisions itself as:

- an international community of scholars,
- enlivened by Christian inspiration,
- engaged in the pursuit of Truth and Knowledge,
- serving human society, especially through the creative use of interdisciplinary approaches and cyber technology.

**ENVISIONING Au GRADUATES**

Assumption University of Thailand envisions its graduates as :

- healthy and open-minded persons, characterized by personal integrity, an independent mind, and positive thinking,
- professionally competent, willing to exercise responsible leadership for economic progress in a just society,
- able to communicate effectively with people from other nations and to participate in globalization .

**AU MISSION**

Assumption University, an International Catholic University, is committed to be the light that leads learners and its stakeholders from all parts of the world towards wisdom, Truth, and Christian values and to discover “Treasure Within” themselves. Via effective teaching and research pedagogies of international standards as well as community engagement, the University aims to form individuals to be intellectually competent, morally sound, and spiritually enriching, accountable, righteous, and service-minded citizen, excelling in serving communities comprising of diverse cultures.

**Au UNIQUENESS**

“An International Catholic University”

**Au IDENTITY**

- Ethics
- English Proficiency
- Entrepreneurial Spirit

**THEODORE MARIA SCHOOL OF ARTS**

([www.arts.au.edu](http://www.arts.au.edu))

**VISION AND MISSION****Vision**

An international community of business communicators in Thailand

**Mission**

Theodore Maria School of Arts will ensure that: the School will...

- .1 Enhance business language skills
- .2 Promote cultural awareness
- .3 Foster academic networking
- .4 Encourage ethical standards and practices

**TAGLINE**

เติมเต็มศิลป์ภาษา พัฒนาศาสตร์ธุรกิจ

**Language Education, Business Inspiration**

**ARTS ORGANIZATIONAL CULTURE: More than faculty, we are family**

- Open communication
- Mentoring system
- Dedication
- Caring
- Teamwork
- Commitment
- Resource sharing

**Core Values**

A = Adaptability

R = Responsibility

T = Togetherness

S = Sustainability

**Core Competencies**

Employability

Multiculturalism

Internationalization

**Quality Assurance Process**

Students should understand and apply the Quality Assurance Process in their study .The Plan-Do-Check-Act Cycle (PDCA) (provides an easy but effective approach for problem solving and managing change, ensuring that ideas are appropriately tested before the full implementation .It can be used in all sorts of situations and can be clarified as follows:

**Plan** :Define the current problem, process, and issue and establish objectives and processes required to deliver the desired results.

**Do**: Implement the plans and new processes developed.

**Check** :Monitor and evaluate the implemented process by testing the results against the predetermined objectives .

**Act**: Apply actions necessary for improvement if the results require changes.

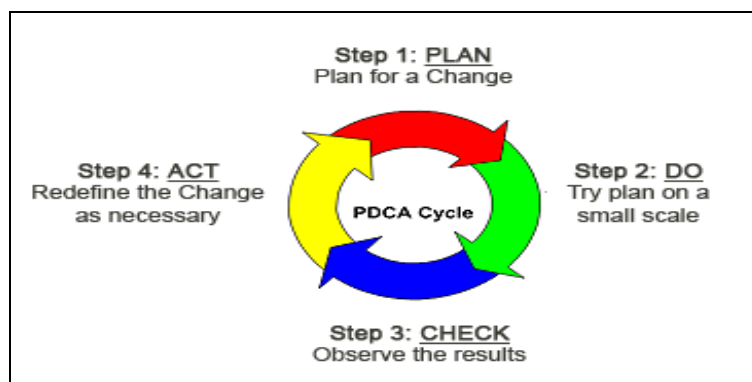


Figure 1 :PDCA Cycle )[http://:www.swopehealth.org](http://www.swopehealth.org)(

**THEODORE MARIA SCHOOL OF ARTS**  
**Advising and Counseling 1/2026**

All Arts students (Business English, Business French, Business Chinese, Business Japanese, and English - Chinese for Digital Communication) must meet with their advisors before they pre-register for the 2/2026 semester. Students who fail to come for their advising and counseling session will not be allowed to register for 2/2026 during the pre-registration period.

Names of advisors for semester 1/2026 will be posted on the faculty website ([www.arts.au.edu](http://www.arts.au.edu)), at CL 11 and on the Department Boards at SM Bldg. Arts students are required to check their advisors' names every semester and meet with them before the pre-registration.