



Please Specify GE basket

- ☐ Life Appreciation
- ☒ Global Citizenship
- ☐ Critical Thinking
- ☐ Leadership
- ☐ Digital Literacy

GE and Course's CLOs Alignment

GE PLO	Course Learning Outcomes (CLOs)
PLO 5 Examine the current state of the world and the connection between local and global issues	<p>CLO1: Identify fundamental grammar concepts (interrogative pronouns, particle 的“de”, Yes/No questions with 吗“ma”, demonstrative pronouns, classifiers, adverb “ye”也, ”dou” 都) and use them in short sentence-level texts (written and oral).</p> <p>CLO2: Apply fundamental grammar and vocabulary knowledge to produce short sentence-level oral and written texts (analogical and digital) about various topics and daily routines, Chinese speaking countries and their own country.</p> <p>CLO3: Examine the validity of cultural beliefs, behaviours and norms by contrasting and comparing them with the target language and culture at elementary level.</p> <p>CLO4: Demonstrate an understanding of linguistic, cultural, and historical perspectives of today's world at elementary level.</p> <p>CLO5: Identify, analyse, and understand local and global issues, and draw inferences from facts and experiences.</p> <p>CLO6: Responsibly communicate and work with classmates to create simple short texts (oral and written) in Chinese and present them in class to perceive and value cultural diversity in the global context.</p>



TQF 3 Course Specifications

Section 1 General Information

1. Course Code and Course Title
 - Thai **ICGL131 ภาษาจีนระดับต้น ๑ (section 1)**
 - English **ICGL131 Elementary Chinese I (section 1)**
2. Number of Credits 4 (4-0-8)
3. Program and type of subject
 - 3.1 Program Undergraduate Degree (International Program)
 - 3.2 Type of Subject General Education
 - 3.3 Course's Literacy
 - ☐ MU Literacy (Core Values, SEP, GE for Human Development)
 - ☐ Health Literacy (Health, Sport)
 - ☐ Digital Literacy (ICT, Applied Mathematics)
 - ☐ Social and Humanity Literacy (Social, Humanity, Law, Ethics, Arts)
 - ☒ Communication Literacy (Language, Academic Communication)
 - ☐ Science and Environmental Literacy (Applied Science for Life, Environmental Responsibility)
 - ☐ Finance and Management Literacy (Finance, Management, Entrepreneur)
 - 3.4 Relationship between Course and Corporate Culture
 - ☒ M - Mastery รู้แจ้ง รู้จริง สมเหตุ สมผล
 - ☐ A - Altruism มุ่งผลเพื่อผู้อื่น
 - ☒ H - Harmony กลมกลืนกับสรรพสิ่ง
 - ☐ I - Integrity มั่นคงซื่อในคุณธรรม
 - ☒ D - Determination แน่วแน่ทำ ก้าวตัดสินใจ
 - ☒ O - Originality สร้างสรรค์สิ่งใหม่
 - ☐ L - Leadership ใฝ่ใจเป็นผู้นำ
4. Course Coordinator and Course Lecturers
 - 4.1 Course Coordinator Dr. Prateep Wongverayut
 - 4.2 Course Lecturers Aeksing Weerasawainon, Dr.Prateep Wongverayut and Puvisa Qiujuan
5. Trimester/ Year of Study
 - 5.1 Trimester All Trimesters (Trimesters 1, 2, and 3) including Summer Session
 - 5.2 Course Capacity Approximately 20-25 students per section
6. Pre-requisite None
7. Co-requisites None
8. Venue of Study Mahidol University International College



Section 2 Goals and Objectives

1. Course Goals

1.1 Develop abilities to conduct basic communication exchanges about personal topics in Chinese considering the culture and pragmatics of the target language.

1.2 Develop skills to understand Chinese phonetics system, Chinese basic writing system (stroke order) and Chinese fundamental grammar concepts. (interrogative pronouns, particle 的“de”,

Yes/No questions with 吗“ma”, demonstrative pronouns, classifiers, adverb “ye”也, ”dou”都)

1.3 Build scaffolding skills to acquire more basic lexicon related to China and to comprehend the Chinese culture.

2. Objectives of Course Development/Revision

2.1 Course Objectives

2.1.1 Understand basic pragmatics and culture conventions to produce basic communication exchanges in the target language.

2.1.2 Comprehend grammar structures to create short sentence-level oral and written texts in the target language.

2.1.3 Develop interdisciplinary skills to compare their own culture to the target culture.

2.2 Course-level Learning Outcomes: CLOs

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

CLO1: Identify fundamental grammar concepts (interrogative pronouns, particle 的“de”, Yes/No questions with 吗“ma”, demonstrative pronouns, classifiers, adverb “ye”也, ”dou”都) and use them in short sentence-level texts (written and oral).

CLO2: Apply fundamental grammar and vocabulary knowledge to produce short sentence-level oral and written texts (analogical and digital) about various topics and daily routines, Chinese speaking countries and their own country.

CLO3: Examine the validity of cultural beliefs, behaviours and norms by contrasting and comparing them with the target language and culture at elementary level.

CLO4: Demonstrate an understanding of linguistic, cultural, and historical perspectives of today's world at elementary level.

CLO5: Identify, analyse, and understand local and global issues, and draw inferences from facts and experiences.

CLO6: Responsibly communicate and work with classmates to create simple short texts (oral and written) in Chinese and present them in class to perceive and value cultural diversity in the global context.



Section 3 Course Management

1. Course Description (Thai)

ศาสตราจารย์ภาษาจีน (Pinyin) หลักเกณฑ์การเขียนภาษาจีน อักษรจีน 100 คำ ไวยากรณ์พื้นฐานภาษาจีน (ปจจฉาสรพนาม คำเสริม 的“de” ประโยคคำถามที่ใช้ 吗“ma” นิยมสรรพนาม ลักษณะนาม คำวิเศษณ์“ye”也, “dou”都) คำศัพท์ สนทนาขั้นพื้นฐานเกี่ยวกับเรื่องราวส่วนบุคคล (ของตนเอง และผู้อื่น) บรรยายเกี่ยวกับประเทศจีน ออกแบบงานเขียนในภาษาเป้าหมาย แสดงถึงสิ่งที่ปรากฏอยู่ ความชอบ การเห็นด้วยและการตกลง การเปรียบเทียบ วัฒนธรรม

English

Chinese phonetic system (Pinyin), Chinese basic writing system (Stroke order), Chinese characters (approximately 100) and fundamentals of basic Chinese grammar (interrogative pronouns, particle 的“de”, Yes/No questions with 吗 “ma”, demonstrative pronouns, classifiers, adverb “ye” 也, “dou” 都); Scaffolding of basic vocabulary; Basic communication about personal topics (self and others); Description of China; Design of written product in the target language; Expressing existence, preferences and agreement; Comparing cultures.

2. Credit Hours per Trimester

Lecture (Hours)	Laboratory/fieldtrip/ internship (Hours)	Self-study (Hours)
48 hours		96 hours

3. Number of hours that the lecturer provides individual counselling and guidance.

Four hours per week (Specific schedule depends on the lecturer's timetable in each trimester).



Section 4 Development of Students' Learning Outcome

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

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

CLO1: Identify fundamental grammar concepts (interrogative pronouns, particle 的“de”, Yes/No questions with 吗“ma”, demonstrative pronouns, classifiers, adverb “ye”也, “dou”都) and use them in short sentence-level texts (written and oral).

CLO2: Apply fundamental grammar and vocabulary knowledge to produce short sentence-level oral and written texts (analogical and digital) about various topics and daily routines, Chinese speaking countries and their own country.

CLO3: Examine the validity of cultural beliefs, behaviours and norms by contrasting and comparing them with the target language and culture at elementary level.

CLO4: Demonstrate an understanding of linguistic, cultural, and historical perspectives of today's world at elementary level.

CLO5: Identify, analyse, and understand local and global issues, and draw inferences from facts and experiences.

CLO6: Responsibly communicate and work with classmates to create simple short texts (oral and written) in Chinese and present them in class to perceive and value cultural diversity in the global context.

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

Course Code	Teaching Methods	Evaluation Methods
CLO1	<ul style="list-style-type: none"> - Lecture - Inductive teaching - Pair/group work - ICT tools 	<ul style="list-style-type: none"> - In-class feedback - Assignments - Quizzes - Midterm Examination - Final examination
CLO2	<ul style="list-style-type: none"> - Group work on writing strategies - Group work on speaking activities - Lecture - Pair/group work - ICT tools 	<ul style="list-style-type: none"> - In-class feedback - Assignments - Quizzes - Midterm Examination - Final examination
CLO3	<ul style="list-style-type: none"> - Students' presentations in groups - Pair/group work - ICT tools 	<ul style="list-style-type: none"> - In-class feedback - Quizzes - Midterm Examination - Final examination
CLO4	<ul style="list-style-type: none"> - Reading aloud practice - Group reading - Group writing 	<ul style="list-style-type: none"> - In-class feedback - Assignments - Quizzes - Midterm Examination - Final examination
CLO5	<ul style="list-style-type: none"> - Lecture - Pair/group work - Task based learning 	<ul style="list-style-type: none"> - In-class feedback - Assignments - Quizzes - Midterm Examination - Final examination
CLO6	<ul style="list-style-type: none"> - Group discussion - Task based learning 	<ul style="list-style-type: none"> - In-class feedback - Assignments - Quizzes



		<ul style="list-style-type: none"> - Midterm Examination - Final examination
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Section 5 Teaching and Evaluation Plans

1. Teaching Plan

ICGL 131 Elementary Chinese 1

Section 1 Monday/Wednesday 10.00-11.50 am.

Class	Topic/Details	Number of hours		On lin e Ses sio ns	On- Campus	Instructors	Note
		In - C la ss se ss io ns	L a b se ss io ns				
1	Monday 10.00-11.50 am. 1) Introduction and presentation of the course; 2) Classroom instructions 3) Introduction to Chinese phonetics (Pinyin)	2		x		Prateep Wongverayut	Zoom
2	Wednesday 10.00-11.50 am. <u>Unit 1</u> part 1 1) Chinese phonetics (Pinyin) Part 1: Initials 2) Daily greetings 1 3) Introduction to Chinese writing system.	2		x		Prateep Wongverayut	Zoom
3	Monday 10.00-11.50 am. <u>Unit 1</u> part 2 1) Chinese phonetics (Pinyin) Part 2 : Initials, Finals & Tones 2) Daily greetings 2 3) Basic strokes of Chinese characters	2		x		Prateep Wongverayut	Zoom
4	Wednesday 10.00-11.50 am.	2		x		Prateep Wongverayut	Zoom



Class	Topic/Details	Number of hours		On lin e Ses sio ns	On- Campus	Instructors	Note
		In - C la ss se ss io ns	L a b se ss io ns				
	<u>Unit 2</u> part 1 1) Chinese phonetics (Pinyin) Part 3 : Initials, Finals & Neutral tone 2) Introducing family members 3) The component of Chinese characters						
5	Monday 10.00-11.50 am. <u>Unit 2</u> part 2 1) Chinese phonetics (Pinyin) Part 4: half 3 rd tone 2) Yes-No question with “吗” particle 3) Adverbs: 很, 太	2		x		Prateep Wongverayut	Zoom
6	Wednesday 10.00-11.50 am. <u>Unit 3</u> part 1 1) Chinese phonetics (Pinyin) Part 5: Initials, Finals and modulation of tones “不” 2) Chinese character stroke order part 1	2		x		Prateep Wongverayut	Zoom
7	Monday 10.00-11.50 am. <u>Unit 3</u> Part 2 1) Chinese phonetics (Pinyin) Part 6: Rules of writing syllables, modulation of 3 rd tone 2) Expressing going somewhere 3) Chinese character stroke order part 2	2		x		Prateep Wongverayut	Zoom
8	Wednesday 10.00-11.50 am.	2		x		Prateep Wongverayut	Zoom



Class	Topic/Details	Number of hours		On line Sessions	On-Campus	Instructors	Note
		In - Class sessions	Lab sessions				
	<u>Unit 4</u> part 1 1) Chinese phonetics (Pinyin) Part 7: The retroflex “er” 2) Days of week 3) Number 0-100 4) Chinese character stroke order part 3						
9	Monday 10.00-11.50 am. <u>Unit 4</u> part 2 1) Chinese phonetics (Pinyin) part 8: The final “-i” with z c s & r-ending finals 2) Question word “哪儿” 3) Chinese character stroke order part 4	2		x		Prateep Wongverayut	Zoom
10	Wednesday 10.00-11.50 am. <u>Unit 5</u> part 1 1) Chinese phonetics (Pinyin) part 9: The final “-i” with zh ch sh r 3) Inviting someone 4) Expressing gratitude	2		x		Prateep Wongverayut	Zoom
11	Monday 10.00-11.50 am. <u>Unit 5</u> Part 2 1) Usage of “您” 2) QUIZ 1 (lesson 1-4)	2		x		Prateep Wongverayut	Zoom
12	Wednesday 10.00-11.50 am. <u>Unit 6</u> part 1 1) Chinese phonetics (Pinyin): Review Pinyin 1 2) Introduce oneself 3) Question words 1 “什么、哪儿”	2		x		Prateep Wongverayut	Zoom



Class	Topic/Details	Number of hours		On lin e Ses sio ns	On- Campus	Instructors	Note
		In - C la ss se ss io ns	L a b se ss io ns				
13	Monday 10.00-11.50 am. <u>Unit 6</u> part 2 1) Chinese phonetics (Pinyin): Review Pinyin 2 2) Inquiring about personal information 3) Question words 2 : “哪、谁、谁 的” 4) Chinese people name-surname	2		x		Prateep Wongverayut	Zoom
14	Wednesday 10.00-11.50 am. <u>Unit 7</u> part 1 1) measure words 1: “个”, “碗” 2) Ordering dishes 3) Chinese food culture 1	2		x		Prateep Wongverayut	Zoom
15	Monday 10.00-11.50 am. <u>Unit 7</u> part 2 1) Chinese Pinyin: modulation of “ 一” & “不” 2) measure words 2 : “些” 3) definite pronouns : 这, 那 4) Chinese food culture 2	2		x		Prateep Wongverayut	Zoom
16	Wednesday 10.00-11.50 am. <u>Unit 8</u> part 1 1) Placing an order 2) Asking about the price 3) Chinese money	2		x		Prateep Wongverayut	Zoom



Class	Topic/Details	Number of hours		On lin e Ses sio ns	On- Campus	Instructors	Note
		In - C la ss se ss io ns	L a b se ss io ns				
17	Monday 10.00-11.50 am. <u>Unit 8</u> part 2 1) Modal particle “吧” 2) Bargaining the price 3) Name of fruits	2		x		Prateep Wongverayut	Zoom
18	Wednesday 10.00-11.50 am. <u>Unit 9</u> part 1 Quiz 2 (Unit 4-7)	2		x		Prateep Wongverayut	Zoom
19	Monday 10.00-11.50 am. <u>Unit 9</u> part 2 2) Exchanging currency 3) Number 100-10,000	2		x		Prateep Wongverayut	Zoom
20	Wednesday 10.00-11.50 am. <u>Unit 10</u> part 1 2) Inquiring someone address and personal information 3) particle “呢”	2		x		Prateep Wongverayut	Zoom
21	Monday 10.00-11.50 am. <u>Unit 10</u> part 2 1) Reading number : telephone, ID card, house number	2		x		Prateep Wongverayut	Zoom
22	Wednesday 10.00-11.50 am. Oral Presentation	2		x		Prateep Wongverayut	Zoom
23	Monday 10.00-11.50 am. 1) Oral Exam 2) Introducing one's family and friends	2		x		Prateep Wongverayut	Zoom



Class	Topic/Details	Number of hours		On line Sessions	On-Campus	Instructors	Note
		In - Class sessions	Lab sessions				
24	Wednesday 10.00-11.50 am. Review for final exam (Pinyin, grammar and cultural aspects of Chinese covered during the trimester)	2		x		Prateep Wongverayut	Zoom
	Total	48					

2. Plan for Assessing Course Learning Outcomes

2.1 Assessing and Evaluating Learning Achievement

a. Formative Assessment

In class discussion to identify students strengths and weaknesses, and lecturer's feedback

b. Summative Assessment

(1) Tools and Percentage Weight in Assessment and Evaluation

Learning Outcomes	Assessment Methods	Assessment Ratio (Percentage)	
CLO1: Identify fundamental grammar concepts (interrogative pronouns, particle 的“de”, Yes/No questions with 吗“ma”, demonstrative pronouns, classifiers, adverb “ye”也, “dou”都) and use them in short sentence-level texts (written and oral).	In-class activities	1	20
	Quizzes	3	
	Midterm examination	7	
	Final examination	9	
CLO2: Apply fundamental grammar and vocabulary knowledge to produce short sentence-level oral and written texts (analogical and digital) about various topics and daily routines, Chinese speaking countries and their own country.	In-class activities	1	30
	Quizzes	3	
	Midterm examination	11	
	Final examination	15	
CLO3: Examine the validity of cultural beliefs, behaviours and norms by contrasting and comparing them with the target language and culture at elementary level.	In-class activities	3	15
	Midterm examination	5	
	Final examination	7	
	In-class activities	1	15
	Quizzes	2	



CLO4: Demonstrate an understanding of linguistic, cultural, and historical perspectives of today's world at elementary level.	Midterm examination	5	
	Final examination	7	
CLO5: Identify, analyse, and understand local and global issues, and draw inferences from facts and experiences.	In-class activities	1	10
	Midterm examination	4	
	Final examination	5	
CLO6: Responsibly communicate and work with classmates to create simple short texts (oral and written) in Chinese and present them in class to perceive and value cultural diversity in the global context.	In-class activities	3	10
	Midterm examination	3	
	Final examination	4	
Total		100	100

(2) Grading System

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

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

3. Student Appeals

In case of appeal, please, follow OAA procedures



Section 6 Teaching Materials and Resources

1. Textbooks and/or other documents/materials

1. Yang, Jizhou (2016). *Hanyu Jiaocheng Volume 1 (Book 1)*, 3rd edition (□ □ □ □ , □ □ □ □ □ □ (上) Beijing: Beijing Language and Culture University Press, China.
2. Audio and visual materials

2. Recommended textbooks and/or other documents/materials

1. Basic Chinese Dictionary (Digital or analogic)
2. Chen, Zuohong , and Jiang, Ao'shuang 陈作宏, 江傲霜 (2010). *Experiencing Chinese Oral book 1 (体验汉语口语 1)*. Beijing: Higher Education Press, China.
3. Ross, Claudia, and Jing-heng , Sheng Ma (2010) . *Modern Mandarin Chinese Grammar: a Practical Guide*. Newyork: Routledge, USA.
4. Online material that will be provided every trimester taking into consideration relevant news and worldwide events

3. Other Resources (If any)

Students will need their mobile devices to complete tasks, create projects, and do some in class activities.



Section 7 Evaluation and Improvement of Course Management

1. Strategies for evaluating course effectiveness by students
 - Formal MUIC students' evaluation on course effectiveness at the end of each trimester
 - Reflective data analysis obtained in the previous mentioned evaluations
 - During the Trimester, distribution of informal questionnaires to assess the course effectiveness
2. Strategies for evaluating teaching methods
 - Peer observation
 - Informal Chinese Program Meetings to share new strategies and assess them
 - Informal questionnaires distributed to students to assess specific teaching methods and ICT implementation
3. Improvement of teaching methods
 - Attending workshops about innovation in teaching foreign languages
 - Participating in international conferences related to teaching foreign languages to find out new trends in foreign language education, to apply them
 - Conducting empirical research to assess the quality of the current teaching methods
 - Formal meetings with peer lecturers to share teaching experiences
4. Verification process for evaluating students' standard achievement outcomes in the course
 - Comments from students on learning outcomes and evaluation criteria
 - Formative and constructive feedback to students' assignments
 - Comments from students' MUIC formal evaluations
5. Review and plan for improving the effectiveness of the course
 - Include ICTs in the teaching and learning process to improve the four skills



Appendix

Alignment between Courses and General Education courses

Table 1 The relationship between CLOs and MU-GE Module LOs (Number in table = Sub LOs)

ICGL 131	Learning Outcomes in General Education (MU-GE LOs)								
	MLO 1	MLO 2	MLO 3	MLO 4	MLO 5	MLO 6	MLO 7	MLO 8	MLO 9
CLO1: Identify fundamental grammar concepts (interrogative pronouns, particle 的“de”, Yes/No questions with 吗“ma”, demonstrative pronouns, classifiers, adverb “ye”也, “dou”都) and use them in short sentence-level texts (written and oral).	1.1.								
CLO2: Apply fundamental grammar and vocabulary knowledge to produce short sentence-level oral and written texts (analogical and digital) about various topics and daily routines, Chinese speaking countries and their own country.								8.1. 8.2. 8.3. 8.4.	
CLO3: Examine the validity of cultural beliefs, behaviours and norms by contrasting and comparing them with the target language and culture at elementary level.			3.1.						
CLO4: Demonstrate an understanding of linguistic, cultural, and historical perspectives of today’s world at elementary level.	1.3. 1.4.								
CLO5: Identify, analyse, and understand local and global issues, and draw inferences from facts and experiences.				4.1.	5.1.		7.1.		
CLO6: Responsibly communicate and work with classmates to create simple short texts (oral and written) in Chinese and present them in class to perceive and value cultural diversity in the global context.									9.1. 9.2.



Table 2 The description of MU-GE LOs and Sub LOs of the course

MU-GE LOs	Sub LOs
MLO1. 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
MLO3. 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
MLO4. 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
MLO5. Explore and situate oneself in a new physical environment and intellectual perspectives	5.1. Demonstrate cultural competencies and adaptabilities in different working environments
MLO7. 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
MLO8. 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.
	8.4 Demonstrate competence in a second or additional language. ;'
MLO9. 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.



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 judgment 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. identify concepts related to the context of learned issues/topics 2. demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically use information 3. collect, analyse, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems 4. synthesize information to arrive at logical reasoning
	2. select & use techniques and methods to solve open-ended, ill-defined and multistep problems	1. apply simple mathematical methods to the solution of 'real-world' problems 2. make judgment & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives 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	1. connect, synthesize and/or transform ideas or solutions within a particular framework 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	1. create an original explanation or solution to the issues/problems 2. articulate the rationale for & consequences of his/her solution- identify opportunities & risk 3. implement innovation through process management approach
	5. explore and situate oneself in a new physical environment and intellectual perspectives	1. demonstrate cultural competencies and adaptabilities in different working environments 2. resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problem 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	6. act autonomously within context of relationships to others, law, rules, codes, and values	1. demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built 2. identify the national & global challenges associated with current economic, political, and social systems 3. exhibit characteristics of responsible citizenship 4. work effectively in diverse team (and multi-cultural settings)



Competences	LOs:	Sub LOs:
and responsible member of the society	7. apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	<ol style="list-style-type: none"> 1. identify ethical issues and recognize different viewpoint and ideologies 2. guide & lead others 3. apply principle of ethical leadership, collaborative engagement, and respect diversity
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.	<ol style="list-style-type: none"> 1. communicate/present ideas effectively both oral & written forms, proper to a range of audience groups, such as verbal discussion with peers, project report. 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. 3. prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images. 4. demonstrate competence in a second or additional language
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	<ol style="list-style-type: none"> 1. collaborate effectively with others as a responsible team member to achieve team goals in time 2. interact with others respectfully, whether as a team member or leader, to create a productive teamwork