



Program: General Education

Program Level ✓

Bachelor

Graduate Diploma

Master

Higher Graduate Diploma

Doctor

Course Title: SPQR—Glimpses of Rome

Faculty/College/Institute MUIC

Course Code ICGH 141
languages

Department: Humanities and Languages

Course Specification Section 1 General Information

1. Course Code and Title

In Thai ICGH 141 ส่องกรุงโรมในยุคสาธารณรัฐโรมันโบราณ
In English ICGH 141 SPQR—Glimpses of Rome

2. Number of Credits

2
(Theory 2 hrs. Practice 0 hrs. Self-Study 4 hrs./week)

3. Curriculum and Course Type

3.1 Program bachelor's degree program Thai Program ✓ International Program
3.2 Course Type General Education Course

3.3 Specify Course's Literacy

- ☐ MU Literacy
- ☐ Health Literacy
- ☐ Science and Environmental Literacy
- ✓ Intercultural and Global Awareness Literacy
- ☐ Civic Literacy
- ☐ Finance and Management Literacy

4. Course Coordinator and Instructor

4.1 Course Responsible Instructor Daniel Pellerin
4.2 Instructors Daniel Pellerin

5. Trimester/Class Level

5.1 Trimester 1/Class Level 1
5.2 Number of Students Allowed Approximately 40 Students

6. Prerequisites

7. Co-requisites

8. Date of Preparation/Latest Revision of the Course Specifications

Day 27 Month 03 Year 2025



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Section 2 Course Goals and Course Description

1. Course Goals

The goal of this course is to introduce students to some of the most crucial, salient, and memorable episodes in Roman history, from its earliest beginnings as a frontier town on the Tiber to its days as a major power and its transition from the Republican order to the Roman Empire. Students should come out of it with an enhanced ability to recognize Roman influences even today, whether in more historical contexts or in popular culture. They should also, when it comes to the latter, be made more aware of how contemporary narratives often distort history or even make it altogether unrecognizable.

2. Course Description

(In Thai) จินตนาการถึงกรุงโรมใน "ยุคทอง" ภายใต้การปกครองของจักรพรรดิตรายานุสและฮาเดรียน สะท้อนถึงการมีทาสในกรุงโรม ความหมายของขนมปังและเกม การแข่งรถม้าและนักสู้ในสังเวียน การพินิจพิเคราะห์แบบแผนของศาสนาโรมันแบบดั้งเดิม การย้อนกลับไปยังการก่อตั้งเมืองเพื่อเข้าใจว่าเรื่องราวทั้งหมดเริ่มต้นอย่างไร การสำรวจการสิ้นสุดของระบอบกษัตริย์ของโรมันและความขัดแย้งระหว่างชนชั้นทางสังคม (การแยกตัวของประชาชน) การวิเคราะห์สงครามของโรมกับชาวคอลที่รุกรานกับชาวคาร์ทาจีเนียน การทบทวนรัฐธรรมนูญโรมันในยุครุ่งเรืองตามที่โพลีเบียสได้บรรยายไว้ การติดตามการล่มสลายเข้าสู่ความวุ่นวายทางสังคมและสงครามกลางเมืองตั้งแต่พี่น้องตระกูลกรีกคัสจนถึงการปกครองแบบเผด็จการถาวรของจูเลียส ซีซาร์ การร่างการเปลี่ยนผ่านไปสู่จักรวรรดิภายใต้การปกครองของออกัสตัสและช่วงจักรวรรดิโรมัน

(In English) Imagining Rome as it came to be in its "golden age" under the emperors Trajan and Hadrian; reflecting on slavery in Rome, the meaning of bread and games, charioteers and gladiators; contemplating the ways of traditional Roman religion; returning to the founding of the city, to understand how it all began; surveying the end of Roman monarchy and the conflicts between the social classes (Secession of the Plebs); examining Rome's wars with invading Gauls and with the Carthaginians; reviewing the Roman constitution in its heyday, as described by Polybius; tracing the descent into social turmoil and civil war from the Gracchi brothers to the permanent dictatorship of Julius Caesar; sketching out the transition to the principate under Augustus and the Roman imperial period

Section 3 Course Objectives, Course-level Learning Outcomes and Course Implementation

1. Course Objectives

The objective of this course is to introduce students to some of the most crucial, salient, and memorable episodes in Roman history, from its earliest beginnings as a frontier town on the Tiber to its days as a major power and its transition from the Republican order to the Roman Empire.



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Students should come out of it with an enhanced ability to recognize Roman influences even today, whether in more historical contexts or in popular culture. They should also, when it comes to the latter, be made more aware of how contemporary narratives often distort history or even make it altogether unrecognizable..

2. Course-level Learning Outcomes:

On completion of the course, the students will be able to:

CLO 1: Understand the legacy of Rome, in its constitution as discussed by Polybius for example

CLO 2: Analyze the political and cultural structures of ancient Rome and trace the outlines of their origins and development

CLO 3: Interpret primary sources and reconstruct Roman perspectives and historical narratives with their help

CLO 4: Evaluate the factors that led to the collapse of the Roman Republic and its transition to Empire

3. How to organize learning experiences to develop the knowledge or skills stated in number 2 and how to measure the learning outcomes

CLOs	Teaching and learning experience Management			Learning outcomes measurements		
	Lecture	Class Discussion	Text Analysis	Participation	Reading	Exam
CLO1	X	X	X	X	X	X
CLO2	X	X	X	X	X	X
CLO3	X	X	X	X	X	X
CLO4		X	X	X		X

Section 4 Lesson Plan and Evaluation

1. Lesson Plan



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1. Lesson Plan



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Teaching Period (weeks)	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory*	Practice**		
1	General introduction and course logistics	4:00		Combined lecture and group discussion <u>Text</u> "On Reading"	Daniel Pellerin
2	Rome's modest beginnings	4:00		Combined lecture and group discussion <u>Reading</u> : Livy, <i>History</i> I.1–21, excerpted	Daniel Pellerin
3	The end of Roman monarchy	4:00		Combined lecture and group discussion <u>Reading</u> : Livy, <i>History</i> I.57–59	Daniel Pellerin
4	The secession of the plebs (The tribunes of the people)	4:00		Combined lecture and group discussion <u>Reading</u> : Livy, <i>History</i> II.23–34	Daniel Pellerin
5	The first sack of Rome (by the Gauls)	4:00		Combined lecture and group discussion <u>Reading</u> : Livy, <i>History</i> V.38–49	Daniel Pellerin
6	Hannibal	4:00		Combined lecture and group discussion <u>Reading</u> : Livy, <i>History</i> XXI.1–11	Daniel Pellerin
7	Rome's greatest defeat (at Cannae)	4:00		Combined lecture and group discussion <u>Reading</u> : Livy, <i>History</i> XXI.41–61	Daniel Pellerin
8	Polybius on the Roman constitution	4:00		Combined lecture and group discussion <u>Reading</u> : Polybius, <i>Histories</i> VI	Daniel Pellerin



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Teaching Period (weeks)	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory*	Practice**		
9	The Life of Caesar (Plutarch)	4:00		Combined lecture and group discussion <u>Reading:</u> Plutarch, <i>Vita Caesaris</i>	Daniel Pellerin
10	The Life of Augustus (Suetonius)	4:00		Combined lecture and group discussion <u>Reading:</u> Suetonius, <i>Vita Augusti</i>	Daniel Pellerin
11	Towards the Golden Age of Rome? (Edward Gibbon)	4:00		Combined lecture and group discussion <u>Reading:</u> Gibbon, <i>The Decline and Fall of the Roman Empire</i> , chapter III (excerpted)	Daniel Pellerin
12	Concluding discussion and review	4:00		Combined lecture and group discussion Review of readings over the term	Daniel Pellerin
	Total hours of the entire semester	48			

2. Plan for Assessment of Expected Course-Level Learning Outcomes (CLOs)

2.1 Measurement and Evaluation of learning achievement

A. Formative Assessment

The interactive lecture-discussion format will allow the instructor to track student engagement and support understanding in the course of the term.

B. Summative Assessment

(1) Tool and weight for measurement and evaluation



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Learn- ing Out- comes	Evaluation Method*			Weight (Percent- age)
	Participation	Readings	Exam	
CLO1	5	5	15	25
CLO2	5	5	15	25
CLO3	5	5	15	25
CLO4	5	5	15	25
รวม	20	20	60	100

(2) Grading Rules

Grade	Achievement	Final Score (% range)
O	Outstanding	90-100
S	Satisfactory	60-89
U	Unsatisfactory	Less than 60

(3) Measurement and Evaluation

The passing grade for this class is “S”.

2.2 Re-examination (if the course allows any.)

As per MUIC policies—see Student Handbook 2024/2025 pp. 56-57



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3. Students' Appeal

Students can submit appeals to the program director/course lecturer via email or in writing through the division secretary. The program director will consider the appeal and inform or discuss the decision with the student directly, via writing or verbal communication. In the case that an issue cannot be resolved at the division-level, the division defers to the official policy outlined in the MUIC Student Handbook 2024-25:

APPEAL AND CONSIDERATION OF APPEAL 1. An appeal shall be made for oneself only and must be made within 30 days from the date of being acknowledged or regarded to be aware of the order. The appeal must be in writing showing the facts and reasons for the appeal and explain how the order is invalid, inappropriate or unfair. In addition, the appellant is required to put his/her signature, affiliated working unit and address. 2. The appellant has the right to request examining and making a copy of personal statement records, other evidence, or relevant documents. To allow this request, however, is under the discretion of the person who orders the punishment, or it can be allowed under any condition. 3. For the purpose of deterring the appeal period, the date on which the student signs the penalty order shall be regarded as the date of acknowledgement of the order. 4. With regard to an appeal, the appellant shall write a letter to Chairperson of the Appeal Committee by submitting or sending it directly to the Chairperson or through the Head of the Working Unit that the appellant belongs to. 5. The appeal to be accepted for consideration must be valid in the essence under Clause 1 The Appeal Committee shall consider promptly, not more than 60 days from the date the appeal letter is received. In case that whether or not any appeal is accepted for consideration, the Appeal Committee shall consider and promptly notify the appellant of the resolution. 6. The student appellant may withdraw the appeal before the Appeal Committee completes a decision. With regard to this, the appellant shall write a letter and submit to Chairperson of the Appeal Committee. When the case has been withdrawn, the consideration of appeal shall be terminated. 7. When the Appeal Committee has considered an appeal and passed a resolution, the Chairperson shall notify the University Council, the appellant for acknowledgement and notify the person who issues the penalty order to promptly proceed with the decision of the Appeal committee. In case the student is not of the legal age, the parents or the guardian of the student shall also be notified.



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Section 5 Teaching Resources

Required Readings:

Gibbon, Edward. *The Decline and Fall of the Roman Empire*. Alfred A. Knopf (Everyman's Library), 1993.
Livy. *The Early History of Rome* (Books I–V of *The History of Rome from Its Foundation*). Translated by Aubrey de Sélincourt. Penguin, 2002.
— — —. *The War with Hannibal*. (Books XXI–XXX of *The History of Rome from Its Foundation*). Translated by Aubrey de Sélincourt and Betty Radice. Penguin, 1972.
— — —. *The History of Rome* (Books 1–5). Translated by Valerie M. Warrior. Hackett Publishing Company, 2006.
Plutarch. "Life of Caesar." *Roman Lives*. Translated by Robin Waterfield. Oxford World's Classics, 2008.
Polybius. *The Histories*. Translated by Robin Waterfield. Oxford World Classics, 2010.
Suetonius. *The Twelve Caesars*. Translated by Robert Graves. Penguin 2007.

Section 6 Evaluation and Improvement of Course Implementation

1. Analysis and Evaluation of Course Implementation

A. Data for Analysis

Data for Analysis will focus on collecting data for KPI analysis, including

- students' course evaluation scores
- student teacher evaluation scores
- Student grade distribution
- pass/fail rates
- student satisfaction rates and feedback
- CLO achievement

B. Course Effectiveness Evaluation

Course Effectiveness Evaluation will present the KPI analysis results to demonstrate course management effectiveness.

2. Revision Process and Improvement Plan for Course Effectiveness

The Revision Process and Implementation Plan for Course Effectiveness will integrate KPI analysis results, stakeholder feedback, and external knowledge/changes into an Improvement Plan, which may require: participation in teacher-development seminars, trainings, workshops or other intra-departmental/OAA activities; use of precisely designed rubrics for all tests and assignments; regular internal review of curriculum structure and aligned course content through SWOT analysis as part of the ICIC Curriculum Committee and the College's Curriculum Review Committee revision process.



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3. The self-assessment report of the course

The Self-Assessment Report of the Course will consolidate information from No. 1 and 2 into the MU5 report, to be completed within 30 days.



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Appendix

1. Relations between the course and the General Education

Table 1 Relations between CLOs and MU-GE Module LOs (numbers in the table = Sub LOs)

Course Code: ICGH 141	MU-GE LOs								
	MLO 1	MLO 2	MLO 3	MLO 4	MLO 5	MLO 6	MLO 7	MLO 8	MLO 9
CLO 1: Understand the legacy of Rome, in its constitution as discussed by Polybius for example					5.1		7.1	8.1 8.2	
CLO 2: Analyze the political and cultural structures of ancient Rome and trace the outlines of their origins and development	1.1 1.4								
CLO 3: Interpret primary sources and reconstruct Roman perspectives and historical narratives with their help	1.1 1.3 1.4			4.1 4.2	5.1		6.3 6.4		9.1 9.2
CLO 4: Evaluate the factors that led to the collapse of the Roman Republic and its transition to Empire			3.1 3.2	4.1 4.2	5.1		6.3 6.4	8.1 8.2	9.1 9.2

ระบุว่าแต่ละ CLO สอดคล้องกับ MLO ในระดับ SubMLO ไตบ้าง โดยใส่หมายเลขของ SubMLO ใน column MLO ที่ตรงกัน เพื่อแสดงความเชื่อมโยงให้ชัดเจน

Table 2 LOs that the course is responsible for

MLOs	SubMLOs
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1. Create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1.1 identify concepts related to the context of learned issues/topics 1.3 collect, analyze, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems 1.4 synthesize information to arrive at logical reasoning
3. Acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	3.1 connect, synthesize and/or transform ideas or solutions within a particular framework 3.2 integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question
4. Create a novel or unique idea, question, format, or product within a particular framework	4.1 create an original explanation or solution to the issues/problems 4.2 articulate the rationale for & consequences of her/his solution- identify opportunities & risk
5. Explore and situate oneself in a new physical environment and intellectual perspectives	5.1 Demonstrate cultural competencies and adaptabilities in different working environments
6. Act autonomously within context of relationships to others, law, rules, codes, and values	6.3 Exhibit characteristics of responsible citizenship 6.4 Work effectively in diverse team (and multi-cultural settings)
7. Apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	7.1 Identify ethical issues and recognize different viewpoint and ideologies



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8. Use a variety of means/ technologies to communicate effectively and purposefully—e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.	8.1 C ommunicate/present ideas effectively both oral & written forms, proper to a range of audience groups, such as verbal discussion with peers, project report 8.2 P repare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
9. Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	9.1 Collaborate effectively with others as a responsible team member to achieve team goals in time 9.2 Interact with others respectfully, whether as a team member or leader, to create a productive teamwork

แสดงข้อมูลของ MLOs-SubMLOs เฉพาะที่รายวิชาอ้างอิงถึง เพื่อแสดงการมีส่วนร่วมพัฒนานักศึกษาใน MLOs ที่รายวิชารับผิดชอบ

2. Rubric scoring*

*หมายเหตุ ถ้ามีการใช้ Rubric scoring เป็นเครื่องมือในการวัดผล ให้แสดงเพิ่มเติมในภาคผนวกข้อที่ ๒.

This rubric will be used to assess students' critical engagement with the readings.

Categories

Criteria	Excellent	Good	Satisfactory	Needs Improve- ment
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Engagement with Reading

Deep and insightful engagement with the text, showing a thorough understanding of key ideas, historical developments, and theoretical frameworks. The response is well-organized, focused, and demonstrates a comprehensive grasp of the content.

Good engagement with the text, demonstrating clear understanding of key ideas and frameworks. Some aspects of the text may be more superficial, but overall comprehension is strong.

The response shows basic engagement with the reading but lacks depth or misses some key concepts. The understanding is somewhat superficial or imprecise.

Minimal engagement with the text; may misunderstand or omit significant ideas. Response is vague or lacks clarity in identifying key concepts.

Critical Analysis & Argumentation

The post demonstrates a nuanced, original interpretation of the reading. Strong, well-supported arguments, with clear, relevant examples from the text. The post addresses complexities and engages with multiple perspectives in a thoughtful manner.

The post presents a coherent and logical interpretation with some original insight. Arguments are supported by examples from the text, but may lack complexity or depth.

Interpretation is clear but lacks nuance or originality. Arguments are somewhat underdeveloped or may be based on generalizations. Support from the text is weak.

The interpretation is unclear, underdeveloped, or overly simplistic. Arguments are weak or unsupported, and there is little critical analysis of the reading.

Clarity and Organization

Exceptionally well-organized, with clear and logical progression of ideas. The response is concise but thorough, and free of grammatical or syntactical errors.

Well-organized, but may have minor issues with clarity or flow. Writing is clear, with few grammatical errors.

Organization is somewhat unclear or repetitive. Some ideas are underdeveloped or hard to follow. Writing may contain noticeable grammatical or syntactical issues.

Disorganized or unclear response. Frequent grammatical errors and poor structure detract from the readability and coherence of the post.



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Depth of Reflection and Insight

The response demonstrates deep, critical reflection and original thinking. It explores both the strengths and weaknesses of the theories, showing a balanced perspective.

Reflects on the reading with some level of insight, though may not address complexities or contradictions within the text.

Limited reflection, primarily summarizing the reading rather than engaging with it critically. The post lacks a thorough analysis of the text.

Minimal reflection or analysis. The post largely summarizes the reading without providing critical engagement or insight.

3. Relations between the course and Sustainable Development Goals (SDGs)

<input type="checkbox"/>	SDG1 No poverty
<input type="checkbox"/>	SDG2 Zero Hunger
<input type="checkbox"/>	SDG3 Good Health and Well – being
<input checked="" type="checkbox"/>	SDG4 Quality Education
<input type="checkbox"/>	SDG5 Gender Equality
<input type="checkbox"/>	SDG6 Clean Water and Sanitation
<input type="checkbox"/>	SDG7 Affordable and Clean Energy
<input type="checkbox"/>	SDG8 Decent Work and Economic Growth
<input type="checkbox"/>	SDG9 Industry, Innovation and Infrastructure
<input type="checkbox"/>	SDG10 Reduced Inequalities
<input type="checkbox"/>	SDG11 Sustainable Cities and Communities
<input type="checkbox"/>	SDG12 Responsible Consumption and Production
<input type="checkbox"/>	SDG13 Climate Action
<input type="checkbox"/>	SDG14 Life Below Water
<input type="checkbox"/>	SDG15 Life on Land
<input checked="" type="checkbox"/>	SDG16 Peace, Justice and Strong Institutions
<input type="checkbox"/>	SDG17 Partnerships for the goals



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MU-GE Module LOs: At the end of studying MU-GE Module, successful students will be able to

Competences	LOs:	Sub LOs:
1. Critical Thinking & Analysis: Use various sources and methods to collect and manage data & information and make a logical judgement and decision to arrive at solution or problem solving relevant to real-world issues/ problems	1. create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1.1 identify concepts related to the context of learned issues/topics 1.2 demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically use information 1.3 collect, analyze, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/ problems 1.4 synthesize information to arrive at logical reasoning
	2. select & use techniques and methods to solve open-ended, ill-defined and multistep problems	2.1 apply simple mathematical methods to the solution of 'real-world' problems 2.2 make judgement & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives 2.3 apply concept of process management to solve problems
2. Creativity & Innovation: shows capability to initiate alternative/ new ways of thinking, doing things or solving problems to improve his/her or team solutions/ results by applying the evidence-based process management concepts	3. acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	3.1 connect, synthesize and/or transform ideas or solutions within a particular framework 3.2 integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question
	4. create a novel or unique ideas, question, format, or product within a particular framework	4.1 create an original explanation or solution to the issues/problems 4.2 articulate the rationale for & consequences of her/his solution- identify opportunities & risk 4.3 implement innovation through process management approach



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Competences	LOs:	Sub LOs:
	5. explore and situate oneself in a new physical environment and intellectual perspectives	5.1 demonstrate cultural competencies and adaptabilities in different working environments 5.2 resort to multi-dimensional settings & tools to acquire knowledge and skills relevant to the problems or situation at hand
3. Global perspectives & Ethics: Express one's own ideas, interact with others, guide or lead team, as proper, as an ethically- engaged and responsible member of the society	6. act autonomously within context of relationships to others, law, rules, codes, and values	6.1 demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built 6.2 identify the national & global challenges associated with current economic, political, and social systems 6.3 exhibit characteristics of responsible citizenship 6.4 work effectively in diverse team (and multi-cultural settings)
	7. apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	7.1 identify ethical issues and recognize different viewpoint and ideologies 7.2 guide & lead others 7.3 apply principle of ethical leadership, collaborative engagement, and respect diversity



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Competences	LOs:	Sub LOs:
4. Communication: communicate effectively and confidently using oral, visual, and written language	8. use a variety of means/ technologies to communicate effectively and purposefully—e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.	8.1 communicate/present ideas effectively both oral & written forms, proper to a range of audience groups, such as verbal discussion with peers, project report. 8.2 prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. 8.3 prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images.
5. Collaboration and Working with Team: collaborate and work effectively with team to arrive at team goals	9. collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	9.1 collaborate effectively with others as a responsible team member to achieve team goals in time 9.2 interact with others respectfully, whether as a team member or leader, to create a productive teamwork