# Contents

## Introduction to Hsuan Chuang University

### College of Design
- Department of Visual Communication Design 12
- Department of Art & Creative Design 14
- Department of Fashion Design 15

### College of International Hospitality and Management
- Department of Business Administration 24
- Department of Information Management 25
- Department of Hospitality Management 26
- Department of Applied Foreign Languages 27

### College of Social Sciences
- Department of Religion and Culture 43
- Department of Law 44
- Department of Social Work 46
- Department of Applied Psychology 48

### College of Communication
- Department of Mass Communication 57
- Department of Broadcasting and Journalism 59
- Department of Performing and Media Arts 61

### Other Facilities

### Transportation Information
Introduction to Hsuan Chuang University

Hsuan Chuang University was founded by the Buddhist society on 1997. It has 11 undergraduate departments and 6 graduate institutes out of the 4 colleges “College of Social Studies”, “College of Communication”, “College of Hospitality, Tourism and Management” and “College of Design”, making it a teaching-oriented university. It stresses “learning to apply”, “latest education facility”, “convenient life”, “freedom of religious belief” and “beautiful campus”.

Hsuan Chuang University positions itself as an teaching-oriented university and promotes institutional research. It pursues developing the campus into a university of “outstanding education, life-long learning and a happy life”. In coordination with the higher education development blueprint and coming aged society, the development of Hsuan Chuang University has 3 major directions as below.

Installing A University with Outstanding Education

With “institutional research” as its basis, Hsuan Chuang University deepens education supportive system to improve “teachers’ teaching quality” and “students’ learning outcomes”, strengthens students’ professional and practical capacity on the industry, enhances students’ employment competency and working attitude, and improves students learning competitiveness.

Developing Innovative Features on Learning

In accordance with the higher education development blueprint of the Ministry of Education and with “Innovative Learning” as the featuring agenda, Hsuan Chuang University promotes academic and course reorganization to develop diversified cross-field learning and innovative learning and teaching models. Hsuan Chuang University has also created an innovative learning and practicing base to hold the selection and training of versatile talents, promote dream fulfilling hope constructions, and strengthen industry-academia talent training to increase the students’ working competitiveness.
Build A Life-long Learning Campus

In response to the aging society, Hsuan Chuang University has become a university that has gradually extended from “university education”, “in-service education”, and “senior education” to “life-long learning”. At the same time, it also combines with the 3 major fields of social service, cultural creativity and hospitality & tourism to develop cross-field applicative research for seniors to strengthen the school’s feature and competitiveness. Hsuan Chuang University also promotes the founding of a senior culture, education and health park that connects the campus with communities with retired residents to enhance its sustainable competitiveness.

School development coordinates with current social circumstances, the talent demand of emerging industries, and the “enhance working competitiveness & strengthen the cohesiveness of learning and applying” policy from the Ministry of Education. The self-positioning and features of Hsuan Chuang University were stipulated and the development focuses of each college and department were adjusted accordingly.

A. The developmental focus of the College of Science Studies is on “social service”.
B. The developmental focus of the College of Communication and college of Design is on “cultural creativity”.
C. The developmental focus of the College of International Hospitality, Tourism and Management is on “tourism, culinary and hospitality”.

As for the talent training and development goals of Hsuan Chuang University, it focuses on “training grass-root professional talents for social development and emerging industries” and stipulates “training professional talents on the field of social service, culture creativity and tourism, culinary & hospitality” as its main focus.
College of Design

Mission
Cultivate professional visual designers with the ability for interdisciplinary team cooperation in order to engage in the cultural & creative and craft & design areas more easily.
Development Objectives

**Exploration of the integrated application of design esthetics and industry**

The College of Design aims to offer practice-oriented training for students to achieve knowledge-action integration and connect education with employment. Therefore, with focus on “industry linkage”, “product development”, and “talent cultivation” and based on the needs of each department, we hire mentors for collaborative instruction or short-term workshops to discern the complex connections and relationships between culture and economics in modern times and thereby integrate design and creativity resources, strengthen curriculum design for practical application and connect education with work, and achieve the goal of industry-academia collaboration. We also offer services including visual marketing design, multimedia design, image design planning, and cultural and creative industries research, in order to improve the employability and international competitiveness of students.
Instruction Development and Planning

1. Faculty instruction:
   (1) Design courses for strengthening knowledge-action integration.
   (2) Hire mentors for collaborative instruction to equip students with current professional skills and their practical applications.
   (3) Establish a teaching quality management mechanism based on the curriculum committee and the faculty instructional evaluation systems.
   (4) Hold regular instructional review meetings, invite faculty members to give demos teaching for professional courses, and invite off-campus experts to give recommendations and comments, in order to optimize teaching methods and classroom management.

2. Student learning:
   (1) Cultivate professional competencies: Each department encourages students to apply for relevant certification and licensing or participate in competitions based on their characteristics and core abilities in order to quantitatively measure the professional competencies and learning efficacy of students.
   (2) Encourage the application of practical skills: Departments sign internship agreement with related units to offer students the opportunities for field practicum during the study in order to improve the practice and integration ability, enrich the experience, and bridge the education-to-employment gap of students.

Student Guidance and Counseling

1. Academic and life guidance and counseling: A process for complete academic and life guidance and counseling of students is in place.
2. Further study guidance and planning: Guide students who wish to further study to apply for adaptive and specialty-related postgraduate programs based on their traits and the department features.
3. Employment guidance and planning: Hold internship conferences with the practicum unit and faculty members based on the foci of department development and employment talks to provide students with related guidance.
4. Encourage students to apply for certification, licensing, and participation in international conferences and symposia and domestic and international professional competitions.
5. Encourage students to take foreign language courses to improve their international competitiveness.

Learning Resources Planning

1. Enrich core competencies by improving the quality of professional equipment based on the learning outcomes, years, and number of students.
2. Plan a space for exhibiting the professional learning outcomes of students.
3. Introduce collaborative instruction with mentors and promote off-campus internships to enhance the practice and integration abilities of students and enrich their practical experience.
**Academic Research and Development Planning**

1. Encourage striving for off-campus research resources across departments and across schools.
2. Actively launch collaboration projects with the industry or public sector to strive for collaborative research contracts to enhance industry-academia collaboration energy.
3. Organize symposia and exhibitions regularly and invite field experts and off-campus scholars to exchange with faculty members and students.
4. Encourage faculty members to publish research papers or works to improve their professional performance.

**Facilities and Equipment**

The College of Design offers students abundant and comprehensive learning resources. In addition to the learning assisting tools (e.g. the smart library, World Citizen Village learning space, the e-reading center, digital language self-learning center, e-learning area in student halls, the HCU e-Learning Platform, e-Knowledge Management (EKM) platform, and e-Portfolio system) that are exclusive to HCU and shared by HCU students, the college has its own professional software and hardware equipment and space, including the art center, sketch classroom, glass art design classroom, compound metal craft design classroom, dyeing craft classroom, illustration design classroom, independent creative studio, multimedia classroom, digital media project production and editing classroom, fashion design classroom, fashion styling classroom, and static photography studio. These facilities and equipment provide the college with important hardware resources for professional instruction and learning activities.
Glass Craft Design Classroom: Glass Love 99

In 2010, HCU founded the Art & Creative Design Department and offered courses relating to glass craft skills and knowledge, and students also demonstrated the identification with and enthusiasm on glass craft. In the learning process, the mutual brainstorming between faculty members and students has stimulated different ideas and established more elaborate skills. They also participated in glass craft exhibitions and sales to promote glass art. As time goes by, the atmosphere of learning glass craft eventually took form, and the Art & Creative Design hopes to unveil the mystery of glass production to demonstrate the clear beauty of glass crafts and sustainably operate the “Glass Love 99” brand to pass on the spirit of class art.
Art Center

Every year the HCU Art Center invites designers and artists in different fields to hold exhibitions for cultural & creative products, visual design, paintings, and installation arts to improve art atmosphere and humanities literacy in the campus. The Art Center also holds workshops and keynote talks regularly. The promotion of art and cultural activities rely on the long-term investment of labor, materials, and related resources. Therefore, by recruiting the campus exhibition team, developing HCU’s art and cultural workforce, and creating an art and cultural exhibition planning system, we aim to pass on the practice of campus art and cultural activities.
Fashion Design Classroom

We attempt to equip the spacious classroom with the best equipment. In addition to the multimedia e-classroom, it is equipped with professional machines and equipment and industry-level sewing machines for students to use in practical courses. In practice courses, each student can use one machine to enhance learning efficacy.

Metalwork Classroom

The Metalwork Classroom of the Fashion Design Department has complete professional equipment for metalwork and jewelry design and manufacture. There are also professional workbenches, and casting, molding, mass production equipment in pace with the industry. Classroom design and curriculum planning emphasize cultivating the creativity, design, manufacture, and protection abilities of students. By learning from doing and accumulating experience in such an environment, students can become jewelry designers or their own personal brand developers.
HCU Center for Industry-Academia Collaboration and Design of Cultural & Creative Industries

Ethnic diversity and local characteristics are the important sources for the cultural & creative industries development in Taiwan and contain the value of an aesthetic economy. HCU has thus established the HCU Center for Industry-Academia Collaboration and Design of Cultural & Creative Industries to keep pace up with the latest trends and business planning. In the future, we will promote the exchange among culture, art, and design to improve the professional literacy of students. Furthermore, in order to further explore the core value of the cultural and creative industries, we plan business based on “brand planning”, “package planning”, “digital animation”, “electronic games”, and “application of interactive virtual reality”. In addition, by combining professional standards with teaching directions, planning various development strategies through the center, and integrating cultural and creative industries promotion, we hope to enable students to develop a successful career in areas relating to design and cultural and creative industries based on the continual improvement spirit and the devotion to promoting professional design courses emphasizing exquisite skills and creativity. In talent cultivation and matching, we foster creative designers and artists through the center, including organizing the emerging designer and young artist cultivation programs, fostering agents with cross-sector integration abilities for the cultural and creative industries, and helping students find an ideal job in their selected fields.

Based on the following three goals: (1) industry-academia cooperation service; (2) cultural and (3) creative industries development, and “teaching objectives establishment”, the center features “industry linkage”, “product development”, and “talent cultivation”. By combing creative thinking with design concepts, we discern the trends and development of cultural and creative industries and emphasize cultural and creative characteristics and local traditions. While contents must be artistic, original, cultural, social, technical, and commercial, it is necessary to jump out of the concept of culture and economics diversion to discern the contemporary complex combination of culture and economics in terms of industry, in order to cooperate with industries and provide services including visual marking design, multimedia design, image design planning, and cultural and creative research, and thereby establish a paid service system to fulfill the performance of industry-academia collaboration.

These plans will be applied to the interdisciplinary instruction of the Department of Visual Communication Design, Department of Art & Creative Design, and the Department of Fashion Design and then combine with course contents to cultivate outstanding talents in respective fields.
Foci of Development of the HCU Center for Industry-Academia Collaboration and Design of Cultural & Creative Industries

1. Industry-academia collaboration
   We achieve design, R&D, and promotion collaboration with the industry by integrating the hardware and software resources of the college to offer services including marketing planning; brand identity and digital media designs; and integrated promotion based on the continual improvement spirit in order to achieve industry-academia collaboration and to become a design center for creative design.

2. Cultural and creative industries development
   By integrating the college’s teaching objectives, we discern the development trend and core value of the creative and design industries. We further plan various development strategies planning through the center, and integrating cultural and creative industries promotion to achieve design practice development and skill training effectiveness in terms of “brand planning”, “packaging design”, “digital animation”, and “interactive VR application”. Then, we will establish a paid service system to become a design center for cultural and creative operations.

3. Instruction characteristics development
   By integrating with the professional development of students, we encourage students to participate in international design competitions and apply for skill certification and licensing. Through arranging observation of competitions, certification and licensing courses, and skill discussions, we raise the standard of the features in teaching and research and pursue research and workplace excellence of students. With a competitive incentive mechanism, we aim to become a center for design instruction.
Student Performance

1. The work *Angle* by students Ming-yang Wu, Yi-pin Cai, Hong-yi Wei, Tong Lin, and Qi-sheng Zhou entered the second round of the 2D Creation Group, Animation Category, 2017 Vision Get Wild Exhibition.

2. *The Five Elements of Food* by students Shi-heng Liang, Yun-jie Cheng, Pei-yi Cai, Shu-qing Hsu, Yi-lun Su, and Jia-jie Shao won the Sponsor Special Prize and became a finalist in the Visual Communication Design Category, 2017 Young Pin Design Award.

3. Student Meng-ling Huang of the master’s program won the Bronze Prize and the Most Marketable Award of the 2016 Monkey King Chinese Painting Competition.

4. The project *Let Taiwan Grandma Home* by students Jia-jing Zhou, Cai-xuan Lin, Yu Liu, Wei-xuan Kee, and Rong-jia Chen won the honorary mention at the 2016 TSMC Youth Dream Project.

5. The project *Evolutionism of Waste Materials* by students Jia-yao Liu, Jian-zhi Jiang, and Xiang Qi won the honorary mention at the 2016 TSMC Youth Dream Project.

6. Student Ya-yun Liao of the master’s program won the champion of the college and university category at the Taiwan Girl Day—Recognition of Girls, Hope of Future—Four Panel Grip Comics Competition.

7. Student Zhi-cheng Hsieh won the President’s Award of the college and university group, Advertisement Design/Graphic Category, at the 25th Times Young Creative Awards.

8. Student Ya-fang Shao won the President’s Award of the Advertisement Design/Designated Brand Category, at the 25th Times Young Creative Awards.

9. Student Shao-zhen Huang of the master’s program won the Excellence Award of the adult group of the 2015 National Art Cultivation—The 3rd Mini Print Art Competition.

10. Student Qiao-yu Xue won the Excellence Award of the adult group of the 2015 National Art Cultivation—The 3rd Mini Print Art Competition.

11. Champion for two consecutive years at the 2014 and 2015 National Student Art Competition.
12. Champion for two consecutive years at the 2015 and 2016 National Student Picture Book Competition.

13. Students Pin-ren Chen won the Silver Award at the 16th New Age Potential Fine Arts Exhibition organized by Cathay Financial Holding.


15. Student Shun-zhong Shih won the first prize of the *National Sketch Competition* under the 2016 Taiwan World Watercolor Competition.

16. Student Zhong-han Qi won the second prize in the ink wash category of the 16th Taiwan International Art Association Exhibition.

17. Student Shi-ji Zhuang won the second prize of 2016 Taiwan Girl Day—Four Panel Grip Comics Competition.

18. Student Zi-yi Zhong won the Gold Prize at the 41st Lion Club Kuang Hua Sketch Competition 2016.

19. Student Chen-an Chang won the second prize at the 2016 New Taipei City Art Festival—22nd International Bookplate Competition.

20. Works of students Yao-jie Lian, Xin-yu Lin, Shi-jia Liu, Jun-lin Yeh, and Yong-qing Chang were selected by the 1st International Watercolor Biennale Hong Kong 2016.
Department of Visual Communication Design
Advertisement Design Section

Teaching Goals
1. Improve humanities and design cognition as well as cultivate designers with aesthetic competitiveness.
2. Emphasize hand-drawing and digital practice and explore professionalism in the digital media design of advertisements.
3. Integrate creative and innovative services and implement knowledge-action integration in the design career and entrepreneurship.

Department Features
1. The Advertisement Design Section is graphic-design oriented and emphasizes hand-drawing ability, fundamental design, aesthetics and styling theories. Advanced courses intend to strengthen professional literacy in creative package, advertising strategy, corporate identity, and exhibition venue planning to prepare designers for brand design, advertisements, product package, and computer drawing.
2. The section is equipped with comprehensive and novel hardware and software equipment, a great number of professional classrooms, and timely updated software. Over the years, students have won numerous awards and have successfully passed certification and licensing under our supervision.
3. Through the planning of cultural and creative industries promotion by the Center for the Operations and Development of Cultural & Creative Industries and the Incubation Workshop and off-campus internships and industry-academia collaboration projects, we equip students with practical design and production skills to connect education with employment and offer opportunities for students to find a position in the professional design business.

Further Study and Career
• Further study:
  Students may pursue postgraduate study of related departments in the College of Design or art and design related programs in education establishments at home and abroad.
• Career:
  Students can find jobs in graphic design, brand design, advertisement design, product package design, corporate identity design, picture book design, and computer drawing.
Digital Media Section

Teaching Goals

1. Improve humanities and design cognition and cultivate designers with aesthetic competitiveness.
2. Emphasize hand-drawing and digital practice and explore professionalism in the digital media design of advertisements.
3. Integrate creative and innovative services and implement knowledge-action integration in the design career and entrepreneurship.

Department Features

1. The Digital Media Section emphasizes visual design and combines professional contents including mobile media entertainment (app, VR, AR), multimedia design, 2D and 3D animations, video and sound effect editing, webpage and interactive games to cultivate a new generation of designers for interactive technology and animation art.
2. The section is equipped with comprehensive and novel hardware and software equipment, a great number of professional classrooms, and timely updated software. Over the years, students have won numerous awards and have successfully passed certification and licensing under our supervision.
3. Through the planning of cultural and creative industries promotion by the Center for the Operations and Development of Cultural & Creative Industries and the Incubation Workshop and off-campus internships and industry-academia collaboration projects, we equip students with practical design and production skills to connect education with employment and offer opportunities for students to find a position in professional design business.

Further Study and Career

• Further study:
  Students may pursue postgraduate study of related departments in the College of Design or other art and interactive design and digital media design related programs in education establishments at home and abroad.

• Career:
  Students can find jobs in multimedia design, animation design, game design, interactive design, and design.
Department of Art & Creative Design

Teaching Goals
This department aims to strengthen the art creation energy of students and emphasizes the cultural & creative design of art. The teaching goals include (1) cultivate talents with artistic and aesthetic literacy and (2) foster professional designers for art and the cultural and creative industries. Students can pursue a career in pure art creation; illustrated and picture book design; art and cultural and creative product design; 2D computer drawing and design for games; and interactive picture book design for apps.

Department Features
Emphasizing the cultural & creative design of art, we combine courses with other departments, such as Visual Design, Digital Media, and Fashion Design and launch industry-academia collaboration with the Art Center and Cultural and Creative Design Workshop.

In drawing and creation, HCU offers independent studios at the level for postgraduate study and impressive rewards to incentivize students to win awards from various national art competitions. We also arrange off-campus internships for seniors to train them into talents required by art and cultural and creative industries for students to seamlessly connect with the 3D game, 2D computer illustration drawing, comics, and picture book creation or advanced e-book app interactive picture book industries. For students with particular art creation ability, we will arrange their work for sale at “art expositions” or opportunities for them to sign contracts with art gallery to specialize in pure art creation and give lessons in private studios.

In commercialization of art and cultural and creative products, we offer students comprehensive professional art training that is close to the needs of high taste in daily life with the mixed use of compound media (metalwork, pottery, print, glass, 3D printing, etc.) through the Cultural and Creative Design Workshop to improve their multifaceted design capacity for the commercialization of art and cultural and creative products to enable them to connect with employment more easily.

Further Study and Career
- Further study:
  Students may pursue postgraduate study relating to art and design.
- Career:
  Students can find jobs in cultural and creative design, art marketing, and art management.
Department of Fashion Design

Teaching Goals

At the rise of the cultural and creative industries, fashion has occupied the central attention in the global creative economies. The departmental aim is to cultivate fashion talents and develop their practical skills in two disciplines, these of fashion design and fashion styling. Chief among the department’s interests is for students to be able to develop and combine their design skills to the demands of the industry in both fashion design and also fashion styling since fashion is currently a truly global industry. Students will develop his/her expertise by combining the skills and knowledge they have gained in the department together with appropriate work ethics. These expertise will allow them to achieve their future career in the industry or further studies at both domestic and international levels.

Department Features

Cultivating professional talents for “fashion design” and “fashion styling” is the main direction and feature of the department. With the support of “fashion business” training, we enhance the employability of students. Then, we combine innovative thinking and creative ideas and apply them to professional practice and instruction.

In addition to courses on professional skills and basic theory training, we include aptitude and competency adaptive, graded and differentiated courses in the curriculum. We also invite masters in the business to collaborative instruction to significantly improve the learning efficacy of students. We are also dedicated to industry-academia collaboration and exchange. Apart from launching collaborative design between students and the business under faculty supervision, we sign internship agreements and introduce talent cultivation programs in collaboration with enterprises to stimulate the design potential of students and for enterprises to select elite designers; and developing team cooperation, stress resistance, and workplace ethics ins another goal of such arrangements. In addition, we spare no effort in promoting and implementing international exchange and learning with Europe, the USA, Japan, and South Korea to broaden learning horizons and enrich an international view to equip students with the multicultural design ability for them to smoothly connect with employment in fashion-related business after education.
Further Study and Career

Though differentiated expertise planning, we aim to assist students on finding an ideal job or further study smoothly in professional areas adaptively.

- **Further study:**
  Students can pursue postgraduate study in disciplines including fashion design, fashion styling, fashion and media design, applied arts, plastic arts, creative design, and applied design in education establishment at home and abroad.

- **Career:**
  1. Fashion designers, fashion planners, and fashion purchasers.
  2. Overall styling designers, film or TV styling designers, wedding planners, image planners and consultants, accessory designers.
  3. Marketing planning of the fashion industry and microbusiness entrepreneurship.
College of International Hospitality and Management

Mission
Cultivate practical professionals in international tourism and hospitality management with management knowledge, information technology (IT) management skills, and communication skills.
Development Characteristics

HCU’s College of International Hospitality and Management is united by a commitment to foster management professionals with an international view, service skills, and an ethical and practical attitude for the international tourism and hospitality industry. Our college consists of four academic departments:

· Department of Business Administration,
· Department of Hospitality Management,
· Department of Applied Foreign Languages, and
· Department of Information Management.

The four departments that are staffed with faculty members specializing in different disciplines work collaboratively to provide our students best opportunities to develop their knowledge of business management, IT skills, and intercultural communication skills in English and/or Japanese. The core competencies we aim to develop in students include: “solid expertise”, “pragmatism”, “communication and coordination”, and “interpersonal ethics”.

Basic Literacy

Our curriculum emphasize on building expertise along with perspectives. We not only equip students with self-determination and practical skills, humanistic and social concerns, and pluralistic vision, but also encourage them to have independent thinking, social concerns, civic literacy and social practice, and team cooperation and communication. Our goal is to enable students to integrate knowledge with action and in turn improve their competency in workplaces.
Core Competency

1. Solid expertise
Understand and master the operational activities of specific industries, with special emphasis on skill training. They refer to the understanding the knowledge and developing skills in areas of business management, tourism and hospitality, hotel management, information management, and applied foreign languages.

2. Pragmatism
Develop a pragmatic attitude and the ability to learn by doing. This refers to ability to resolve problems in business operations in a pragmatic attitude with the knowledge and methods in areas including business operations, tourism and hospitality, and information management.

3. Communication and coordination
Befriend others, develop skills for effective communication, establish sound relationships, and accomplish missions through teamwork. They refer to the development of skills in areas of communication and coordination, team cooperation, and languages.

4. Interpersonal ethics
Enable students to realize the importance of and thereby develop sound interpersonal relationships; and understand the workplace ethics in the future career.
**Facilities and Equipment**

Hsuan Chuang University (HSU) has built the Cloud Hotel, the top among all colleges and universities in Taiwan, for students of the Department of Hospitality Management (DHM) to stand out from the crowd in the current talent competition. By integrating the objective structured clinical examination (OSCE) that used in medical schools and with the support of the “six-star+” teaching equipment, freshmen begin with the receptionist and server work in common areas; sophomores continue the practicum in Chinese and at Western restaurant of the Cloud; juniors turn to housekeeping work in the first semester and customer service for front desk training in the second semester; and seniors can shorten the exploration period and cope with real challenges in workplaces in the off-campus practicum. DHM even hires Executive Sous-chef Roger Chi-chiang Peng of E-DA Royal Hotel to each Chinese and western cuisines as an assistant professor. DHM also hires various experts in respective fields to offer courses in hospitality marketing; meetings, incentives, conferencing, and exhibitions (MICE) management and planning; food nutrition; and nutritional biochemistry for DHM students to get ahead of others in the future hotel talent hunting.

1. Strengthen the workplace foreign language performance of students through small class instruction by combining with the faculty members of the Department of Applied Foreign Languages.

2. Hire experts in the hospitality industry to offer practical courses for students to integrate knowledge with action.

3. Build reality classrooms in the newly completed Cloud Hotel and introduce the objective structured clinical examination (OSCE) system of the medical school for students to fully connect knowledge with action.

4. Launch internship programs with domestic and overseas hospitality industries to offer students with up to one-year off-campus practicum for them to seamless connection with employment.

5. Sign a contract with Grand Mayfull Hotel Taipei to offer grants and scholarships to three DHM students with an amount of NT$40,000 each semester or a total of NT$160,000 for two years.

**Cloud Hotel**

To enforce knowledge-action integration and cope with society aging in Taiwan, HSU extends the social role and responsibility of universities based on the Buddhist doctrine. By cohering the campus consensus and with the support of the Board of Directors, HSU aggressively promotes school innovation and transformation. Apart from building the “Cloud Hotel” with private funds, the management combines the faculty members and resources of four colleges and emphasizes a dual-core value featuring “learning for students” and “teaching by instructors”. In addition, after institutional research, we pioneer the objective structured clinical examination (OSCE) system used by medical schools in instruction based on the spirit of “happy to learn and practical to use” to provide teachers and students with a total integration of curriculum, faculty, and practicum to progressively bring students toward “knowledge-action integration” and equip them with workplace competitiveness.

Furthermore, with the fund from the “University Innovation and Transformation Model” project of the Ministry of Education, we founded the “Cloud Senior Academy” for both young students and seniors. With this innovative learning space for intergenerational learning, we make reference to the university transformation models in Europe and the USA to introduce the “short-term boarding program” for seniors to study in HCU and thereby build a “common good” community in Taiwan. By fusing comprehensive courses and learning platforms of HCU with leisure, travel, and health preservation, we promote career education for retirement and later life preparation, develop senior resources, and engage in social enterprises to build a home for healthy aging through “aging in place”, “active aging”, and “successful aging”.
- **Project Research Room**
  Provides professional equipment (multimedia verification platforms, wireless detector experiments, positioning development systems, and robots) related to the project and thesis research of undergraduate and postgraduate (master's programs) students.

- **Multimedia Situational Classroom**
  Teaching, situation exploration, and achievement demonstration.

- **Software Classroom**
  For course teachers to give classes with software.

- **Multimedia Language Laboratory**
  Multimedia-assisted instruction emphasizing one student one unit.

- **Language Test Laboratory**
  Equipped with a console for teachers and headsets for students in audiovisual teaching.

- **Scenario Simulation Classroom**
  An open space for small theatrical performances and gatherings.
Student Prefomance

- **Department of Business Administration**
  1. Kai-wen Cao, a student of the Department of Business Administration.

- **Department of Hospitality Management**
  1. The faculty and students of the Department of Hospitality Management won Gold and Bronze Medals at the HOFEX 2017 organized by Hong Kong International Culinary Classic.
  2. Assistant Professor Roger Chi-chiang Peng: Bronze Medal for Fish in the professional category.
  4. Shuang Yeow: Gold Medal for Lamp Shoulder in the individual category.
**Department of Information Management**

1. For three consecutive years, the Department of Information Management won the Marketing Creativity Award of the marketing category of the CEO National Electronic Cup Industrial Operation Innovation Strategy Project Competition.

2. The Department of Information Management won the third prize in the college and university category at the 2017 CUTE Business Administration Cup Innovative Service Planning Competition.

**Department of Applied Foreign Languages**

1. Student Yi-jun Wu of the Department of Applied Foreign Languages won the champion of the “2017 New Taipei City Professional English Vocabulary and Hearing Ability Competition – Beauty and Cosmetics Vocabulary”.

2. Student Ren-jie Chen of the Department of Applied Foreign Languages won the first prize at the 8th Hsinchu Japanese Competition – Recitation 2017.

Yi-jun Wu, a student of the Department. Ren-jie Chen, a student of the Department.
Department of Business Administration

Introduction

Professional knowledge in management, an international view, forward-looking and innovative thinking, and the ability to make decisions and resolve all kinds of problems are with what we aim and spare no effort to equip students. With all such qualities, you will become an excellent CEO like Morris Chang of TSMC, Terry Gou of Foxconn, and the late Steven Jobs of Apple.

Department Features and Curriculum Planning

Features of this department include:

1. We offer four integrated programs, including the bachelor’s program, master’s program, extension program, and degree program. Along with the 4+1 policy of the university, a student can pursue an MBA degree in five years.

2. We actively promote license certification and overseas practicum to improve students’ work competitiveness.

3. All faculty members hold a PhD degree earned from either domestic and/or overseas universities in business-related disciplines and have rich and comprehensive teaching experience.

4. We arrange second foreign language learning to equip students with overseas practicum capacity (e.g. Japan, Singapore, and Southeast Asian countries), to enhance their future workplace competitiveness.

5. We combine the leisure and tourism industry with management practice and the required and elective courses of the college to equip students with professional knowledge in both management and leisure and tourism.

Further Study and Career

• Further study:
  Students can pursue postgraduate study at any business-related institutions at home and abroad, such as the graduate institute of business administration, graduate institute of management science, graduate institute of tourism and leisure management, graduate institute of marketing and circulation management, and graduate institute of human resources management.

• Career:
  Graduates may take civil service examinations or apply for financial management, marketing, sales assistant, and warehouse management jobs in private enterprises or the leisure and tourism industry. Graduates can also start a business of their own.
Department of Information Management

- **Teaching Goals**
  Expertise, teamwork, and professionalism.

- **Department Features**
  1. eSports game technologies: eSports technology and game planning, development, marking, and industrial management.
  2. IT services: AR/VR multimedia applications, app, e-commerce websites, and database applications.
  3. Information data analysis service: Big data analysis, data mining, and analysis of information management data.
  4. Project-oriented curriculum and instructional design with internship collaboration with leading developers and research institutions.
  5. eSports technology development collaboration with leading e-sports teams and game developers.
  6. The only information management department in Taiwan to pass “engineering education certification” and “information education certification”.
  7. Dual certification assurance and recognition by worldwide leading universities and technological and vocational associations.
  8. Assistance for obtaining international CCNA, LPIC and MCSE licenses and domestic ITC and TQC licenses.

- **Further Study and Career**
  - **Further study:**
    Five-year integrated program for students to take courses of master’s program in year four to earn a master’s degree in year five at HCU or apply for admissions to master’s programs or graduate institute relating to information management at home and abroad.
  - **Career:**
    Graduates may choose jobs relating to information management in all trades, such as multimedia engineer, game designer, professional e-sports players and coaches, information hardware/software developer, system analyst and designer, programmer, network system designer, community data analyst, data analysis consultant, project management and planning professional, database system and information system designer and administrator.
Teaching Goals

We aim to develop hospitality management talents with the ability to “know what and how things are,” in order to turn students into practical hospitality management professionals with “verbal communication and expression” skills and “knowledge-action integration” competencies.

Department Features

1. Improve the workplace language performance of students through small-class instruction with teachers of the Department of Applied Foreign Languages.
2. Hire experts in the hospitality industry to offer practical courses for students to learn to act.
3. Equip the newly completed Cloud Classroom with situational classrooms and introduce the OSCE assessment system for students to connect education with employment.
4. Collaborate with domestic and foreign hospitality industries to provide off-campus internship opportunities for seamless connection with employment.
5. Graded and differentiated instruction after practical skill tests.

Further Study and Career

- **Further study:**
  Students may further their study in areas relating to hospitality, tourism, leisure and recreation, and management at home and abroad.
- **Career:**
  Career development for hotel management majors includes hotel management, property management, restaurant management, old age home management, incentives, conferencing, and exhibitions (MICE) management, banquet management, tourism hotel service, etc. Career development for catering majors includes catering-related work (executive chef, chef, chef assistant, baker, food sanitation management professionals, bartender/bar personnel, catering server, catering captain/manager), banquet management, tourism hotel service, etc.
Department of Applied Foreign Languages
Japanese Major

Teaching Goals
In response to market demand and public need, HCU established the Japanese Section of the Department of Applied Foreign Languages in 2011 to recruit students interested in learning Japanese and wishing to engage in jobs relating to Japanese. Through practical curriculum design, the program emphasizes cultivating students’ listening, speaking, reading, and writing ability and improving their professional knowledge and skills in various fields: culture, history, business, catering, travel, animation, and teaching. We offer systematic professional training and cultivate students’ international outlook, and help them obtain related licenses, further study, and develop their career.

Department Characteristics
1. International exchange/exchange students: HCU is a sister university of many Japanese universities to provide students with opportunities for international exchange. Students can study in Japan for half a year as an exchange student and get credits from our sister universities. In addition to exchange students, students can take language or culture courses in Japan during summer and winter breaks. Currently students can take credit courses from the following sister universities and appointed universities: Kansai University, Tohoku Institute of Technology, Matsuyama University, Meiji Gakuin University, and Seijoh University (joint & dual degree).

2. Graduation project: We have signed internship program agreements with many domestic and foreign enterprises. By recommending students to do internships in these enterprises, students can have greater chances for retention after program completion.

3. Situational instruction: With the aid of the professional language laboratory and audiovisual room, we offer students contents that cannot be acquired from textbooks with multimedia assisted instruction.

Further Study and Career
Through a series of professional Japanese courses raising the Japanese proficiency of students to N2 (graduation requirement), business and tourism related professional courses, and opportunities for international exchange such as study tours and overseas practicum, we aim to cultivate the professional Japanese skills of students and improve their ability to communicate and work with Japanese. All these benefit students to further their study at home and abroad or work.
English Major

Teaching Goals
The curriculum of the English Section puts equal emphasis on three aspects: basic command of English, practical English usage, and English for employment. The curriculum is designed to cultivate “foreign language professionals with international mobility” through “holistic education” and “cultivation of multiple workplace abilities”. In addition to training the basic commands of English covering listening, speaking, reading, and writing and cultivating language application ability, we plan comprehensive professional knowledge courses with respect to international trends and social development needs to actively diversify the employability of students.

Department Features
1. Adaptive grounded learning: We offer grounded English proficiency courses in coordination with an adaptive guidance mechanisms to help students pass the basic (graduation) requirement as early as possible in order to connect with the comprehensive and professional courses or professional practicum.

2. Domestic and overseas professional practicum: Comprehensive professional internship programs are arranged for students to connect with employment. In domestic practicum, we have signed internship program agreements with international hotels, American English tutorial chains, and multinational enterprises. Overseas practicum often associates with international organizations to provide students with opportunities for paid overseas internship.

3. Multifaceted teaching activities: Apart from regular academic activities, the department office and student association create an environment in a multicultural context along with festive activities. Students will have the chance to stay at overseas sister elite schools for one to two years.
4. Multifaceted guidance: Multifaceted learning and life guidance are provided to cultivate the professional literacy and practical experience of students in all aspects in order to improve the students’ capabilities in “license”, “practicum”, and “employment”.

Further Study and Career

• Further study:
Solid English ability cultivation supported with professional knowledge in teaching English and tourism can help graduates to pursue postgraduate study at home and abroad, such as children English education, Teaching English to Speakers of Other Languages (TESOL), applied English, and translation and interpreting. Graduates can even change their area of specialization to business administration, hotel management, leisure and tourism in their postgraduate study.

• Career:
Comprehensive workplace ability development courses with internship opportunities are offered to equip students with professional knowledge relating to business administration, hospitality and tourism, and education. Graduates can become the administrative staff of enterprises in different industries, overseas staff of international companies, tour guides or tour managers, restaurant and hotel management professionals, higher-level managers, education business employees.
College of Social Sciences

Mission
As an academic center for fostering social concern talents, the College of Social Sciences emphasizes teaching quality, student practicum, science and humanities. Graduates have found positions in law, government and private business.
Development Objectives

- **Furthering teaching, research, and social service in areas relating to behavioral and social sciences**

  Through actively integrating teaching and research in areas (including social work, applied psychology, law, religion and culture, and life ceremony) relating to behavioral and social sciences, we aim to cultivate specialists in behavioral and social sciences required by the country and offer extension education and social services required by society.

- **Equal emphasis on the theory and daily life practice of social sciences**

  We aim at cultivating practical social science specialists in desperate need by present-day society to connect with the national professional and technical certification and licensing system for senior social workers, counseling psychologists, clinical psychologists, legal counsels, funeral directors, tour guides, and tour managers. In order to equip students with social concern and the noble value of fraternity, we maintain equal emphasis on theory and practice in curriculum design and teaching materials preparation.

- **Support for national policies relating to lifelong education, comprehensive community development, community empowerment, and long-term care**

  In support of government policies relating to lifelong education, community empowerment, and long-term care, we develop the learning interests and habits of social concern in students through the investigation of theories and the promotion of practices in areas of psychology, social work, law, religion and culture, and the humanities, in order to help create an environment with social concern for students to participate in the promotion of community building and community empowerment, develop the sense of social responsibility, and establish a sustainable mechanism for universities to show concern for society.

- **Innovative teaching methods**

  A syllabus is designed to specify the teach progress of each course. Teaching materials are constantly updated and diversified to maintain a balance between vertical and horizontal connections of teaching. Teaching methods are combined with multimedia-assisted instructions for the highest flexibility of teaching. “Small class and intensive training” also implemented and teaching consultation websites are erected to answer the doubts of students and stimulate their learning interests to enhance teaching efficacy.
Enriching teaching equipment
1. Increase professional books in Chinese and western languages, CAI software, and e-learning supplementary materials.
2. Build professional classrooms and online self-learning websites.

Integrating academic fields
We aggressively promote individual and integrated research on behavioral and social sciences with interdisciplinary power and through collaboration with the Center for Senior Workforce Research, the Center for the Research of Social Adjustment and Deviant Behaviors, the Center for the Adult Education Development and Community Research and Development, and the Center for Judicial Protection and Community Care of Hsinchu Area. When forming research teams and organizing conferences, workshops, and various academic activities, we make full stretch to expand inter-college, inter-school, and international academic exchange and co-operation.

Strengthening faculty structure
Based on the interdisciplinary ideal, we form a powerful teaching and research team with members of the following five faculties: social work, applied psychology, law, religion and culture, and life ceremony. Apart from encouraging facilities to seek promotion and further study overseas, candidates holding a PhD degree (assistant professor) will be prioritized in full-time faculty recruitment. Over the past three years, the number of assistant professors has increased to 95% and faculties holding a PhD degree to 96%.

Meticulous curriculum design
1. Courses of all departments are designed in either a program or a module: The Department of Social Work covers six main areas: children and family service, health care, labor administration and welfare, social work management, cultural diversity, and social welfare. The Department of Applied Psychology covers three main areas – clinical and counseling psychology, criminal justice and criminal psychology, as well as industrial and organizational psychology.
2. Equal emphasis on theory and practice: With respect to the ability, interest, and need of students, we enrich the professional knowledge and skills of students in different departments. Apart from offering course selection guidance and double major assistance to students, we make special emphasis on the dissertation, practicum, and employment program planning of students, in order to strengthen further study capacity and work competitiveness of students.
Facilities and Equipment

- **Interpersonal Dynamics Observation Room**
  In addition to a classroom, the interpersonal dynamics observation room can be a space for personal interviews, small group activities, and workshops. It is suitable for courses including growth workshops, group dynamics, counseling and psychotherapy (topic), counseling and psychotherapy practice, and group psychotherapy. It can also be a “game therapy room for children” where necessary.

- **Psychological Test & Psychological Assessment Room**
  The room is equipped with 27 psychological test tools, including the revised Wechsler Intelligence Scale for Children (WISC) and the Rorschach Inkblot Test, as teaching materials of applied psychology students. Apart from acquiring the basic theory of tests from the textbook, students can develop operational responsiveness in the future by operating such tools in reality. The room is also available for clinical counseling faculties to conduct psychological tests and interpret the test results.

- **Group Dynamics Classroom**
  The classroom is equipped with audio and video recording equipment and instruments for group counseling teaching for the practical courses of related areas for students to develop practical capacity through professional training.

- **Individual Counseling and Psychotherapy Room**
  The individual counseling and psychotherapy room is established for undergraduate and postgraduate students to take professional courses including “Counseling and Psychotherapy Project”, “Career Planning and Counseling”, “Short-term Psychotherapy Project”, and “Cognitive and Behavioral Therapy”.

- **Applied Cognitive Technology Laboratory (ACT Lab)**
  The laboratory was established for the demonstration and project support of professional courses of undergraduate and postgraduate students. These courses include Cognitive Psychology Project, Psychology of Emotions Project, and Perceptual Psychology Project. The laboratory has been successfully transformed from a “psychology laboratory” into an “applied cognitive technology laboratory” to mark out “the application of the knowledge and theories of cognitive psychology and cognitive neuroscience to autonomic motor psychology and criminal psychology.”

- **Mock Courtroom**
  The School of Law is equipped with a professional “mock courtroom” with a full simulation of a real courtroom and functions for students to receive courtroom trial experience, acquire the operation of litigation procedures, and to get familiar with trial work through the simulated drill.
Students Performance

Department of Law

1. Congratulations to student Li-wen Chang of academic year 2001 for the success in the 2014 Bar Examination.
2. Congratulations to student Bo-chong Chang of academic year 2008 for the success in the 2014 Bar Examination.
5. Congratulations to student Mei-hua Chu of academic year 2005 for the success in the 2015 Land Administration Agent Examination.
6. Congratulations to student Kai-hong Huang of academic year 2008 for the success in the 2015 Land Administration Agent Examination.
7. Congratulations to student Meng-sheng Lin of academic year 2009 for the success in the 2014 Civil Service Grade Three Special Examination for the Disabled.
8. Congratulations to student Yi-ting Peng of academic year 2007 for the success in the 2014 Grade Three Special Examination for Administrative Police Officer.
9. Congratulations to student Yi-heng Hsu of academic year 2009 for the success in the 2015 Grade Four Special Examination for Administrative Police Officer.
10. Congratulations to student Yi-fang Hsu of academic year 2011 for the success in the 2015 Grade Four Special Examination for Administrative Police Officer.
11. Congratulations to student Zhe-xian Ren of academic year 2006 for the success in the 2015 Grade Four Special Examination for Administrative Police Officer.
12. Congratulations to student Yu-zen Liu of academic year 2007 for the success in the 2015 Grade Four Special Examination for Administrative Police Officer.
13. Congratulations to student Jing-yao Hong of academic year 2007 for the success in the 2015 Grade Four Special Examination for Administrative Police Officer.
14. Congratulations to student Yi-jing Chang of academic year 2007 for the success in the 2015 Grade Four Special Examination for Administrative Police Officer.
15. Congratulations to student Yi-hong Chen of academic year 2009 for the success in the 2015 Grade Four Special Examination for Administrative Police Officer.
16. Congratulations to student Zhuo-xun Chiang of academic year 2011 for the success in the 2015 Grade Four Special Examination for Administrative Police Officer.
17. Congratulations to student Yuan-kai Ke of academic year 2009 for the success in the 2016 Grade Four Special Examination for Administrative Police Officer.
18. Congratulations to student Yao-zhen Wang of academic year 2008 for the success in the 2016 Grade Four Special Examination for Administrative Police Officer.
19. Congratulations to student Zhen-fu Chen of academic year 2007 for the success in the 2016 Grade Four Special Examination for Administrative Police Officer.
20. Congratulations to student Wei-zhe Wen of academic year 2005 for the success in the 2016 Grade Four Special Examination for Administrative Police Officer.
21. Congratulations to student Pei-lun Jian of academic year 2004 for the success in the 2016 Grade Four Special Examination for Administrative Police Officer.
22. Congratulations to student Shen-wei Guo of academic year 2011 for the success in the 2016 Grade Four Special Examination for Administrative Police Officer.
23. Congratulations to student Zhi-qiang Lee of academic year 2012 for the success in the 2016 Grade Four Special Examination for Administrative Police Officer.
24. Congratulations to student Wen-jie Zhen of academic year 2011 for the success in the 2016 Grade Four Special Examination for Administrative Police Officer.
25. Congratulations to student Bao-lin Xie of academic year 2004 for the success in the 2015 Senior Examination for Household Registration Officer.
26. Congratulations to student Bing-chen Chen of academic year 2007 for the success in the 2015 Junior Examination for Household Registration Officer.
27. Congratulations to student Yan-bo Wang of academic year 2007 for the success in the 2015 Grade Four Examination for Correctional Facility Custodial Personnel.
28. Congratulations to student Qi-han Wu of academic year 2006 for the success in the 2013 Grade Three Examination for Immigration Administration Officer.
32. Congratulations to student Yi-fei Wang of academic year 2008 for the success in the 2015 Senior Examination for Clinical Psychologists.

Department of Social Work

2013:
1. Congratulations to student Guan-jin Chen of academic year 2001 for the success in the 2015 Senior Examination for Senior Social Workers.
2. Congratulations to student Ru-yi Zheng of academic year 2001 for the success in the 2013 Senior Examination for Senior Social Workers.
3. Congratulations to student Shun-da Chao of academic year 2002 for the success in the 2013 Senior Examination for Senior Social Workers.
5. Congratulations to student Jing-qi Wang of academic year 2006 for the success in the 2013 Senior Examination for Senior Social Workers.

2014:
2. Congratulations to student Ding-yi Yu of academic year 1998 for the success in the 2014 Senior Examination for Senior Social Workers.
3. Congratulations to student Jing-ting Huang of academic year 2000 for the success in the 2014 Senior Examination for Senior Social Workers.
5. Congratulations to student Pei-fang Yin of academic year 2000 for the success in the 2014 Senior Examination for Senior Social Workers.
7. Congratulations to student Min-jia Cai of academic year 2002 for the success in the 2014 Senior Examination for Senior Social Workers.
9. Congratulations to student Zi-jia Huang of academic year 2006 for the success in the 2014 Senior Examination for Senior Social Workers.
11. Congratulations to student Ping-chun Chen of academic year 2006 for the success in the 2014 Senior Examination for Senior Social Workers.
15. Congratulations to student Shu-xian Luo of academic year 2010 for the success in the 2014 Senior Examination for Senior Social Workers.
17. Congratulations to student Hui-ru Wu of academic year 2012 for the success in the 2014 Senior Examination for Senior Social Workers.
18. Congratulations to student Ding-sheng Lin of academic year 2012 for the success in the 2014 Senior Examination for Senior Social Workers.

2015:
2. Congratulations to student Shu-meng Huang of academic year 2000 for the success in the 2015 Senior Examination for Senior Social Workers.
3. Congratulations to student Shi-yun Hong of academic year 2002 for the success in the 2015 Senior Examination for Senior Social Workers.
5. Congratulations to student Yi-jing Lin of academic year 2003 for the success in the 2015 Senior Examination for Senior Social Workers.
6. Congratulations to student Yi-zhen Lee of academic year 2003 for the success in the 2015 Senior Examination for Senior Social Workers.
7. Congratulations to student Ya-han Lin of academic year 2005 for the success in the 2015 Senior Examination for Senior Social Workers.
8. Congratulations to student Shu-hui Lin of academic year 2006 for the success in the 2015 Senior Examination for Senior Social Workers.
10. Congratulations to student Pei Lai of academic year 2010 for the success in the 2015 Senior Examination for Senior Social Workers.
11. Congratulations to student Meng-ru Hong of academic year 2011 for the success in the 2015 Senior Examination for Senior Social Workers.
12. Congratulations to student Yu-si Cai of academic year 2012 for the success in the 2015 Senior Examination for Senior Social Workers.
13. Congratulations to student Ze-cheng Shi of academic year 2012 for the success in the 2015 Senior Examination for Senior Social Workers.
14. Congratulations to student Li-min Chang of academic year 2014 for the success in the 2015 Senior Examination for Senior Social Workers.

2016:
2. Congratulations to student Chun-guo Chen of academic year 2002 for the success in the 2016 Senior Examination for Senior Social Workers.
3. Congratulations to student Pei-qi Cai of academic year 2012 for the success in the 2016 Senior Examination for Senior Social Workers.
4. Congratulations to student Yi-fang Lu of academic year 2014 for the success in the 2016 Senior Examination for Senior Social Workers.
5. Congratulations to student Bi-qin Chen of academic year 2014 for the success in the 2016 Senior Examination for Senior Social Workers.
6. Congratulations to student Wen-jing He of academic year 2014 for the success in the 2016 Senior Examination for Senior Social Workers.

2017:
1. Congratulations to student Yong-ren Wu of academic year 2013 for the success in the 2017 Senior Examination for Senior Social Workers.
2. Congratulations to student Yi-ping Peng of academic year 2011 for the success in the 2016 Senior Examination for Senior Social Workers.
4. Congratulations to student Hong-kai Liao of academic year 2005 for the success in the 2016 Senior Examination for Senior Social Workers.
Department of Applied Psychology

Senior Examination for Clinical Psychologists

2014:
1. Congratulations to student Wei-hui Wu of academic year 2008 for the success in the 2014 Senior Examination for Clinical Psychologists.

2015:
1. Congratulations to student Jia-yu Lin of academic year 2010 for the success in the 2015 Senior Examination for Clinical Psychologists.

2016:
2. Congratulations to student Yu-ting Lu of academic year 2008 for the success in the 2016 Senior Examination for Clinical Psychologists.
3. Congratulations to student Rui-wen Chang of academic year 2009 for the success in the 2016 Senior Examination for Clinical Psychologists.
4. Congratulations to student Zi-jian Feng of academic year 2010 for the success in the 2016 Senior Examination for Clinical Psychologists.
5. Congratulations to student Yi-qian Hsu of academic year 2010 for the success in the 2016 Senior Examination for Clinical Psychologists.
7. Congratulations to student Yu-zhe Peng of academic year 2011 for the success in the 2016 Senior Examination for Clinical Psychologists.
8. Congratulations to student Lin-yun Wen of academic year 2012 for the success in the 2016 Senior Examination for Clinical Psychologists.

Senior Examination for Counseling Psychologists

2014:
2. Congratulations to student Wen-si Huang of academic year 2008 for the success in the 2014 Senior Examination for Counseling Psychologists.
3. Congratulations to student Man-zi Yang of academic year 2010 for the success in the 2014 Senior Examination for Counseling Psychologists.
5. Congratulations to student You-zhen Yan of academic year 2005 for the success in the 2014 Senior Examination for Counseling Psychologists.
6. Congratulations to student Wen Han of academic year 2010 for the success in the 2014 Senior Examination for Counseling Psychologists.
7. Congratulations to student Yi-chun Lee of academic year 2009 for the success in the 2014 Senior Examination for Counseling Psychologists.
2015:
3. Congratulations to student Wen-yi Chen of academic year 2006 for the success in the 2015 Senior Examination for Counseling Psychologists.
4. Congratulations to student Bo-wei Huang of academic year 2009 for the success in the 2015 Senior Examination for Counseling Psychologists.
7. Congratulations to student Xing-yu Feng of academic year 2010 for the success in the 2015 Senior Examination for Counseling Psychologists.
8. Congratulations to student Yi-fan Yan of academic year 2005 for the success in the 2015 Senior Examination for Counseling Psychologists.

2016:
2. Congratulations to student Zhu-hao Hu of academic year 2009 for the success in the 2016 Senior Examination for Counseling Psychologists.
3. Congratulations to student Xuan-min Sun of academic year 2010 for the success in the 2016 Senior Examination for Counseling Psychologists.
5. Congratulations to student Jing-shan Lin of academic year 2011 for the success in the 2016 Senior Examination for Counseling Psychologists.
7. Congratulations to student Shi-xian Wu of academic year 2011 for the success in the 2016 Senior Examination for Counseling Psychologists.
10. Congratulations to student Shi-lun Huang of academic year 2012 for the success in the 2016 Senior Examination for Counseling Psychologists.
11. Congratulations to student Yong-ting Chang of academic year 2012 for the success in the 2016 Senior Examination for Counseling Psychologists.
2017:
2. Congratulations to student Jing-ru Cui of academic year 2010 for the success in the 2017 Senior Examination for Counseling Psychologists.
3. Congratulations to student Xiao-lei Chen of academic year 2010 for the success in the 2017 Senior Examination for Counseling Psychologists.
5. Congratulations to student Zi-xuan Cheng of academic year 2012 for the success in the 2017 Senior Examination for Counseling Psychologists.

Prison Warden

2014:
1. Congratulations to student Jing-zi Huang of academic year 2005 for the success in the 2014 Special Examination for Prison Wardens.

Tour Guides and Tour Managers: Mandarin Tour Managers

2016:

Department of Religion and Cultural Studies

Class B Technician Certification and Licensing for Funeral Directors

2014:

Tour Guides and Tour Managers: Mandarin Tour Guides

2014:
1. Congratulations to student Mei-ling Chen of academic year 2013 for the success in the 2014 Junior Professional and Technical Examination for Tour Guides and Tour Managers—Mandarin Tour Guides.

2015:
1. Congratulations to student Shu-min Hu of academic year 2013 for the success in the 2015 Junior Professional and Technical Examination for Tour Guides and Tour Managers—Mandarin Tour Guides.
2. Congratulations to student Zhi-guan Cai of academic year 2014 for the success in the 2015 Junior Professional and Technical Examination for Tour Guides and Tour Managers—Mandarin Tour Guides.
3. Congratulations to student Yong-Zhi Chen of academic year 2013 for the success in the 2015 Junior Professional and Technical Examination for Tour Guides and Tour Managers—Mandarin Tour Guides.

**Tour Guides and Tour Managers: English Tour Guides**

**Life Ceremony Degree Program**

**Class B Technician Certification and Licensing for Funeral Services**

2014:
1. Congratulations to student Yu-bao Chiang of academic year 2011 for the success.

2015:
1. Congratulations to student Cao-yi Rui of academic year 2010 for the success.
2. Congratulations to student Bo-feng You of academic year 2015 for the success.
3. Congratulations to student Xiu-rong Jian of academic year 2012 for the success.
4. Congratulations to student Ting-xuan Wen of academic year 2011 for the success.
5. Congratulations to student Yan-ru Chang of academic year 2011 for the success.

**Class C Technician Certification and Licensing for Funeral Services**

2014:
1. Congratulations to student Jian-yu Wei of academic year 2012 for the success.

2015:
1. Congratulations to student Jun-min Hsu of academic year 2014 for the success.
2. Congratulations to student Yu-cheng Zheng of academic year 2012 for the success.
3. Congratulations to student Ge-jing Liu of academic year 2012 for the success.
4. Congratulations to student Ji-ling Cai of academic year 2012 for the success.

2016:
1. Congratulations to student Yu-xuan Hsu of academic year 2013 for the success.
2. Congratulations to student Yi-ru Chang of academic year 2014 for the success.
3. Congratulations to student Yi-rong Wen of academic year 2014 for the success.
4. Congratulations to student Bo-wei Zhuo of academic year 2015 for the success.
5. Congratulations to student Yi-rong Wen of academic year 2014 for the success.
6. Congratulations to student Bo-wei Zhuo of academic year 2015 for the success.
Department of Religion and Culture

Teaching Goals

1. Faculty structure: Members of the faculty come from areas including literature, history, philosophy, and social science.

2. Teaching and training: By introducing comprehensive religious views and research methods, students can develop various issues for religion and cultural studies and academic research.

3. Academic advantage: Academic training emphasizing “religion and culture”.

4. Student academic performance: At the 16th year of the department, 92 students successfully enrolled in the master’s program. At the 20th year of the department, 39 students successfully enrolled in the PhD program. Among them, 15 alumni have earned a PhD degree, 14 of them have become assistant professors or associate professors, and 10 of them are university instructors.

5. Practice and heritage: We offer two credit programs, “Religion and Culture Travel” and “Life Ceremony”, for students to “obtain professional licenses” and “connect education with employment”.

6. Certification performance: Between academic years 2011 and 2017, students obtained 34 licenses.

7. Internationalization:
   (1) We have organized various international conferences and symposia and invite top academic and social leaders to such conferences and symposia.
   
   (2) We organize the overseas professional practicum through the “Dream Building Project” or “International Volunteer Service Group” to stimulate the interest and enhance the capacity of cross culture study of students.

8. Broadening horizons: A “Dialogue with Religions” platform is introduced to raise the intention and capacity for rational and friendly conversations among religions.

9. Further study and employment rate: The further study and employment rate of every graduation class is over 90%.
Department of Law

**Teaching Goals**

1. Teaching:
   As a unique pure law department in Taoyuan, Hsinchu, and Miaoli areas, we put equal emphasis on “theory” and “practice” in order to foster practical legal professionals, and offer fundamental and professional law courses to cultivate legal workers with a sense of justice, a sense of mission, independent thinking, and flexible legal practice in order to practice the spirit of the rule of law in society and acquire a macroscopic view. In addition to the fundamental law training, we introduce the student counseling (Studienberatung) system of Germany to provide students with adaptive guidance for career planning; establish the Hsuan Chuang Law Academy (HCLA) to strengthen hardware and software resources and guide elite students; and help students pass the special examination for judges and prosecutors or the bar examination to obtain the qualification for civil service or law practice.

2. Research:
   In addition to courses, including fundamental law, public law, criminal law, civil law, commercial law, and procedural law, in the traditional law discipline, we have added courses including the Cross Strait Legal Systems and Legal System and Legal Terms of China. Upholding the “apprenticeship” spirit, we encourage students to join the research of specific faculty members in order to receive the most inspiration and assistance in the study
Department Features

1. Apprenticeship encouragement:
   We encourage students to join the research of specific faculty members in order to receive the most inspiration and assistance in study and research from the expertise, workplace experience, and social networking of their “mentors”. Whether it is the fundamental research of various law areas or the research of specific areas, such as jurisprudence, legal ethics, law and politics, basic rights, administrative procedures and administrative relief, international criminal law, criminal law, evidence law, rehabilitation protection, victim protection, consumer protection, labor law, cyberlaw, fair trade law, corporate law, private international law (conflicts of law), cross-strait legal system, and inter-regional judicial practice, we have faculty members specializing in those corresponding areas. Due to the close interaction between faculty members and students, we are glad to extend our research based on the needs of students.

2. Equal emphasis on theory and practice:
   By combining law education and social service, we enrich practice courses such as legal service and legal practicum by arranging progressive practicum covering elementary, advanced, and enterprise levels to build the features of a department emphasizing theory and practice together.

3. Traditional and modern together:
   With “traditional law study” as the foundation, we add “financial and economic law” and “science and technology law” to meet modern professional legal needs to student’s capacity in self-learning and self-optimization.

4. Student counseling system of Germany:
   Faculty members studied in Germany to provide adaptive guidance for students to study law and make career planning in law in order to guide students to develop goal-oriented learning strategies.

5. HCLA for Elites:
   We arrange elite guidance for students with high self-leaning ability and provide them with the most suitable hardware and software learning resources to help them establish an efficient learning model and build their dreams step by step.

Further Study and Career

Every year, about 10% of students pursue further study in law at universities. Except for some students who successfully pass the bar examination or special examination for judges, prosecutors, prison wardens, prosecution investigators, court clerks, and administrative police officers, most students work for law firms or enterprises as legal specialists, corporate legal specialists, or law clerks of district courts. Most of them, have outstanding performances to fully achieve the department goal: “practice of theory, knowledge-action integration, and knowledge-action empowerment”.

and research from the expertise, workplace experience, and social networking of their “mentors”. Whether it is the fundamental research of various law areas or the research of specific areas, such as jurisprudence, legal ethics, law and politics, basic rights, administrative procedures and administrative relief, international criminal law, criminal law, evidence law, rehabilitation protection, victim protection, consumer protection, labor law, cyberlaw, fair trade law, corporate law, private international law (conflicts of law), cross-strait legal system, and inter-regional judicial practice, we have faculty members specializing in those corresponding areas. Due to the close interaction between faculty members and students, we are glad to extend our research based on the needs of students.

4. Student counseling system of Germany:
   Faculty members studied in Germany to provide adaptive guidance for students to study law and make career planning in law in order to guide students to develop goal-oriented learning strategies.

5. HCLA for Elites:
   We arrange elite guidance for students with high self-leaning ability and provide them with the most suitable hardware and software learning resources to help them establish an efficient learning model and build their dreams step by step.
Department of Social Work

Teaching Goals

1. Cultivate social work specialists in response to social needs by equipping students with the professional knowledge and ability to plan social policies and manage social resources and social organizations, and the professional skills to understand and help others.

2. Enable students to connect with career development and equip them with the ability to be a social worker, social work supervisor, project management professional, and medium and high levels executives of social welfare organizations, so that they can demonstrate their talent in government departments, non-government organizations (NGO) medical institutions, child and family service organizations, senior care and long-term care organizations, and educational organizations.

Department Features

1. Faculty: There are 11 full-time members in the faculty, and each of them holds a PhD degree earned from universities in the USA, the UK, France, or Taiwan to offer the most professional education to students to broaden the horizons and cultivate their international view.

2. Curriculum: The curriculum is planned and designed to closely combine with practical work and emphasize teacher-student interaction and exchange. Through design diversification, the curriculum enables students to acquire and experience the knowledge and professional skills of social work through various teaching activities. A practicum system is meticulously planned to enable students to turn abilities into competencies and become competitive.
Further Study and Career

- Further study:
  Students can further their studies in various fields, such as social work, social welfare, public health, sociology, and human resources, and so on.

- Career:
  Most of our graduates work at public and non-government social welfare organizations, foundations, and industries relating to senior service and human resources after graduation, and have demonstrated outstanding performance. Graduates can also take the Senior Examination for Senior Social Workers to obtain a license or the civil service examinations for administrative specialists. After obtaining the civil service qualification, they can work at government departments, such as the Ministry of the Interior, the Ministry of Health and Welfare, the Ministry of Labor (formerly Council for Labor Affairs), and the social and labor administration units of local governments.
Department of Applied Psychology

Teaching Goals
As a discipline advocating the “application” of psychology, we emphasize the development and promotion of the application of psychology. The core aim of this department is to equip students with the “basic core knowledge” and “professional practical skills” of psychology and guide them apply psychology knowledge to various areas in order to help themselves and others.

Department Characteristics
1. Three main areas of development:
   The three main areas of development are “counseling and clinical psychology”, “industrial and organizational psychology”, and “criminal justice and criminal psychology”.

2. Involvement in instruction and guidance:
   We emphasize the involvement and efforts in instruction and student guidance, the assistance for students to understand the areas of research and application of psychology, and the cultivation of professional ethics in students of both full-time and part-time faculty members so as to help students develop a better future career.

3. Practicum supervision:
   Exchange and collaboration are launched with mentors in related fields to implement instruction, practicum, and supervision based on the needs of society, professional helpers, and practical needs in psychology.

4. Guidance mechanism for certification and licensing:
   We review the curriculum and teaching aims and strengthen the connection between theory and practice to provide a guidance mechanism for certification and licensing through teacher-student participative learning.
Further Study and Career

1. Development for students holding a bachelor’s degree

   (1) Further study:
   Students may apply for the master’s programs in consulting or clinical psychology, education, and commercial crime and crime prevention.

   (2) Civil service:
   Students may take the civil service special examination for judicial personnel to pursue a career in a prison warden, correctional facility custodial personnel, probation officer, psychological counselor, psychometric testing technologist, or family investigator.

   (3) Professional helpers:
   Students may become a counselor of public and private schools, hospitals, foundations, the juvenile guidance committees of local governments, and courts; a teacher of tutorial schools or after-school clubs; and in the business areas such as an employment counselor, human resources management professional, or an advertising account executive.

2. Development for students holding a master’s degree

   (1) Further study:
   Students may apply for the PhD program in consulting or clinical psychology, education, and commercial crime and crime prevention.

   (2) Getting a license:
   The day-time master’s programs aim to develop students into a counseling psychologist, a clinical psychologist, and a specialist in other research and applied areas.

   (3) Professional helpers:
   Degree programs aim to equip students with the ability to understand and research psychological processing and behavior, and with professional competencies for education and counseling, business management, and criminal correction work.

3. Performance

   (1) Further study:
   There are students pursuing postgraduate study at public or private universities every year with outstanding performance.

   (2) Career:
   Since department was established in 1999, about 80 students have passed the civil service special examination for counseling psychologists and clinical psychologists, prison wardens, correctional facility custodial personnel, and other administration roles, including the top of the Grade Three Special Examination for Prison Wardens.
College of Communication

Mission
Establish communication competence and a foundation for the performing arts and directors that benefit domestics and foreign students by combining social needs and aligning with digitization to contribute to social development and promote the knowledge-based and cultural industries, and economic development; and devote to becoming a key college for the education and research of information and communication.
Development Objectives

**Founding Aim**

By integrating the resources of the 4 Departments of Department of Broadcasting and Journalism, Department of Library and Information Science, Department of Mass Communication, and the Department of Performing and Media Arts, the College of Communication aims to cultivate talents in communication and the performing arts. In teaching and learning, we equip students with the following abilities and competences: knowledge and art creativity, content production and presentation, internet transmission, knowledge and content service, product marketing and communication, and product criticism to meet the country’s needs of communication and performing talents for developing knowledge-based and cultural industries. In research, we emphasize the research of media operations, art presentation, knowledge access, transmission technology, and their social influence with respect to instructional and social needs.

Currently, apart from establishing a strong faculty, all four departments enrich teaching equipment, and launch industry-
Future Development Goals

1. Faculty:
   Improve and enrich faculty competencies to recruit facility members with research competency and expertise.
   (1) Recruit new faculty members.
   (2) Resolve the shortage of highly educated talents in the performing and media arts, and broadcasting and journalism in the market; hire faculty-rank specialists, and enhance the practical training of students to achieve knowledge-action integration.
   (3) Organize at least one academic symposium and publish a journal of information and communication every academic year to create a climate for learning; and arrange research projects at home and abroad for faculty members during holidays to enrich instructional and research energy.

2. Teaching and learning resources:
   Update and build modernized teaching and learning equipment
   (1) Build professional classrooms required by each department.
   (2) Continuously purchase instrumentation facilities, and accelerate the construction of the virtual studio, internet radio station, and e-news platform.

3. Instruction and guidance:
   Devote to the talent training of communication and the performing arts and the guidance for collegiate and departmental clubs, term performances, graduation exhibitions, assignment publication, and employment.
   (1) Train professional seed teams.
   (2) Continue to implement off-campus professional internships and practical production and performances for students to facilitate knowledge-action integration and job accommodation.

4. Research:
   Enhance the quality and quantity of communication research, enforce planning for academic research and outcome publication, and raise the research energy of faculty members and students. Graduate programs emphasize the combination of theory and practice.

5. Service:
   Establish well-planned industry-academia-government collaboration programs, encourage faculty members and students to engage in charitable and educational communication activities.
Students Performance

**Department of Mass Communication**

**2015:**
1. Jia-hong Chu, Master’s Program, Creation Section, Department of Radio, Television and Film (RTF), Shih Hsin University.
2. Yan-ming Ding, The work The Death of a Terrorist passed the 12th PTS Innovative Story evaluation.
3. 91 students including Shen-bo Wang, Xin-ru Chien, and others. Passed Acoustica Mixcraft digital audio licensing.

**2016:**
1. Hui-yuan Guo, Institute of Art Studies of NCKU.

**2017:**
2. Okimoto Yumi, Summer Course, Tohoku Institute of Technology.
3. Yu-xuan Wu, Selected for the 2017 summer internship by “Mango TV of Hunan Television”.

**Department of Broadcasting and Journalism**

**2015:**

**2016:**
1. Mei-yu Chen, Zi-yun Peng, Yi-ling Lee, Rui-ming Tan, Jia-jun Huang, Pei-ling Chen, Sixth Prize, Hsinchu Film Creation Festival – Hsinchu Railway Station: An Historical Account.
8. Second Prize, Education Entry, Education Cup e-Book Making Competition.
10. Guan-yu Huo, Master’s program, Graduate Institute of Hakka Political Economy, National Central University.
11. Yu-kai Lin, Master’s program, Department of Communication, National Chung Cheng University.

**2017:**

2. Zhong-xiang Hong, Second Prize, Anchor Competition co-organized by Fu Jen University and National Cheng Chi University.
4. Jing-yu Chen, Chun-an Guo, Bo-heng Lee, Qi-ming Wu, Ming-xuan Pan, Yi-ting Liao, Selected for the 2017 summer internship by Mango TV of Hunan Television.

### Department of Performing and Media Arts

**2014:**

1. Ren-he Huang, Wen-yao Hong, Rui-kun Huang, Zhe-wei Hsu, Chui-zheng Chen, Xiao-jun Huang, Second Prize, National Colleges and Universities Final, The 9th BAIS Cup Filial Piety Creative Performance Competition 2014.
3. Min-zi Wang, First Prize, College and University Individual Entry, Folk Dance Category, 2014 Hsinchu City Student Dancing Competition.
4. Min-zi Wang, First Prize, College and University Individual Entry, Modern Dance Category, 2014 Hsinchu City Student Dancing Competition.
5. Yan-ming Ding, Asia Director Competition, Toga Festival, Japan. Entry: *My Doll* directed by Shou-yao Liu.

**2015:**

2. Yi-min Yeh, Yi-jun Huang, Dai-jun Chen, Chen-wie Fang, Guan-hao Huo 2015 PQ Prague Quadrennial of Performance Design and Space (Exhibition of *The Past “White”* in the Student Pavilion).
4. Xiao-jun Huang, Master’s program, Department of Theatrical Design and Technology, National Taiwan University of the Arts (specialized in lighting design).
5. Min-zi Wang, First Prize, College and University Individual Entry, Modern Dance Category, 2014 National Student Dancing Competition.

2016:
3. Hua-xu Dai, Master’s Program, The Graduate Institute of Theatre Arts and Playwriting, Taiwan University of the Arts, 2016 (specialized in playwriting).

2017:
5. Jing-wen Gong, Yu-han Chen, Xiao-dei Yang, Zi-jun Chin, Jing-rong Shao, Cheng-en Hsieh, The “Street Dance Passion, Flash Mob Penghu Operation” of the Performing and Media Arts was nominated for the 2017 In Search of Touching Spots Project.
6. Shigeta Seiji, Master’s Program, The Graduate Institute of Theatre Arts and Playwriting, Taiwan University of the Arts, 2017 (specialized in direction).
7. Sheng-feng Ding, Master’s Program, Department of Radio, Television and Film, Shih Hsin University, 2017.
Department of Mass Communication

Teaching Goals
As technology advances, more professional talents are needed to engage in areas including academic research, video contents, and integrated marketing to enrich the industrial and academic energy for the media industry and communication research. The goals of this department include (1) offer theory-based and practice-oriented instruction; (2) provide professional knowledge and training for “film or TV production” and “marketing communication”; and (3) develop a positive attitude in students for them to understand professional ethics, encourage self-development, and show more social concern.

Department Features
To cultivate mass communication professionals with equal emphasis on theory and practice is the basic instructional framework. Based on film and marketing communication, creative thinking is inspired from theory instruction to practical operation for students to acquire energy for TV, film, drama, marketing communication, and new media technology in the four-year program. By launching cooperation with the Los Angeles Film School and Pittsburg State University of the USA to broaden the international horizons of students and cultivate communication talents with balanced mastering of theory and practice and the ability of independent production and innovative thinking.

Student Performance
Digital filming and video equipment, a faculty with equal emphasis on theory and practice, and outstanding student performance have always been our “three-in-one” teaching objective. In recent years, students have demonstrated great performance both at school and after graduation. Some further their studies with the PhD program, some started their communication business, some become important film producers in Taiwan, marketing planners, executive producers, reporters, and editors of TV channels and the distribution industry. All meets the goal of education-employment integration.

Further Study and Career

• Further Study:
  We organize the study group every year to encourage graduates to pursue postgraduate study in related departments at home and abroad or take civil service examinations.

• Career:
  (1) Communication industry: Directors, line directors, producers, screenwriter, cameramen, lighting, production sound makers, make-up artists, costume designers, program planner, and visual effect engineers, etc.
  (2) Public relations and marketing: internet marketing, public relations planning, media integrated marketing planning, etc.
  (3) Junior and senior civil service examinations: Broadcast, TV, and press public relations, etc.
Industry-academia collaboration project: Recipe filming for the Council of Agriculture.

 Signing ceremony with CTI Television Inc.

 Visit Sanlih E-Television Inc. and participation in program filming.

 Equipment operation presented by Sony full-time instructor.

 Signing ceremony with Hakka Television.

 Industry-academia collaboration project: Recipe filming for the Council of Agriculture.

 Signing ceremony with CTI Television Inc.
Department of Broadcasting and Journalism

Teaching Goals
The Department of Broadcasting and Journalism aims to equip students with the media convergence ability through “writing” and “information processing”, with emphasizing on using the “pen” among multiple media to write good stories. This “pen” includes text writing, video news production, content layout, and video editing in post-production. Anything that makes a story clear and attractive is our “pen”. In addition, we put special emphasis on training students the “show and tell” skills in news by using data at hand. Whether it is news data collection and organization, theme reduction of the knowledge map, visual presentation of interactive graphs, convergent publishing of digital news, or the value-added use of the news knowledge base, they all are the basic skills every student should master. By doing so, we can cultivate news production talents that meet the digital medial trend.

Department Features
The faculty is basically formed upon digital journalism, with other specialties including politics, society, history, communication, public policy, computer, and librarianship. The curricula center on: “newspaper journalism”, “radio and TV journalism”, “information journalism”, and “news communication”. In addition to the emphasis on the practical operation of knowledge and skills, the curriculum requires analytical power training. The instructional contents cover project, theory, research, and comment to cultivate “talents for digital, radio, and TV news program production” and “talents for new information digital output and archival”.

Further Study and Career
• Further study:
We organize the study group every year to encourage graduates to pursue postgraduate study in related departments at home and abroad. In recent years, many graduates have been admitted to the graduate schools of national students, such as National Taiwan University, National Taiwan Normal University, National Chung Cheng University, National Central University, National Chung Hsing University, and National United University. Many students have successfully applied to the postgraduate programs for journalism and communication of Shih Hsin University, Ming Chuan University, and National Chinese Culture University.
• Career

(1) Short-term plan:
Invite domestic enterprises engaging in the cultural and creative industries to give talks and exhibitions for students to talk with workers in related fields to enrich their professional vision. Launch industry-academia collaboration programs with local cultural industries to enrich the practical skills and research ability of students.

(2) Medium-term plan:
Participate in competitions and exhibitions to improve the professional competencies of students. Develop the studio learning concept by adopting the apprenticeship system to lead students engage in practical creation experience and acquire studio operations and management through the department studio.

(3) Long-term plan:
Encourage faculty members and students to diversity their development, participate in domestic and international academic research projects, creation, and performances. Plan and adjust the curriculum based on international development trends and the key projects of the national cultural and creative industries to cultivate management talents for the cultural and creative industries.
Department of Performing and Media Arts

Teaching Goals
The Department of Performing and Media Arts aims to cultivate performing artists and producers and interdisciplinary talents with image creation potential based on the theatre.

Department Features
1. Curriculum differentiation for practical use
   The general curriculum is planned upon two pillars: “Performing Arts” and “Playwriting”. Students can receive adaptive development based on their interests and interdisciplinary learning under the framework of the College of Communication. Through performance production, industry-academia collaboration, and off-campus internships, we equip students with related frontstage and backstage professional skills and disciplines, so that students can apply them to theatre and performances to improve their employability.

2. Comprehensive opportunities for international learning
   Many overseas Chinese students from Macau, Hong Kong, and Malaysia with good conduct and excellent academic performance provide many opportunities for cultural exchange. The department also arranges performances in Shanghai and Wuzhen Town, China, in Tokyo and Osaka, Japan, in Penang, Malaysia, in Prague, Czech Republic and in Edinburg, UK. The department will continue to participate in international theatre festival and design competitions.
Further Study and Career

Graduate Institute of Theatre Arts and Playwriting, National Taiwan University of the Arts; Department of Drama and Theatre, National Taiwan University; Master’s Program of Performing Arts, Department of Drama, National Taiwan University of the Arts; Graduate Institute of the Arts, National Taiwan Normal University; Department of Drama Creation and Application, National University of Tainan; Department of Communication and Technology, National Chiao Tung University; Master’s Program, College of Communication, Hsuan Chuang University; Master’s Program of Arts and Technology, Chinese Culture University; Institute of Art Studies, National Cheng Kung University; Graduate Institute of Art Studies, National Central University; Graduate Institute of Documentary and Document Archiving, and Tainan National University of the Arts. Students may also pursue postgraduate study overseas in areas related to drama, film, arts, communication, advertisement, television, and visual arts.

Career:
Movie or TV actors/actresses, screenwriters and directors; theatre actors/actresses, playwrights and directors; running a performing studio; writers, theatre technicians; production companies; art and cultural activity planners; artist management; theatre administrators, and teachers.
Dormitory

To provide students with the best accommodation, there are total of 256 bedrooms, 46 bedrooms for 4 and 210 bedrooms for 5, providing a total of 1234 beds. Each bedroom is around 40 m² large and is equipped with sufficient facilities such as bathroom equipment, air conditioner and internet.

Moreover, the dormitories are built along the mountain facing the sea, soothing the students’ heart and soul no matter they are facing the mountain or the sea. Besides public equipment such as laundry machines and dryers, a bright and comfortable smart library, well-equipped multimedia learning corner, and a relaxing lobby are also available.

The campus also pays emphasis on the students’ accommodation security. The card swipe system is introduced to effectively manage those entering and leaving the dormitories, while there are staffs on duty at the Manager’s Room 24/7, so they can respond to all situations at the first moment. Surveillance machine, fire alarms and other security equipment are on service throughout the day to ensure comfort, convenience and safety of all students.

Yenyuexuan 1st Floor of Library and Information Building

This multi-purpose studying center integrates the demands of studying for national exams, studying on their own, and multi-purpose discussion room. It is open 24/7. At the beginning of its establishment, a campaign was held that named this multi-purpose studying center into “Yenyuexuan”, anticipating that all users can enjoy the pleasure of studying regardless of day, night and seasons.
PBL Classroom 3rd Floor of Miao-Ran Building
This is an education environment for outstanding teachers to demonstrate their lecture content that introduces PBL (Problem-Based Learning) teaching method into their courses and for colleagues to observe. To strengthen the students’ learning outcomes, this space strengthens active learning environment with group learning, training students to collect, sort and evaluate knowledge, while gaining communicating and coordinating capacity.

Hi-tech Cloud & Smart Classroom 4th Floor of Miao-Ran Building
As virtual reality (VR) in becoming a trend, Hsinchu Hsuan Chuang University integrates technology into its teaching by investing in VR technology and its application. It has invested nearly NT$5 million to establish “Hi Tech VR/AR/MR Cross-field Cloud & Smart Classroom”. It is the first cloud and smart classroom that combines the advance technology of VR, AR and MR.

Maker Space 2nd Floor of Miao-Ran Building
As “maker movement” has become a trend, Hsuan Chuang University has built a space for makers and students with relevant features and for those who are willing to be driven under long-term projects in the future. This overturns the current education system and enables students from different colleges or departments to demonstrate their capability according to their major and personal development.

Digital Learning Center 1st Floor of Library and Information Building
In 2013, the library rebuilt the traditional video and audio area into a “Digital Media Area”. On 2015, it further made the already popular Digital Media Area into a grand café as good as Starbucks.

Multi-purpose Video-Audio Classroom 3rd Floor of Library and Information Building
The Multi-purpose video-audio classroom is composed of a 10 M x 2.4 M large screen, 5.1 surround sound stereo, and seats for 130 people. It is mainly used for multimedia performance, playing multimedia materials, and interactive media experience related courses. Moreover, its wide space and facilities can also be used for seminars and large department/college events.
Transportation Information

**Driving**
1. Get off National Highway No. 3 (Second Northern Taiwan Highway) at Jiadong Interchange (103K) → Turn right go along Jingguan Blvd. → Turn left and enter Sec. 2, Dongxiang Road → Turn left to enter Xuanzhuang Road and drive for another 100 meters to reach the campus.
2. Take Hsinchu System Interchange (99K) on National Highway No. 1 (Zhongshan Highway) → National Highway No. 3 (Second Northern Taiwan Highway heading for Xiangshan and Zhunan) → Get off at Jiadong Interchange (103K) → Turn right go along Jingguan Blvd. → Turn left and enter Sec. 2 Dongxiang Road → Turn left to enter Xuanzhuang Road and drive for another 100 meters to reach the campus.

**High Speed Rail**
Get off at HSR Hsinchu (Zhubei) Station → Take the shuttle bus to Hsinchu Train Station (bus comes every 20 minutes) → Take bus or taxi to reach the campus at Hsinchu Train Station.

**Highway Bus**
1. Taipei
   Take Kuo-Kuang Bus or Howtai Bus at Taipei Bus Station → Directly reaches the campus (for the timetable of the buses, please refer to the General Affairs Office website of Hsuan Chuang University).
2. Taichung
   Take Kuo-Kuang Bus or Taichung Bus at Taichung Main Bus Station → Directly reaches the campus (for the timetable of the buses, please refer to the General Affairs Office website of Hsuan Chuang University).

**Train**
1. Get off at Hsinchu Train Station → Take the bus (Green Line or Line 23) or taxi to reach the campus.
2. Get off at Sanxingqiao Station → Take the bus (Green Line or Line 23) or taxi to reach the campus.

**City Bus**
1. Miaoli Bus (Green Line):
   Take the train or highway bus to Hsinchu Train Station!Take the Green line bus at the Miaoli Bus bus stop in front of the train station to the campus.
2. Hsinchu Bus (Line 23):
   Take the train or highway bus to Hsinchu Train Station!Take Lane 23 at the Hsinchu Bus bus stop in front of the train station to the campus.