

National Chung Hsing University General Education Curriculum Execution Guidelines

Enacted in the Curriculum Committee on Oct. 14th, 2008
Amended (Article 7) in the General Education Executive Committee on May. 6th, 2009
Amended in the Curriculum Committee on Oct. 14th, 2009
Amended in the Curriculum Committee on Mar. 11st, 2011
Amended in the Curriculum Committee on Oct. 18th, 2011
Amended in the Curriculum Committee on Mar. 20th, 2012
Amended in the Curriculum Committee on Mar. 24th, 2015
Amended (Article 7) in the General Education Committee on Apr. 13th, 2018
Amended (Article 7) in the General Education Committee on Jun. 4th, 2018
Amended (Article 7) in the General Education Executive Committee on Dec. 19th, 2018
Amended (Article 7) in the Curriculum Committee on Mar. 21st, 2019
Amended (Articles 3-8) in the General Education Executive Committee on Dec. 27th, 2019
Amended (Articles 3-8) in the Curriculum Committee on Apr. 17th, 2020

- I . For the educational goals of “cultivating elite talents in humanitarian and science, interaction and innovation, global perspective and social welfare” the National Chung Hsing University (hereinafter referred to as the University) General Education Centre (hereinafter referred to as the Centre) established “National Chung Hsing University General Education Curriculum Execution Guidelines” (hereinafter referred to as the Guideline)
- II . General Education Curriculum Planning principles:
 - (i) Building Foundation: General Education Curriculum shall be aimed at cultivating students’ humanitarian spirits, the planning of curriculum shall be designed to promote the width and depth of the knowledge, instead of being fragmented or narrowed.
 - (ii) Critical thinking: General Education Curriculum shall aim at developing students’ ability in critical thinking; therefore, course planning shall not overly emphasize on the practicality of a skill.
 - (iii) Diversity: General Education Curriculum shall aim at broadening students’ horizon, course planning shall be designed to guide students to respect diversity, and overcome differences of gender, race, class, culture, specie. Promotion of specific idol, enterprise, religion, group, political party shall not be encouraged.
 - (iv) Segmentation: General Education Curriculum shall aim at enriching students’ knowledge base; course planning shall be made to fill the insufficiencies of existing curriculum and avoid contents identical to existing curriculum.
 - (v) Systematic: General Education Curriculum shall aim at teaching students systematic knowledge, course planning shall base on individual instructor teaching independently and avoid having multiple instructors at the same time.
 - (vi) Openness: General Education Curriculum shall be open to the entire student body. Course planning shall consider the learning needs of students from different professional backgrounds, not limited to students with specific professional backgrounds (except for “professional service learning “courses) or

students who have taken certain prerequisites. Professional courses of different schools, department cannot be combined with general education curriculum. General Education courses shall not adopt the curriculum planning of the professional courses of other schools, departments as well.

III. Types of general education courses:

(i) Core Literacy: This includes professional knowledge, applied integration, aesthetic literacy, reflection and innovation, self expression, team work, local caring, global thinking, school features and information literacy.

(ii) Language Literacy: This includes Chinese and foreign language ability.

(iii) Discipline Literacy: This includes basic disciplines of Humanities, Social Science and Natural Science and Integration discipline focusing on practical applications.

IV. Education goal for general education courses of different disciplines:

(i) Humanities Discipline: To promote students' understanding of arts and literature, history and culture, and cultivate student's abilities in critical thinking, especially in areas of philosophy and religion, we established Literature, History, Philosophy, Art, Culture disciplines.

(ii) Social Science Discipline: To engage students in social events, caring for the underprivileged, and develop the abilities of critical thinking in regard of social phenomenon and problem solving skill for social problems, we established Civic and Social Education, Law and Politics, Psychology and Education, Information Science and Mass Communication, Business and Management disciplines.

(iii) Life Science Discipline: To furnish students' fundamental knowledge of life science, so as to understand the association between life science and human civilization, we established Life Science, Environmental Science, Material Science, Statistics, Engineering disciplines.

(iv) Integration Discipline: To develop students' interdisciplinary integration abilities, we offered courses such as self-learning course, micro course, professional and practical course, inter-college compulsory course and general education in-depth course.

V. General Education courses opening:

The addition of General Education courses is planned by the Centre's instructors and courses shall only be offered after reviewed and approved by different levels of committees in the Centre and University Curriculum Committee.

VI. General Education courses are limited to 50-70 students, no more than 150 in total. If the actual number of students taking the course is less than 15, except for micro courses for general education, the course shall be cancelled.

- VII. Any unspecified areas in this Guideline is governed by and shall be construed in all respects in accordance with the laws and regulations of the University.
- VIII. This Guideline is established and executed after the approval of General Education Executive Committee and University Curriculum Committee; any amendments made hereafter shall be the same.