As part of preparing for reaccreditation and ensuring that we provide tangible learning goals for our students, all graduate academic programs should detail in the University Bulletin how they address three competencies: Knowledge, Core Skills, & Social Justice. This has already been developed at the undergraduate level and should now be expanded to graduate programs. Because the competencies have largely been geared toward the undergraduate majors, portions of the text appear solely directed toward the undergraduate academic community.

This document lists the competencies as they currently appear in the provisional 2016-2017 University Bulletin and contains two sections:

1. The **Graduate Learning Goals and Outcomes** section lists the competencies that can readily apply to the graduate level and likely need little modification. In instances where the competency is written in a manner specific to undergraduates “potential competency goals” are listed instead. These potential goals were drawn from other sections of the Bulletin and/or from the department website(s).

2. The Undergraduate Learning Goals and Outcomes section includes the competencies that are written in a way that suggests they apply *only* to undergraduates (e.g. “…major will be able to…“).

**Department:** Teaching Chinese

**Degree:** MA

### GRADUATE LEARNING GOALS & OUTCOME

#### KNOWLEDGE:

- **The program offers its students:**
  - The general principles and theories of foreign language instruction.
  - The most updated and proven efficient and effective theories and practice of Chinese language instruction.
  - The pedagogy of teaching English medium courses on Chinese and Asian cultures for American learners.

#### CORE SKILLS:

- **The program will train its students the following skills:**
  - Chinese language course design with detailed syllabus and daily schedule
  - Lecture class (larger class) instruction
  - Drill class (smaller class) instruction
  - Assignment and assessment (both oral and writing)
  - Computerized instruction, organization of computerized class activities, and design of computerized assessments.
  - Textbook and other teaching material designing and compiling
  - Research that is closely linked with classroom instruction
Content focused instruction in Chinese for Chinese immersion schools/programs

SOCIAL JUSTICE

The program helps its students set up their career mission: To promote the mutual understanding between the West and East by teaching Mandarin, one of the foreign languages with the most strategic significance and making more and more American learners of the Chinese language to reach the true advanced level.

GRADUATE OUTCOMES

By completing the graduate program students will be able to:

- Demonstrate the ability to create Chinese courses by completing a course design project and being involved in Brandeis course design. Each student will be assigned to write two detailed course proposals (one proposal for a lower level course and one for a high level course). Students will also help improve the design of two Brandeis Chinese language courses.

- Demonstrate excellence in classroom instruction by teaching in Brandeis classrooms as intern instructors. Each student will be assigned to co-teach at least two courses (one lower level and one higher level). By listening to the feedbacks from advisers who observe the classes and from the language learners, students will go on improving their instruction until reaching the standard of efficient and effective Chinese instructor set by the program and gaining a final evaluation score at least 4.5 out of 5 from the language learners.

- Demonstrate research ability through a class-related final project and participation in national and/or regional conferences and symposiums on Chinese instruction. Each student will be assigned a special topic for a final project which is in line with the development of Brandeis Chinese courses, especially computerized Chinese instruction.

- Demonstrate ability of teaching contents courses in Chinese by participation in special projects. Each student will need to be involved in the design of a content course taught in Chinese, which may be appropriate for either secondary education or the college level.