

Summer 1996

The 1995-96 School Improvement Plan for Holy Savior High School Tienchung, Taiwan

Jen-Hung Hsu

Follow this and additional works at: https://digitalcommons.cwu.edu/graduate_projects



Part of the Curriculum and Instruction Commons, Educational Administration and Supervision Commons, Educational Assessment, Evaluation, and Research Commons, and the International and Comparative Education Commons

THE 1995-96 SCHOOL IMPROVEMENT PLAN

FOR

HOLY SAVIOR HIGH SCHOOL

TIENCHUNG, TAIWAN

By

Hsu, Jen-Hung

The purpose of this project was to plan and develop a comprehensive high school curriculum for Holy Savior High School (HSHS) Tienchung, Taiwan, Republic of China (R.O.C.). To accomplish this purpose, current research and literature related to comprehensive high school curricular and instructional development, both academic and vocational-technical, were reviewed, and recent legal regulations and directives of the Taiwan Provincial Government were considered.

ACKNOWLEDGEMENTS

I would like to give very special thanks to my wife who has taken care of my family during these four summers alone and been very supportive, not only in my studying, but also in encouraging me to grow professionally.

I would like to thank my parents for instilling in me the hopes and dreams of a life time and supporting me to accomplish these.

I would like to dedicate this project to the Principal (Sister Mariette J. Liu) and staff of Holy Savior High School. Without their support and kind help, I would not have any chance to go abroad for studying at C.W.U.

I would like to give a special thanks to Dr. Gregory S. Chan, Dr. Jack L. McPherson, and Dr. Susan Madley. Without their advice and kind help this project could not have been completed. Also special thanks to Mrs. Chan and Mrs. McPherson for the good care, support and their patience during my stay at C.W.U.

TABLE OF CONTENTS

CHAPTER		PAGE
1.	BACKGROUND OF THE PROJECT	1
	Introduction	1
	Purpose of the Project	2
	Limitations of the Project	3
	Definition of Terms	3
2.	REVIEW OF THE LITERATURE	5
	Introduction	5
	A Profile for Comparing and Contrasting Comprehensive High School Programs in The United States, England, and Germany	5
	The Comprehensive High School in the United States	7
	The Comprehensive High School in England	11
	The Comprehensive High School in Germany	15
	Summary	18

CHAPTER		PAGE
3.	PROCEDURES OF THE PROJECT	20
	Purpose of the Project	20
	Need for the Project	21
	Development of Support for the Project	22
	Procedures	23
	Planned Implementation and Assessment	
	Of the Project	24
4.	THE PROJECT	25
	Preamble	3
	Current Status of Holy Savior	
	High School	7
	Preparation for the Experiment	19
	The Experimental Plan	22
	Multi-year Planning and Assessment	
	Matrix	35
	Resource Needs	38
5.	SUMMARY, CONCLUSIONS, AND	
	RECOMMENDATIONS	26
	Summary	26
	Conclusions	26
	Recommendations	27

CHAPTER	PAGE
REFERENCES	29
APPENDIX A	32
The 1995-1996 School Improvement Plan for Holy Savior High School, Tienchung, Taiwan . .	32
APPENDIX B	33
1996 Teacher Handbook--A Comprehensive High School Program	33
APPENDIX C	34
Student Bookmarks--A Comprehensive High School Program	34

CHAPTER 1

Background of the Project

Introduction

The Comprehensive high school experimental project, commissioned by the Taiwan Ministry of Education, will begin in August, 1996. In this project, we wish to do something to predate students for the forthcoming 21st century--the high-tech-science century. That is, we want to improve our high school education by moving to a comprehensive high school that will replace the traditional high school. The new comprehensive high school will provide academic studies along with vocational-technical studies . . . in essence, providing a three-year pre-college education for all students. This project will serve all students, whether or not their aptitudes and interests are fully developed, by allowing them to choose courses more freely, and by allowing them to grow and develop from exposure to both academic and

vocational-technical knowledge and skills.

(Dr. Wu, Chin-Chi, 1995)

In the above statement, Dr. Wu has supported the need for establishing a well designed comprehensive high school. In fact, in 1995, to launch the "comprehensive high school experimental project," the Ministry of Education selected and directed 19 high schools in Taiwan to begin planning and implementing comprehensive curricular programs, both academic and vocational-technical, between 1996 and 2000. Holy Savior High School, located in the city of Tienchung, was one of the 19 fortunate schools selected to receive special support and funding from the Ministry of Education.

Purpose of the Project

The purpose of this project was to plan and develop a comprehensive high school curriculum for Holy Savior High School (HSHS) Tienchung, Taiwan, Republic of China (R.O.C.). To accomplish this purpose, current research and literature related to comprehensive high school curricular and instructional development, both academic and vocational-technical, were reviewed, and recent legal regulations and directives of the Taiwan Provincial Government were considered.

Limitations of the Project

For purposes of this project, the following limitations were identified:

1. Research: The literature reviewed in Chapter 2 of this project was limited to research conducted primarily with the last five (5) years.

2. Scope: The project was designed for use at Holy Savior High School Tienchung, Taiwan, Republic of China (R.O.C.).

3. Target population: The comprehensive curriculum designed for purposes of this project, will be implemented during the 1996-1997 school year to serve 1,000 students in grades 10 through 12, seven hours per day, five and one-half days per week at Holy Savior High School.

Definition of Terms

Significant terms used in the context of this project have been defined as follows:

1. Comprehensive High School: Term used to describe a unitary, multipurpose high school that offers students both academic and vocational-technical courses (Wiles and Bowdi, 1993).

2. Traditional Academic High School (Taiwan): Refers to the junior and senior high school program designed to prepare students for college/university entrance, by

focusing curriculum and instruction on preparation for the Joint Entrance Examination. An academically-oriented program of study included culture-shaping, physical and mental development, and the enhancement of academic knowledge (Yang, Jui-ming, 1995).

3. Traditional vocational-technical high school (Taiwan): Refers to the junior and senior high school program designed to prepare students for entry-level employment after high school or, for entrance into a vocational-technical college/university.

CHAPTER 2

Review of Related Literature

Introduction

The review of research and literature summarized in Chapter 2 has been organized to address:

1. A profile for comparing and contrasting comprehensive high school programs in the United States, England, and Germany.
2. The comprehensive high school in the United States.
3. The comprehensive high school in England.
4. The comprehensive high school in Germany.
5. Summary.

Data current primarily within the past ten (10) years were identified through an Educational Research Information Centers (ERIC) computer search. A hand search of various other sources was also conducted.

A Profile for Comparing and Contrasting
Comprehensive High School Programs
in the United States, England, and Germany

The research summarized on the following pages has focused on the comprehensive high school as it has evolved

in three of the world's most advanced western societies: the United States, England, and Germany (Huang, Chun-jah, 1995).

As the intent of the present study was to plan, develop, and implement a comprehensive high school program in Taiwan, an immediate objective of the writer in undertaking the review of literature in Chapter 2 was to use this information to construct a profile that would provide an efficient means for comparing and contrasting comprehensive high school programs in the three countries selected. To accomplish this objective, the writer sought to identify essential characteristics of comprehensive high schools in each of the three countries. Accordingly, the writer determined the following school characteristics should be included in the comparison/contrast profile:

1. Evolution and current status.
2. Educational goals.
3. Curriculum.
4. General characteristics and prospects.

The writer further believed development of the above profile would prove useful in helping school administrators in Taiwan more easily recognize consistent elements and/or unique features of each country's comprehensive high school program. Such information and knowledge might also prove useful when considering possible ways for modifying the

curriculum of Holy Savior High School (HSHS) at Tienchung, Taiwan, or when considering possible conversion of that school's curriculum to a comprehensive curricular model. As explained in Chapter 3, HSHS was one of the 19 secondary schools recently selected by the Taiwan Ministry of Education to implement a comprehensive high school program.

The Comprehensive High School

in the United States

Evolution and Current Status

In 1918, the Committee to Reorganize Secondary Education of the Educational Association of the United States of America proposed, in a publication entitled Major Principles of Secondary Education for America, that the curriculum of secondary education should be comprehensive in nature. That curriculum should meet the needs of agriculture, commerce, and industry and should prepare students for higher education. Schools should educate students in accordance with the needs of the community. Emphasis should also be placed on student preparation for a productive role in life through the inclusion of vocational education programs. The work of the 1918 committee provided a new direction for American secondary education and, in essence, resulted in the establishment of a system of

comprehensive high schools in the United States (Huang, Cheng-chieh).

The comprehensive high school was also expected to advance the ideas of democratic living and to assume equity for all members of American society. The comprehensive high school became the mainstream of American high school education. The percentage of students enrolled in United States comprehensive high schools increased steadily, from 32% in 1910, to 73.3% in 1930, to 92.7% in 1970, and to 98.4% in 1991 (Copa and Pease, 1992). These numbers confirmed that the comprehensive high school had become the most accepted secondary-level educational program in the United States of America (U.S. Department of Education, 1993).

Educational Goals

Three main goals of the comprehensive high school in the United States have been detailed below (Yuan, Li-kuh, 1978).

1. Every youth, male or female, regardless of socioeconomic standing, race, nationality, political background, or religion, shall have the same opportunity to receive secondary education.

2. Free, tax-supported secondary education shall be free for all people and the curriculum shall be free from sectarian and religious influence.

3. The curriculum shall meet the needs, interests, and abilities of all students.

Curriculum

Curricula of the United States comprehensive secondary high school are intended to provide a variety of required and elective courses including agriculture, architecture and environmental design, business, communications, computer and information science, customer service, education, engineering, foreign language, health, home-economics, technology, law, word processing, academics, library science, life science, mathematics, military science, multi-science research, parks and recreation, individual and social development, philosophy, natural science, psychology, public affairs and protective services, social science, vocational and industrial education, and visual and performing arts (Tang-shan, 1985).

The United States comprehensive high school curriculum was essentially divided into three main streams: academic, general, and vocational-technical.

General Characteristics and Prospects

Eight characteristics which typify the comprehensive high school in America include:

1. Education is provided for all the people, regardless of socioeconomic position, race, nationality, or political background. All people have the same opportunity to study in a secondary high school.

2. It is comprehensive. The curriculum provides preparation for higher education and for vocational-technical studies. Students can choose courses based on their interests and abilities.

3. Each state is responsible for determining the curriculum of its comprehensive high school program.

4. Each state and local education district shall share in determining the school curriculum, required courses, and credits.

5. Comprehensive high schools award credit for high school graduation and college admission.

6. A guidance and counseling program is an important part of the comprehensive high school. Guidance counselors provide students with career, academic, and behavioral guidance and counseling.

7. Extra-curricular activities are important and students are allowed to choose these freely.

8. Comprehensive high schools offer a variety of elective course choices for students. Students choose these courses freely based on their interests, needs, and abilities.

Because the comprehensive high school in the United States evolved as an outgrowth of that nation's historical background and socioeconomic development, and its curriculum has been designed to meet the needs of all Americans, there is every reason to believe it will remain that nation's most important mainstream school system in the future.

The Comprehensive High School in England Evolution and Current Status

Development of the comprehensive high school in England was strongly influenced by the concept of "equality of educational opportunity" and the "world-wide consciousness of education." These two ideas caused significant change in the traditional educational program in England which originally favored the financially and socially elite. These changes in turn produced the comprehensive high school in that country (Huang, Cheng-chieh).

For many years, England followed European traditional educational concepts which favored those with the most talent and ability. The school system created by the Education Law of 1944 required all students who graduated

from primary school to be assigned an educational track or school according to their abilities. This system was inherently unequal because:

1. To track 11-year old children is unfair due to delays in many students' mental development,

2. Students from lower socioeconomic backgrounds typically did not perform well on examinations which determined whether a student pursued an academic or vocational track.

3. It was difficult for students to transfer to another school once a particular track was determined (Huang, Chun-jah).

Population growth was another important factor in the development of the comprehensive high school in England (Moon, 1983). The steadily increasing population in England after World War II created increased pressure to change the tracking system and generated a demand for educational reform. Changes resulting from this demand helped to advance the concept of equality of educational opportunity in England.

Today most 11-year old students begin their secondary-level education through admittance to a three-tier educational system including first, middle, and upper schools. First schools enroll students aged 6 to 8, middle

schools enroll students aged 9 to 14, and upper schools enroll students aged 15 to 18 (Department of Education and Science, Welsh Office, 1995). There are five different kinds of public secondary schools: middle schools, contemporary schools, grammar schools, technical schools, and comprehensive schools. In 1988 there were approximately 3,070,000 students enrolled in English public secondary schools, 85.7% of whom were enrolled in comprehensive high schools (Social Trends 20, 1990).

Educational Goals

Before 1988 England did not have national goals for a comprehensive high school curriculum. Every comprehensive high school was placed under the management of local districts and provided their own flexible curriculum. In 1988, passage of the Educational Reform Act required all secondary schools to provide the same core and basic curriculum designed to meet the following goals:

1. To promote students' development spiritually, morally, culturally, mentally, and physically.
2. To prepare students for responsible adult lives (Educational Reform Act, 1988).

Curriculum

There are basically two different kinds of secondary school curricula in England:

1. An academically oriented curriculum for those who wish to attend college or university, and
2. A non-academically oriented curriculum for those who do not wish to pursue college-level studies.

Most of the academically oriented curriculum includes: religious education, English, history, geography, physics, chemistry, biography, mathematics, fine arts, music, home-economics, woodworking, French, Latin, German, painting, and physical education. Non-academically oriented curricula include humanities (religious education, English, history), environmental research (geography, physics, chemistry, biography), vocational mathematics (accounting, insurance), art, handicraft art, music, home-economics, technical science, and business (Halsall, 1993).

General Characteristics and Prospects

The concept of equality between the United States and England is not the same and there are differences between the comprehensive high schools in England and the United States. Some local school districts in England continue to control the formal function of a student's selection of a

secondary school (Finch, 1984). Still, the following problems in English secondary schools have essentially been resolved in the aftermath of the development of the comprehensive high school in recent years.

1. The tracking examination for 11-year olds has been abandoned. Students who graduate from primary school no longer are required to take an examination for entry into middle school.

2. There is open opportunity to study in middle school for all students.

3. The practice of tracking students by Intelligence Quotient Tests or Academic Achievement Examinations has been abandoned.

As in the United States, the future of the comprehensive high school in England is assured and principles of equal educational opportunity are well established.

The Comprehensive High School in Germany Evolution and Current Status

The educational system in Germany was traditionally characterized by three different kinds of secondary schools:

1. The Hauptschule,
2. The Realschule, and
3. The Gymnasium.

Students entering these schools pursued two kinds of educational programs or tracks. One track provided an academic curriculum designed to prepare students for college/university study, the other track was vocationally oriented and prepared students for entry into the work force following completion of the middle-level grades.

Generally, after four years of basic education from ages six to nine, students moved to middle-level school as determined by their academic achievement and standardized test scores. Students who performed at lower academic levels were tracked to Hauptschule where they received vocational training preparatory for entry-level jobs after graduation. Students of average academic ability were tracked to Realschule which provided more advanced vocational-technical education and professional training. Most students attended Realschule to prepare and qualify for employment in higher level technical occupations than those who graduated from Hauptschule. Students who performed at the highest academic level were tracked to Gymnasium where they pursued studies preparatory for college/university entrance. Weaknesses in the German secondary-level educational system were similar to those in England. That is, students were forced to determine too early in life their future course and those from lower socioeconomic

backgrounds typically performed at lower levels academically. In 1965 the German government moved to correct these educational inequities with the establishment of a system of comprehensive high schools (Lingens & Lingens, 1980).

Educational Goals

Following the development of comprehensive high schools in Germany in 1965, the government adopted three national goals, including (Yen, I-chang, 1987):

1. To improve academic achievement for all students.
2. To provide all students with access to wider curricular choices, both academic and vocational-technical.
3. To move beyond the traditional tracking system by allowing free access by all students to comprehensive high schools thus assuring more time for potential academic development and more educational choices.

Curriculum

The curriculum in German comprehensive high schools has two different dimensions: required and elective courses. Required courses include language-literature-art (German, foreign language, formative art, music, philosophy), social science courses (civics, history, geography), math-natural-

science-technical (economics, mathematics, physics, chemistry, biology), religious studies, and physical education. Elective courses typically include social-science and natural-science studies that are not included in required courses.

General Characteristics and Prospects

The principle characteristics of the German comprehensive high school are evidenced by their continuing focus on an academically-oriented curriculum. Greater emphasis is placed on preparing more students for college or university studies and fewer vocational choices are available than in prior years. In Germany, emergence of the comprehensive high school has allowed students who were previously unable to enter the Gymnasium to pursue college or university studies. Although the Hauptschule, Realschule, and Gymnasium remain today, the new German comprehensive high school has moved this nation closer to the real meaning of equality of educational opportunity.

Summary

The research and literature summarized in Chapter 2 supported the following themes:

1. A system of well-developed comprehensive high school programs has evolved in three, advanced western societies: the United States, England, and Germany.

2. The comprehensive high school in the United States, which evolved as an outgrowth of that nation's historical background and socioeconomic development, has afforded equal educational opportunity for all citizens.

3. Since World War II, steadily increasing population has demanded equity in educational opportunity resulting in development of a system of comprehensive high schools in England, and the decline of a traditional educational system that favored the privileged.

4. A traditional system of educational tracking that determined too early in life whether a student's future would be either academic or vocational has been replaced with a system of comprehensive high schools which assure greater equity in educational opportunity along with increased curricular choices.

CHAPTER 3

Procedures of the Project

Purpose of the Project

The purpose of this project was to plan and develop a comprehensive high school curriculum for Holy Savior High School (HSHS) (Tienchung, Taiwan, Republic of China (R.O.C.)). To accomplish this purpose, current research and literature related to comprehensive high school curricular and instructional development, both academic and vocational-technical were reviewed, and recent legal regulations and directives of the Taiwan Provincial Government were considered.

Chapter Three contains background information describing:

1. Need for the project.
2. Development of support for the project.
3. Procedures.
4. Planned implementation and assessment of the project.

Need for the Project

The need for the project was influenced by the following considerations:

1. The writer (Hsu, Hen-Hung), a certified high school teacher in Taiwan, R.O.C., has been teaching and serving as Coordinator of Curriculum and Instruction at Holy Savior High School (HSHS) since 1983, and searching for ways to develop a comprehensive high school curriculum for HSHS.

2. In 1995, Republic of China Ministry of Education commissioned a "comprehensive high school experimental project" to improve high school education by encouraging the planning and development of comprehensive curricular programs. Holy Savior High School in Tienchung, Taiwan, was one of 19 schools selected and directed to implement a comprehensive curriculum by 1996.

3. The writer's 13 years of high school teaching experience, 10 of which also included carrying out his responsibilities in school administration, resulted in his assuming a leadership role in planning and implementing a comprehensive high school experimental curriculum at HSHS, as directed by the Ministry of Education.

4. During 1995, the writer organized a Comprehensive High School Curriculum Design Committee to begin planning and developing a comprehensive curriculum at HSHS.

5. Current research conducted by the writer provided evidence of the beneficial effects of comprehensive educational programs for students.

6. Undertaking this project coincided with the writer's graduate study in Educational Administration at Central Washington University, Ellensburg, Washington, USA.

Development of Support for the Project

During 1995, the writer engaged in a number of activities essential in the preparation and planning of a comprehensive curriculum for Holy Savior High School (HSHS) including the following:

1. Preliminary meetings were scheduled with representatives/Governors from the Ministry of Education, to provide for dialogue with administrators and teachers from HSHS. Meetings were held in Taipei and at Tienchung, Taiwan.

2. The writer engaged in in-depth discussions with Sister Mariette Liu, Principal of HSHS, who encouraged and supported planning efforts to modify the school's existing curriculum.

3. Preliminary plans were made for Sister Mariette Liu and the writer to visit selected comprehensive high

school programs in the United States during the period from 1996-2000.

4. The writer, accompanied by Mr. Lee, Jon-Hua, Director of Instruction at HSHS, made site visits to other high schools directed by the Ministry of Education to develop comprehensive high school programs.

5. The HSHS Comprehensive High School Curriculum Design Committee, organized in 1995, provided significant support for planning a comprehensive curriculum for HSHS. This committee was composed of representatives from all major departmental programs at HSHS and included arts (music and fine arts), business service, Chinese language, computer science, foreign language (English and Japanese), home and family, mathematics, natural science, physical education, preschool education, social science, and student activities.

Procedures

To obtain background information essential for planning and developing a comprehensive high school curriculum for HSHS, an Education Resource Information Center (ERIC) computer search was undertaken. Additionally, a hand-search of various other sources of information relative to comprehensive high school programs was also conducted by the writer. Finally, planning dialogue between representatives

from the Republic of China Ministry of Education and HSHS was provided, planning discussions with the HSHS principal were held on an ongoing basis, site visits to other selected schools were made, and the Comprehensive High School Curriculum Design Committee at HSHS was organized.

Planned Implementation and Assessment
of the Project

The comprehensive high school curriculum planned and developed for HSHS, Tienchung, Taiwan, will be implemented during the 1996-1997 school year. The writer, in his role as Coordinator of Curriculum and Instruction, will work with the site-based Comprehensive High School Curriculum Design Committee, to conduct an annual assessment of the newly adopted curriculum. This ongoing assessment will be designed to guarantee maximum HSHS faculty, students, parents, and community feedback, to identify positive or negative results of the comprehensive high school curriculum.

CHAPTER 4

The Project

The 1995-1996 school improvement plan for Holy Savior High School (HSHS) (Appendix A), which was the subject of this project, has been presented in Chapter 4. Six sections provide specific information about the project, including:

- I. Preamble
- II. Current status of Holy Savior High School
- III. Preparation for the experiment
- IV. The experimental plan
- V. Multi-year planning and assessment
- VI. Resource needs

THE 1995-96 SCHOOL IMPROVEMENT

FOR

HOLY SAVIOR HIGH SCHOOL

TIENCHUNG, TAIWAN

By

Hsu, Jen-hung

(John J. Hsu)

July, 1996

TABLE OF CONTENTS

SECTION	PAGE
I. Preamble	3
II. Current Status of HSHS	7
III. Preparation for the Experiment	19
IV. The Experimental Plan	22
V. Multi-year Planning and Assessment	
Matrix	35
VI. Resource Needs	38

SECTION 1:

PREAMBLE

SECTION I

PREAMBLE

- I. Background of the study (Appendix A, p. /):

At the conclusion of the Seventh National Education Annual Meeting of the Taiwan, R.O.C. (1994), educators suggested secondary education should enhance students' study guidance, enrich students' basic abilities, integrate learning experiences, and establish a multi-purpose educational system. The comprehensive high school was, in the unanimous judgement of those in attendance at the Seventh National Education Annual Meeting, the preferred model best suited for meeting needed educational reforms in Taiwan.
- II. Legal compliance (Appendix A, p.. /):
 - A. The General High School Education law of Taiwan, R.O.C. stated in Clause Number Four: "To meet special, local needs, through the assistance of the government, general high schools could' establish junior high schools or vocational-technical high schools."
 - B. The Regulation of General High School Education, Taiwan, R.O.C., stated in Clause Number Fifteen: "To meet special needs of on-going education

experimentation, general high schools . . . could undertake a variety of experimental educational programs under the authority of the Ministry of Education, Taiwan, R.O.C."

- C. The Regulation of Vocational-technical High School Education, Taiwan, R.O.C., said in Clause Number Sixteen: "To meet special needs, vocational-technical high schools . . . could undertake a variety of experimental/educational programs under the authority of the Ministry of Education, Taiwan, R.O.C."

According to these laws and regulations pertaining to secondary education in Taiway, all schools may undertake experimental planning and curricular projects preparatory to implementing a comprehensive high school program of studies. HSHS, under the authority of the Ministry of Education, Taiwan, R.O.C., was authorized to implement a comprehensive program of studies in the 1996 school year.

III. Purpose of the comprehensive high school experimental project of the Ministry of Education, Taiwan, R.O.C.

(Appendix A, p. /):

- A. To adapt to modern educational trends and to establish a multi-purpose secondary education system.
- B. To offer junior/middle high school students one more choice to study in senior high school.
- C. To integrate secondary education resources.
- D. To provide flexible curriculum and enrich students basic abilities.
- E. To provide career guidance for students.

SECTION II:

CURRENT STATUS

OF

HOLY SAVIOR HIGH SCHOOL

	PAGE
A. Table 1: Faculty and Staffing	8
B. Table 2: Program, Grades, and Student Numbers	8
C. Faculty Age, Qualifications, and Load	9
D. Student Counseling and Graduate Advancement	10
E. Library Facilities	13
F. Table 8: Classroom Instructional Equipment and Facilities	16
G. Current Status Analysis and Review of Problems	17

SECTION II

CURRENT STATUS OF HOLY SAVIOR HIGH SCHOOL

A. Table 1: Faculty and staffing (Appendix A, p. 2)

	Allocated staff	Current staff
Teachers	89	79
Support staff	30	18
Subtotal	119	97
Technicians	20	20
Custodians	10	9
Subtotal	30	29
Total	149	126

B. Table 2: Program, grades, and student numbers
(Appendix A, p. 3)

		Grades			
		10	11	12	Total
Sen. High*	General studies	137	37	36	210
	Music Dept.*	0	22	21	43
	Art Dept.	0	10	21	31
	Commerce Dept.	54	96	99	249
	E.C.E. Dept.*	107	106	146	359
	D.M. Dept.	105	93	103	301
Total		403	364	426	1,193

Remark: Sen. High*: Senior High School
 Dept.: Department
 E.C.E. Dept.*: Early Childhood Education
 Department
 D.M. Dept.: Data Management Department

C. Faculty age, qualifications and load

1. Table 3: Age analysis of full time faculty
(Appendix A, p. 4).

Age Analysis of Full Time Faculty (FTF)	Number of Persons
21 to 25	2
26 to 30	25
31 to 35	15
36 to 40	16
41 to 45	10
46 to 50	7
51 to 55	2
56 to 60	1
61 to 65	1
Total	79

2. Table 4: Faculty qualifications (Appendix A
p. 4).

Faculty Qualification	Number of FTF
Graduate School	6
Regular University	62
Normal University	5
Other Colleges	2
Military College	2
Total	79

3. Table 5: Full Time Faculty Load (Appendix A, p. 4).

FTF Courses	No. of Persons	Major
Chinese	15	15
English	12	12
Math	9	9
Natural Science	5	5
Social Science	7	7
Computer	5	5
Music	2	2
Art	2	2
Physical Education	3	3
ROTC Nursing	4	4
Counseling Education	2	2
Commerce	7	7
Family Life	6	6
Total	79	79

D. Student Counseling and Graduate Advancement

1. Student Counseling (Appendix A, p. 5).

a. Living

- Establish freshman basic information
- Establish case studies through discussing interview
- Mail counseling--all faculty included in counseling

- Establish "adopt a student system" and "amnesty plan"
- Establish a sophomore camp for life study
- b. Student Guidance
 - Through Study Attitude Test, offer study method information
 - Serious study aptitude tests
 - Individual counseling
- c. Students Living Counseling
 - Higher education information introduction
 - Career moral education and related information
 - Technical Test introduction
 - Career survey
- d. Psychological Testing
 - Grade 10: Study aptitude test, Personality test, Social scale
 - Grade 11: Guidance aptitude test
- e. Group Activities Counseling
 - Ethics included in regular curriculum, one hour/week

● Student group counseling activities
once or twice/semester

- f. Counseling Cognitive Study
 - Counseling Cognitive study for faculty every semester
 - Faculty counseling study, two hours/week
 - Guidance news report
- 2. Graduate Advancement (Appendix A, p. 6).
 - a. College- bound including university, foreign university, technology college, two-year technical college, and special recommendation selection.
 - b. Vocational-bound students according to major study, provide job interview, and job application information.
- E. Library Facilities (Appendix A, p. 7).
 - 1. Space and Arrangement
 - a. Library space: 331 m²
 - b. Library arrangement includes reading area, service desk, journal and periodical section, faculty area, reference area, storage, and audio/visual area.

2. Table 6: Library hardware facilities

Items	Quantity	Remarks
Computer stations	1 set	3 computers, UPS, scanner, printers, magnetic belt
Xerox	2	
Circulation desk	1	
Reading desk	17	150 seats
Conference desks	2	
Journal shelf	4	
Newspaper stands	2	
Catalog shelf	2	
Dictionary shelf	1	
Short shelf	15	
High shelf	38	
Video shelf	4	
Exhibition shelf	4	
News release shelf	1	
Recorder shelf	2	
Slide shelf	1	
Television	2	

3. Table 7: Library software facilities:

Items	Quantity	Remarks
Books	16,099 vol.	
Video-tapes	861	
Recording tapes	678	
Slides	52 set	
Periodicals	150	
Newspaper	7	

F. Table 8: Classroom instructional equipment and facilities (Appendix A, p. 9)

Discipline	Facilities/ Rooms	Size m ²	Classes Used	Main Facilities	Remarks
Computer Education	4	340	32	240 computers, 5 printers	
Painting	2	120	3		
Pottery	1	100			
Chemistry Laboratory	1	151	20	VCR, TV, Overhead, Materials	
Physical Laboratory	1	151	20	VCR, TV, Overhead Materials	
Biology Laboratory	1	151	20	VCR, TV, Overhead Materials	
Accounting	1	86		Overhead, Accounting Boards, Accounting Desks	
Group Counseling	1	80		VCR, TV, Recorder	
Individual Counseling	1	30		Counseling Sofas	
ROTC	1	80		VCR, TV, Overhead	
Boys and Girls Scouts	1	30		Speaker, Tents	
Orchestra	1			Instruments	
Language Laboratory	1	86		VCR, TV, PC, Mic. Earphones	
Sewing Laboratory	1	130		Sewing machines, Irons, Models	

Table 8: (Continued)

Discipline	Facilities/ Rooms	Size m ²	Classes used	Main Facilities	Remarks
Cooking Laboratory	1	120		9 sets of facilities, Microwave oven, Refrigerator	
Organ Classroom	1	130		60 Electric Organs	
Music Classroom	1	87		VCR, TV, Piano, Recorder	
Dancing Classroom	1	270		VCR, TV, Recorder	
Piano Room	43	100		43 Pianos	
Orchestral Classroom	1	100		Digital piano, Timpani, Xylophone	
Audio- visual	1	86	41	VCR, Slider	
Classroom	41	2961	41	AV System	

G. Current Status Analysis and Review of Problems
(Appendix A, p. 15).

Holy Savior High School is located in the vicinity of Chung-hua, Nan-tou, and Yuan-lin counties (Tien-chung Township). The school community is characterized by diverse commercial and economic development, agriculture, art, and culture. HSHS students come from the four counties of central Taiwan. Currently, senior-high school general studies curricula include social studies, natural

science, language, art, and music; vocational classes include commerce and economics, data management, early childhood education. HSHS also serves approximately 800 junior high school students in grades 7 through 9. With 150 certificated and classified employees, HSHS is engaged in an ongoing effort to strengthen instructional facilities, and to improve teaching methodologies by encouraging faculty members to tour and study abroad. Prior to 1996, every subject/discipline operated independently from all other disciplines. Although the senior-high division offered diverse academic disciplines, our students were, upon admission, placed in certain disciplines, based on academic ability, and did not have the flexibility to choose their own electives. Students therefore lost the opportunity to explore their own interests and, regretfully, could not fully participate in all educational programs.

SECTION III:
PREPARATION FOR THE EXPERIMENT

	PAGE
A. The Process	20
B. Organizational Planning and Division of Labor.	20

SECTION III

PREPARATION FOR THE EXPERIMENT

A. The Process: (Appendix A, p. 15)

Upon notification that Holy Savior High School had been selected as an experimental "Comprehensive High School" by the Taiwan Ministry of Education (MOE), the school administration immediately began a planning process to begin bringing the HSHS curriculum into alignment with the comprehensive program of studies recommended by the MOE. A Comprehensive High School Curriculum Design Committee was organized, and included the Principal, Division Directors, and Subject Matter Chairs. This committee initiated communication with faculty and staff to assist them in understanding the basic components of a comprehensive high school and its characteristics, to establish a consensus of faculty support for this experiment. The committee met once a week, throughout 1995, to discuss various issues essential for planning. (Appendix A, p. 15).

B. Organizational Planning and Division of Labor

The Planning Committee was made up of 13 members which included: the Director of Academic Affairs; Personnel Director; Coordinator of Instruction; Coordinator of Student Affairs, and Chairs of each of

the subject matter disciplines at HSHS. Members of the committee rotated to attend meetings with Ministry of Education officials in Taipei, and to share information and dialogue with committee members. In January, 1996, a proposed comprehensive high school plan for HSHS was drafted. The plan, which has been detailed on the following pages, in Section IV, addresses essential components of program administration, teacher qualifications, and how division of labor will be defined and implemented. (Appendix A, p. 15)

SECTION IV:
THE EXPERIMENTAL PLAN

	PAGE
A. Planning Concepts	23
B. The Experimental Model.	24
C. Experimental Framework and Plans	
for Recruitment	24
D. Curriculum Planning	24
E. Instructional Plan.	31

SECTION IV

THE EXPERIMENTAL PLAN

A. Planning Concepts: (Appendix A, p. 16)

1. Self-support school finance is our basic principle. Teacher qualifications are based on the curriculum needs. Holy Savior High School (HSHS) will develop the second endorsement specialties of the teachers or employ new teachers.
2. Maintain students' educational benefits and diversified instructional characteristics.
3. Focus on the spirit and principles of the comprehensive high school to develop student personalities and to delay potentially divisive behavior.
4. Adopt a school year system for awarding academic credit in compliance with the new curriculum model and provide a more flexible curriculum that combines both academic and vocational-technical education.
5. Take into consideration opportunities afforded by a comprehensive high school curriculum to more fully provide for a students' educational future employment needs, and social development while building a stronger school-industry partnership.

6. Adopt a variety of recruitment strategies to encourage outstanding students to apply for admittance to HSHS.

B. The Experimental Model: (Appendix A, p. 16)

Based on our self-support principle of school finance, HSHS will make maximum use of our current teachers, facilities and administrative resources to gradually establish partnerships with neighboring colleges and universities, to enrich teaching faculty, and to share facilities.

C. Experimental Framework and Plans for Recruitment:

(Appendix A, p. 17)

HSHS will implement a comprehensive high school curriculum in 1996 for 400 tenth-grade students. Eleventh and twelfth grade students will be transitioned into the comprehensive high school program between 1996 and 1998. During the transition, regular academic and vocational students will continue their studies at HSHS until graduation, while new comprehensive high school students are being admitted. After 1998, HSHS will be a 100% comprehensive high school.

D. Curriculum Planning:

1. Planning principles (Appendix A, p. 18).
 - a. Offer students equity in educational opportunity
 - b. Offer students more elective curricular choices, both academic and vocational-technical.
 - c. Enhance student opportunities to engage in academic and career planning.
 - d. Consider opportunities for developing the students' educational future, employment needs, social development, and for building school-industry partnerships.
 - e. Consider student needs related to equity, diversity, and freedom of educational opportunity, and coordinate the secondary education curriculum in a way that addresses these needs.
2. Goals of Instruction (Appendix A, p. 18).
 - a. Academic Orientation:
Enhance student development both in mental and physical areas, and encourage students to prepare for future study.

b. Vocational-technical Orientation:
Students may choose any of four different fields of study: Data Management; Commercial Service; Early Childhood Education; and, Language Application. The goals of the vocational-technical orientation are to develop basic knowledge and skills and a spirit and attitude to meet professional needs.

c. Comprehensive Orientation:
Students will be provided both an Academic and Vocational-technical Orientation to enhance students' basic knowledge and skills, while preparing them for employment and/or for further professional study.

3. Planning Conditions (Appendix A, p. 18)

- a. Develop school-year and academic credits system. (160 credits will be required to graduate.)
- b. The ten-part comprehensive curriculum will include: Chinese, foreign languages, math, social studies, natural science, arts, life study, physical education, activities, and Vocational-technical education.

- c. The comprehensive curriculum will include Ministry of Education required credits, HSHS required credits, and optional/elective credits.
- d. According to students needs and interests, students may choose from required or elective academic and vocationalall-technical courses (See Tables 9 and 10).

Table 9

Holy Savior High School (HSHS)

Credits of Comprehensive Curriculum

Course Offerings	Legal Required Credits	HSHS		Total
		Required Credits	Elective Credits	
Chinese	16		32	48
Foreign Language	12		50	62
Mathematics	12		44	56
Social Studies	8		40	48
Natural Science	6		62	68
Arts	4		80	84
Life Study	2	16	16	34
Physical Education	4		80	84
Activities				
Vocational-technical			307	307
Total	64		709	791
Graduate Credits	64	16	80/more	160 or more
		96 or more		

(Appendix A, p. 19)

Table 10

Holy Savior High School (HSHS) Course Arrangement

	M.Ed.	HSHS		
Courses	Required/Crd.	Required/Crd.	Elective/Crd.	
Chinese	Chinese I/4 Chinese II/4 Chinese III/4 Chinese IV/4			
			Chinese V/4 Chinese VI/4 Reading/2 Literature I/2 Literature II/2 Literature III/2 Literature IV/2 Classical I/2 Classical II/2 Dialect/2 Poetry/2 Grammar/2 Document/2 Drama/2	
Total	16		32	

(Appendix A, p. 20)

Table 10 (Continued)

Holy Savior High School (HSHS) Course Arrangement

	M.Ed.	HSHS		
Courses	Required/Crd.	Required/Crd.	Elective/Cred.	
English	English 1/3 English II/3 English III/3 English IV/3			
			English V/3 English VI/3 Conversation I/2 Conversation II/2 Conversation III/2 Conversation IV/2 Conversation V/2 Conversation VI/2 Reading I/2 Reading II/2 Reading III/2 Reading IV/2 Writing I/2 Writing II/2 Bible int.* I/2 Bible int.* II/2 Grammar I/2 Ggrammar II/2 Speech I/2 Speech II/2 TOFEL I/2 TOFEL II/2 TOFEL III/2 TOFEL IV/2	
Total	12		50	

Bible int.* means the English Bible introduction.
(Appendix A, p. 21)

E. Instructional Plan:

1. Principles of instructional planning (Appendix A, p. 33.)

Separate, professional (grade 12)
Academic or vocational-technical courses

↑

Probe, Separate (grade 11)
Academic and vocational-technical courses

↑

Integrate, probe (grade 10)
Academic courses

2. Class setting (Appendix A, p. 33)

- a. To guarantee equality of educational opportunity, curriculum tracking will not be allowed in the comprehensive high school. Tenth grade students will be scheduled into classes according to the last number on their Student Identification Card (i.e., N121928998 will be assigned to class number eight, N212932345 will be assigned to class number five, and so on.
- b. From grade 11, students will go to the class of their choice, although they will still have the same master/home room class.

3. Curriculum arrangement (Appendix A, p. 33)
 - a. Required courses will be arranged at the same time, such as Chinese, English and Math.
 - b. Elective courses will be arranged at times required courses are not taken.
 - c. Extra activities will be arranged for students to choose.
 - d. Review courses will be arranged after class, on weekends, or during seasonal vacations.
4. Selection of Courses (Appendix A, p. 33)
 - a. The faculty advisor should help students choose courses of study and provide guidance and counseling.
 - b. Every vocational-technical orientation should familiarize students with the core curriculum designed to provide students with entry-level employment abilities after graduation.
 - c. Every class must enroll more than 30 students. If less than 30 students register for a class, those students should be helped in choosing another course.
 - d. Course enrollment should be completed before a new semester begins.

5. Public Relations Planning (Appendix A, p. 40)

The success of a comprehensive high school depends on the acceptance of the community, parents, teachers, and students. Especially important is the high school Entrance Examination. It is essential that the public be informed about the examination, about the nature of the comprehensive high school, and about the policy and financial support provided by the Ministry of Education to expand comprehensive high school programs throughout Taiwan. Therefore, the 1995-1996 public relations plan developed for Holy Savior High School (HSHS) was designed to:

- a. Provide for a student questionnaire survey concerning the characteristics of the comprehensive high school and, to recognized selected students at a Christmas garden-party to prepare advertising posters to publicize the comprehensive high school at the Christmas garden-party.
- b. Introduce the comprehensive high school to the faculty and students in a morning assembly.

- c. Introduce the comprehensive high school to ninth grade students at HSHS and neighboring junior high schools.
- d. Invite university professors, and Governors from the Ministry of Education to present a special seminar on the comprehensive high school for faculty.
- e. Conduct a special seminar on the comprehensive high school, presented by the HSHS administrative staff, for the HSHS Parent-teacher and alumni associations.
- f. Print a special 1996 handbook (Appendix B) and bookmarks (Appendix C) for teachers and students, detailing characteristics, benefits, and curriculum of the comprehensive high school.
- g. Record a video tape for area public junior high schools, to introduce the comprehensive high school planned for HSHS.
- h. Arrange for HSHS teachers to visit area public junior high schools to introduce the comprehensive high school.

SECTION V:
MULTI-YEAR PLANNING AND ASSESSMENT MATRIX

SECTION V

MULTI-YEAR PLANNING AND ASSESSMENT MATRIX

Table 11 provides a matrix for use by school administrators for multi-year (i.e., 1996-1999) planning and assessment for the comprehensive program of studies at Holy Savior High School. For example, the matrix allows for conceptual planning with regard to student enrollment, faculty assignment, equipment, building space, public relations, etc.

Table 11

MULTI-YEAR PLANNING AND ASSESSMENT MATRIX

Planning Items	School year				
	1995	1996	1997	1998	1999
Conceptual planning	✓				
Parental model	✓				
Enrollment planning	✓				
Curriculum planning	✓	✓	✓		
Instruction planning	✓	✓	✓		
Faculty assignment and development	✓	✓	✓		
Student guidance planning	✓	✓	✓		
Student enrollment	✓	✓	✓		
Graduates' academic and career planning	✓	✓	✓		
Library planning	✓	✓	✓	✓	✓
Equipment planning	✓	✓	✓	✓	✓
Building space planning	✓	✓	✓	✓	✓
Public relations program	✓	✓	✓	✓	✓
Financial support management	✓	✓	✓	✓	✓

(Appendix A, p. 41)

SECTION VI:
RESOURCE NEEDS

SECTION VI

RESOURCE NEEDS

Anticipated resource needs, student enrollment, etc. at Holy Savior High School during the experimental period from 1996 to 1998, while transitioning from a traditional educational program to a comprehensive high school program, have been presented in Table 12 on the following page.

Table 12
 Anticipated Student Enrollment,
 Resource Needs, and Related,
 Holy Savior High School, 1996-2000

Items	Estimate Budget (school-year)				
	1996	1997	1998	1999	2000
Teacher training	120	240	160		
Student guidance	375	190	250		
Teaching equipment	900	1,800			
Library	1,520	1,020	620	460	460
Student enrollment	150	70	70	70	70
Building space	1,000	1,000	1,000	1,000	1,000
Public relations	500	300			
Salary	938	2,816	5,632	4,694	2,816
Subtotal	5,503	7,342	7,732	5,724	3,846
Total	22,805 (About USA \$830,000)				

(Unit: 1,000 NTS.)

(Appendix A, p.42)

CHAPTER 5

Summary, Conclusions, and Recommendations

Summary

The purpose of this project was to plan and develop a comprehensive high school curriculum for Holy Savior High School (HSHS) Tienchung, Taiwan, Republic of China (R.O.C.). To accomplish this purpose, current research and literature related to comprehensive high school curricular and instructional development, both academic and vocational-technical, were reviewed and recent legal regulations and directives of the Taiwan Provincial Government were considered.

Conclusions

Conclusions reached as a result of this project were:

1. The need for a unitary, multipurpose high school, that offers students both academic and vocational-technical courses is well documented in current literature and research.
2. Secondary-level students benefit from a curricular program of academic and vocational-technical studies which

prepares them for either or both post-secondary education or entry-level employment.

3. A comprehensive high school curriculum allows students freedom to choose academic and/or vocational-technical courses which are consistent with their special interest and aptitudes.

Recommendations

As a result of this project, the following recommendations have been suggested:

1. To assure success in the development of a comprehensive curricular program, professional staff at Holy Savior High School (HSHS) should be provided inservice training designed to acquaint them with current literature and research related to unitary, multi-purpose educational programs that combine academic and vocational-technical courses.

2. For students to benefit from an education that prepares them for both post-secondary education or entry-level employment, HSHS should adopt a comprehensive school curriculum.

3. To provide students freedom to choose academic and vocational-technical courses consistent with their special interests and aptitudes, a comprehensive high school curriculum should be implemented at HSHS.

4. Other schools seeking to plan and develop a comprehensive high school curriculum may wish to adapt the curriculum which was the subject of this project for use in their school system or undertake further research related to comprehensive high school programs to meet their unique needs.

REFERENCES

Chen, Shan-shan. (1989). Talent education or all people education?--Research of the concept conflict of English comprehensive high school. Modern Education, 4(14), 138-144.

Cheng, Chung-hsin. (1982). The secondary education of West Germany. Academic research committee of Taiwan Normal University: The secondary education of tomorrow. Taipei: Yu Shih.

Chung, Chi-chuan. (1991). Modern curriculum. Taipei: U Nan.

Copa, G. H., & Pease, V. H. (1992). The comprehensive system: A historical perspective. (ERIC Document Reproduction Service No. ED 352 520.

Department of Education and Science. (1985). The educational system of England and Wales. London: HMSO.

Finch, J. (1984). Education as social policy. London: Longman.

Halsall, E. (1973). The comprehensive high school--guidelines for the reorganization of secondary education. Oxford: Pergamon.

Hsieh, Wen-chuan. (1989). Secondary education. Taipei: Wen ching.

Huang, Cheng-chieh. (1995). The research of comprehensive high school curriculum planning. Taipei: Educational research center of Taiwan Normal University.

Lingens, H. G. & Lingens, B. (1980). Education in West Germany: A quest for excellence. Bloomington, Indiana: Phi Kappa Educational Foundation.

Moon, B. (Ed.). (1983). Comprehensive schools: Challenge and change. NFER-Nelson.

Schlomerkemper, J. (1990). The comprehensive school-- A reform model in contradiction. Western European Education, 22(3).

Tang, Shan. (1987). The category of U.S. secondary education curriculum. Taichung: Department of Education, Taiwan, R.O.C.

U.S. Department of Education. (1993a). Digest of education statistics, 1993. Washington DC: U.S. Government Printing Office

Wiles, Jon & Bowdi, Joseph. (1993). Curriculum Department. A guide to practice. Fourth edition. New York: Macmillan Publishing Company.

Yang, Jui-ming. (1995). The direction of Taiwan secondary education. Taiwan: Department of Education.

Yen, I-chang. (1987). From the educational reform in West Germany to the educational reform in Taiwan. Taipei: Taiwan.

Yuan, Li-kun. (1978). The competition of western vocational-technical education. Taipei: Ta Sheng.

APPENDIX A
THE 1995-1996 SCHOOL IMPROVEMENT PLAN
FOR
HOLY SAVIOR HIGH SCHOOL
TIENCHUNG, TAIWAN

臺灣省彰化縣私立文興高級中學
試辦「綜合高中」實驗課程

執行計畫

主辦單位：臺灣省彰化縣私立文興高級中學
執行期間：85年7月1日至90年6月30日

中華民國八十五年一月三十日

目 錄

壹、前言	1
一、緣起	1
二、依據	1
三、目標	1
貳、學校現況	2
一、組織編制及員額	3
二、科別、班數及學生數	4
三、師資	5
四、學生輔導及歷屆畢業生進路	7
五、圖書館設備	9
六、教學儀器、設備	12
七、校地、校舍	15
八、現況評析與問題檢討	15
參、試辦籌備情形	15
一、籌備經過	15
二、籌備組織及分工	15
肆、試辦規劃項目及內容	16
一、規劃理念	16
二、辦理模式〔班級規劃〕	16
三、試辦規模及招生方式	18
四、課程規劃	33
五、教學規劃	34
六、師資調配及訓練	35
七、學生輔導規劃	36
八、學生學籍成績處理	37
九、學生畢業進路規劃	39
十、圖書設備規劃	40
十一、教學儀器設備規劃〔含特別教室〕	40
十二、校舍空間規劃	40
十三、宣導措施規劃	41
伍、分年實施進度及管制考核	41
陸、資源需求	42
一、所需資源說明	42
二、經費需求	42
〔一〕執行計畫項目經費需求總表	42
〔二〕執行計畫項目、實施要領、實施時程及經費需求分項表	42
柒、可能遭遇的問題及建議	46
捌、預期效益	46
玖、結語	46

臺灣省彰化縣私立文興高級中學 試辦綜合高中執行計畫

壹·前言

一、緣起

第七次全國教育會議結論，希望我國後期中等教育加強學生學習輔導，延遲分化，並充實學生基本能力，統整學習經驗。建立多元化學制，試辦綜合高中，使學生更能適性發展，並因應世界教育潮流之趨勢。

二、依據

- (一)高級中學法第四條。
- (二)高級中學規程第六條第三項及第十五條。
- (三)職業學校規程第十六條。
- (四)教育部指定中等學校及小學進行教育實驗辦法。

三、目標

- (一)因應世界教育潮流，建立我國後期中等教育學制多元化。
- (二)提供國中畢業生多元入學管道。
- (三)統整高中高職教育資源，提昇教育品質。
- (四)融合高中高職教育目標，充實學生基本能力。
- (五)提供彈性課程，適應學生延遲分化之需要。
- (六)增進學生職業性向試探機會，協助學生適性發展。

貳、學校現況

一、組織編制及員額

(一) 員額編制表

編制員額	教師	89人	職員	30人	小計	119人	技工	20人	工友	10人	小計	30人	總計	149人
現有員額	教師	79人	職員	18人	小計	97人	技工	20人	工友	9人	小計	29人	總計	126人

(二) 員額配制狀況表

校長	1	會計室	主任	1
教師兼處主任	3		佐理員	1
教師兼組長	7	人事室	主任	1
教師	75		助理員	1
輔導教師	3	軍護	教官	3
護士	1		護理教師	2
組長	3	教職員合計		121
幹事	9	技工		1
學生宿舍幹事	1	炊事技工		3
書記	2	校車司機		16
技士	2	工友		10
董事會祕書	1	技工工友合計		30
董事會辦事員	2	教職員工合計		149

二、科別、班級數及學生人數表： 文興高中84學年度、年級、人數一覽表

(84學年度資料)

日 間 部	班級數				學 生 數								
	一 年 級	二 年 級	三 年 級	合 計	一 年 級		二 年 級		三 年 級		合 計		
					男	女	男	女	男	女	男	女	
高 中 部	普通科	3	1	2	6	29	108	0	37	0	36	29	181
	音樂科	0	1	1	2	0	0	0	22	1	20	1	42
	美術科	0	1	1	2	0	0	2	8	0	21	2	29
	商經科	1	2	2	5	0	54	0	96	0	99	0	249
	幼保科	2	2	3	7	0	107	0	106	0	146	0	359
國 中 部	資處科	2	2	2	6	0	105	0	93	0	103	0	301
	小計	6	4	4	14	159	140	100	102	74	100	333	342
小 計	14	13	15	42	188	514	102	464	75	525	365	1503	
總 計	42				702		566		600		1868		

三、師資

(一) 專任教師年齡分組表

專任教師年齡分組	人數
20至未滿25歲	2
25至未滿30歲	25
30至未滿35歲	15
35至未滿40歲	16
40至未滿45歲	10
45至未滿50歲	7
50至未滿55歲	2
55至未滿60歲	1
60至未滿65歲	1
總計	79

(二) 教師學歷表

教師學歷別		專任教師人數
國內外學校畢業	研究所	6
	一般大學	62
	師範大學	5
	其他專科	2
	軍事院校	2
總計		79

(三) 專任教師授課科目表

專任教師各科授課別	人數	本科或相關科登記
國文	15	15
英文	12	12
數學	9	9
自然科學	5	5
社會科學	7	7
計算機概論	5	5
音樂	2	2
美術	2	2
體育	3	3
軍訓護理	4	4
輔導教育	2	2
商業類科	7	7
家事類科	6	6
總計	79	79

四、學生輔導及歷年畢業生進路

(一) 學生輔導

- 生活輔導
 - 1. 建立高一新生基本資料
 - (1) 透過晤談、諮商進行個案輔導，建立個案。
 - (2) 信件輔導——將全校老師納入輔導員。
 - (3) 推行「認輔制度」及「銷過辦法」。
 - (4) 高二定期舉辦生活營。
- 學習輔導
 - (1) 實施學習態度測驗，提供學習方法資料。
 - (2) 系列學業性向測驗。
 - (3) 個別輔導。
- 生涯輔導
 - (1) 升學管道介紹並進行個別輔導。
 - (2) 透過手冊，宣導正確職業觀念及提供各行業資料。
 - (3) 輔導學生參加各種技能檢定。
 - (4) 升學就業調查。
- 心理測驗
 - (1) 高一上：系列學業性向測驗、賴氏人格測驗。
 - (2) 高一下：社交關係量表。
 - (3) 高二上：輔導性向測驗。
 - (4) 高二下：大學考試中心興趣量表。
- 團體輔導活動
 - (1) 列入正式課程，每班每週一堂倫理課。
 - (2) 每學期至少一至二次全校性團體輔導活動。
- 輔導知能
 - (1) 舉辦主題輔導研習。
 - (2) 教師成長團體二組，每週一次，每次二小時。
 - (3) 輔導專欄報導，提供資料或書籍。

(三)、軟體設備：

項 目	數 量	備
圖書	16099 冊	總類 4438 冊 哲學類 962 冊 宗教類 688 冊 自然科學類 1106 冊 應用科學類 729 冊 社會科學類 2451 冊 歷史類 1358 冊 語文類 3417 冊 美術類 950 冊
天圖圖書館軟體	1 套	含編目子系統、流通子系統及公用目錄查詢
錄影帶	861 卷	VHS800卷, BETA61卷
錄音帶	678 卷	
幻燈片	52 種	
期刊	150 種	訂閱38種, 贈送112種
報紙	7 種	中央日報、青年日報、民生報、經濟日報、國語日報、中國時報、聯合報
地圖	188 幅	

六、教學儀器、設備：

科 別	設 備 間 數	設 備 總 面 積	使 用 班 級 數	主 要 設 備	使 用 請 形	備 註
電 腦	四 間	340 m ²	3 2 班	個人電腦80286 60台、80486 60台、列表機5台、網路2間、80386 1 2 0 台	全校計算機概論及電腦應用課程	
教 室	一 間	120 m ²	3 班	國畫桌等13張	美術班用	
國 畫 教 室	一 間	86 m ²	3 班	石膏像畫架等	美術班用	
素 西 教 室	一 間	86 m ²	3 班			
化 學	一 間	151 m ²	2 0 班	電視2部、投影機1部、藥品1部、藥劑室1間、九張(附水)	國中14班、普通科6班使用, 每週2~3節	
實 驗 室	一 間	151 m ²	2 0 班	器材室一間、電機一部、放影機一部、電波源、信號器、運波落、鏡、實驗器、附水	國中14班、普通科6班使用, 每週2~3節	
物 理	一 間	151 m ²	2 0 班	器材室一間、電機一部、放影機一部、電波源、信號器、運波落、鏡、實驗器、附水	國中14班、普通科6班使用, 每週2~3節	
地 科	一 間	151 m ²	2 0 班	器材室一間、電機一部、放影機一部、電波源、信號器、運波落、鏡、實驗器、附水	國中14班、普通科6班使用, 每週2~3節	
實 驗 室	一 間	151 m ²	2 0 班	器材室一間、電機一部、放影機一部、電波源、信號器、運波落、鏡、實驗器、附水	國中14班、普通科6班使用, 每週2~3節	
生 物	一 間	151 m ²	2 0 班	實驗桌九張、電機一部、各種器材	國中14班及普通科6班使用, 每週2~3節	
實 驗 室	一 間	151 m ²	2 0 班	實驗桌九張、電機一部、各種器材	國中14班及普通科6班使用, 每週2~3節	
會 計	一 間	86 m ²		投影機1部、會計桌30張、會計用黑板4個		
教 室	一 間	86 m ²		投影機1部、會計桌30張、會計用黑板4個		
團 體 諮 商 教 室	一 間	80 m ²	全 校 各 班	電視機2台、錄音機1台、錄影機1台、列表機1台、防箱1台	全校輔導用	
個 別 諮 商 教 室	一 間	30 m ²	全 校 各 班	諮商桌椅	全校輔導用	

七、校地、校舍

(一)本校現有校地、校舍面積一覽表

單位：平方公尺

校地	運動場面積	11,232	總面積
(基地面積)	不含運動場面積	11,891	23,123
校舍建築 (樓地板面積)	普通教室	2,961	總面積 9,924
	專業教室	3,428	
	行政大樓及辦公室	1,085	
	實習場所(含實驗室)	597	
	圖書館	345	
	學生室內體育及活動空間	792	
	學生宿舍	716	

註：學生宿舍床位230床(男生20、女生210)

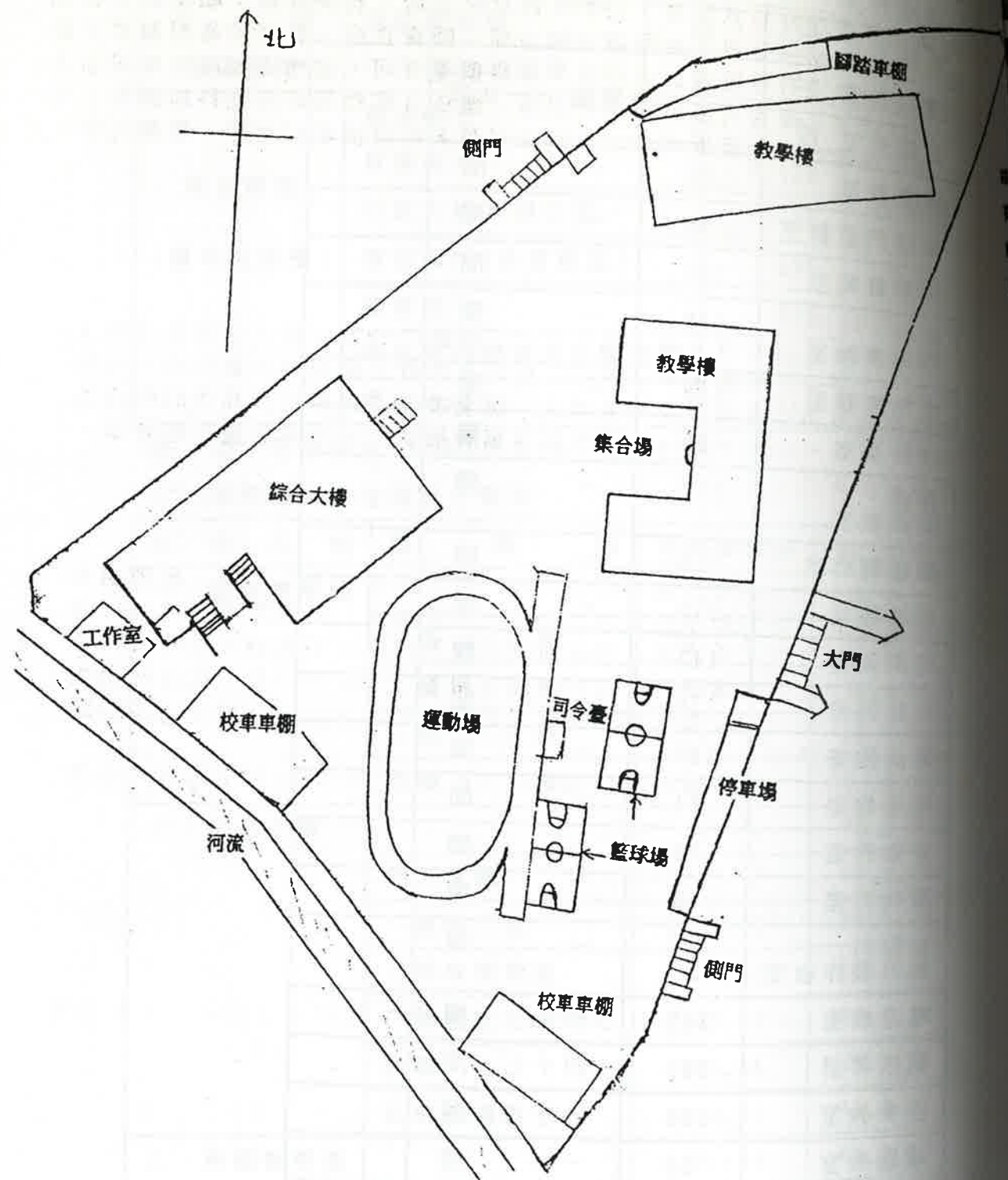
(二)本校現有校舍建築一覽表

校舍名稱	樓層數	基地面積m ²	完工日期
一、綜合教學樓		20103	58,6,15
	一樓 A、B 棟	2074,5	58,6,15
	二樓 A、B 棟	1578,01	58,6,15
	三樓 A、B 棟	1197,85	58,6,15
	四樓 A、B 棟	1168,89	70,10,31
二、裕文大樓		12052	79,9,26
	地下餐廳	1633,47	79,9,26
	一樓辦公室	1711,39	79,9,26
	二樓專業教室	1491,63	79,9,26
	三樓禮堂活動中心	1365,89	79,9,26
	四樓	900,88	79,9,26
	五樓板畫教室	239,21	79,9,26
三、新建教學樓		21424	82,9,27
	一樓教室	853,14	82,9,27
	二樓教室	853,14	82,9,27
	三樓教室	853,14	82,9,27
	四樓教室	856,21	82,9,27

(三)特別教室一覽表

教室	面積	主要設備數量	備註
電腦教室 一	98	電腦六十部	
電腦教室 二	98		
電腦教室 三	130	電腦一一〇部	
電腦教室 四	130		
國畫教室	126	— 間	
素描西畫教室	98	— 間	
化學實驗室	128	— 間	
地科、物理實驗室	128	— 間	
生物實驗室	128	— 間	
會計教室	80	— 間	
護理、軍訓教室	116	— 間	
團體輔導室	116	— 間	
語言教室	110	— 間	
縫紉教室	143	— 間	
烹飪教室	126	— 間	
琴法教室	137	— 間	
樂理教室	84	— 間	
音樂教室	72	— 間	
蒙氏教室	56	— 間	
幼保科 教具製作教室	126	— 間	
唱遊教室	243	— 間	
個別琴房	352	四十七 間	
合奏教室	130	— 間	
視聽教室	90	— 間	
陶藝教室	251	— 間	
一般教室	2961	四十一 間	
圖書館	三三一平方公尺		
大禮堂	容納二千人		

(四)、本校校地使用現況圖



八、現況評析與問題檢討

本校位於彰化、南投及雲林三縣臨界地區(田中鎮)，兼具經濟、農業、文化、藝術等多元發展環境。學生來自臺灣中部四縣市，幅員頗廣。現有高中部普通科包括社會、自然、語文、美術、音樂等組；職業科包括商經、資處、幼保等科，並附設有國中部。師資良好，教學設備視需要不斷充實，教學方法不斷研究改進，如舉辦國外遊學及留學等師生進修活動。由於現有學制及課程標準，各科壁壘分明，雖然本校高中部設有多元化科組別，學生入學時選定科組後，無法有彈性選修其他科組課程，失去試探興趣及適性發展機會，且教育資源未能發揮更好功能，實屬可惜。

參、試辦籌備情形

一、籌備經過

本校接獲教育部選定為「綜合高中」試辦學校通知後，立即依行政工作及十大類課程規劃需要由校長、主任及各科主席組成計畫小組。先於校內期初校務會議報告及意見溝通，讓全校同仁瞭解綜合高中的內涵及特色，以達成試辦共識。開學後按行事曆每週一次召開計畫小組會議，研討有關事宜。

二、籌備組織及分工

本校試辦綜合高中計畫小組由校長、教務主任、人事主任、教學組長、訓育組長及各科教學研究會主席等十三位組成，每週開會一次。行政工作組員輪流參加教育部或專案研究學校召開之有關會議，並將資料彙整提供計畫小組會議研討；各科主席召開各科教學研究會，就課程規劃溝通意見，並提供計畫小組參考。經過不斷溝通研討，逐漸完成本校試辦綜合高中課程規劃草案。

全校性有關行政、師資及設備等配合工作，於行政會議中研討，並作整體規劃，逐步實行。

四、課程規劃：

(一)、規劃原則：

- 1、在適宜及機會均等之學習環境下，提供不同家庭之子弟有接受適性之教育發展機會。
- 2、基於對個人學習選擇權的尊重，滿足分化延遲學生選擇之要求；對性向分化明確之學生，亦給予兼跨學術和職業學程領域，加廣選修，以利於其個人生涯之發展。
- 3、加強學生之基本能力和通識教育，以有利於學生未來面對行業專精之選擇調適和生涯規劃。
- 4、考量學生畢業出路、社會發展及產業合作。
- 5、因應平等性、多元性與自主性之需求，並配合高中、高職新課程趨勢。

(二)、教學目標：

1、學術導向：

- (1) 課程目標：
發展青年身心並為研究高深學術及學習專門知能之預備。
- (2) 內容：
十大類中特別加強自然、社會、語文、藝術、環保、鄉土、體育。
- (3) 進路：
大學推薦甄選、資優生保送甄試、大學聯招(含日間部、夜間部)、軍警校、國外大學(本校代為申請)。

2、職業導向：

- (1) 課程目標：
 - ①資訊應用學程：
A 培養具備使用電腦處理商業資料之基本知識與技能的人才。
B 學得必要之商業基本理論，使能學以致用。
 - ②商業服務學程：
A 培養具備商業經營之基本知識與技能的人才。
B 學得必要之商業經營與電腦處理資料之基本知能，使能學以致用。
 - ③幼兒保育學程：
A 培養具備幼兒保育之基本知識與技能的人才。
B 學得幼兒保育基層人員的專業精神及態度。
 - ④應用外語學程：
A 培養具備國際語文與商業服務能力之人才。
B 學得必要之國際商業服務基本理論，使能學以致用。

3、綜合導向：

兼跨學術導向與職業導向，協助部份性向分化遲緩學生，藉試探、分化、輔導等歷程，獲得適性發展。並協助其升大學、四技二專或立即就業。

(三)、規劃方向：

- 1、實施學年學分制，以一百六十學分(每學分上課十八小時或每週上課一小時十八週)為最低畢業學分數。
- 2、課程分十大類：本國語文、外國語文、數學、社會、自然、藝術、生活、體育、職業、活動。
- 3、課程依訂定的主體分為部訂與校訂；依選課的自由分為必修與選修。
- 4、依學生未來進路，學生修習之課程包括共同課程、學術導向課程、職業導向課程及綜合導向課程。
- 5、學術導向與職業導向課程進一步之專精分化。

科目類別	部定必修	校 定		總 計
		必 修	選修〔預 開〕	
本國語文	1 6		3 2	4 8
外國語文	1 2		5 0	6 2
數 學	1 2		4 4	5 6
社 會	8		4 0	4 8
自 然	6		6 2	6 8
藝 術	4		8 0	8 4
生 活	2	1 6	1 6	3 4
體 育	4		8 0	8 4
活 動				
職 業			3 0 7	3 0 7
總 計	6 4	1 6	7 0 9	7 9 1
學生畢業 最低學分 數(160)	6 4	1 6	8 0 學分以上	至少修習 1 6 0 學分以上
		9 6 學分以上		

類別	部定科目		校定科目			備註
	必修科目	學分數	必修科目	學分數	選修科目	
本國語文	國文 I	4				
	國文 II	4				
	國文 III	4				
	國文 IV	4				
					國文 V	4
					國文 VI	4
					閱讀指導	2
					文化基本教材 I	2
					文化基本教材 II	2
					文化基本教材 III	2
					國學概要 I	2
					國學概要 II	2
					鄉土語文及習作	2
					詩詞入門	2
					古今文選	2
				文法與修辭	2	
				應用文	2	
				文學與戲劇	2	
小計		16			32	

彰化縣私立文興高中 綜合高中課程結構表

科目	第一學年		第二學年		第三學年	
	上學期	下學期	上學期	下學期	上學期	下學期
國文	國文 I	→國文 II	→國文 III	→國文 IV	→國文 V	→國文 VI
閱讀指導		文化基本教材 I	→文化基本教材 II	→文化基本教材 III		
			國學概要 I	→國學概要 II		
			鄉土語文及習作			
				詩詞入門		
					文法與修辭	
					文學與戲劇	
						應用文
						古今文選

類別	部定科目		校定科目			備註
	必修科目	學分數	必修科目	學分數	選修科目	
外國語文	英文 I	3				
	英文 II	3				
	英文 III	3				
	英文 IV	3				
					英文 V	3
					英文 VI	3
					英語會話 I	2
					英語會話 II	2
					英語會話 III	2
					英語會話 IV	2
					英語會話 V	2
					英語會話 VI	2
					英文閱讀 I	2
					英文閱讀 II	2
					英文閱讀 III	2
				英文閱讀 IV	2	
				實用英語 I	2	
				實用英語 II	2	
				實用英語 III	2	
				實用英語 IV	2	
				英文文法 I	2	
				英文文法 II	2	
				英文聖經選讀 I	2	
				英文聖經選讀 II	2	
				英文寫作 I	2	
				英文寫作 II	2	
				英文演說 I	2	
				英文演說 II	2	
小計		12			50	

彰化縣私立文興高中 綜合高中課程結構表

科目	第一學年		第二學年		第三學年	
	上學期	下學期	上學期	下學期	上學期	下學期
英文	英文 I	→英文 II	→英文 III	→英文 IV	英文 V	→英文 VI
	英語會話 I	→英語會話 II	→英語會話 III	→英語會話 IV	→英語會話 V	→英語會話 VI
			英文閱讀 I	→英文閱讀 II	→英文閱讀 III	→英文閱讀 IV
			實用英語 I	→實用英語 II	→實用英語 III	→實用英語 IV
			英文文法 I	→英文文法 II		
			英文聖經選讀 I	→英文聖經選讀 II		
					英文寫作 I	→英文寫作 II
					英文演說 I	→英文演說 II

類別	部定科目		校定科目		備註	
	必修科目	學分數	必修科目	學分數		選修科目
數學	數學 I	3			數學習作指導 I	2
	數學 II	3			數學習作指導 II	2
	數學 III	3			數學習作指導 III	2
	數學 IV	3			數學習作指導 IV	2
					數學綜合 I	2
					數學綜合 II	2
					數學演習 I	2
					數學演習 II	2
					商用數學 I	2
					商用數學 II	2
					商用數學 III	4
					商用數學 IV	4
					普通數學 I	4
					普通數學 II	4
					理科數學 I	4
				理科數學 II	4	
小計		12		小計	44	

彰化縣私立文興高中 綜合高中課程結構表

科目	第一學年		第二學年		第三學年	
	上學期	下學期	上學期	下學期	上學期	下學期
數學	數學 I	→ 數學 II	→ 數學 III	→ 數學 IV	→ 普通數學 I	→ 普通數學 II
					→ 理組數學 I	→ 理組數學 II
	數學習作指導 I	→ 數學習作指導 II			→ 數學習作指導 III	→ 數學習作指導 IV
			數學演習 I	→ 數學演習 II		
			數學綜合 I	→ 數學綜合 II		
			商用數學 I	→ 商用數學 II	→ 商用數學 III	→ 商用數學 IV

類別	部定科目		校定科目		備註	
	必修科目	學分數	必修科目	學分數		選修科目
社會	公民 I	2			公民 II	2
	歷史 I	2			三民主義 I	2
	歷史 II	2			三民主義 II	2
	地理 I	2			三民主義 III	3
					歷史史 IV	3
					地理理 II	2
					地理理 III	3
					地理理 IV	3
					中國文化史 I	2
					中國文化史 II	2
					世界文化史 I	2
					世界文化史 II	2
					人文地理 I	2
					人文地理 II	2
					經濟地理 I	3
				經濟地理 II	3	
				鄉土史地	2	
小計		8		小計	40	

彰化縣私立文興高中 綜合高中課程結構表

科目	第一學年		第二學年		第三學年	
	上學期	下學期	上學期	下學期	上學期	下學期
社會科	公民 I		→ 公民 II			
	歷史 I	→ 歷史 II	→ 歷史 III	→ 歷史 IV	中國文化史 I	→ 中國文化史 II
					世界文化史 I	→ 世界文化史 II
	地理 I	→ 地理 II	→ 地理 III	→ 地理 IV	人文地理 I	→ 人文地理 II
					經濟地理 I	→ 經濟地理 II
					鄉土史地	
			三民主義 I	→ 三民主義 II		

類別	部定科目		校定科目			備註
	必修科目	學分數	必修科目	學分數	選修科目	
自然	基礎理化 I	2			基礎地球科學	2
	基礎理化 II	2			物理 I	3
	基礎生物	2			物理 II	3
					物理 III	3
					物理 IV	3
					化學 I	3
					化學 II	3
					化學 III	3
					化學 IV	3
					生物 I	3
					生物 II	3
					生命科學 I	3
					生命科學 II	3
					地球科學 I	3
					地球科學 II	3
				地球科學 III	3	
				地球科學 IV	3	
				昆蟲簡介	3	
				植物學概論	3	
				生態學概論	3	
				環境保護概論	3	
	小計	6		小計	62	

彰化縣私立文興高中 綜合高中課程結構表

科目	第一學年		第二學年		第三學年	
	上學期	下學期	上學期	下學期	上學期	下學期
自然科	基礎生物					
	基礎理化 I					
		→基礎理化 II				
		基礎地球科學				
			物理 I	→物理 II	→物理 III	→物理 IV
			化學 I	→化學 II	→化學 III	→化學 IV
					→生物 I	→生物 II
			地球科學 I	→地球科學 II	→地球科學 III	→地球科學 IV
			生命科學 I	→生命科學 II		
			植物學概論			
			昆蟲簡介			
				生態學概論		
					環境保護概論	

類別	部定科目		校定科目			備註
	必修科目	學分數	必修科目	學分數	選修科目	
藝術	美術 I	2			美術 II	2
					美術 III	2
					美術 IV	2
	音樂 I	2			音樂 II	2
					音樂 III	2
					音樂 IV	2
					和聲曲式 I	2
					和聲曲式 II	2
					和聲曲式 III	2
					和聲曲式 IV	2
					主修樂器個別指導	2
					副修樂器個別指導	2
					音樂基礎訓練 I	2
					音樂基礎訓練 II	2
					音樂基礎訓練 III	2
				音樂基礎訓練 IV	2	
				音樂鑑賞 I	2	
				音樂鑑賞 II	2	
				鄉土音樂	2	
				宗教音樂	2	
				音樂理論 I	2	
				音樂理論 II	2	
				音樂理論 III	2	
				音樂理論 III	2	
				綜合設計 I	2	
				綜合設計 II	2	
				素描創作	2	
				水彩創作	2	
				水墨創作	2	
				素描 I	2	
				水彩 I	2	
				水墨 I	2	
				素描 II	2	
				水彩 II	2	
				水墨 II	2	
				書法 I	2	
				素描 III	2	
				水彩 III	2	
				水墨 III	2	
				書法 II	2	
	小計	4		小計	80	

彰化縣私立文興高中 綜合高中課程結構表

科目	第一學年		第二學年		第三學年	
	上學期	下學期	上學期	下學期	上學期	下學期
藝術	美術 I	→美術 II	美術 III	美術 IV		
			素描 I	→素描 II	→素描 III	→素描創作
			水彩 I	→水彩 II	→水彩 III	→水彩創作
			水墨 I	→水墨 II	→水墨 III	→水墨創作
			書法 I	→書法 II		
					綜合設計 I	→綜合設計 II
	音樂 I	→音樂 II	音樂 III	音樂 IV		
			和聲曲式 I	→和聲曲式 II	→和聲曲式 III	→和聲曲式 IV
			音樂基礎訓練 I	→音樂基礎訓練 II	→音樂基礎訓練 III	→音樂基礎訓練 IV
			音樂理論 I	→音樂理論 II	→音樂理論 III	→音樂理論 IV
		音樂鑑賞 I	→音樂鑑賞 II			
		主修樂器個別指導				
		副修樂器個別指導				
				鄉土音樂	宗教音樂	

類別	部定科目		校定科目				備註
	必修科目	學分數	必修科目	學分數	選修科目	學分數	
生活	家政 與生活科技 I	2	家政 與生活科技 II	2	計算機概論 I	2	
			計算機概論 II	2	生活藝術	2	
			宗教與倫理 I	2	宗教與倫理 II	2	
			宗教與倫理 II	2	宗教與倫理 III	2	
			生涯規劃	2	室內佈置	2	
					生活禮儀	2	
					食物製備與健康 I	2	
					食物製備與健康 II	2	
					室內園藝	2	
					家飾與服飾製作	2	
					鄉土與生活	2	
					婚姻與家庭	2	
	小計	2	小計	16	小計	16	

彰化縣私立文興高中 綜合高中課程結構表

科目 類別	第一學年		第二學年		第三學年	
	上學期	下學期	上學期	下學期	上學期	下學期
生活	計算機概論 I 宗教與倫理 I 生涯規劃	→計算機概論 II 生活藝術	家政與生活科技 I →宗教與倫理 II	家政與生活科技 II →宗教與倫理 III	家飾與服飾製作 鄉土與生活	生活禮儀 婚姻與家庭

類別	部定科目		校定科目				備註
	必修科目	學分數	必修科目	學分數	選修科目	學分數	
體育	體育 I	2			田徑 I	2	
	體育 II	2			田徑 II	2	
					田徑 III	2	
					田徑 IV	2	
					籃球 I	2	
					籃球 II	2	
					籃球 III	2	
					籃球 IV	2	
					排球 I	2	
					排球 II	2	
					排球 III	2	
					排球 IV	2	
					足球 I	2	
					足球 II	2	
					足球 III	2	
					足球 IV	2	
					棒壘球 I	2	
					棒壘球 II	2	
					棒壘球 III	2	
					棒壘球 IV	2	
					桌球 I	2	
					桌球 II	2	
					桌球 III	2	
					桌球 IV	2	
					羽球 I	2	
					羽球 II	2	
					羽球 III	2	
					羽球 IV	2	
					舞蹈 I	2	
					舞蹈 II	2	
					舞蹈 III	2	
					舞蹈 IV	2	
					國術 I	2	
					國術 II	2	
					國術 III	2	
					國術 IV	2	
					跆拳道 I	2	
					跆拳道 II	2	
					跆拳道 III	2	
					跆拳道 IV	2	
	小計	4			小計	80	

彰化縣私立文興高中 綜合高中課程結構表

科目 類別	第一學年		第二學年		第三學年	
	上學期	下學期	上學期	下學期	上學期	下學期
體育	體育 I	→體育 II	田徑 I	→田徑 II	→田徑 III	→田徑 IV
			籃球 I	→籃球 II	→籃球 III	→籃球 IV
			排球 I	→排球 II	→排球 III	→排球 IV
			足球 I	→足球 II	→足球 III	→足球 IV
			桌球 I	→桌球 II	→桌球 III	→桌球 IV
			羽球 I	→羽球 II	→羽球 III	→羽球 IV
			棒壘球 I	→棒壘球 II	→棒壘球 III	→棒壘球 IV
			舞蹈 I	→舞蹈 II	→舞蹈 III	→舞蹈 IV
			國術 I	→國術 II	→國術 III	→國術 IV
			跆拳道 I	→跆拳道 II	→跆拳道 III	→跆拳道 IV

類別	部定科目		校定科目		備註
	必修科目	學分數	必修科目	學分數	
商業服務學程			商業概論	4	☆
			經濟學 I	3	☆☆
			經濟學 II	3	☆☆
			實用會計 I	3	☆☆
			實用會計 II	3	☆☆
			行銷學	4	☆☆
			會計軟體應用 I	4	☆☆
			會計軟體應用 II	4	☆☆
			會計實務 I	2	
			會計實務 II	2	
			商業心理	2	
			人際關係	2	
			財務管理	2	
			商經實務 I	3	
			商經實務 II	3	
			企業營運與行政 I	3	
			企業營運與行政 II	3	
			統計學 I	3	
			統計學 II	3	
			中英文輸入 I	2	
			中英文輸入 II	2	
			計算機應用 I	3	
			計算機應用 II	3	
			文書處理 I	2	
			文書處理 II	2	
			商事法 I	2	
			商事法 II	2	
		商業廣告及POP製作 I	2		
		商業廣告及POP製作 II	2		
		商業資訊導讀	2		
		小計	80		

彰化縣私立文興高中 綜合高中課程結構表

科目	第一學年		第二學年		第三學年	
	上學期	下學期	上學期	下學期	上學期	下學期
商業服務學程	中英文輸入 I → 中英文輸入 II		商業概論 → 行銷學 實用會計 I → 實用會計 II	經濟學 I → 經濟學 II 商業心理 → 人際關係 文書處理 I → 文書處理 II 廣告設計 → 廣告設計 與POP製作 I → 與POP製作 II	會計軟體應用 I → 會計軟體應用 II 會計實務 I → 會計實務 II	財務管理 → 商業資訊導讀 商經實務 I → 商經實務 II 企業營運與行政 I → 企業營運與行政 II 統計學 I → 統計學 II 商事法 I → 商事法 II 計算機應用 I → 計算機應用 II

類別	部定科目		校定科目		備註
	必修科目	學分數	必修科目	學分數	
資訊應用學程			中英文輸入 I	2	☆
			中英文輸入 II	2	☆☆
			程式語言 I	3	☆☆
			程式語言 II	3	☆☆
			作業系統	2	☆☆
			作業系統	2	☆☆
			文書處理 I	2	☆☆
			文書處理 II	2	☆☆
			資料庫管理	4	☆☆
			電子試算表	3	☆☆
			電腦繪圖	3	☆☆
			排版	3	☆☆
			多媒體製作	3	☆☆
			通訊與網路實務	3	☆☆
			專題製作 I	3	☆☆
			專題製作 II	3	☆☆
			實用會計 I	3	☆☆
			實用會計 II	3	☆☆
			會計軟體應用 I	4	☆☆
			會計軟體應用 II	4	☆☆
			統計學 I	3	☆☆
			統計學 II	3	☆☆
			經濟學 I	3	☆☆
			經濟學 II	3	☆☆
			商業概論	4	☆☆
			小計	73	

☆表核心課程

彰化縣私立文興高中 綜合高中課程結構表

科目	第一學年		第二學年		第三學年	
	上學期	下學期	上學期	下學期	上學期	下學期
資訊應用學程	中英文輸入 I → 中英文輸入 II		文書處理 I → 文書處理 II 電子試算表 → 電腦繪圖 程式語言 I → 程式語言 II 經濟學 I → 經濟學 II	作業系統 I → 作業系統 II 實用會計 I → 實用會計 II	→ 專題製作 I 商業概論	→ 專題製作 I 會計軟體應用 I → 會計軟體應用 II 統計學 I → 統計學 II 資料庫管理系統 → 多媒體製作 排版 → 通訊與網路

類別	部定科目		校定科目		備註		
	必修科目	學分數	必修科目	學分數		選修科目	學分數
幼兒保育學程					幼兒保育保健	4	☆
					幼兒發展與輔導	4	☆☆
					幼兒保育概論	4	☆☆
					幼兒教保活動設計 I	4	☆☆
					幼兒教保活動設計 II	4	☆☆
					鍵盤和聲 I	2	☆☆
					鍵盤和聲 II	2	☆☆
					幼兒保育行政 I	2	☆☆
					幼兒保育行政 II	2	☆☆
					幼兒遊戲	2	☆
					教具製作 I	2	
					教具製作 II	2	
					兒童文學 I	2	
					兒童文學 II	2	
					幼兒律動 I	2	
					幼兒律動 II	2	
					教保實務 I	4	
					教保實務 II	4	
					幼兒工作 I	2	
					幼兒工作 II	2	
					幼兒音樂 I	2	
					幼兒音樂 II	2	
					親職教育	3	
					兒童福利	3	
					幼兒體能 I	2	
					幼兒體能 II	2	
					教具操作實務 I	2	
					教具操作實務 II	2	
				中英文輸入 I	2		
				中英文輸入 II	2		
				小計	76		

彰化縣私立文興高中 綜合高中課程結構表

科目	第一學年		第二學年		第三學年	
	上學期	下學期	上學期	下學期	上學期	下學期
幼兒保育學程	中英文輸入 I → 中英文輸入 II		幼兒保育概論	幼兒發展輔導		
			幼兒保育保健	幼兒教保活動設計 I → 教保活動設計 II → 教保實務 I → 教保實務 II		
			幼兒遊戲	教具設計製作 I → 教具設計製作 II		
			兒童文學 I → 兒童文學 II	兒童文學 I → 兒童文學 II		
			鍵盤和聲 I → 鍵盤和聲 II	鍵盤和聲 I → 鍵盤和聲 II		
			幼兒律動 I → 幼兒律動 II	幼兒律動 I → 幼兒律動 II		
				幼兒保育行政 I → 幼兒保育行政 II		
				幼兒工作 I → 幼兒工作 II		
				幼兒音樂 I → 幼兒音樂 II		
				親職教育		
				兒童福利		
				幼兒體能 I → 幼兒體能 II		
				教具操作實務 I → 教具操作實務 II		

類別	部定科目		校定科目		備註		
	必修科目	學分數	必修科目	學分數		選修科目	學分數
應用外語學程					商業概論	3	☆
					經濟學 I	3	☆☆
					經濟學 II	3	☆☆
					實用會計 I	3	☆☆
					實用會計 II	3	☆☆
					國際貿易實務 I	3	☆☆
					國際貿易實務 II	3	☆☆
					商用英文 I	2	☆☆
					商用英文 II	2	☆☆
					商用英文書信 I	2	☆☆
					商用英文書信 II	2	☆☆
					行銷學	2	☆
					中英文輸入 I	2	
					中英文輸入 II	2	
					文書處理 I	2	
					文書處理 II	2	
					英文 V	3	
					英文 VI	3	
					日語 I	2	
					日語 II	2	
					日語 III	2	
					日語 IV	2	
					英語會話 I	2	
					英語會話 II	2	
					英語會話 III	2	
					英語會話 IV	2	
					英語會話 V	2	
					英語會話 VI	2	
				英文文法 I	2		
				英文文法 II	2		
				英文翻譯 I	2		
				英文翻譯 II	2		
				觀光英語會話 I	2		
				觀光英語會話 II	2		
				小計	78		

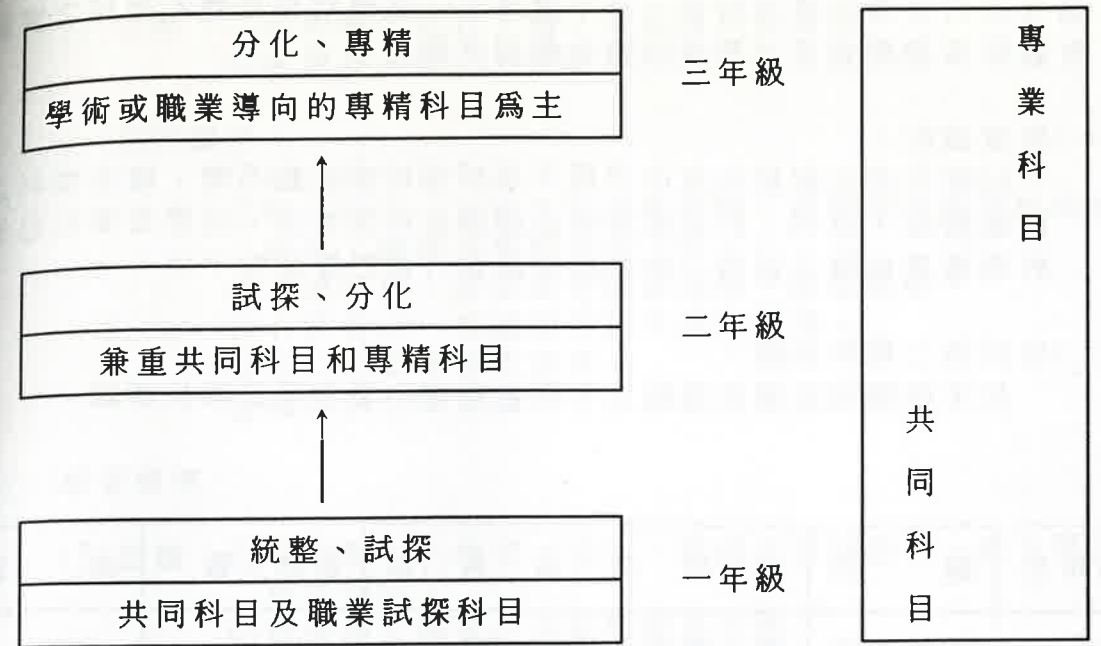
彰化縣私立文興高中 綜合高中課程結構表

科目	第一學年		第二學年		第三學年	
	上學期	下學期	上學期	下學期	上學期	下學期
應用外語學程	中英文輸入 I → 中英文輸入 II		商業概論 → 行銷學	實用會計 I → 實用會計 II	文書處理 I → 文書處理	
			英語會話 I → 英語會話 II	→ 英語會話 III → 英語會話 IV	→ 英語會話 V → 英語會話 VI	
			日語 I → 日語 II	英文文法 I → 英文文法 II	商用英文 I → 商用英文 II	經濟學 I → 經濟學 II
						國際貿易實務 I → 國際貿易實務 II
						英文 V → 英文 VI
						→ 英語會話 V → 英語會話 VI
						→ 日語 III → 日語 IV
						→ 商用英文書信 I → 商用英文書信 II
						英文翻譯 I → 英文翻譯 II
						觀光英語會話 I → 觀光英語會話 II

類別	項目	節數	備註
活動	班會	(1)	
	自習	(1)	
	團體活動(週會、競賽、表演、專題演講等)	(1)	
	社團活動	(2)	
	民謠吉他社		
	奧福社		
	口琴社		
	編輯社		
	電腦研習社		
	漫畫社		
	英文會話社		
	陶藝社		
	羽球社		
	桌球社		
	籃球社		
	軍樂社		
	攝影社		
	演辯社		
	圖書館學社		
	心語社		
	棋藝社		
	山野社		
	韻律舞蹈社		
	粘土社		
	紙藝社		
	話劇社		
	康輔社		
	熱門舞蹈社		
	愛心社		
	童軍社		
	美姿美容研習社		
	POP社		
	影片欣賞社		
儀隊社			
讀書社			
書法社			
土風舞社			
生物研習社			

五、教學規劃：

(一) 教學規劃原則：規劃原則流程圖



(二) 編班方式：

- 為達成綜合高中之精神，及延後分化之目的，高一新生入學後實施隨機編班。編班方式擬以學生身分證字號之尾數作為編班參考依據，例如新生身分證字號尾數為一者編入第一班，其餘類推；尾數為九及0者，則隨機分至各班。
- 高二起依學生之意願，共同必修課程採分級上課，與各類選修課並列，供學生選修。

(三) 排課方式：

- 選擇固定時段，安排各班級共同必修課程（如國、英、數）。
- 另闢固定時段，依學生選課情形，同時安排不同課程之選修科目，如學術各導向之專精科目、職業導向之專精科目等。
- 團體活動時間由校方統一安排。
- 重補修部份之課程安排於第八節、週末或寒暑假實施。

(四) 選課方式：

- 實施課程介紹，印製選課計劃單，請指導老師輔導學生選課。（配合輔導部份）
- 各學程訂定核心課程提供學生選修，以維持知識之完整性，以具備行業基本能力。
- 規定各選修課開課最低人數，不足時，輔導改選其它課程。
- 於前一學期結束之前辦理選課。

(四)進路輔導：

(1)目標：協助學生了解自己潛力、性向及興趣，以規劃未來發展。

(2)施行辦法：

- ①配合生涯輔導課程，系統化的介紹生涯規劃概念及方法。
- ②提供升學管道資料。
- ③實施大學、四技二專等之推薦甄選、保送甄試及聯招等升學座談會。
- ④編訂就業輔導手冊，宣導正確職業觀念及提供各行業資料。
- ⑤輔導學生參加各項技能檢定及技術士執照考試。
- ⑥實施追蹤延續輔導及舉辦校友座談會。

八、學生學籍成績處理規劃：

(一)、學籍處理原則

新生入學、轉學、借讀、休學、復學、退學依照臺灣省高級中等學校學生學籍管理要點辦理。

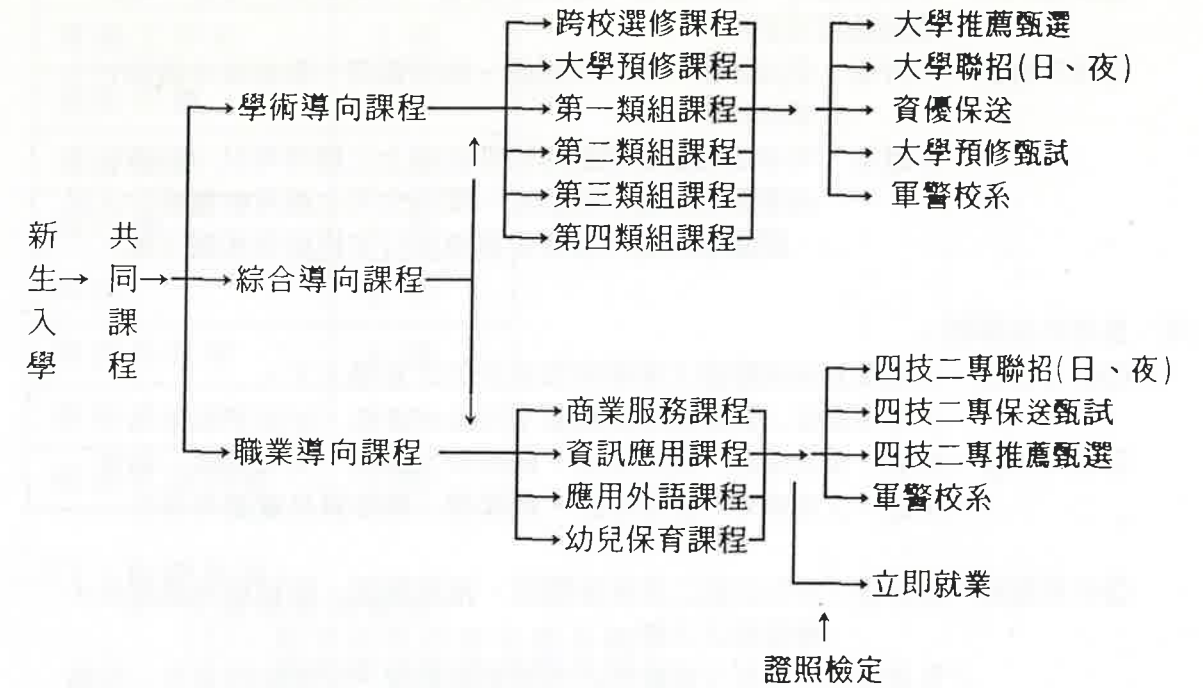
(二)、成績考查

- 1.學生成績考查德育、群育依現行高級中學學生成績考查辦法辦理，其餘各項成績均採學分制
- 2.學生成績考查以學期為單位，每一科目學期成績及格即授予學分。
- 3.學生學期成績不及格之科目是否補考及其補考條件、次數由本校另行規定。
- 4.補考成績依下列規定處理：
 - ①補考及格者授予學分，成績以六十分計。
 - ②補考不及格者，不授予學分，其學期成績以補考成績或該科原學期成績擇優登錄。
 - ③補考不及格者，可申請重修該科目，重修及格即授予學分。
- 5.重補修科目成績依下列規定處理：
 - ①重補修科目不及格時，得繼續申請重修。
 - ②重補修學分期間，德育、群育一併列入該學期之成績考核，寒暑假重補修而有跨越兩學期情形者，則一律併入後一學期考核。
- 6.各年級學生補考後不及格科目學分數（含重補修科目學分）達該生該學年總學分數二分之一（含）以上者，得由學校依規定輔導轉學
- 7.學期總平均成績之計算方式如下：

學期總平均成績=各科學期成績 X 各科學分數之總和除以總學分數

九、學生畢業進路規劃：

(一)進路圖：



綜合高中學程進路規劃圖

(二)說明：

1 學術導向：

- ①教學目標：發展青年身心並為研究高深學術及學習專門知能之預備。
- ②學習內容：十大類課程中特別加強自然、社會、語文、藝術、體育、環保及鄉土教學。
- ③未來進路：以參加大學推薦甄選、保送甄試、聯招或申請國外大學等升學為目標。

2 職業導向：

甲、商業服務學程：

- ①教育目標：A 培養具備商業經營之基本知識與技能的人才。
B 學得必要之商業經營與電腦文書處理之基本理論，使能學以致用。
- ②學習內容：開設商業概論、經濟學、行銷學、會計學、商事法、商業實務、企業營運與行政、統計學、中英文輸入、文書處理、計算機應用、商業心理學等商業學科。
- ③未來進路：A 升學：參加四技二專推薦、保送甄試、聯招或申請國外大學、學院之入學。
B 就業：可參加會計事務丙等技術士之證照考試，並擔任工商業界之各種業務助理，包括財務、營運、採購、存儲、推銷及行政管理等工作，或開設經營個人商店等行業。

乙、資訊應用學程：

- ①教育目標：A 培養具備使用電腦處理商業資料之基本知識與技能的人才。
B 學得必要之商業基本理論與實務，使能學以致用。
- ②學習內容：中英文輸入、程式語言、資料庫管理、作業系統、會計、統計、電腦繪圖等學科。
- ③未來進路：A 升學：參加四技二專保送甄試、推薦甄選、聯招或申請國外大學院校之入學。
B 就業：可參加電腦軟體應用丙等技術士之證照考試，並擔任工商業界之各種業務助理、電腦公司之應用軟體操作人員、開設個人工作室或從事電腦打字排版等相關行業。

丙、應用外語學程：

- ①教育目標：A 培養具備國際語文與商業服務能力之基層人才。
B 學得必要之國際商業服務基本理論與實務，使能學以致用。
- ②學習內容：日語、英語會話、商用英文、商用英文書信、英文翻譯、觀光英語、文書處理、實用會計、經濟學、國際貿易實務等學科。
- ③未來進路：A 升學：參加四技二專保送甄試、推薦甄選、聯招或申請國外大學院校之入學。
B 就業：可擔任工商業界之各種業務助理、從事國際貿易、外語翻譯等工作或觀光、旅遊等行業。

丁、幼兒保育學程：

- ①教育目標：A 培養具備幼兒保育之基本知識與技能的人才。
B 學得幼兒保育基層人員的專業精神及態度。
- ②學習內容：幼兒保育概論、幼兒發展與輔導、幼兒保育保健、幼兒教保活動設計、鍵盤和聲、幼兒保育行政、幼兒工作、幼兒音樂、幼兒體能等學科。
- ③未來進路：A 升學：參加四技二專保送甄試、推薦甄選、聯招或申請國外大學院校之入學。
B 就業：可擔任各公私立托兒所保育員、幼稚園助理老師或相關行業幼兒輔導員，如安親班、才藝班、幼兒體能輔導員、兒童話劇演員、布偶劇操作師、幼兒圖書人員等。

3 綜合導向：

- ①教育目標：發揮性向試探與延遲分化之功能，以達適性發展為目標。
- ②學習內容：兼跨學術導向及職業導向多元選擇課程。
- ③未來進路：依所選修學術或職業學程之學分，可參加大學、四技二專升學考試或就業。

十、圖書設備規劃：

(一)、硬體設備：

項 目	數 量
電腦工作站	2 部
錄影帶櫃	7 座
錄音帶櫃	1 座
磁片櫃	1 座
電視	2 部
雙面高書架	4 座
單面高書架	2 座
鳩巢式期刊架	5 座

(二)、軟體設備：

- 1、天圖圖書館軟體：
 - (1)、期刊資料作業管理系統。
 - (2)、非書編目作業管理系統。
- 2、圖書：
初期將配合各科教學需求，增加社會、自然、數學、英文、創作、職業選修、生涯規劃、教育、心理學、藝術、日文、活動等綜合高中之相關資訊及書籍至兩萬冊。
- 3、期刊及視聽資料：
配合選修課程增購相關非書資料，充實知識領域，增廣學生見聞。

(三)、圖書館教育：

- 1、加強圖書館學知識，期使學生善用資源，配合選修課程，培養其統合應用能力。
- 2、推廣OPAC(公用目錄查詢)。

十一、教學儀器設備規劃(含資源教室):

- (一)、增設地科實驗室三間及儀器設備。
- (二)、增設社會學科資源教室三間及教學設備。
- (三)、增設國語文資源教室三間及教學設備。
- (四)、增設外國語文資源教室三間及教學設備。

十二、校舍空間規劃:

- (一)、普通教室部份規畫為社會學科、國語文或外國語文等資源教室。
- (二)、特別教室包括電腦、美術、音樂、家政、語言、視聽、會計、幼教、軍護、韻律、陶藝等，因應教學所需，彈性調整使用。
- (三)、生物、化學、物理、地科等實驗室，依教學需要使用。

十三、宣導措施規劃

綜合高中試辦之成敗，在於該體制是否能為一般家長及教師所接納，尤其在升學主義掛帥之大環境下，如何使家長及學生充分了解綜合高中之辦學精神，並能祛除其疑慮，實為辦理綜合高中之重要課程，如此艱鉅工作更須賴主管教育機關及學校積極推動，方能竟全功。

- (一) 建議各級主管教育機關配合宣導措施如下：
 - (1) 透過大眾傳播媒體宣導：建請教育部製作宣導短片或廣告，在招生期生間播放。
 - (2) 透過行政體系，請部、廳、局召集國中輔導老師及畢業班導師分批舉行座談會，宣達綜合高中辦學理念。
- (二) 本校已辦理及計劃辦理之宣導措施如下：
 - (1) 已利用園遊會辦理認識綜合高中活動，內容包括製作海報及有獎徵答。
 - (2) 利用集會時間向全校師生說明。
 - (3) 已到本校國中部三年級各班宣導綜合高中之精神及內涵。
 - (4) 已計劃於一月底邀請學者專家蒞校演講，使全體教職員工能更認識綜合高中，進而凝聚共識。
 - (5) 計劃召開國中畢業班家長座談會向家長說明。
 - (6) 已籌劃於二月底出刊宣導手冊分贈各國中老師，並印製書卡分發國中畢業班學生。
 - (7) 籌錄本校特色專輯影帶，分贈各國中輔導室，以利宣導。
 - (8) 計劃在三月，配合彰化縣試辦推薦甄選入學高中方案，安排本校老師到各國中宣導。
 - (9) 學校運用各種組織，如校友會或家長委員會等活動，向家長及社會人士宣導。
 - (10) 運用校內各種人力資源，由每位教師、學生向其週遭的人士宣導。

伍、分年實施進度及管制考核

項 目	年 度	85 年 度	86 年 度	87 年 度	88 年 度	89 年 度
一、規劃理念		---				
二、辦理模式		---				
三、試辦規模及招生方式規劃		---				
四、課程規劃		---	---	---		
五、教學規劃		---	---	---		
六、師資調配及訓練		---	---	---		
七、學生輔導規劃		---	---	---		
八、學生學籍處理		---	---	---		
九、學生畢業進路規劃		---	---	---		
十、圖書設備規劃		---	---	---		
十一、教學儀器設備規劃		---	---	---		
十二、校舍空間規劃		---	---	---		
十三、宣導措施規劃		---	---	---		
十四、人事(鐘點)費規劃		---	---	---		

陸、資源需求

一、所需資源說明

本校試辦期間所需各項資源，計有教師第二專長訓練、學生輔導、資源教室設備、圖書設備、學生學籍處理、校舍空間調整、宣導措施、及各項計畫之進行。

二、經費需求

(一) 各項計畫執行經費需求總表

單位：仟元

項 目	實施計畫內容	經 費 需 求 (學年度)				
		85	86	87	88	89
1. 師資訓練	教師第二專長訓練	120	240	160		
2. 學生輔導	學生心理及生涯規劃輔導	375	190	250		
3. 資源教室設備	設立各學科資源教室及設備	900	1,800			
4. 圖書設備	1. 硬體設備之增購 2. 圖書、期刊及視聽等軟體之選購 3. 推廣圖書館教育	1,520	1,020	620	460	460
5. 學生學籍處理	學籍、成績處理軟體及維護費	150	70	70	70	70
6. 校舍空間調整	增設地球科學實驗室及實驗等各項設備	1,000	1,000	1,000	500	500
7. 宣導措施	1. 成立招生委員會 2. 製作宣導資料 3. 透過各種管道宣導	500	300			
8. 人事費(鐘點)	綜合高中試辦三屆五年所增加之鐘點費	938	2,816	5,632	4,694	2,816

(二) 執行計畫項目、實施內容、經費需求分項表：

1. 教師第二專長訓練：

單位：仟元

實施計畫內容	經 費 需 求 (學年度)					執行單位	
	85	86	87	88	89	主辦	協辦
(1) 本國語文類科		80				人事室	教務處、主計室
(2) 外國語文類科	80						
(3) 社會類科		80					
(4) 生活類科	40	80	120				
(5) 音樂類科			40				
小 計	120	240	160				
合 計			520				

2. 學生輔導：

單位：仟元

實施計畫內容	經 費 需 求 (學年度)					執行單位	
	85	86	87	88	89	主辦	協辦
(1) 人事費	80	100	100			輔導室	總務處
(2) 心理測驗資料	75	20	50				
(3) 心理測驗設備	150	20	50				
(4) 圖書資料	70	50	50				
小 計	375	190	250				
合 計			815				

3. 資源教室設備：

單位：仟元

實施計畫內容	經 費 需 求 (學年度)					執行單位	
	85	86	87	88	89	主辦	協辦
(1) 社會學科資源教室三間設備		900				設備組	總務處
(2) 國語文資源教室三間設備		900					
(3) 外國語文資源教室三間設備	900						
小 計	900	1,800					
合 計			2,700				

4. 圖書設備：

單位：仟元

實施計畫內容	經 費 需 求 (學年度)					執行單位	
	85	86	87	88	89	主辦	協辦
(1) 圖書	900	600	300	300	300	圖書館	總務處
(2) 非圖書資料(期刊, 視聽資料)	210	210	210	160	160		
(3) 其他圖書設備	410	210	110				
小 計	1,520	1,020	620	460	460		
合 計			4,080				

柒·可能遭遇的問題及建議事項

可能遭遇的問題	建議事項
國中老師及家長若對「綜合高中」認識不夠，較難輔導學生就讀。	將綜合高中課程內涵特色及多元進路等優點，製成文宣資料贈送各國中，並藉大眾傳播媒體向社會大眾宣導。
教師第二專長及輔導生涯規劃之知能，需要進修。	請教育部利用寒暑假，舉辦教師第二專長及輔導知能進修研習。
本校各科資源教室及設備尚不足。	請支援所缺乏之資源教室及設備經費。
高二、高三學生試探及分化選修課程，若以最低限人數開課，其學費將無法支應人事(鐘點)費用。	請教育部逐年補助所缺之人事(鐘點)費；或訂定某一限度學分數以上，徵收學分費，以支應費用。

捌·預期效益

- 一、培養學生自我認識、思考、分辨及負責態度
- 二、增進師生生涯規劃知能，以適應社會變遷。
- 三、建立多元學制，提供彈性課程，以發揮性向試探及分化功能。
- 四、奠定學生學術基本能力與職業知能素養。
- 五、發揮五育均衡的全人教育功能。

玖·結語

本計畫乃根據本校傳統辦學理念及現有師資、設備、行政支援，配合「綜合高中」辦理目標，進行各項規劃。希望凝聚力量與智慧，共同為培養迎接新世紀，富有國際觀、負責、樂觀、進取的莘莘學子，盡一份心力。



綜合高中課程導向：

不分普通科、職業類科；學生依高一共同基礎課程，高二試探，高三分化之必修及選修課程學習——

- ①學術導向：修習以升大學為目標之學術課程。
- ②職業導向：修習以升四技二專或立即就業為目標之職業學程。
- ③綜合導向：修習以準備未來升學或就業之學術及職業學程。

文興綜合高中部招生方式：
自85學年度起開始招生——

- ①參加彰化縣高中推薦甄選
- ②參加彰化縣高中聯招



綜合高中學生之進路：

1. 參加大學推薦甄選及保送甄試。
2. 參加四技二專推薦甄選及保送甄試。
3. 參加大學、四技二專日夜間部聯考。
4. 參加專業證照考試及格，畢業後即可就業。
5. 修滿職業學程四十學分，畢業證書可加註學程專長。
6. 資優學生可預修大專課程。

文興綜合高中部招生方式：
自85學年度起開始招生——

- ①參加彰化縣高中推薦甄選
- ②參加彰化縣高中聯招



文興綜合高中部多元化課程：

- 藝術：水彩、素描、水墨、書法、陶藝、藝術賞析、綜合創作、音樂理論與鑑賞、鄉土音樂、個別樂器指導等。
- 生活：計算機概論、宗教與倫理、生涯規劃、生活禮儀、室內佈置、室內園藝、家飾服飾等。
- 體育：田徑、球類、舞蹈、國術、跆拳道等。
- 活動：團體活動及社團，如：攝影、吉他、漫畫、POP、土風舞……等數十種。

教育部選定試辦學校——
 文興高級中學
 彰化縣田中鎮員集路三段93號
 ☎：04-8753889 (三線)
 傳真：04-8741943



文興綜合高中部學術課程：

- 包括一般高中課程及磁性課程——
- 本國語文：閱讀指導、詩詞入門、鄉土語文以及古今文選等。
- 外國語文：英語會話、英文閱讀、英文寫作、英語演講、聖經選讀等。
- 數學：數學統合、數學演習、商用數學、理科數學等。
- 社會科學：鄉土史地。
- 自然科學：昆蟲簡介、植物學概論、生態學概論、環境保護概論等。

教育部選定試辦學校——
 文興高級中學
 彰化縣田中鎮員集路三段93號
 ☎：04-8753889 (三線)
 傳真：04-8741943