



國立臺北護理健康大學

National Taipei University of Nursing and Health Sciences







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About NTUNHS

National Taipei University of Nursing and Health Sciences (NTUNHS) has a long history and is Taiwan's first institute of higher education for nursing and health-related studies. NTUNHS is not only a pioneer and role model in the domain of nursing and health care, but also the sole institution offering a doctoral nursing program among the vocational education system in Taiwan. NTUNHS was founded in 1954 as the Taiwan Provincial Junior College of Nursing. In 1963, the college merged with the Taipei Senior Vocational School of Medicine, founded in 1947, to become a five-year junior college, the Taiwan Provincial Vocational School of Nursing and Midwifery. In 1981, the college became the National Taipei Nursing College and was reformed again as the National Taipei College of Nursing in 1994. Finally, in August 2010, the Ministry of Education approved to rename it as the "National Taipei University of Nursing and Health Sciences," in recognition of the University's outstanding and continuing pedagogical achievements.

In addition to the Department of Nursing, NTUNHS established the Department of Health Care Administration (later renamed the Department of Health Care Management in 2008) and the Department of Infant and Child Care. In 1999, NTUNHS received approval to establish the Graduate School of Nursing and the Graduate School of Health Care Administration, followed by the Graduate School of Long-Term Care, the Graduate School of Midwifery, the Graduate School of Nursing Education, the Graduate School of Hearing Impairment Sciences and more, many of which are the first of their kind in Taiwan with distinctive characteristics. In 2002, the Department of Exercise and Health Science, the Department/Institute of Information Management were added. In 2005, a Doctor of Nursing Practice (D.N.P.) program was approved, making it the first D.N.P. program in a technical college. In 2007, the Department of Nursing was approved to establish the Master's Program in International Nursing to enroll foreign students and start the internationalized English-medium curriculum. In 2012, the Department of Life, Death and Health Counseling was established, which is the only department in the nation to train "Life and Death Care" and "Health Counseling" in a national technical college. Responding to the national trend of developing long-term care, the two-year Department of Long-Term Care was established in 2014 and the establishment of the Department of Speech Language Pathology and Audiology was approved in 2015 to respond to the demand for hearing and speech services for long-term care and early therapeutic education in Taiwan; the Department of Leisure Industry and Health Promotion was established in the same year. In 2016, the Department of Gerontological Health Care, the Department of Nursing for Postgraduate, the Department of Nurse-Midwifery and Women Health and the Department of Allied Health Education and Digital Learning were established and in 2020, an Smart HealthCare Interdisciplinary College were added, followed by the establishment of Graduate Institute of AI & bigdata of Health in 2023, so that NTUNHS has developed into a four-college and 14 Departments/Graduate Institute of "Nursing," "Health Technology," "Human Development and Health" and "Smart HealthCare Interdisciplinary" as well as General Education Center.

NTUNHS has always been upholding the concept of actively running a school and after years of cultivation and development, the development of the school has gradually matured and become more complete. Currently, in addition to the quality and honest academic units for the training of human resources, there are also the "Performance Examination Center" which combines the application of health care practice and the "Center of Healthcare Industry-Academy Collaboration" and the "Incubation Center" which combine the cooperation between industry and academe as well as the Office of Research and Development and other innovative features of the administrative units. With the efforts of all teachers and students, NTUNHS has been awarded the full five-star rating by QS STARS in 2020 and 2023. On top of that, we have been ranked in the Global Ranking of Academic Subjects (GRAS) for three consecutive years in 2019-2021 and awarded the 80th place of the world's subject rankings for the field of nursing. In 2023, the University was ranked among the top 100 nursing programs in the world by QS World University Ranking by Subject. These three accomplishments have enhanced our international visibility as an important institution for the development of health care and professional talents.

Short- and Medium-term School Development Plans and Strategies

The overall structure of the 2022-2026 Mid-range Plan has been revised by the Business Meeting, The Administrative Meeting, and the University Council and the five major goals and strategies for school development are as follows: :

1. Strengthen value-added R&D between academics and industries, and drive spirits of creation and entrepreneurship.

- (1) Strengthen the application of intellectual property results and shape a diversified ecological network for industry, academe and research.
- (2) Strengthen innovative research and development for teachers and encourage diversified cross-disciplinary innovation.
- (3) Lead the promotion of the unified certification system, encourage the licensing of professional competence and strengthen employability.
- (4) Build an internationalized professional accreditation environment and add value to the northern nursing education model.

2. Foster interdisciplinary capabilities and cultivate future talents.

- (1) Develop the characteristics of the College and promote the Brand Pilot Program.
- (2) Deepen cross-field and lifelong learning and integrate professional value-added.
- (3) Implement the integration of curriculum and certification, and demonstrate the characteristics of pragmatism and practicality.
- (4) Promote teacher benchmarking, promote the normalization of teaching and research support measures and refine academic development.

3. Promote no-frontier learning and establish global partnership.

- (1) Establish a transnational micro-coalition education model to enhance internationalized learning.
- (2) Implement overseas learning and expanding overseas cooperation, and operate the international education brand of NTUNHS.
- (3) Promote the multinational twinning system and look at the global higher education market.
- (4) Expand the scale of foreign student recruitment and strengthen the proportion of full English education, and implement the international education brand of university's objectives.

4. Re-engineer and activate campus spaces with creative and independent operation

- (1) Beautify and maintain the old school buildings and develop the unique characteristics of the two school districts.
- (2) Implement asset management and strategic fundraising to increase independent financial resources.
- (3) Create a friendly and quality campus and enhance the cultural and artistic atmosphere of the campus.
- (4) Sustainable natural environment and sharing of campus facilities to promote regional development.

5. Build up whole-person friendly atmosphere and accomplish SDGs Prospect.

- (1) Create a healthy and vibrant green campus and emphasize environmental friendliness and humanistic care.
- (2) Practice all-age care, promote knowledge transfer and shape the image of professional leadership.
- (3) Integrate the alumni network, strengthen industrial links and enhance students' employability.
- (4) Realize the sustainable development of the campus in line with the United Nations Sustainable Development Goals (SDGs).



Organization



Educational Objectives

NTUNHS aims to cultivate excellent professional healthcare and management talents. Students will graduate with five core competencies:

1. Health Service (Professional Competence)
2. Humanistic Care (General Capacity)
3. International Perspective (Professional Competence)
4. Technological Application (Professional Competence)
5. Lifelong Learning (General Capacity)



Faculty and Students

NTUNHS has a comprehensive teaching system and is the first choice for students looking to obtain in-depth training from healthcare vocational school. NTUNHS offers a 4-year Undergraduate Program, a 4-year Undergraduate Program with Special Achievement-based Admission, 2-year Undergraduate Program, 2-year Undergraduate Program in the Division of Continuing Education, a Postgraduate Program, an In-service Master's Program, a Master's Program, and a PhD Program, with over 5,300 students. NTUNHS has around 210 full-time faculty members with academic expertise and extensive experience in clinical practice teaching, of which more than 82% are assistant professors or above. NTUNHS established a faculty development and educational research incentive program to encourage faculty members to continue to refine their academic expertise and practical experience.

Curriculum Planning

NTUNHS aims to cultivate the competence talents of healthcare profession, and the curriculum specially emphasizes the professional knowledge and practical ability. By the deployment of course map and the evaluation of their readiness ability, they will be cultivated diverse competence. The Bachelor's curriculum includes general education courses, majors and elective courses. The requisite credit threshold for graduation in the two-year program is 72-73 and in the four-year program is 128-129 (138 credits for the Department of Nursing). The post-graduate curriculum of master's program includes basic and core majors, as well as elective courses with the credit graduation threshold ranges from 30 to 39 (including 6 credits for a dissertation). The doctorate program of Nursing includes major and electives with the credit graduation threshold of 39 (including 12 credits for a dissertation). In addition, to enhance students' competitiveness, certain multi-disciplinary credits and module courses are available.

Campus Environment

NTUNHS was divided into two campuses with a total of 7.8 hectares. The downtown campus is at Neijiang St., Wanhua District, and the main campus is at Mingte Rd., Peitou Dist. The campuses are near Taipei Veterans General Hospital and Cheng Hsin General Hospital. They are connected to a comprehensive medical teaching system and integrated with the surrounding business district, forming a community with complete living functions and a diversified life and educational learning environment.

To meet the learning needs of students, the school actively creates an excellent, friendly, safe, and appropriate campus environment. NTUNHS has consecutively established a Healing Garden, Happiness Forest Lecture Hall, Life Square, Rehabilitation Clinic and Sports Health Management Center, and International Convention Center. To strengthen campus safety, NTUNHS built a campus safety emergency alarm system and improved the accessibility of each teaching building. Two new buildings on the main campus, Xuesi Building and Erya Building, were opened officially starting in the school year of 2021. We hope to build a safe, secure, comfortable, intelligent, sustainable learning and housing environment and cultivate healthy and optimistic professional talents.



Professional Teaching Equipment

In order to improve the related teaching facilities on campus to enhance the teaching support for teachers, the University fund is allocated every year to support the teaching equipment on campus, and the project estimates are compiled by actively striving for the deep cultivation of higher education, etc. In accordance with the needs of teaching and research, the safety of use of premises, barrier-free facilities, the utilization of unused space and the purpose of energy conservation, the General Affairs Conference and the Campus Planning Committee have discussed and resolved to improve the old buildings and equipment on campus year by year.

After the completion of the new Academic Building in 2021, the University invested in interior equipment to purchase new teaching and research facilities and now there are 64 well-equipped general classrooms at the main campus for the whole school to teach. There are also more than 100 specialized classrooms, including the Precision Healthcare Training Center and Performance Examination Center, Clinical Skills Center (OSCE), Nursing Demonstration Classroom, Critical Condition Simulation Training Classroom, Melody Classroom, Grief Counseling Classroom, Grief Healing Garden, The Speech & Hearing Center, Lab of Gerontologic Health Care and Internet of Things, Internet of Things on Healthcare Laboratory, Long Term Care Technology Practice Center, Smart Pharmacy Demonstration Classroom, Language Classroom, Melody Music Classroom,

Multifunction Nutrition and Diet Demonstration Classroom, Multi-functional Classroom for Teaching and Growing and Photo Booth, Multi-functional Classroom, Harvard Lecture Hall and Life Cultivation Lecture Hall and so on.

The Clinical Skills Center is an important facility for teaching and testing clinical skills. It was built in 2013 for the purpose of teaching various nursing and midwifery clinical skills and conducting Objective Structured Clinical Examination (OSCE) to assess the overall clinical skills of students. It also supports the software and hardware needs of the industry and academia in conducting OSCE. In 2018, the Ministry of Education subsidized the establishment of the Elderly Precision Care Talent Cultivation Base to provide students from the university's Elderly Care-related departments with a practical field for graduation training. At the same time, it combines inter-departmental faculty and base resources, and works with partner schools and industry organizations to offer innovative and substitute training courses to take on the responsibility of cultivating long-term care talent and assisting the government in implementing the policy on long-term care talent.

In the future, NTUNHS will continue to strive for funding to upgrade and expand our teaching facilities in order to provide a quality teaching and learning environment for our teachers and students.



Library

The NTUNHS Library occupies a space of 4,390 square meters in the center of the campus with specialist materials on nursing, health technology, and human development & health. The library owns around 290,000 books and more than 40,000 printed journals and electronic journals. The library actively seeks strategic alliances and participates relevant cooperative organizations. Currently, we participate in the Library Association of the Republic of China (Taiwan), Interlibrary Cooperation Association, Taiwan Medical Library Association (TMLA), and Nationwide Document Delivery Service (NDDS), allowing users to apply for interlibrary cooperation in photocopying articles and loaning books from over 500 participating libraries. These alliances share resources with various libraries in a multi-beneficial way. We also enroll the Digital Dissertation Consortium and Taiwan Academic Electronic Book & Database Consortium for accessing over approximately 410,000 electronic books and digital theses. Our students and faculties can access library resources over 750,000 books with the interlibrary cooperation alliance and effectively apply the resources on teaching, research, and self-learning.

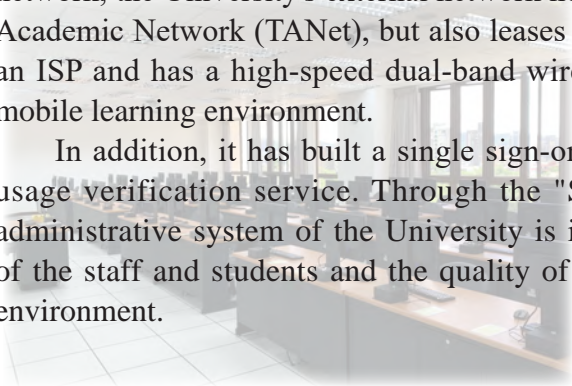


Computer Center Services

The NTUNHS Computer Center Service includes the development of auxiliary teaching management systems and computerized systems for school administration in addition to the services and consolidation of Internet resources internally and externally in order to increase the school's efficiency in education and administrative information.

The Computer Center has eight computer classrooms with about 400 PCs, one of which is open all day long for students to freely access computers, and provides students with printing multiple payments and document scanning services. The computer classes are taught on a one-person-one-computer basis to enhance students' learning effectiveness. Hardware resources in the computer classrooms include public address system, projector, microphone amplifier, printer, scanner, etc. In terms of software resources, the school has signed licenses with vendors for operating systems, teaching software, office software, campus anti-virus software, and statistical analysis software in accordance with annual plans, and has purchased and strengthened teaching support systems and developed administrative information systems year by year. In terms of network, the University's external network not only has a dedicated line connecting to the Taiwan Academic Network (TANet), but also leases a multi-channel fiber optic two-way FTTB line with an ISP and has a high-speed dual-band wireless network environment to achieve a ubiquitous mobile learning environment.

In addition, it has built a single sign-on authentication environment and network resource usage verification service. Through the "Students of NTUNHS Portal" website, the entire administrative system of the University is integrated to improve the administrative efficiency of the staff and students and the quality of information services to create a quality E-campus environment.



Performance Examination Center

The NTUNHS upholds a competency-based philosophy and has established the Performance Examination Center to continue to promote diversified health care competency assessment, to develop a more credible and effective competency assessment model and strategy and to assist in the cultivation of health care professionals to meet the needs of the national socio-demographic structure.

The Practical Identification Examination (PIE) is a professional standardized assessment of practical competence that fully meets the requirements of practice-oriented health care professions. The competency demonstration examinations conducted by the Center can be divided into the following four modes depending on the examination situation:

1. Real clinical situation model
2. Quai-clinical situation model
3. Clinical laboratory simulation model
4. Profile model

Certification Center In addition to providing competency assessment services to students and faculty on campus, the Center also assists external organizations in the development of the content and process of certification, as well as the issuance and granting of certificates and licenses. At the same time, it also undertakes skill testing for technicians of various occupations commissioned by the Skill Testing Center of the Department of Labor and Development, Ministry of Labor. Since August 2021, it has also taken over the training base for aged care professionals, providing a high-quality environment for teachers and students on campus as well as partner schools. It also actively assists the International Center in importing advanced care curricula and technologies from Australia and other countries and organizes professional training courses related to accurate care to promote globalization and local certification, strengthen industrial links and cultivate health care professionals that meet the needs of the country's socio-demographic structure.

In addition, in response to the aging population trend, In November 2022, the Ministry of Education (MOE) funded the establishment of a regional industry talent and technology cultivation base, the "Enabling Talents Cultivation Program for Delaying Aging and Reducing Disability in Post-acute Care of the Elderly", This program integrates practical training courses and assessments to simultaneously cultivate health care industry talent with foresight, innovation, technology and other cross-field smart care and high-end resilience capabilities.



Extension Education

The NTUNHS adheres to the philosophy of passion, innovation, and health promotion, and is dedicated to cultivating top quality healthcare talents and healthcare pioneers that pursue teaching excellence. In achieving its objectives, the center encourages lifelong learning and customer-oriented services.

Extension Education Center's curriculum covers the professional domains of "health, healthcare, and wellness" and are oriented towards the provision of complementary learning, stress reduction and value-added programs. The curriculum is categorized into "credit classes" and "non-credit classes."

In recent years, NTUNHS has been actively cooperating with the national policy to obtain relevant courses commissioned or subsidized by the government and we are committed to strengthening the cooperation with the private industry to develop relevant promotional education courses. We also actively encourage our colleagues to further their professional education and to plan new courses that meet the needs of the public with innovative ideas, so as to further invest in the school's fund.

The course rules are based on health care, first aid certification, natural medicine health care, physical fitness, government-approved and professional certification courses, supplemented by international language courses and general continuing education courses. In order to respond to social changes and market trends, the University hopes students to practice the concept of health, to experience the joy of life, to enjoy the feast of knowledge and sensibility and to be able to quickly grasp the pulse of the workplace, it satisfies the needs of the community's life-long learning, and implements the research and development of a variety of courses.



Alumni Services

In order to gather the rich strength of alumni, and after the integrating the resources of the Alumni Association and the university administration. The Alumni Service Center is devoted to the promotion and development of the Alumni Association's affairs and activities, updating and maintaining the alumni database, selecting and recognizing outstanding alumni, assisting alumni in enquiring about the school's various consulting services and application of documents, arranging for alumni's homecoming visit, promoting alumni's fund-raising work to strive for social resources, assisting in the editing and delivery of the newsletters of the Alumni Publication and designing and producing all kinds of literature, publicity and souvenir items. We strive to bring together the hearts of NTUNHS alumni and warmly welcome all alumni back to campus.



Student Services

Promotion of club services and volunteers

At present, there are different kinds of student clubs, such as self-governance, academic, physical fitness, service, recreational and comprehensive clubs, which provide students with choices according to their individual interests and needs, so they can create their own styles. Based on student autonomy, the Office of Academic Affairs provides counseling and assistance to students in organizing various types of clubs and promoting extracurricular activities. Through the experience of club activities, students are encouraged to understand the operation of the organization, strengthen their leadership skills and build up good interpersonal relationships to cultivate the ability of students to think independently and respect each other, and to achieve the goal of whole-person self-fulfillment through participation in extracurricular extended education.

By promoting volunteer services to guide students to participate in social welfare affairs, they can develop a caring attitude towards the society. The University hopes that students understand the value of service to society, and enhance their life values, emphasizing the individual's development and caring for the public welfare of the group.



Accommodation

NTUNHS provides male and female dormitories (two/four-person suites and four-person elegant rooms, including air-conditioning, Internet) for out-of-town students to apply and with the central aim of cultivating the spirit of self-government and self-discipline of students. It promotes dormitory self-governance cadres to assist in the implementation of student dormitory management matters and to maintain the order of the dormitory.

Enrollment assistance measures

In order to provide students with peace of mind, more than 100 types of internal and external scholarships are offered each semester. Students from low-income households, aboriginals, students whose parents are disable (or the students themselves) and children of military civil servants or active-duty servicemen are exempted from paying tuition and fees. The students with an annual family income of less than NT\$900,000 can also apply for grants ranging from NT\$5,000 to NT\$20,000 per year. In addition, students with annual family incomes of less than NT\$1,480,000 may apply for student loans. In addition, a specific relief fund is also available for students experiencing emergencies or financial difficulties. The University has set up an emergency relief fund to help them get out of emergency situations and to encourage them to be motivated to study.

Counseling and emotional support

In order to provide diversified mental health services to our students, the Student Counseling Center organizes a variety of mental health related activities through lectures, workshops and movies to help students gain self-understanding, build up their confidence, develop interpersonal relationships and cultivate positive psychological adjustment.

The Student Counseling Center also provides professional services such as individual counseling, group counseling, and psychological testing, etc. All full-time and part-time staff members have professional backgrounds and qualifications and are well qualified. In psychological counseling, it takes the best interest of the student into consideration, and in a safe and private environment. It assists students in self-exploration, coping with difficult situations and enhancing their ability to adapt to their emotions and stress.

Healthcare services and health promotion

With the goal of creating a healthy campus through health care services and helping to develop lifelong healthy habits, the Health Center actively promotes health care services that meet the health needs of faculty, staff and students. The Health Center's services cover health services, health environment, health education and health promotion. Services include health screening and case tracking, outpatient services, accident management, infectious disease prevention and control, food and beverage hygiene management and health guidance. The University Health Committee is also established to oversee the implementation and effectiveness of the health care program.



Career guidance and employment assistance

NTUNHS provides students with career counseling and consulting services through career seminars, one-on-one career counseling, career tests and on-campus job fairs to assist students in self-exploration, developing their potentials, recognizing their future workplaces and understanding the latest trends in the workplace, so they can establish the correct career concepts, grasp the best career development opportunities, and make good preparations for their career planning and employment to develop a career that fits their talents and needs.

Promotion of sports facilities and activities

NTUNHS aims sports development to train students to be physically fit, to develop their sports expertise, and to develop a lifelong habit of using sports as a proper leisure activity and to regulate the body and mind. Through the organization of sports activities, students can cultivate the spirit of teamwork and cooperation to achieve a balanced development of moral, intellectual, physical and social education.

(1) Physical Education Teaching: The University is committed to improving the quality of physical education teaching, implementing physical education teaching, constantly seeking new changes in the curriculum, developing diversified, living, leisure and fun courses, so the physical education and sports courses are deeply rooted in the life of the university, implementing physical education courses on basic sports literacy and healthy sports ability to enhance the students' professional competence.

(2) Competitions: the University plans an anniversary sports tournament annually and organize various competitions (Freshman Cup, Interdepartmental Cup, etc.) to attract good athletes from various sports and provide counseling and training for various sports teams (men's basketball, women's basketball, women's volleyball, badminton, and woodball) to improve their technical standards and to compete for the glory of the University. From time to time, the University organizes competitions and leisure activities for the staff and students to have more interesting activities.

(3) Sports Venues: the sports venues include an indoor gymnasium, a fitness center, a rock-climbing area, an aerobics classroom, table tennis room, an athletic field and a swimming pool, all of which are open to the public and regularly maintained and managed by staff.



Higher Education Sprout Project Promotion

1. Implementing pedagogical innovation and refinement:

Comprehensively optimizing the teaching environment and upgrading the practical courses, the University has adopted the only coherent curriculum design in the nation to enhance students' professional and technical practical abilities, and the rate of internship courses has reached 100%. In accordance with the Ministry of Education's 2030 plan to promote the value-added competencies required of forward-looking professional caregivers, including care technology integration, innovative design and cross-domain collaboration, the Ministry has refined and expanded the development of micro-credentials for forward-looking caregivers and has continued to encourage teachers to innovate in their teaching and learning by incorporating new educational issues (EMI, SDGs and research on teaching practices) to enhance their teaching and learning designs. Through the interdisciplinary college, the University coordinated the planning of interdisciplinary learning courses to support students' flexibility and interdisciplinary learning. Continuing to enhance the interdisciplinary integration of professional skills and IT, it has developed an interdisciplinary course on the application of intelligent care technology, and cultivated students' abilities in IT and programming, such as AI, the Internet of Things and big data.

2. Exercising social responsibility:

In order to promote sustainable development in the local community, the University has joined hands with local non-profit organizations and governmental units to organize the "NTUNHS Long-Term Care Coalition" to promote the USR program. Using the "Melody Classroom," "Hydrotherapy Technology Research and Development Space," "Lab of Gerontologic Health Care and Internet of Things " and other professional classrooms as the promotion fields, the University utilizes its resources and faculty and student courses to connect with the local community and organize related activities, which are deeply affirmed by the local community and working together to fulfill our social responsibility.

3. The link of industry-academia collaboration:

Improve students' innovative and entrepreneurial abilities and enhance the capacity of industry-academia cooperation. Focusing on the cultivation of nursing and health care and management talents' career development ability, the University actively counsels the team to participate in the Ministry of Education's Innovation and Entrepreneurship Program and assists in the commercialization of prototypes of award-winning products. Expanding the number of industry-academia cooperation organizations and industry-academia cooperation projects, continuing to cultivate the capacity of faculty and students in innovation and entrepreneurship, the University organizes various innovative and entrepreneurial activities together with the departmental units and the alliance partner schools, in order to promote the opportunities of cross-disciplinary industry-academe cooperation, establish a special class of continuity co-education to develop the model of continuity co-education in the nursing industry and academe and assist the students to take care of both their employment and studies.

4. Enhancing the publicity of higher education.

Complementing the Higher Education Deepening Program, the University will handle the enrollment of economically or culturally disadvantaged students, and the proportion will continue to be over 10% in the future and fully subsidize the enrollment fee, transportation fee and lodging fee to increase the willingness of enrollment. Also fully cooperating with the Ministry of Education's policy to promote aboriginal culture, course opening and aboriginal counseling, it will enhance the learning effectiveness of aboriginal students, and reduce the dropout rate.

5. Institutional research:

In line with the four major directions of higher education, the analysis of student learning outcomes supports the presentation of various teaching innovations in the school, providing immediate feedback to teachers and strengthening their practical teaching abilities. In the future, the University will continue to conduct research on school affairs issues, implement the functions and applications of school affairs research, and use data to improve decision-making and analysis to achieve the goal of sustainable development of the school.

Research Development and Industry-Academe Collaboration

Through policies such as encouraging faculty and student research, rewarding thesis publication, and subsidizing industry-academe cooperation programs, the University enhances teachers' academic research and intellectual property, promotes industry-academe cooperation programs and hopes to apply the university's R&D achievements, encourages and counsels patent filing, technology transfer, and commercialization, and cooperates with the Ministry of Education's policies related to industry-academe cooperation. With the support of various incentives and counseling mechanisms, the University has been able to enhance the research and academic capabilities of its faculty and students, strengthen its role as a hub for academic cooperation in the field of health care and continue to develop its unique characteristics and the energy of industry-academe cooperation.

In addition to assigning students to various organizations for practical training, the University also recruits outstanding senior staff to serve as clinical internship instructors to assist in the teaching of internships, so as to enhance students' understanding of the latest trends in clinical health care, equipment and special care techniques and to cultivate health care professionals who meet the needs of the industry, in order to achieve the goal of shortening the gap between learning and use and connecting with future employment goals.

The Office of Research and Development has set up an Incubation Center and a Center of Healthcare Industry-Academy Collaboration to lead the integration and development of the national health care education and industry chain. It also works with the Industry Cooperation Division, the Planning Division, the International and Cross-Strait Education Center and the International Foundation Program to develop a strategic alliance, to setup methods, processes and mechanisms for stimulating R&D in the industry. By promoting cooperation between the industries, integrating industry-academic resources and matching and assisting in the development of the industry, it promotes the enhancement of R&D and the development of the health care industry chain and works together to cultivate professionals in the health care industry who have international competitiveness. With the goal of creating the first health care industry entrepreneurial service platform in Taiwan, and with the development of whole-person, all-age health care as a special feature, the Incubation Center is committed to creating and promoting an atmosphere of innovation and entrepreneurship in the University through entrepreneurial counseling, mentoring and knowledge-sharing activities, including innovative and entrepreneurial courses, lectures, workshops and national entrepreneurial competitions, as well as encouraging faculty members and students to participate in government innovation and entrepreneurship-related programs. By guiding teams to move from their entrepreneurial concepts to market validation and entrepreneurial practice, it moves gradually from "entrepreneurial education" to "real entrepreneurship." In addition, it utilizes the University's abundant health care expertise to promote the professional development of long term care through a national organization, which consists of national elderly and long term care related departments and social welfare organizations that have been working in the field for many years. It also formed the



"National Long-Term Care Core Module Curriculum Consortium" and the "National Long-Term Care Curriculum Promotion Committee" which will lead the development of elderly and long term care education in the nation through the consortium. The University also combines the resources of the National Department of Aging and Long-Term Care with the "Long-Term Care Matching Platform" and the "Knowledge Network for Aging Health and Long-Term Care" to match the needs of aging and long-term care organizations with the talents cultivated by the university.

International Exchange and Cooperation

With the goal of becoming an international university, NTUNHS strengthens the proportion of English teaching courses, expands the enrollment of foreign students, establishes a cross-country micro-alliance education model, implements overseas learning and expanding overseas cooperation, and promotes the multinational dual-university system, in order to create a borderless learning experience and operate the global branding of NTUNHS.

Currently, the University has signed academic partnerships with more than 270 universities around the world, of which its regular academic partnerships with more than 50 universities. It has developed a number of forward-looking international cooperation models in Taiwan, cooperated with overseas universities in international dual-degree programs, and established a platform of credits for further study in foreign universities. Currently, there are seven departments offering a total of 11 international dual-degree programs and encouraging students to enhance their international perspectives through the international dual-degree programs, and to obtain an international dual-degree or an international certificate of completion program based on different programs. They also obtain an international professional license, which will enable them to work overseas.

NTUNHS also cooperates with more than 40 overseas academic or professional organizations to offer international professional courses, international internships, exchange programs, overseas professional volunteer services, international professional license training and other international practical learning programs to establish a platform for students to cultivate their international professional abilities.

Through the establishment of diversified international professional learning channels, the University has trained more than 400 students each year to obtain international professional practice experience or international professional licenses, including the provision of funding to let 150 students to study abroad each year. Currently, all 12 departments offer overseas internship programs and credit exemptions, so that all students can have the opportunity to do overseas internships. In addition, the University has selected students to study in Australia, Japan, Korea, the Czech Republic, Singapore and other countries for study exchange programs through the Overseas Professional Training and Exchange Program every year. The students can apply for credit exemptions in accordance with relevant



regulations upon their return to Taiwan, so they can go out of the campus to connect with the international community and enhance their international views and professional abilities.

To facilitate the cross-strait academic exchange, the University actively currently cooperates with 32 top universities in China, including recruiting outstanding students from the mainland to attend degree or credit programs, professional practical training and advanced clinical skills training, to promote cross-strait health professional education and academic exchanges. Through comprehensive international and cross-strait educational cooperation strategies, the University leads the trend of international and cross-strait academic cooperation in health-related higher education in Taiwan. It also enables the University to have more abundant and diversified domestic and international resources, enhances its international breadth, builds its international education brand, and fosters students with an international competitive edge in health care and management.

Expand International Perspectives (Academic Programs)

NTUNHS is known for its outstanding health care education achievements and for nurturing the best health care professionals in the country and abroad, and the health care professionals that it has nurtured are highly sought after by academic institutions and medical organizations in the country and abroad. In order to help cultivate advanced nursing talents in our friendly countries and the international community, the University has been offering the Master of Science in International Nursing, the Master of Science in International Nursing and Midwifery, the Master of Science in International Montessori, the Doctor of International Nursing, the Master of Science in International Health Technology, and the Master of Science in International Exercise and Sports Sciences since 2007, and all of them are conducted in full English, enriching the diversified, international and practical curricula and combining professional knowledge and clinical skills needed for the development of health care in various countries. By combining the professional knowledge and clinical skills needed for the development of health care in various countries, the University attracts elites and professionals from the United States, Central and South America, Africa, Asia, and Oceania to come to the University every year, making it a truly internationalized campus and student body and achieving the University's goal of fostering global health care professionals.





College of Nursing

The College of Nursing consists of four departments and institutes: the School of Nursing (4-year Undergraduate Program, 2-year Undergraduate Program, 2-year Undergraduate Program in the Division of Continuing Education, Postgraduate Program, Master's Program/ In-service Master's Program, International Master's Program, PhD Program, International Ph.D. Program); the Department of Nursing-Midwifery and Women's Health (2-year Undergraduate Program, 2-year Undergraduate Program in the Division of Continuing Education, Master's Program, International Master's Program); the Department of Gerontological Health Care (4-year Undergraduate Program and Master's Program starting from the academic year of 2022); the Department of Allied Health Education and Digital Learning (2-year Undergraduate Program, and Master's Program). More than 90% of the College's faculty members hold doctoral degrees, making it one of the few technical colleges in the country to have a doctoral program in nursing. The College also pioneered the dual-degree nursing system, the Master of Science in Nursing, the Master of International Nursing, and the Doctor of Nursing Practice and created a number of patented products for health care practice. It has the only Master of Nursing-Midwifery and Women Health and Master of Allied Health Education and Digital Learning in the country.

In order to comply with the country's healthcare education policy and the University's mid- and long-term plans, it emphasizes human-centered healthcare, fosters professionals with effective communication and teamwork, the ability to research and develop and innovate, the dedication to caring for and helping others, the demonstration of critical thinking, evidence-based care and managerial leadership, as well as the ability to make the best use of technology and resources, in order to meet the needs of the country's healthcare market for healthcare professionals.



School of Nursing

(72 credits for the 2-year Undergraduate Program; 138 credits for the 4-year Undergraduate Program; 34 credits for the Master's Nursing Program and In-service Master's Nursing Program; 34 credits for Traditional Chinese Medicine with Western Nursing Master's Program; 39 credits for Ph.D. Program; 90 credits for Postgraduate Program; 30 credits for International Master's Program in Nursing; 39 credits for International Ph.D. Program in Nursing)

Objectives

1. Undergraduate Program/Second Bachelor's Degree: Aim to cultivate students' nursing professional competence. Upon completion of this program, students will:
 - (1) Utilize professional knowledge and critical thinking skills in the provision of nursing care.
 - (2) Demonstrate caring health care behavior.
 - (3) Demonstrate communication and cooperative skills.
 - (4) Demonstrate an attitude of due diligence.
 - (5) Demonstrate an awareness of professional ethics during clinical nursing.
 - (6) Demonstrate willingness to pursue lifelong learning.
2. School of Nursing Master of Science Program: Aim to prepare RNs for advanced practice nursing (APN). Upon completion of the program, students will:
 - (1) Utilize specialized theory to provide advanced professional care and services.
 - (2) Demonstrate consultative and educational knowledge.
 - (3) Know how to effectively communicate, coordinate and cooperate with health care teams.
 - (4) Execute a health care-related research projects.
 - (5) Demonstrate a penchant for independent lifelong study.
3. Traditional Chinese Medicine with Western Nursing Master of Science Program
 - (1) Develop the specialties of local and international medical forms by combining traditional Chinese and Western nursing practices.
 - (2) Conduct empirical studies on the use of traditional Chinese and Western medical care.
 - (3) Collaborate with medical care teams.
 - (4) Demonstrate the practical applications of technology.
 - (5) Exhibit the ethics of reverence for god and love for humanity.
4. Doctoral Program: Aim to prepare nursing leaders for excellence in research, education and nursing practice. Upon completion of the program, students will:
 - (1) Develop specialist knowledge in the field of nursing.
 - (2) Construct a specialized practical or educational nursing model.
 - (3) Conduct rigorous scientific research.
 - (4) Participate in international academic or professional activities.
 - (5) Analyze health policy-related issues and propose solutions.
 - (6) Demonstrate leadership and decision-making abilities.



Characteristics

The School of Nursing places a strong emphasis on “human-centered” philosophy in nursing. The curriculum is developed to cater and integrate core professional values, including caring, nursing ethics, critical thinking, self-directed learning, basic biomedical science, nursing skills, communication and collaboration, diligence, management and leadership, research and global perspective. The overall aims to nurture competent nurses and advanced nursing specialists.

It has over 50 doctoral-prepared nursing leaders and scholars who have extensive nursing professional experience and actively apply for research grants from various sources, such as Ministry of Science and Technology, Ministry of Education and Ministry of Health and Welfare research grants every year. Research findings are applied in the curriculum and published in international journals to promote knowledge sharing and enhance quality of nursing practice.

The School of Nursing emphasizes on the cultivation of students' practical skills and abilities and the curriculum planning has diversified features, such as solid practical courses incorporating Objective Clinical Skills Examination (OSCE), modular courses for students' nursing career development, multi-national dual degree programs, exchange students and overseas internships to help develop international perspectives and last-mile internships, which combine with faculty members to assist students to connect with the job market. The Post-Baccalaureate Nursing Program (Post-Baccalaureate Nursing) focuses on the required professional courses to complete the required competencies for the profession and to benefit from a second specialty. The Master's program offers eight advanced nursing programs in the areas of specialists, adults, geriatrics, children, women, community, mental health and nursing information to enhance professional competence in different areas. There is also a Master of Nursing Program in Integrative Chinese and Western Medicine, which is in line with the trend of the world's health demand and the diversified needs of the public for medical care and in accordance with the University's educational goal of "nurturing quality health care and management professionals," the main development core is established as: combining the western knowledge of Holistic Nursing with the scientific and empirical research on the theories, knowledge and methods of Chinese medicine, the University promotes evidence-based nursing and strengthens the scientific nature of nursing activities, in order to cultivate professionals with the ability of Integrative health care, and thus to comprehensively enhance the health and well-being of the public. Toward advanced practical nursing (APN).

The doctoral program has a solid practical curriculum with in-depth exploration of clinical practice research topics to extend the field of nursing knowledge, which is very unique and widely respected by the profession.



Department of Nursing-Midwifery and Women Health

(72 credits for the 2-year Undergraduate Program; 36 credits for the Master's Nurse-Midwifery Program; 30 credits for International Master's Nurse-Midwifery Program)

Objectives

1. Undergraduate

The educational mission of the Department of Nursing-Midwifery and Women's Health is to "nurture health care professionals in the various life cycles of women." The Department aims to provide students with the health care and midwifery skills needed to care for women throughout their life cycle, including adolescence, childbearing, adulthood and menopause, as well as professionals who are caring and dedicated to others. The program includes the training of community-based sex education, midwives for pregnancy, labor and delivery, infertility care and counseling, post-natal institutional health care providers and managers, home-based post-natal care and breastfeeding counseling and menopausal women's care providers. Upon completion of the program, students will:

- (1) Provide health guidance for pregnancy
- (2) Family-centered maternity care and safe delivery
- (3) Women's gender consciousness health care
- (4) Ability in critical thinking, teamwork, communication and management
- (5) Human care and compassion
- (6) Cross-cultural care
- (7) Application of information skills
- (8) Lifelong learning



2. Master's Degree:

The educational objective of this master's program is to "cultivate advanced professional midwifery caregivers" and to develop practical, research, and administrative leaders in women's and children's health care. The program also aims to develop advanced professional midwives by implementing respect for and care for life and ethical literacy. Therefore, the curriculum not only emphasizes the continuous support for the development of students' professional ethics, caring, professional autonomy and lifelong learning, international perspective, communication and cooperation and critical thinking, but also strengthens the development of students' ability to make independent judgment, conduct research and evidence-based applications and provide managerial leadership in their professional care. Upon completion of the program, students will:

- (1) Provide health guidance and consultation for pregnant women and their families
- (2) Application of evidence-based clinical practice and teaching in nursing and midwifery
- (3) Health care and research for pregnant women within specific ethnic groups
- (4) Ability in critical thinking, teamwork, communication and management
- (5) Human care and compassion
- (6) International perspective
- (7) Application of information technologies
- (8) Professional autonomy and lifelong learning



Characteristics

The Department of Nursing-Midwifery and Women Health is the only program of this type in Taiwan with both graduate and undergraduate curriculums. It is established in compliance with government policies for midwifery and women health care education and NTUNHS's development plans. It aims to cultivate professionals who are well equipped to fulfill social demands for women's health care throughout their life cycle by offering health care for low-risk pregnancies, medical consultation for healthy women and high-risk pregnancies and participate in interdisciplinary health care delivery systems. Meanwhile, in accordance with the regulations of the Midwife Act, the Department fosters midwives who practice cooperatively with obstetricians and provide high-quality midwifery and women's health service. The curriculum emphasizes midwifery professionals with both practical and research capabilities.

Department of Allied Health Education and Digital Learning

(72 credits for the 2-year Undergraduate Program; 35 credits for the Master's Program)

Objectives

The Department seeks to work in concert with Taiwan's health care industry and education policies. In addition, health care and advanced learning technologies have been integrated to meet the needs of the digital learning era. Current educational objectives are as follows:

1. Bachelor's Degree

- (1) Professional ethical qualifications
- (2) Ability to apply digital learning technologies
- (3) With the knowledge of cross-disciplinary communication and cooperation
- (4) Provide health literacy guidance
- (5) Develop digital teaching materials for healthcare education
- (6) Demonstrate an international perspective
- (7) Demonstrate self-learning initiatives

2. Master's Degree:

- (1) Demonstrate professional ethical quality and practice in healthcare education
- (2) Innovative application of digital technology in healthcare education
- (3) Demonstrate cross-team communication, coordination and cooperative behavior
- (4) Demonstrate competence in healthcare education and training.
- (5) Conduct research on Allied Health education and digital learning.
- (6) Participate in international academic or professional activities.
- (7) Demonstrate lifelong learning behaviors.



Characteristics

The undergraduate program specializes in training students to write teaching plans, produce multimedia teaching materials and develop multidisciplinary teamwork skills. The master program trains students to develop their abilities in planning allied health-related training curricula, developing e-teaching, and promoting the results of allied health education-based research, enabling students to become educational leaders with both healthcare expertise and humanistic qualities.



It hires full-, part-time and adjunct instructors with expertise in the fields of healthcare, education, information, and digital learning to help our Department in developing its strengths and in planning its curriculum, including curriculum design and development instructional design, teaching assessment, information technology and digital learning.

Department of Gerontological Health Care

(128 credits for the 4-year Undergraduate Program; 36 credits for the Master's Program)

Objectives

1. Bachelor's Degree

The goal of the Department of Gerontological Health Care aims to cultivate students as "professional practitioners of Gerontological Health Care with humanistic qualities, caring and helpfulness and respect for the community." The three major education axes of the Department's undergraduate program are "health promotion," "health care" and "health management," which enable students to:

- (1) Apply professional knowledge and critical thinking in the provision of Gerontological Health Care
- (2) Demonstrate a caring attitude and ethical literacy
- (3) Demonstrate communication and collaboration skills
- (4) Show concern for the issues of Gerontological Health Care and build up professional identity
- (5) Demonstrate responsible attitude and behavior
- (6) Demonstrate lifelong learning skills

2. Master's Degree:

With the aim of "cultivating cross-disciplinary talents in elderly care and innovative management," it has established two major development axes, namely "elderly care and prevention" and "cross-disciplinary innovation and management for the elderly" and the educational objectives are to enable students to:

- (1) Apply the advanced professional knowledge of elderly care.
- (2) Apply the knowledge of communication, coordination and cooperation in leading an aged care team
- (3) Demonstrate professional competence in cross-disciplinary management of aged care
- (4) Practice research and discernment for the elderly care
- (5) Utilize the value of innovation in elderly care

Characteristics

In response to the global trend of aging, the rising demand for senior care and the aging industry, through solid professional training in aging care and the three main axes of professional curriculum design (senior health care, health promotion, and health management), students will be trained to face various scenarios in the future of aging health industry and to advocate the practice of "active aging and aging in local." The Department also integrates the technological development of intelligent health care to enhance students' international vision and competitiveness and to nurture students as "professional practitioners of Gerontological Health Care with humanistic qualities, caring and helpfulness and respect for the community." The Department has been enrolling post-graduate program since the 2022 academic year to cultivate senior cross-disciplinary innovation and new generation management talents, responding to the needs of policy promotion, industry development, and talent cultivation for the senior society.





College of Health Technology

In response to the changing population structure in Taiwan and the development requirements for medical institutions and healthcare providers, the College of Health Technology's vision is to be the benchmark institution for domestic colleges that cultivate professional talents for healthcare and health technology management. This College has established six academic and research institutions, such as the Master Program of College of Health Technology, Department of Health Care Management, Department of Information Management, Department of Leisure Industry and Health Promotion, Department of Long-Term Care, and Department of Speech Language Pathology and Audiology. Based on the Health Technology Services as the core development, there are three developing axes including Care Management, Technology Application and Healthcare and Leisure, cultivating health technology and management service talents that meet the needs of enterprises and society.

In terms of overall teaching objectives, the program emphasizes the four-in-one approach of teaching, research, service, and industry-academia integration to cultivate students with a positive work attitude, excellent cooperation and communication skills, and a broad worldview. It hopes to cultivate students with independent thinking and innovative ability, and to provide practical professionals in healthcare business management, application of information in medical and healthcare, leisure and tourism healthcare management, long-term care, Speech Language Pathology and Audiology, etc.



Department of Health Care Management

(72 credits for the 2-year Undergraduate Program; 128 credits for the 4-year Undergraduate Program; 36 credits for the Master's Program and In-service Master's Program; 30 credits for International Health Technology Master of Science Program)

Objectives

The Department was founded in August 1994 and aims to its bachelor program with providing health care professionals with practical experience. The graduate program cultivates students with advanced professional capabilities in health care management. Students either go professional practice, health care management or research-related work.

Characteristics

1. It is concerned with the diversified development of the students and their career planning

Classes include compulsory general health service management courses and four various career programs offered in collaboration with health-related businesses: (1) health insurance, (2) health care quality management, (3) business intelligence, (4) health information, (5) pharmaceutical marketing.

The Department also has a smart pharmacy demonstration classroom, synchronous/asynchronous teaching classroom, corporate matching classroom, and a medical English situational learning classroom. These facilities aim to enhance the research standards of our department and increase the competitiveness of our students.

2. Faculty

The Department currently employs 16 full-time MOE-accredited teachers, including four professors, six associate professors and six assistant professors. All departmental faculty graduated from well-known universities in the U.S. or Taiwan. They are highly specialized in their fields and have a wealth of practical work experience. Their expertise include financial health care management, health care facilities management, medical statistics, health policy and management, health care quality management, pharmaceutical marketing, public health and epidemiology and business management, etc.

3. Student career development

- (1) Professional domains:

Administrative departments of public and private hospitals of all levels, such as medical centers, regional hospitals, district hospitals or comprehensive clinics; other medical institutions, such as long-term care facilities, nursing hospices for chronic diseases, etc.; health care-related organizations, such as medical equipment chain stores, pharmaceutical logistics companies, health examination companies, etc.; government health agencies, such as the Ministry of Health and Welfare, county and city health bureau, the National Health Insurance Administration, etc.

- (2) Health management core personnel:

1. management professionals of all levels; 2. general administrative staff; 3. registration staff and clerks; 4. administrative assistants and secretaries; 5. project managers; 6. administrative analysts; 7. planning personnel

- (3) Health insurance personnel:

1. medical records management staff; 2. insurance claims officers; 3. insurance clerks; 4. disease classification staff; 5. project planners; 6. medical representative

- (4) Quality control personnel:

1. medical care quality management personnel; 2. medical care quality accreditation administrative staff; 3. medical care quality officer

- (5) Epidemic disease investigation job title:

1. faculty researchers; 2. epidemic disease investigation and control personnel; 3. environmental health risk assessment Personnel; 4. operations analyst; 5. health planner.

- (6) Positions in the pharmaceutical industry:

1. Business Intelligence Analyst; 2. Healthcare Information Manager; 3. Pharmaceutical Representative; 4. Pharmaceutical Marketing Planner; 5. Pharmaceutical Sales and Business Specialist; 6. Data Analyst.



Department of Information Management

(128 credits for the 4-year Undergraduate Program; 37 credits for the Master's Program)

Objectives

The Department consists of a four-year undergraduate program and a graduate institute, aiming to cultivate talents with theory and practice. It is not only along with conformity to current industrial demands and development trends, but also promotes the application and innovation of information technology in commerce, business, and healthcare. It trains their students to apply theories, techniques, practices of healthcare, and information, management to identify, analyze and solve problems with information management professionals based on the concept of healthcare management, realizing the concept of "healthcare management" through the application of information technology.

Characteristics

The Department utilizes the three-in-one approach of teaching, research, and industry-academe integration to cultivate quality students. In order to cultivate students' ability to cope with the fast-changing information environment and to meet the needs of students, the Department offers three major elective courses, including medical information, information technology, and management decision-making, in addition to the required courses of professional foundation and professional core courses for students to choose according to their own interests and specialties.

In terms of research and industry-academia integration, it has actively made strategic alliances with medical institutes, health care and other related industries, which is not only to deepen the integration with the industry, but also to understand the needs of the industry for talents. Overall, the curriculum aims to cultivate students with dual expertise in information management and health care technology. With the characteristics of health care in the University, it cultivates students with quality information technology professional and management knowledge required by the health care industry, helping students in obtaining relevant professional licenses and certificates as highly competitive professionals in seeking employment.



Department of Leisure Industry and Health Promotion

(128 credits for the 4-year Undergraduate Program; 34 credits for the Master's Program of Tourism and Health Science; 33 credits for the In-service Master's Program of Leisure Industry and Health Promotion)

Objectives

The Department has four-year Undergraduate Program, Master's Program of Tourism and Health Science, and In-service Master's Program of Leisure Industry and Health Promotion, aiming to cultivate professionals with cross-disciplinary expertise in tourism, leisure, health promotion, or leisure and health. In addition to continuing the educational spirit of ICRT (Innovation, Communication, Respect, and Teamwork) of the Master's Program of Tourism and Health Science, it also combines the cross-disciplinary resources and practical advantages of the University to strengthen students' professional knowledge and employment skills. It also assists students in obtaining certificates related to leisure, tourism and health promotion, and designs practical and academic research programs from the perspective of holistic health care to respond to social development trends and the needs of the leisure industry market, cultivating professionals with expertise in tourism, leisure and health.



Characteristics

1. The teaching design integrates the knowledge and concepts of tourism, leisure travel and health promotion. In addition to the required subjects of leisure and recreation and health promotion, practical elective courses on tourism and transportation industry, green leisure industry and special leisure industry are also designed to provide students with diversified study and to satisfy students' needs for choosing their own courses.
2. The Department provides multi-purpose professional classrooms for leisure and health, leisure and safety, tourism and health to strengthen students' practical experience and enhance their competitiveness in employment.
3. The Department organizes symposiums and seminars regularly for professionals to exchange ideas regarding the latest trends in the field of tourism and health sciences, enhancing students' expertise and helping them develop a global mindset.



Department of Long-Term Care

(2-year Undergraduate Program: 72 credits; 48 credits for Multi-disciplinary Special Training Postgraduate Program; Master's Program: 36 credits)

Objectives

The Department of Long-Term Care has a two-year Undergraduate Program, Master's Program and Multi-disciplinary Special Training Postgraduate Program to train long-term care students to become long-term care professionals, managers, policy makers and implementers, or related faculty and researchers upon graduation with the following competencies:

1. Consolidate long-term care-related basic, professional and advanced knowledge, and provide professional service, teaching, and study.
2. Supervise and manage long-term care cases and organizations.
3. Evaluate and promote the establishment of long-term care systems.
4. Plan and promote long-term care-related policies, laws and systems.

Characteristics

1. Academic study
 - (1) Through both local and overseas trips, the students may conduct long-term care-related studies and exchanges.
 - (2) Encourage teachers and students undertake both company-consigned study projects and industry-academia projects.
 - (3) Through empirical learning and validation, enhance students' knowledge in developing long-term care competencies.
 - (4) Encourage teachers and students forming a join-research group to improve research skills from practical experience.
2. Faculty
 - (1) The Department retains full-time and part-time teachers from different fields to address the unique demands and objectives of students.
 - (2) All teachers possess high-ranking qualifications and specialize in long-term care.
 - (3) Instructors have extensive experience in clinical practice, teaching and community service and research.
3. Teaching characteristics

This program will designed on the integrated concept both for curricular design and practice and will be extending to curriculum designing, practical training and research in long-term care.
4. Cultivation of students' abilities and competencies
 - (1) Enhance cultural qualifications in caring and value forums, such as classrooms and practical training venues.
 - (2) Enhance students' self-learning and research skills.
 - (3) Strengthen the concept of students' professionalism and critical thinking.
 - (4) Emphasize the importance of both theoretical and practical models of education.
 - (5) Strengthen professional knowledge of care management in long-term care.



Department of Speech Language Pathology and Audiology

(128 credits for the 4-year Undergraduate Program; 38 credits for the Master's Program)

Objectives

1. Setup objectives
 - (1) Train speech therapists and audiologists with both practical and research skills to have adequate professional competence in evaluating and treating speech and hearing impaired populations and to engage in research.
 - (2) Nurture auditory language researchers to engage in auditory language-related research.
2. Development in the future:
 - (1) Expansion of the Listening Center. Completion of the student's "Internship Preparation" to enter the workplace.
 - (2) Assist students to pass the Speech Therapist or Audiologist specialty exams.
 - (3) Implement the "Listening and Speech Practical Competency Assessment" to enhance the practical skills of listening and speech professionals.
 - (4) Encourage students to participate in the examination of relevant certificates of the profession of Audiology in order to enhance their competitiveness in employment.



Characteristics

1. The first graduate program for speech language pathologist and audiologists in Taiwan.
2. Provide courses for speech therapists and audiologists.
3. Establish the Hearing and Speech Center to provide practical teaching and clinical research.
4. Setup diversified audiology research laboratories to provide teachers with teaching, students with practical exercises, and academic research.
5. International academic exchanges and technical cooperation.
6. Provide community services and integrate the program with community resources.





College of Human Development and Health

With the individual as the foundation, for all human beings and all ages, promoting comprehensive health development

1. About this college:

The College of Human Development and Health focuses on the cultivation of diversified human resources from birth to preschool infants and children, from infancy to old age and death and from disability to death, as well as life, death, and health and psychological counseling. In order to promote the healthy development of human beings at different stages of life, it aims to promote students' understanding of physical health, mental health, and spiritual development through holistic education, love and role model learning. Through industry-academia collaboration and project research, it continues to develop our unique skills and new directions, strengthens the acquisition of cross-disciplinary licenses to demonstrate the unity of learning and use in technical education, and cultivates all-round, all-age health development professionals.

2. Objective and vision of this college:

Taking the life cycle and health issues at different stages of human development from birth to old age as the axis, and in line with the University's core educational goals of promoting the health and well-being of the entire population and upgrading the quality of health care, the Department of Infant and Child Care, the Department of Exercise and Health Science, and the Department of Thanatology and Health Counseling are working together with love and compassion to train professional manpower for the health care of the issues in the development of human life from old age, sickness and death. It utilizes the holistic educational know-how in the areas of physical health care, psychological well-being, and spiritual development in all the departments, to create fun in teaching and learning and to stimulate potentials and promote healthy practices to cultivate professional talents in the field of health care.



Department of Infant and Child Care

(2-year Undergraduate Program: 73 credits; 4-year Undergraduate Program: 129 credits; Master's Program: 37 credits; 33 credits for International Montessori Master's Degree Program)

Objectives

1. Bachelor's Degree

To train high-quality infant and child care professionals to meet the childcare needs of families, society, and the nation, the Department aims to cultivate professionals in early childhood education and care who possess both theoretical knowledge and practical skills, as well as abilities in logical reasoning, self-reflection, empathy, and innovation, thereby enhancing the overall quality of early childhood education and care in Taiwan. The educational objectives for the undergraduate program are as follows:

- (1) Cultivate practical talents in the field of children's education, care and welfare.
- (2) Prepare professionals with a strong sense of local care and international perspective.
- (3) Cultivate education and care professionals with active learning and teamwork qualities.
- (4) Nurture education and health care professionals with civic literacy and balanced development of mind, body and spirit.

2. Master's Degree

The Master's program aims to cultivate advanced professionals in teaching, administration, and management within the field of early childhood education and care. Based on the expertise of the faculty and the characteristics of the students, this program offers special courses in five major areas, including child development, early childhood education, early health care, child welfare services, and institutional administration and management. The curriculum emphasizes the enhancement of critical thinking skills, enabling students to understand, evaluate, apply, and reflect on issues related to early childhood care and its development. Students are encouraged to actively participate in industry research and development. The educational objectives of the Master's program are as follows:

- (1) Cultivate research and teaching talents in the professional fields of children's education, care and welfare.
- (2) Nurture education and healthcare leaders with independent innovation and cross-disciplinary cooperation.
- (3) Cultivate senior education and healthcare professionals with diversified care and international participation.
- (4) Foster senior professionals in early childhood care who are committed to life care and balanced spiritual development.

Characteristics

1. The only department among national universities in the country that focuses specifically on teaching and caregiving for infants and young children. Leveraging the university's abundant healthcare personnel and resources, it emphasizes the health caregiving capabilities of professionals in early childhood education and care. Additionally, external faculty specializing in early intervention and rare diseases are hired to support the professional and practical training of caregivers for children aged 0 to 6.
2. Keeping abreast of societal trends to enhance students' independent thinking and future employability. Faculty members actively participate in government policy projects and childcare-related social issues, and collaborate with outstanding industry experts who have practical experience to co-teach, thereby improving students' professional and practical skills.
3. Strengthen students' humanistic qualities and promoting overseas internships to expand their international perspectives. In addition to providing a liberal arts education and volunteer services to cultivate students as virtuous and well-rounded professionals, the department collaborates with international education and vocational training institutions to offer substantial cooperation and internship exchanges, thereby enhancing students' global vision and international mobility.

Department of Exercise and Health Science

(129 credits for the 4-year Undergraduate Program; 34 credits for the Master's Program; 32 credits for In-service Master's Program)

The Department was founded in 2002, the only Exercise and Health Science department established by a healthcare professional university in Taiwan. In addition, the In-service Master's Program was established in 2006 and a master's program was established in 2015 to provide a channel for students and professionals in the field of Exercise and Health Science for their pursuing on-the-job training, enhancing their own sports medicine professional knowledge and the needs of their personal career growth.

Objectives

The Department was established to combine the concepts of sports science and health care medicine to train sports health care professionals and to build a comprehensive health and sports safety protection system for athletes and the general public.

1. Academic study

Based on the foundation subjects of sports and health care, together with the core subjects and Departmental subjects, a complete sports and health care professional education is formed, supplemented by elective subjects to enable students to supplement their education according to their personal interests, specialties or future directions.

2. Master's Program or In-service Master's Program

Through research methodology and advanced biostatistics, students will be able to write their master's essay. With the related courses in exercise physiology subject research, health and disease behavior, motor behavior, and health assessment and experimentation, it further emphasizes the Master's professionalism in sports and health care.

Characteristics

1. Teaching characteristics

It owns a complete physical fitness center, a Meili classroom for exercise physiology experiments, a Magic classroom for physical and mental relief therapy, and a vitality classroom for health promotion. The main purpose of the Center is to provide complete health care knowledge and appropriate exercise prescriptions for the general public, athletes, the aged, and the chronically patients. By actively cultivating domestic sports and health care professionals, it provides patients with more perfect and ideal clinical care, and strengthens the University's need to build a complete health care and medical system.

2. Faculty

With a strong faculty, the Department has recruited teachers from different professional fields, such as sports health, physical education, public health, etc. in order to develop the diversity of students in their professions and interests.



Department of Thanatology and Health Counseling

(129 credits for the 4-year Undergraduate Program; 36 credits for the Master's Program -Counseling Group; 30 credits for the Master's Program - Thanatology Group)

Cultivate students with essential knowledge in Thanatology and health counseling. Enable them to provide care for the mental well-being of the public and assist in achieving mental tranquility.

Objectives

1. The educational objectives of Bachelor's Degree:

- (1) Apply professional expertise and critical thinking to provide life and death, mental and spiritual care
- (2) Show a compassionate attitude and Ethical Literacy.
- (3) Demonstrate communication and teamwork abilities.
- (4) Focus on mental health issues and cultivate professional identity.
- (5) Utilize information technology and develop innovative capabilities.
- (6) Demonstrate proficiency in problem-solving and a commitment to lifelong learning.
- (7) Show the ability of problem solving and lifelong learning.

2. The educational goals of this Master's Degree includes:

- (1) Utilize professional theories and international empirical knowledge to enhance the quality of professional services.
- (2) Implement a culture of respect, care for life, and ethical literacy to provide advanced professional helping services.
- (3) Execute programs, research, teaching, and practices in the areas of life and death, as well as health psychology counseling.
- (4) Manage issues related to life, death, and mental health for service recipients.
- (5) Effectively communicate, coordinate, and collaborate with professional helping teams.
- (6) Apply information technology in professional development and innovation.
- (7) Enhance capabilities in problem prevention, resolution, and lifelong learning.



Characteristics

1. The learning highlights of this Department include four major employment areas:

- (1) Grief Counseling, (2) Suicide Prevention, (3) End-of-Life Services (including Funeral Service Program)(4) Vocational Rehabilitation (including Vocational Rehabilitation Service Program for Persons with Disabilities).
2. The Department has a unique "Grief Counseling Professional Classroom," which includes the world's first grief-healing "Healing Garden" and the "Health and Grief Counseling Center" Additionally, the department provide well-equipped "Funeral and End-of-Life Service Professional Classroom" and death-related creative equipment, such as 3D printing.
3. The department has nine full-time faculty lecturers, with six holding counseling psychologist licenses. They offer professional courses in the four major areas and lead professional internships. Fourth-year students have the opportunity to intern at over 20 institutions, including hospitals, social welfare organizations, and schools, such as Taipei City Hospital, Tri-Service General Hospital Beitou Branch, Mackay Memorial Hospital, Taipei Medical University Wan Fang Hospital , Zhongzheng Elementary School, Teacher Chang Foundation, Children Are Us Foundation, Yu-Cheng Social Welfare Foundation, Eden Social Welfare Foundation, Lungyen Life Service Corporation, Ltd., Mortuary Services Office, and Nordic Kennel Limited Company, enhancing practical skills and seamless industry integration.
4. The department periodically arranges faculty and students to participate in overseas professional internships. They also invite international scholars in end-of-life care and grief counseling for academic exchanges, further developing an international perspective and a sense of humanities care.

Smart HealthCare Interdisciplinary College

The "Smart Health Technology Program" and the "Elderly and Sports Health with Infant and Child Care Program" are two specialized programs for talented students, focusing on the cultivation of interdisciplinary competencies. Through the teaching and counselling of additional instructors in the programs, it will continue to enhance the technical skills of the talented students through a comprehensive plan. Students come from the University's talented admission platform. The "Smart Health Technology Program" students come from the talented students of the Department of Information Management and the Department of Health Care Management, while the "Elderly and Sports Health with Infant and Child Care Program" students consist of talented students from the Department of Exercise and Health Science, the Department of Gerontological Health Care and the Department of Infant and Child Care. Planning for enrolment of technologically gifted students in specialized programs and in order to facilitate the integration and promotion of resources, the two specialized programs under this College share each software and hardware resource with the original departments and masters to ensure the protection of the students in the specialized programs. This College of specialized programs emphasize on the mechanism of learning counseling, skill improvement and employment articulation for the gifted students and achieve the goal of employment upon graduation through the enhancement of practical courses.

The curriculum for students is designed to provide maximum learning flexibility. Through interviews between instructors and students to understand their future career aspirations, students are assisted in planning individualized learning and career development plans. The new style of learning has a high connectivity with the industry. By the cultivation of students who are in demand for the industry and who have been recognized by the industry's instructors, students are able to learn the skills that are required by the industry, so they are able to connect with the industry.

Graduate Institute of Artificial Intelligence and Big Data in Healthcare was approved by the Ministry of Education to establish on 2024 academic year. This College will use the complete health education system of NTUNHS to introduce the talent cultivation by the professional faculty members of graduate school of artificial intelligence and big data, constructing the artificial intelligence education system for health care. It will be able to respond the needs of the national policies to promote the development of the industry and the cultivation of talents.



General Education Center

General Education is the basis and core of university education with the spirit of providing students cultural nourishment, wisdom in life, analytical thinking skills, communication skills and motivation for lifetime learning.

Objectives

1. Expansive learning: With a focus on both the humanities and technology, it helps students develop their knowledge necessary in this current era.
2. Expanded perspective: Identifying with the motherland while maintaining a global outlook, it provides students with the civic aptitude to gain a footing in Taiwan, as well as the foresight and ability to deal with changes in this world.
3. Edutainment: Creating an enjoyable learning environment cultivates students' ability to learn autonomously in a subtle and gradual manner.
4. Care for students: Through caring about the students' personal growth, they can learn to care about others and society.



Characteristics

The school's General Education program is diversified and interdisciplinary, and can be categorized into formal, potential, and microcredit courses. The formal curriculum consists of General Education Basic Competency and Liberal Arts. Basic Competency includes language ability and information literacy. The Liberal Arts courses can be divided into three fields: Humans and Society, Humans and Nature and the Humanities and the Arts, embodying the essence of holistic education. In addition to the formal curriculum, the General Education places a strong emphasis on life care and experiential learning, relying on the cultivation of potential courses, which encompass General Education lectures, General Education performances, volunteer services and off-campus visits. In recent years, Microcredit has offered a number of courses that allow students to learn more flexibly, such as Ukulele Singing, Design for the Beginners: Design Beginner's Class, Excel Career Secrets, the required course of relationship learning - Let's Love Sprout from Today, Taking Pictures Everyday by the mobile phone, Basic Self-Defense Techniques, Performing Arts Appreciation, and Game of Life - The Distance Between Me and My Own Discoveries, and so on.



國立臺北護理健康大學校本部地圖 Map of NTUNHS, Main Campus



國立臺北護理健康大學城區部地圖 Map of NTUNHS, City Branch Campus







NTUNHS



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