

年級	課程名稱	課程概要	課程目標	中心培育目標	配對之能力指標	一般知能	現行培育目標
專科部一年級(上)	人格修養：文藻入門(一)	<p>本課程屬校定專科部各年級必修之系列課程，著重身心靈之發展與整合。系列課程內容包含自我認識、人際關係、多元學習、生涯規劃、倫理思辨、服務領導與靈性培育。依據各年級學生不同之發展需求而組織課程內容，以培養健全之人格發展。</p> <p>一年級課程內容回應本校 3L 核心素養 Life，關注在發揮潛能的向度上，培育團結共融的能力以及自主管理的能力。</p> <p>本學期的課程核心為善意溝通之學習與應用，經由教師的引導、小組討論、課後演練實踐等，培養具備善意聆聽與表達的文藻人，為團體生活奠定良好基礎。</p> <p>The series of compulsory courses is designed for all students in the 5-Year Junior College, focusing on the physical, mental and spiritual development and their integration. There are different themes, such as self-discovery, interpersonal relationships, multiple intelligences and learning styles, career planning, ethical speculation, service leadership and spiritual nourishment, organized systematically according to the needs of student development in different years. By encouraging wider and deeper self-reflection in students year by year, the course aims to foster their healthy personality.</p> <p>The course content of the freshman year responds to one of the three core competencies (3L)—Life, concerning the dimension of developing students' potential, and fostering the ability of solidarity and self-discipline.</p> <p>The course of this semester focuses on the learning and application of non-violent communication. Through instructors' guidance, small group discussions, and after-class practice, students could become Wenzaorians who are compassionate listeners and communicators, which would in turn lay a solid foundation for a group life.</p>	<p>使學生能：</p> <ol style="list-style-type: none"> 1. 能覺察內在自我的觀察、感受、需求、請求等心理狀態。 2. 能連結他人內在的觀察、感受、需求、請求等心理狀態。 3. 能建立自我與他人之間聆聽與表達的善意溝通模式。 <ol style="list-style-type: none"> 1. being conscious of one's own psychological states, such as one's internal observations, feelings, needs, and requests. 2. being conscious of other's psychological states, such as other's internal observations, feelings, needs, and requests. 3. establishing compassionate modes of communication among the self and others. 	自主管理能力 有效溝通能力	1-1-5 反思能力 6-1-1 自我認識 6-1-8 人際溝通能力	6 表達能力 13 溝通、協調能力 14 團隊合作能力	(5).學會基本邏輯推理與思考的能力 (7).建立和諧人際關係，學得自然、人文、社會諸領域的基本常識 (10).養成服務之人生觀
專科部一年級(下)	人格修養：文藻入門(二)	<p>本課程屬校定專科部各年級必修之系列課程，著重身心靈之發展與整合。系列課程內容包含自我認識、人際關係、多元學習、生涯規劃、倫理思辨、服務領導與靈性培育。依據各年級學生不同之發展需求而組織課程內容，以培養健全之人格發展。</p> <p>一年級課程內容回應本校 3L 核心素養 Life，關注在發揮潛能的向度上，培育團結共融的能力以及自主管理的能力。</p> <p>本學期的課程核心為學習圈建立與自我管理，經由課堂教師的引導與小組合作學習的實踐，發展個別潛能的學習成果與自我管理。</p> <p>The series of compulsory courses is designed for all students in the 5-Year Junior College, focusing on the physical, mental and spiritual development and their integration. There are different themes, such as self-discovery, interpersonal relationships, multiple intelligences and learning styles, career planning, ethical speculation, service leadership and spiritual nourishment, organized systematically according to the needs of student development in different years. By encouraging wider and deeper self-reflection in students year by year, the course aims to foster their healthy personality.</p> <p>The course content of the freshman year responds to one of the three core competencies (3L)—Life, concerning the dimension of developing students' potentials, and fostering the ability of solidarity and self-management.</p> <p>The course of this semester focuses on the formation of learning circles and self-management, application of non-violent communication. Through the instructors' guidance and small group collaborative learning practice to develop individual potentials.</p>	<p>使學生能：</p> <ol style="list-style-type: none"> 1 學習者能經由學習圈的建立增進人際適應。 2 學習者能經由問題解決強化環境適應與自我認識。 3 學習者能經由合作學習的實踐強化自我管理。 <ol style="list-style-type: none"> 1. The learner can improve interpersonal adaptation through the formation of learning circles. 2. The learner can foster their capacity of environment adaptation and self-discovery with the help of problem solving skills. 3. The learner can foster their capacity of self-management through the practice of collaborative learning. 	自主管理能力 有效溝通能力	1-1-3 生活自律能力 6-1-1 自我認識 6-1-8 人際溝通能力	2 學習意願 13 團隊合作 18 批判思考與邏輯推理的能力	(5).學會基本邏輯推理與思考的能力 (7).建立和諧人際關係，學得自然、人文、社會諸領域的基本常識 (10).養成服務之人生觀

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專科部二年級	人格修養(二)	<p>本課程為專科部各年級必修之系列課程，著重身心靈之發展與整合。內容針對自我認識、人際關係、多元學習、生涯規劃、社會關懷、靈性生活等主題，依據各年級學生不同之發展需求而組織課程內容，逐年加深學生省思之廣度與深度，以培養健全之人格發展。</p> <p>The programme is designed as various compulsory courses for all classes in the four years in the college. It aims at the development and integration of the physical, psychological and spiritual aspects life of young students. It contains various courses of the following themes: "Knowing Oneself", "Interpersonal Relationship"; "Multidimensional Learning"; "Career Planning"; "Social Concern"; "Development of Spiritual Life" and so on. All course contents will be adjusted to the existential needs and academic standard of students of each year. The width and depth of the courses will be enhanced each year according to students' intellectual capacity.</p>	<p>使學生能：</p> <ol style="list-style-type: none"> 1.初步覺察人際關係的互動模式，以期能做個快樂青年。 2.學習合作的共識，並建立團體中適當的人際關係。 3.具備樂於與人相處的觀念與態度，以期能成為團體的一份子。 <p>After taking the course, students are capable to:</p> <ol style="list-style-type: none"> 1. observe initially the interactions in interpersonal relations which enable them to lead a happy life of young people. 2. Learn how to make consensus in cooperation, and establish an appropriate interpersonal relationship in the community. 3. Nurture the attitude of willingness in interacting with others, enabling oneself to be a member of the community. 	<p>學習問題解決能力 學習有效溝通能力 學習建立關係能力</p>	<p>2-2-1 情緒管理能力 6-2-7 傾聽的能力 6-2-9 人際溝通能力 7-2-3 應對進退能力 7-2-4 團隊合作能力</p>	<p>2 學習意願 8 耐心與毅力 12 溝通、協調能力 13 團隊合作能力 18 批判思考、邏輯推理能力</p>	<p>(5).學會基本邏輯推理與思考的能力 (7).建立和諧人際關係，學得自然、人文、社會諸領域的基本常識 (10).養成服務之人生觀</p>
專科部三年級	人格修養(三)	<p>本課程為專科部各年級必修之系列課程，著重身心靈之發展與整合。內容針對自我認識、人際關係、多元學習、生涯規劃、社會關懷、靈性生活等主題，依據各年級學生不同之發展需求而組織課程內容，逐年加深學生省思之廣度與深度，以培養健全之人格發展。</p> <p>The programme is designed as various compulsory courses for all classes in the four years in the college. It aims at the development and integration of the physical, psychological and spiritual aspects life of young students. It contains various courses of the following themes: "Knowing Oneself", "Interpersonal Relationship"; "Multidimensional Learning"; "Career Planning"; "Social Concern"; "Development of Spiritual Life" and so on. All course contents will be adjusted to the existential needs and academic standard of students of each year. The width and depth of the courses will be enhanced each year according to students' intellectual capacity.</p>	<p>使學生能：</p> <ol style="list-style-type: none"> 1.初步統整對自我的認識，以作為生涯規畫的準備。 2.具備規劃生涯的初步能力，並建立正確的生涯價值觀。 3.具備行動計畫的能力，以操練個人行為改變的計畫。 <p>After taking the course, students are capable to</p> <ol style="list-style-type: none"> 1. Have the initial capacity in integrating all the knowledge of self understanding, preparing the path of career planning. 2. Possess the initial capacity in planning one's career, while setting up a proper view on the professional values. 3. Enquire the capacity to make an action plan for a change of personal behavior. 	<p>學習自主管理能力 學習問題解決能力 學習有效溝通能力</p>	<p>1-3-7 生涯規劃能力 1-3-8 基本法律素養 2-3-4 解決問題能力 2-3-6 執行力 6-3-1 自我認識</p>	<p>2 學習意願 9 敬業負責的態度 12 溝通、協調能力 15 職涯規劃能力 21 資訊蒐集之能力</p>	<p>(5).學會基本邏輯推理與思考的能力 (7).建立和諧人際關係，學得自然、人文、社會諸領域的基本常識 (10).養成服務之人生觀</p>

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專科部四年級	人格修養(四)	<p>本課程為專科部各年級必修之系列課程，著重身心靈之發展與整合。內容針對自我認識、人際關係、多元學習、生涯規劃、社會關懷、靈性生活等主題，依據各年級學生不同之發展需求而組織課程內容，逐年加深學生省思之廣度與深度，以培養健全之人格發展。</p> <p>The programme is designed as various compulsory courses for all classes in the four years in the college. It aims at the development and integration of the physical, psychological and spiritual aspects of life of young students. It contains various courses of the following themes: "Knowing Oneself", "Interpersonal Relationship"; "Multidimensional Learning"; "Career Planning"; "Social Concern"; "Development of Spiritual Life" and so on. All course contents will be adjusted to the existential needs and academic standard of students of each year. The width and depth of the courses will be enhanced each year according to students' intellectual capacity.</p>	<p>使學生能：</p> <ol style="list-style-type: none"> 1.培養迎向成年所需要的責任感 2.增強對生命的掌握與熟悉程度 3.維繫深厚友誼與瞭解兩性相處之議題 4.喚醒行善服務的精神與行動 <p>After taking the course, students are able to:</p> <ol style="list-style-type: none"> 1. Nurture the needed responsibility for adulthood. 2. Enhance the capacity of being familiar with life and the skill in handling life. 3. To retain intimate friendships, and understand various aspects of coping with opposite sex. 4. Arouse the spirit of service and put it into actions. 	<p>學習問題解決能力 學習倫理實踐能力 學習答覆使命能力</p>	<p>2-4-5 面對挑戰 2-4-8 適應變遷的能力 3-4-1 倫理判斷能力 3-4-3 生命關懷能力 8-4-5 社會關懷能力</p>	<p>6 獨立思考的能力 9 敬業負責的態度 12 溝通、協調能力 18 批判思考、邏輯推理能力 20 美感能力</p>	<p>(5).學會基本邏輯推理與思考的能力 (7).建立和諧人際關係，學得自然、人文、社會諸領域的基本常識 (10).養成服務之人生觀</p>
專科部五年級	人格修養(五)	<p>本課程為專科部各年級必修之系列課程，著重身心靈之發展與整合。內容針對自我認識、人際關係、多元學習、生涯規劃、社會關懷、靈性生活等主題，依據各年級學生不同之發展需求而組織課程內容，逐年加深學生省思之廣度與深度，以培養健全之人格發展。</p> <p>The programme is designed as various compulsory courses for all classes in the four years in the college. It aims at the development and integration of the physical, psychological and spiritual aspects of life of young students. It contains various courses of the following themes: "Knowing Oneself", "Interpersonal Relationship"; "Multidimensional Learning"; "Career Planning"; "Social Concern"; "Development of Spiritual Life" and so on. All course contents will be adjusted to the existential needs and academic standard of students of each year. The width and depth of the courses will be enhanced each year according to students' intellectual capacity.</p>	<p>使學生能：</p> <ol style="list-style-type: none"> 1.建立個人對典範人物的認識，並尋找學習的對象與特質。 2.整合個人在成整過程及教育學習中與原生家庭的密切關係。 3.認識個人將來升學或就業的特質。 4.培養對社會事件的關懷，建立積極進取服務團體的人生觀。 <p>After taking the course, students are capable to:</p> <ol style="list-style-type: none"> 1. find the figures for role models, and search from them the characteristics for imitation and learning. 2. Integrate the process of personal growth and learning with the intimate relationship with one's original family. 3. To realize the characteristics of one's future endeavor in one's studies and work. 4. Nurture the caring sentiments from social issues, and establish a positive attitude and mentality to service the community. 	<p>學習自主管理能力 學習有效溝通能力 學習答覆使命能力</p>	<p>1-5-5 反思能力 1-5-6 自主學習能力 1-5-7 生涯規劃能力 6-5-2 自我肯定 8-5-3 敬業的工作態度 8-5-5 社會關懷能力</p>	<p>6 獨立思考的能力 9 敬業負責的態度 15 職涯規劃能力 16 職業倫理及道德 18 批判思考、邏輯推理能力</p>	<p>(5).學會基本邏輯推理與思考的能力 (7).建立和諧人際關係，學得自然、人文、社會諸領域的基本常識 (10).養成服務之人生觀</p>

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日四技一年級	全人發展：大學入門(一)	<p>本課程基於全人教育之理念，為日四技大一新生規劃之必修課程。以介紹文藻辦學的教育傳承、大學生的校園生活與學習適應，教導學生對於靈性發展的認識與修習，期能培養個人身、心、靈之均衡發展。課程內容涵蓋自我認識、自主學習、時間管理等議題之探討。</p> <p>Based on the model of wholistic education, this course is the compulsory course for first year students of Day Division, the Four Year College Programme. It aims at introducing the education tradition of Wenzao Ursuline University, the life of university campus, and methodology in adapting oneself in this learning environment. Above all it lead students to realize the development of spiritual life and how to participate into that. Eventually it will lead to the enhancement of physical, psychological and spiritual aspects of life. Thus the course includes subjects of self-understanding, self-learning method, time management and others related themes.</p>	<p>使學生能：</p> <ol style="list-style-type: none"> 1.接受本校聖吳魁樂教育精神之薰陶 2.認識並學習文藻校園文化 3.建立大學生的學習方式與生活態度 4.培養健全之人格 <p>After taking this course, students are able to:</p> <ol style="list-style-type: none"> 1. Accept the formation according to the Ursuline education spirit. 2. To understand and learn the campus culture. 3. To establish learning models and life attitudes of university students. 4. Nourish a healthy personality of a student. 	學習自主管理能力 學習問題解決能力 學習有效溝通能力	<ol style="list-style-type: none"> 1-1-3 生活自律能力 2-1-1 情緒管理能力 2-1-6 執行力 6-1-2 自我肯定 6-1-6 語文表達能力 	<ol style="list-style-type: none"> 1 抗壓性 2 學習意願 5 表達能力 6 獨立思考的能力 8 耐心與毅力 	(5).發展健全人格，具人文關懷與服務之情操
日四技一年級	全人發展：大學入門(二)	<p>本課程基於全人教育之理念，為日四技大一新生規劃之必修課程，教導學生對於靈性發展的認識與修習，期能培養個人身、心、靈之均衡發展。課程內容涵蓋生涯發展、多元學習、性別教育、生命倫理等議題之探討。</p> <p>Based on the orientations of wholistic education, this is a compulsory course for the first year students of Day Division, Four Year College Programme. It leads students to comprehend and cultivate the spiritual development aiming at forming physical, psychological and spiritual development of one's personal life. The course covers themes on exploring career development, multidimensional learning, sex education and life ethics.</p>	<p>使學生能：</p> <ol style="list-style-type: none"> 1.協助探索生涯之發展與規劃 2.建立健全的人際關係與性別平等意識 3.學習尊重人性尊嚴與個人獨特價值之文化 4.學習關懷生命及建立倫理思辨的基本能力 <p>After taking the course, students are able to:</p> <ol style="list-style-type: none"> 1. search the career planning and careers development. 2. Establish a proper understanding on interpersonal relationship and gender equality. 3. Learn to respect the culture which emphasizes on the values of human dignity and individualism. 4. Learn to have concern on life and establish the basic skill of ethical thinking. 	學習倫理實踐能力 學習建立關係能力 學習答覆使命能力	<ol style="list-style-type: none"> 3-1-1 倫理判斷能力 3-1-3 生命關懷能力 7-1-2 包容異己的能力 7-1-4 團隊合作能力 8-1-5 社會關懷能力 	<ol style="list-style-type: none"> 1 抗壓性 12 溝通、協調能力 13 團隊合作能力 16 職業倫理及道德 18 批判思考、邏輯推理能力 	(5).發展健全人格，具人文關懷與服務之情操

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二技部三年級(日間部)	服務領導與自我管理	<p>本課程為二技共同必修課程，回應本校 3L 核心素養(Life/Language/Leadership)培育服務領導，以及銜接未來就業職場的能力養成，包括問題解決能力、判斷決策能力與自我管理能力。</p> <p>教學授課內容涵蓋領導與自我管理的理論與應用，規劃階段性的學習成果，適時增加就業實用的理論學習與經驗學習，作為發展個別潛能的學習成果。</p> <p>This compulsory course is offered for students of the 2-year College Program based on Wenzao's core competencies: 3L (Life/Language/Leadership), to develop a servant-leadership mindset and skills for future employment related to problem solving, decision making and self-management.</p> <p>The course covers theories and applications of leadership and self-management, phase-based goal setting, and additional theories and experience useful for employment to develop individual potential.</p>	<p>1 學習者能在發現問題時提出解決策略。</p> <p>2 學習者能在生活中實踐自我管理。</p> <p>Students will be able to :</p> <p>1 Students are able to propose solutions when problems are identified.</p> <p>2 Students are able to put self-management into practice in daily life.</p>	自主管理能力 問題解決能力 倫理實踐能力	<p>1-3-7 生涯規劃的能力</p> <p>2-3-4 解決問題的能力</p> <p>2-3-6 執行力</p> <p>3-3-3 生命關懷的能力</p>	<p>11 發掘與解決問題的能力</p> <p>16 職業倫理與道德</p> <p>18 批判思考與邏輯推理的能力</p> <p>21 資訊搜集的能力</p>	<p>(2).運用邏輯推理之思辨能力</p> <p>(4).具有符合職場需求之專業知能與倫理</p> <p>(6).發展具有人文關懷與社區服務之情操</p>

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二技部三年級(夜間部)	全人發展(一)	<p>本課程基於全人教育之理念，為進四技二年級與二技部三年級學生之必修課程。內容探討婚姻與家庭相關議題的意義，使學生們面對將來的婚姻與家庭生活，能有整體之認識與準備。同時針對「生命倫理」相關領域的議題，如婚姻以外的性關係、墮胎、器官移植、代理孕母、自殺與安樂死等主題，進行了解、思辨與選擇之基本訓練。</p> <p>Based on the orientation of wholistic education, this course is designed for the third year students of the Day Division of the Four Year college Programme. The course contents include the discussion on the meanings of marriage and family and the related issues. We aim at preparing students to have a wholistic understanding on marriage and family life. Above all it touches upon themes related to "Life Ethics" such as extra marital sex, abortion, organ transplant, surrogate mother, suicide and euthanasia. Students are led to understand these problems, giving them sufficient knowledge for their own choice.</p>	<p>使學生能：</p> <p>1.建立個人面對生活上多元性選擇時之行動基礎</p> <p>2.了解婚姻與家庭的意義與功能</p> <p>3.探討家庭關係及家庭暴力防治</p> <p>4.加強個人對當代生命倫理議題的思辨能力與行動關懷</p> <p>After taking the course students are expected to:</p> <p>1. Set up the criteria of action in facing multiple choice in various life situations.</p> <p>2. Understand the meanings and functions of marriage and family.</p> <p>3. Explore appropriate relationship among family members and methods in eliminating family violence.</p> <p>4. Enhance the capacity in reflecting and contemplating issues related to life ethics and develop actions of concern.</p>	學習倫理實踐能力 學習有效溝通能力 學習建立關係能力	<p>3-3-1 倫理判斷能力</p> <p>3-3-3 生命關懷能力</p> <p>6-3-7 傾聽的能力</p> <p>6-3-8 人際溝通能力</p> <p>7-3-4 團隊合作能力</p>	<p>6 獨立思考的能力</p> <p>11 發掘及解決問題能力</p> <p>12 溝通、協調能力</p> <p>13 團隊合作能力</p> <p>18 批判思考、邏輯推理能力</p>	<p>(2).運用邏輯推理之思辨能力</p> <p>(4).具有符合職場需求之專業知能與倫理</p> <p>(6).發展具有人文關懷與社區服務之情操</p>
二技部三年級(夜間部)	全人發展(二)	<p>本課程基於全人教育之理念，接續「全人發展：大學入門」的課程內容，規劃為日四技大二學生之必修課程。內容包含『信仰與人生』以及『國際人修養』兩項主題，信仰與人生以探討人生價值觀問題與終極關懷的信念為主，目的在幫助學生發展自身對於人性之價值與意義的基本態度。國際人修養則以國際關懷及志工服務的角度，概論全球化的發展趨勢及其所衍生之各項社會正義議題(諸如戰爭與和平、貧窮與富裕、弱勢與不義、科技發展與環境保護等)，期能培育學生具備基本的國際視野與實踐敬天愛人的具體行動能力。</p> <p>Based on the orientations of wholistic education, this programme is the continuation of two programmes such as " Whole Personal Development: Introduction to a University" , and " International Personality Development" . It is a compulsory course for second years students of the Day division of Four Year College Programme. In the context of the relations between faith and life, values and ultimate concern in life will be explored to help students to have their own personal development, and develop a correct attitude on life. As far as the theme "International Personality Development" is concerned , it is a discussion on various problems related to social justice stemming from globalization (such as war and peace, poverty and wealth, the weak and injustice, scientific development and protection of the environment)in the context of international concern and volunteer service. In short, this course will offer a formation to students aiming at widening their international horizon and enhance their capacity by putting the idea of respect the Divine and love the people into practice.</p>	<p>使學生能：</p> <p>1.培育敬天愛人之積極人生觀</p> <p>2.面對不同宗教信仰，建立思考與對話之健康態度</p> <p>3.建立宏觀的國際視野</p> <p>4.培養天下一家，服務人群的關懷心胸</p> <p>After taking the course, students are capable to:</p> <p>1. Nourish the sentiment of respect the Divine and love the people.</p> <p>2. Develop an appropriate attitude of thinking and dialogue when facing different religious faiths.</p> <p>3. Develop a wide horizon in internationality.</p> <p>4. Nourish the sentiment of all men are brothers and the willingness to serve the people.</p>	學習倫理實踐能力 學習建立關係能力 學習答覆使命能力	<p>3-3-1 倫理判斷能力</p> <p>3-3-3 生命關懷能力</p> <p>7-3-2 包容異己的能力</p> <p>7-3-4 團隊合作能力</p> <p>8-3-5 社會關懷能力</p>	<p>6 獨立思考的能力</p> <p>12 溝通、協調能力</p> <p>13 團隊合作能力</p> <p>16 職業倫理及道德</p> <p>18 批判思考、邏輯推理能力</p>	<p>(2).運用邏輯推理之思辨能力</p> <p>(3).發展第二專業能力</p> <p>(6).發展具有人文關懷與社區服務之情操</p> <p>(10).養成服務之人生觀</p>

年級	課程名稱	課程概要	課程目標	中心培育目標	配對之能力指標	一般知能	現行培育目標
進四技二年級	全人發展(一)	<p>本課程基於全人教育之理念，為進四技二年級與二技部三年級學生之必修課程。內容探討婚姻與家庭相關議題的意義，使學生們面對將來的婚姻與家庭生活，能有整體之認識與準備。同時針對「生命倫理」相關領域的議題，如婚姻以外的性關係、墮胎、器官移植、代理孕母、自殺與安樂死等主題，進行了解、思辨與選擇之基本訓練。</p> <p>Based on the orientation of wholistic education, this course is designed for the third year students of the Day Division of the Four Year college Programme. The course contents include the discussion on the meanings of marriage and family and the related issues. We aim at preparing students to have a wholistic understanding on marriage and family life. Above all it touches upon themes related to "Life Ethics" such as extra marital sex, abortion, organ transplant, surrogate mother, suicide and euthanasia. Students are led to understand these problems, giving them sufficient knowledge for their own choice.</p>	<p>使學生能：</p> <ol style="list-style-type: none"> 1.建立個人面對生活上多元性選擇時之行動基礎 2.了解婚姻與家庭的意義與功能 3.探討家庭關係及家庭暴力防治 4.加強個人對當代生命倫理議題的思辨能力與行動關懷 <p>After taking the course, students are able to:</p> <ol style="list-style-type: none"> 1. Establish a basic action viv-a-vis multiple selections in life. 2. Understanding the meanings and functions of marriage and family. 3. Explore better relationship among family members and to prevent family violence. 4. Strengthen personal understanding on issues related to Life Ethics from different angles, and render their concern through actions. 	學習倫理實踐能力 學習有效溝通能力 學習建立關係能力	3-2-1 倫理判斷能力 3-2-3 生命關懷能力 6-2-7 傾聽的能力 6-2-8 人際溝通能力 7-2-4 團隊合作能力	6 獨立思考的能力 11 發掘及解決問題能力 12 溝通、協調能力 13 團隊合作能力 18 批判思考、邏輯推理能力	(2).運用邏輯推理之思辨能力 (4).具有符合職場需求之專業知能與倫理 (6).發展具有人文關懷與社區服務之情操
進四技二年級	全人發展(二)	<p>本課程基於全人教育之理念，接續「全人發展(一)」所規劃之必修課程。內容包含『信仰與人生』以及『國際人修養』兩項主題，信仰與人生以探討人生價值觀問題與終極關懷的信念為主，目的在幫助學生發展自身對於人性之價值與意義的基本態度。國際人修養則以國際關懷及志工服務的角度，概論全球化的發展趨勢及其所衍生之各項社會正義議題(諸如戰爭與和平、貧窮與富裕、弱勢與不義、科技發展與環境保護等)，期能培育學生具備基本的國際視野與實踐敬天愛人的具體行動能力。</p> <p>This course is based on the orientation of wholistic education, and it is the continuation of the course of "The Whole Personal Development 1". This course contains two major themes: "Faith and Life" and the "The Cultivation of an International Personality". "Faith and Life" aims at discussing issues related to values in life, and the ultimate concern. Our purpose is to help students to develop their own attitudes on the meaning of life and the values of their own life. As far as "The Cultivation of an International Personality" is concerned from the angles of volunteer service and the global concern, discussing the trend of globalization and its related social problems such as war and peace, poverty and wealth, weakness and injustice, technical development and protection of the environment. In short it is hoped that students can be led to have a wide international horizon with the sentiment of respecting the Divine and loving the people.</p>	<p>使學生能：</p> <ol style="list-style-type: none"> 1.培育敬天愛人之積極人生觀 2.面對不同宗教信仰，建立思考與對話之健康態度 3.建立宏觀的國際視野 4.培養天下一家，服務人群的關懷心胸 <p>After taking the course, students might</p> <ol style="list-style-type: none"> 1. develop a positive value based on respecting the Divine and loving the people. 2. Establish an independent thinking with an attitude of dialogue vis-à-vis different religious beliefs. 3. Set up a wide international horizon. 4. Nourish the sentiment of all men are brothers and ready to serve the needed. 	學習倫理實踐能力 學習建立關係能力 學習答覆使命能力	3-2-1 倫理判斷能力 3-2-3 生命關懷能力 7-2-2 包容異己的能力 7-2-4 團隊合作能力 8-2-5 社會關懷能力	6 獨立思考的能力 12 溝通、協調能力 13 團隊合作能力 16 職業倫理及道德 18 批判思考、邏輯推理能力	(2).運用邏輯推理之思辨能力 (3).發展第二專業能力 (6).發展具有人文關懷與社區服務之情操 (10).養成服務之人生觀