# International College Curriculum

O Business Administration

O Food Business Management

O ICT Management

O Hospitality and Tourism Management

O Creative Arts Psychotherapy

O English Contents and Media

O Game Contents Design

JEONJU UNIVERSITY

*The Place for Superstars*

| Business Administration |
|:---:|

# [1] Introduction to Program

| Category | Introduction |
|:---:|:---|
| Ideal Candidate | Talent with leadership skills who create new value through innovative ideas in a rapidly changing global management environment and successfully lead business across diverse cultures and countries |
| Core Competencies | Management skills, financial management skills, and marketing skills through management theory and practical experience |
| Educational Objective | In order to foster creative managers who can actively respond to the diverse needs of companies and value creation in the local community in a changing global environment.  Through these, we aim to foster talent with professional knowledge and practical capabilities in three areas. |
| Curriculum | ▪Enhancing the quality of specialized education through practical training: Implementing an internship system, etc. to provide job experience education that allows students to experience field training related to their major before graduation<br>▪Operating a mentor system between seniors and juniors and  graduates to strengthen ties, between students and to share and exchange academic and employment information<br>▪Inviting lectures by external lecturers: Providing opportunities to hear first-hand experiences about the entire industry by inviting external lecturers who are working in industrial sites |
| Degree | Bachelor of Business Administration |
| Career Opportunities | Financial institutions |
| | Marketing, Advertising and Public Relations |
| | Corporate, Human Resources Management |

## [2] Major Competency

| Major Competency | Definition of major competency / Learning outcome criteria | |
|---|---|---|
| Planning | Definition | Ability to systematically support management decision-making to establish strategies to effectively achieve management goals and efficiently allocate optimal resources. |
| | Criteria | ■ Set key performance indicators for establishing mid- to long-term management goals and annual management goals.<br>■ Establish detailed implementation plans according to improvement directions and provide necessary information to relevant organizations. |
| Management | Definition | Ability to support and manage tasks requested or required from within and outside the organization so that department members can perform their tasks smoothly. |
| | Criteria | ■ Receive requests from outside through various means, and clearly distinguish the scope of work after receiving them.<br>■ Perform office document writing tasks using information collection and analysis, word processors, spreadsheets, databases, and presentation programs that accompany administrative processing. |
| Finance | Definition | The ability to organize, execute, and control expected revenues and expenses over a certain period by quantifying future management activities to effectively achieve the management performance that the organization aims for. |
| | Criteria | ■ Continuously manage and respond to risks in budget management by pre-analyzing possible risks and establishing alternatives in preparation for changes in the internal and external environment of business activities.<br>■ Establish a plan for procuring and operating funds to perform sales, investment, and financial activities necessary for business management. |
| Marketing | Definition | Ability to continuously respond to reactions and results by establishing marketing goals and designing and executing systematic plans for target markets to secure competitive advantage for companies and products and improve management performance. |
| | Criteria | ■ Establish quantitative and qualitative marketing goals and implementation plans by considering internal and external environments according to the organization's mid- to long-term vision and management strategy.<br>■ In order to determine whether the organization's marketing strategy is achieved, you can establish a marketing performance management plan, analyze the performance, and derive follow-up measures by reflecting the analysis results. |

## [3] Integration of the Major Competency Categories Model

| Major competency category model \ Major Competency | Planning | Management | Finance | Marketing |
|---|---|---|---|---|
| Knowledge comprehension and learning ability | ● | ○ | ○ | ◑ |
| Problem identification and solving skills | ◑ | ● | ○ | ○ |
| Field adaptation and practical skills | ○ | ◑ | ● | ○ |
| Creative convergence and innovation capabilities | ○ | ○ | ◑ | ● |

## [4] Career Field Integration

| Major competency<br>Career field | Planning | Management | Finance | Marketing |
|---|---|---|---|---|
| Corporate, Human Resources Management | ● | ● | ◑ | ◑ |
| Financial institutions | ◑ | ◑ | ● | ○ |
| Marketing, Advertising and Public Relations | ◑ | ◑ | ○ | ● |

## [5] Core components of the Curriculum

| Components<br>Job level | Knowledge | Skill | Attitude |
|---|---|---|---|
| Professional | Corporate data analysis, strategy formulation, evaluation and planning | Market environment analysis, corporate strategy formulation, and corporate fund procurement and management | Securing corporate ethics awareness<br>Entrepreneurial spirit, planning mind |
| Advanced | Marketing case studies, management decisions | Internet marketing, computer skills, organizational management, sales | Active and challenging collaboration skills |
| Intermediate | Financial management, human resources management, advertising and marketing | Database, marketing research and data analysis | Develop logical, critical thinking, and interpersonal skills |
| Basics | Knowledge related to overall corporate management | Basic foreign language skills, information processing skills, etc.<br>Various communication skills | Interpersonal skills, basic attitude, discussion and listening |

## [6] Curriculum by Major competency

| Course | Major competency | | | |
|---|---|---|---|---|
| | Planning | Management | Finance | Marketing |
| Intermediate Financial Accounting (1) | ○ | ◑ | ● | ○ |
| Case Study for K-Business and Accounting | ◑ | ● | ● | ○ |
| Organizational Behavior | ● | ● | ○ | ○ |
| Intermediate Financial Accounting (2) | ○ | ◑ | ● | ○ |
| Practicum in Real Fields | ● | ◑ | ◑ | ○ |
| Business Platform Planning | ● | ○ | ○ | ● |

# [7] Curriculum Completion System
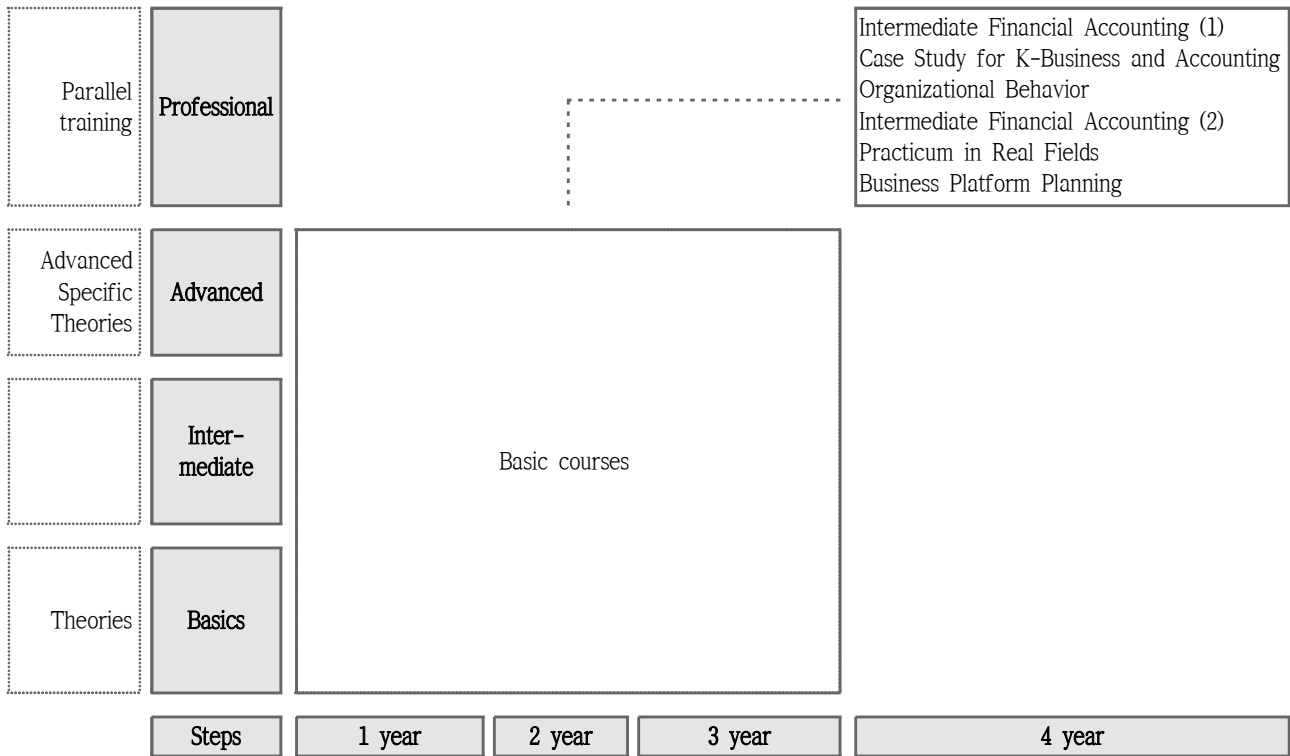
| | | | | |
|---|---|---|---|---|
| Parallel training | **Professional** | | | Intermediate Financial Accounting (1)<br>Case Study for K-Business and Accounting<br>Organizational Behavior<br>Intermediate Financial Accounting (2)<br>Practicum in Real Fields<br>Business Platform Planning |
| Advanced Specific Theories | **Advanced** | Basic courses | | |
| | **Inter-mediate** | | | |
| Theories | **Basics** | | | |

| Steps | 1 year | 2 year | 3 year | 4 year |
|---|---|---|---|---|

# [8] Curriculum Organization

| Grade | Semester | Category | Course Code | Title of Course | Credits | Hours |
|---|---|---|---|---|---|---|
| 4 | Fall | Major | | Intermediate Financial Accounting (1) | 3 | 3 |
| | | Major | | Case Study for K-Business and Accounting | 3 | 3 |
| | | Major | | Organizational Behavior | 3 | 3 |
| | Spring | Major | | Intermediate Financial Accounting (2) | 3 | 3 |
| | | Major | | Practicum in Real Fields | 3 | 3 |
| | | Major | | Business Platform Planning | 3 | 3 |
| Total | | | | | 18 | 18 |

# [9] Course Descriptions

## ■ Major Elective Courses

| Courses / Descriptions |
| --- |

### Intermediate Financial Accounting (1)

Review of basic accounting concepts, theories, and financial statements accounts, followed by in-depth coverage of assets, liabilities and stockholder equity sections of the balance sheet for 2 semesters.

### Case Study for K-Business and Accounting

This course examines various cases of actual marketing and, thus, leads students to analyzecauses of success or failure. Students will be ready for applying the theories learned from the classes to the real cases by end of the course.

### Organizational Behavior

Organizational Behavior explores the factors that influence how people behave within organizations. Topics may include motivation, leadership, group dynamics, organizational culture, and job satisfaction.

### Intermediate Financial Accounting (2)

Review of basic accounting concepts, theories and financial statements accounts, followed by in-depth coverage of assets, liabilities and stockholder equity sections of the balance sheet for 2 semesters.

### Practicum in Real Fields

THe objective of this course is to promote the ability of the students in this course to apply their class-knowledge in real fields and to help them find a good job with more ease and certainly.

### Business Platform Planning

This course explores the strategic design and development of digital business platforms, focusing on the intersection of technology, market dynamics, and value creation. Students will learn how to conceptualize, plan, and implement scalable platforms that connect users, foster innovation, and drive competitive advantage in various industries.

## Food Business Management

# [1] Introduction to Program

| Category | Introduction |
|---|---|
| Ideal Candidate | A food business professional who is passionate about innovation, sustainability, and consumer well-being |
| Core Competencies | Food science knowledge, Business acumen, and Product Development |
| Educational Objective | The Food Business Management program aims to train professionals who can work in various fields of the food industry. The main goal is to train talent who can meet consumer demands in a rapidly changing food market environment, produce safe and healthy food, and contribute to the development of a sustainable food industry. |
| Curriculum | ■ Operation of a practical education program centered on training professional manpower with the knowledge and skills required in the Korean food industry<br>■ Operation of a global capacity building education program to understand the diversity of world food culture and foster communication and cooperation skills<br>■ Strengthening artistic creativity for menu and product development based on scientific knowledge and analytical skills |
| Degree | Bachelor of Business Administration |
| Career Opportunities | Korean cuisine at home and abroad |
| | Menu development for food and restaurant businesses |
| | Food company management |

## [2] Major Competency

| Major Competency | | Definition of major competency / Learning outcome criteria |
|---|---|---|
| Cooking | Definition | Qualifications and competencies as a practitioner with the systematic knowledge and skills necessary to contribute to the development of the culinary field |
| | Criteria | ■ Acquire practical cooking skills applicable in the field.<br>■ Understand and implement the overall practical system of the cooking process. |
| Scientific inquiry | Definition | Theoretical thinking and experimental spirit required to improve integrated problem-solving skills |
| | Criteria | ■ Develop open-minded thinking skills necessary for data collection and exploration to solve problems in the culinary field.<br>■ Develop the ability to analyze and plan various problems that occur in the culinary field. |
| Communication and Harmony | Definition | Foreign language skills, expressive skills, and the ability to coordinate diverse opinions are necessary in the global era. |
| | Criteria | ■ Be aware of effective communication and relationship building required in the field.<br>■ Be able to perform global communication duties. |
| Artistic Creativity | Definition | The ability to think aesthetically and express yourself creatively. |
| | Criteria | ■ Break away from stereotypes and recognize diversity.<br>■ Develop creative design skills and a spirit of challenge in various cooking fields. |

## [3] Integration of the Major Competency Categories Model

| Major competency category model / Major Competency | Cooking | Scientific inquiry | Communication and Harmony | Artistic creativity |
|---|---|---|---|---|
| Knowledge comprehension and learning ability | ● | ◑ | ○ | ○ |
| Problem identification and solving skills | ○ | ● | ○ | ◑ |
| Field adaptation and practical skills | ◑ | ○ | ● | ○ |
| Creative convergence and innovation capabilities | ○ | ○ | ◑ | ● |

## [4] Career Field Integration

| Major competency / Career field | Cooking | Scientific inquiry | Communication and Harmony | Artistic creativity |
|---|---|---|---|---|
| Korean cuisine at home and abroad | ● | ● | ● | ● |
| Menu development for food and restaurant businesses | ● | ● | ◐ | ● |
| Food company management | ○ | ● | ● | ◐ |

## [5] Core components of the Curriculum

| Components / Job level | Knowledge | Skill | Attitude |
|---|---|---|---|
| Professional | Korean food styling<br>Kitchen management<br>Food product development | Understanding the process of product development<br>Efficient kitchen | Interest in new food products<br>Professional attitude |
| Advanced | Marketing case studies, management decisions | Internet marketing, computer skills, organizational management, sales | Active and challenging collaboration skills |
| Intermediate | Financial management, human resources management, advertising and marketing | Database, marketing research and data analysis | Develop logical, critical thinking, and interpersonal skills |
| Basics | Knowledge related to overall corporate management | Basic foreign language skills, information processing skills, etc.<br>Various communication skills | Interpersonal skills, basic attitude, discussion and listening |

## [6] Curriculum by Major competency

| Course | Major competency | | | |
|---|---|---|---|---|
| | Cooking | Scientific Inquiry | Communication and Harmony | Artistic creativity |
| Food Nutrition | ● | ● | ● | ○ |
| Western Cuisine Training | ● | ○ | ● | ● |
| Food Sanitation | ○ | ● | ● | ○ |
| Fermented Food Science | ○ | ● | ○ | ○ |
| Functional Foods | ○ | ● | ○ | ● |
| Food Biotechnology | ○ | ● | ○ | ○ |
| Korean Desserts and Snacks | ● | ○ | ● | ● |

# [7] Curriculum Completion System
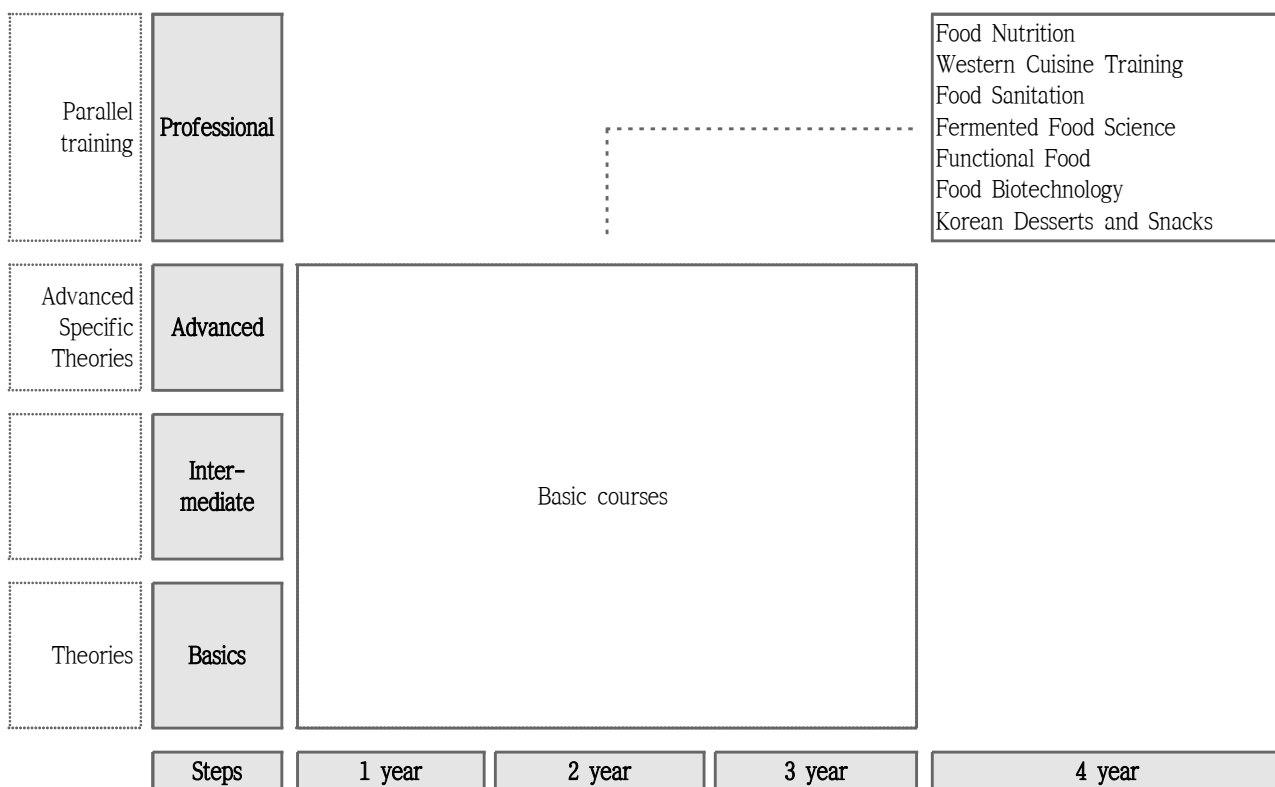
| | | |
|---|---|---|
| Parallel training | Professional | |
| Advanced Specific Theories | Advanced | Basic courses |
| | Inter-mediate | |
| Theories | Basics | |

Food Nutrition
Western Cuisine Training
Food Sanitation
Fermented Food Science
Functional Food
Food Biotechnology
Korean Desserts and Snacks

| Steps | 1 year | 2 year | 3 year | 4 year |
|---|---|---|---|---|

# [8] Curriculum Organization

| Grade | Semester | Category | Course Code | Title of Course | Credits | Hours |
|---|---|---|---|---|---|---|
| 4 | Fall | Major | | Food Nutrition | 3 | 3 |
| | | Major | | Western Cuisine Training | 3 | 3 |
| | | Major | | Food Sanitation | 3 | 3 |
| | | Major | | Fermented Food Science | 3 | 3 |
| | Spring | Major | | Functional Foods | 3 | 3 |
| | | Major | | Food Biotechnology | 3 | 3 |
| | | Major | | Korean Desserts and Snacks | 3 | 3 |
| Total | | | | | 18 | 18 |

# [9] Course Descriptions

## ■ Major Elective Courses

| Courses / Descriptions |
| --- |

### Food Nutrition

Food Nutrition is a course that delves into the scientific study of food and its components, particularly as they relate to human health and nutrition. This course typically covers a wide range of topics, including: Nutrients, Food Composition, Digestion and Metabolism, Nutritional Requirements, Dietary Guidelines, Malnutrition, Food Safety and Quality

### Western Cuisine Training

Western Cuisine Training is a comprehensive course designed to introduce students to the diverse world of Western culinary arts. This course will cover a wide range of topics, from the history and cultural significance of Western cuisine to the fundamental techniques and skills required to prepare classic and contemporary dishes.

### Food Sanitation

The food Sanitation course provides basic principles of food sanitation for ensuring the safety, wholesomeness, and soundness of food at all stages from its growth, production or manufacture until its final consumption. Also covers food sanitation codes and their adaptations in restaurants.

### Fermented Food Science

The fermented Food Science covers principles and methods of food processing and preservation in order to utilize agricultural products effectively including traditional fermented food, and to develop new food products with increased storage, safety, commerciality, preference and quality.

### Functional Foods

The functional Foods course covers the basic knowledge required to develop new functional foods by studying the definition of functional foods and the types of functional foods available on the market, as well as scientific data analyzing the ingredients of these foods and the effects of whole foods on health.

### Food Biotechnology

In the Food Biotechnology course, you can acquire the basic genetic and molecular biology principles of life phenomena, understand the diversity of biotechnology applied to living organisms, and learn techniques for utilizing it in various fields such as medicine, agriculture, food, energy, resources, and the environment.

### Korean Desserts and Snacks

Korean Desserts and Snacks is a course designed to introduce students to the rich and diverse world of traditional and contemporary Korean desserts and snacks. Through this course, students will explore the history, culture, and culinary techniques behind these beloved treats.

<div style="text-align: center; border: 1px solid black; padding: 10px;">

# ICT Management

</div>

## [1] Introduction to Program

| Category | Introduction |
|---|---|
| Ideal Candidate | A person who collaborates effectively with colleagues from various departments, can manage projects efficiently, and make data-driven decisions that contribute to the organization's bottom line. |
| Core Competencies | Creative problem-solving skills · Communication and empathy skills · Practical fieldl skills |
| Educational Objective | The educational objective is to foster practical convergence talent through creative thinking, understanding of the Internet of Things and various practical media  technologies, and convergence education, and to foster self-directed problem-solving skills to foster professional manpower capable of responding to future technology demands. |
| Curriculum | ■ Theoretical foundation: By studying ICT-related theories such as computer science, information systems, networks, and databases, you will understand the principles of information systems and develop problem-solving skills.<br>■ Practical education: Through various practical environments, you will cultivate the ability to build, operate, and manage actual systems, and by carrying out projects utilizing the latest IT technology, you will cultivate problem-solving skills.<br>■ Fusion with business administration: By utilizing information systems, you will cultivate business management knowledge so that you can support corporate management decision-making and create business value. |
| Degree | Bachelor of Business Administration |
| Career Opportunities | IoT System Developer |
| | DB, AI Developer, Big Data Developer |
| | Smart App Developer |

# [2] Major Competency

| Major Competency | | Definition of major competency / Learning outcome criteria |
|---|---|---|
| Creative problem solving skills | Definition | Ability to creatively solve various problems that arise in the era of the 4th industrial revolution |
| | Criteria | ■ Recognize problems that occur in daily life through personal observation skills.<br>■ Develop the ability to express problem-solving methods as algorithms. |
| Communication and empathy skills | Definition | Ability to communicate smoothly  while carrying out project work |
| | Criteria | ■ Have the ability to respect the positions of other members and achieve the best results.<br>■ Have the ability to gently adjust opinions when discussing with clients. |
| Practical field skills | Definition | Ability to solve problems based on practical knowledge that can be applied in the field |
| | Criteria | ■Have the knowledge and experience to solve logical problems.<br>■Have the ability to identify problems and solve them on your own. |

# [3] Integration of the Major Competency Categories Model

| Major competency category model \ Major Competency | Creative problem solving skills | Communication and empathy skills | Practical field skills |
|---|---|---|---|
| Knowledge comprehension and learning ability | ◑ | ○ | ● |
| Problem identification and solving skills | ○ | ◑ | ● |
| Field adaptation and practical skills | ● | ○ | ◑ |
| Creative convergence and innovation capabilities | ◑ | ● | ○ |

# [4] Career Field Integration

| Career field \ Major competency | Creative problem solving skills | Communication and empathy skills | Field practical skills |
|---|---|---|---|
| IoT System Developer | ◑ | ● | ○ |
| DB, AI Developer, Big Data Developer | ● | ◑ | ○ |
| Smart App Developer | ◑ | ● | ○ |

# [5] Core components of the Curriculum

| Components / Job level | Knowledge | Skill | Attitude |
|---|---|---|---|
| Professional | Knowledge of programming knowledge-based ICT technology | Practical Business Logic Analysis Practical Problem Solving Ability | Attitude toward communication and problem solving with colleagues and counterparts |
| Advanced | Marketing case studies, management decisions | Internet marketing, computer skills, organizational management, sales | Active and challenging collaboration skills |
| Intermediate | Financial management, human resources management, advertising and marketing | Database, marketing research and Data Analysis | Develop logical, critical thinking, and interpersonal skills |
| Basics | Knowledge related to overall corporate management | Basic foreign language skills, information processing skills, etc. Various communication skills | Interpersonal skills, basic attitude, discussion and listening |

# [6] Curriculum by Major competency

| Course | Major competency | | |
|---|---|---|---|
| | Creative problem solving skills | Communication and empathy skills | Practical fieldl skills |
| Database Systems | ◑ | ○ | ● |
| Intelligent Information Systems | ◑ | ○ | ● |
| Data Analysis | ○ | ◑ | ● |
| Management Information Systems | ◑ | ○ | ● |
| Python Programming | ◑ | ○ | ● |
| Introduction to Programming | ◑ | ○ | ● |
| ICT Capstone Project | ● | ● | ◑ |

# [7] Curriculum Completion System
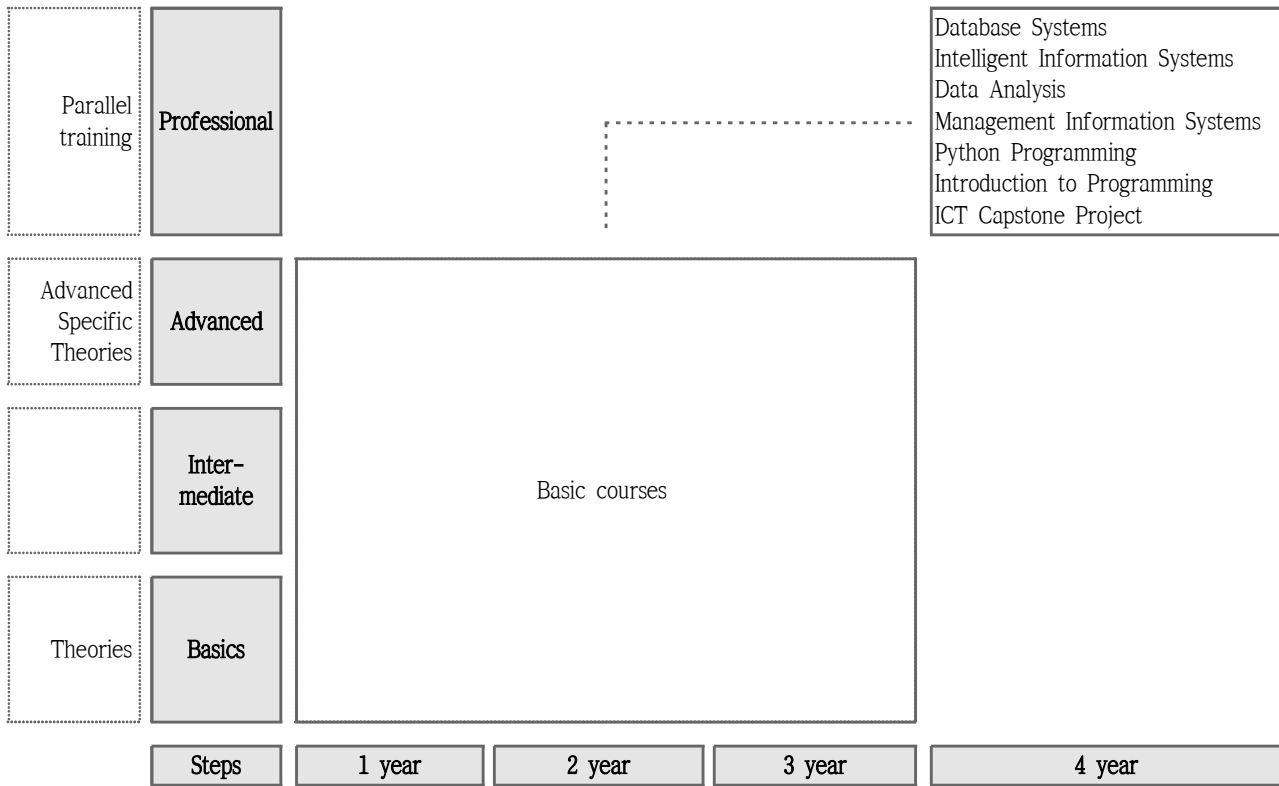
| Parallel training | Professional | | Database Systems<br>Intelligent Information Systems<br>Data Analysis<br>Management Information Systems<br>Python Programming<br>Introduction to Programming<br>ICT Capstone Project |
|---|---|---|---|
| Advanced Specific Theories | Advanced | Basic courses | |
| | Inter-mediate | | |
| Theories | Basics | | |

| Steps | 1 year | 2 year | 3 year | 4 year |
|---|---|---|---|---|

# [8] Curriculum Organization

| Grade | Semester | Category | Course Code | Title of Course | Credits | Hours |
|---|---|---|---|---|---|---|
| 4 | Fall | Major | | Python Programming | 3 | 3 |
| | | Major | | Introduction to Programming | 3 | 3 |
| | | Major | | Database Systems | 3 | 3 |
| | | Major | | Intelligent Information Systems | 3 | 3 |
| | Spring | Major | | Data Analysis | 3 | 3 |
| | | Major | | Management Information Systems | 3 | 3 |
| | | Major | | ICT Capstone Project | 3 | 3 |
| Total | | | | | 21 | 21 |

# [9] Course Descriptions

## ■ Major Elective Courses

| Courses / Descriptions |
| --- |
| **Python Programming** |
| Python Programming is a course designed to introduce students to the Python programming language. This course will cover the fundamentals of Python programming, from basic syntax and data structures to more advanced topics such as object-oriented programming and data analysis. |
| **Introduction to Programming** |
| Introduction to Programming is a foundational course designed to equip students with the fundamental concepts and skills necessary to write computer programs. This course will introduce students to the world of programming, providing them with a solid understanding of programming logic, problem-solving techniques, and the syntax of a specific programming language (e.g., Python, Java, C++). |
| **Database Systems** |
| Database Systems is a fundamental course that introduces students to the concepts, design, implementation, and management of database systems. This course will provide students with a comprehensive understanding of how data is organized, stored, retrieved, and updated in computer systems. |
| **Intelligent Information Systems** |
| Intelligent Information Systems is a course designed to introduce students to the principles, concepts, and applications of intelligent systems that can learn, reason, and make decisions. This course will explore how AI techniques can be applied to information systems to improve efficiency, accuracy, and decision-making. |
| **Data Analysis** |
| Data Analysis is a course designed to equip students with the skills and knowledge necessary to collect, clean, explore, and interpret data. Through this course, students will learn how to use various statistical and computational tools to extract meaningful insights from complex datasets. |
| **Management Information Systems** |
| Management Information Systems (MIS) is a course designed to provide students with a comprehensive understanding of how organizations use information systems to support their strategic goals. This course explores the intersection of business and technology, focusing on the design, development, implementation, and management of information systems. |
| **ICT Capstone Project** |
| The ICT Capstone Project is a culminating course designed to provide students with the opportunity to apply the knowledge and skills acquired throughout their ICT program to a real-world project. This course offers students a chance to showcase their abilities in problem-solving, critical thinking, and teamwork as they develop and implement innovative ICT solutions. |

# Hospitality and Tourism Management

## [1] Introduction to Program

| Category | Introduction |
|---|---|
| Ideal Candidate | A person who possess excellent interpersonal skills, a passion for travel, and a global perspective, enabling them to create memorable experiences for our guests. |
| Core Competencies | Global communication skills · Servant leadership skills · Management skills · Marketing skills |
| Educational Objective | The educational objective is to nurture graduates who possess strong interpersonal skills, a global perspective, and a deep understanding of the hospitality industry, empowering them to deliver exceptional guest experiences. |
| Curriculum | ▪ Through hands-on practical training in fields such as hotels, restaurants, and travel agencies, students will learn to apply theoretical knowledge in real-world settings. In addition, students will gain field experience and enhance their practical skills through internships, projects, and more.<br>▪ Students will deepen their understanding of the overall management of the hotel and tourism industry, developing effective management capabilities through data analysis, marketing strategies, and other relevant tools.<br>▪ We prepare students to contribute to the development of the cultural tourism industry by learning tourism product development and marketing strategies based on diverse cultures. |
| Degree | Bachelor of Business Administration |
| Career Opportunities | Hotelier |
| | Flight Attendant |
| | Travel Agent |

## [2] Major Competency

| Major Competency | | Definition of major competency / Learning outcome criteria |
|---|---|---|
| Global communication | Definition | The ability to understand foreign language documents, express opinions, and facilitate coordination of diverse viewpoints in the global era. |
| | Criteria | ■ Demonstrate effective communication and relationship-building skills in diverse environments.<br>■ Possess the foreign language skills necessary for global hoteliers. |
| Servant Leadership | Definition | The ability to listen and respond to guests, collaborate with others, and engage in community responsibilities through voluntary participation and close relationships. |
| | Criteria | ■ Actively listen to guest feedback and apply appropriate customer service attitudes in various situations.<br>■ Develop a sense of responsibility within the organization and possess practical skills to collaborate effectively with team members. |
| Management | Definition | The ability to lead, control, and coordinate the hotel's management and operational functions, including setting corporate vision, goal-setting, and performance management. |
| | Criteria | ■ Apply business management principles, such as corporate vision, goal-setting, and performance management, to real-world situations.<br>■ Understand and apply the principles of information technology to enhance corporate management efficiency. |
| Marketing | Definition | The ability to analyze and plan products or services, attract and manage customers, and increase sales for a company. |
| | Criteria | ■ Understand tourism marketing and demonstrate the ability to analyze and plan products and services.<br>■ Implement strategies to effectively sell and promote tourism products and services. |

## [3] Integration of the Major Competency Categories Model

| Major competency category model \ Major Competency | Global communication | Servant Leadership | Management | Marketing |
|---|---|---|---|---|
| Knowledge Comprehension and Learning Ability | ● | ◐ | ○ | ○ |
| Problem Identification and Problem-Solving Skills | ◐ | ○ | ● | ◐ |
| Field Adaptation and Practical Application Skills | ● | ● | ◐ | ◐ |
| Creative Convergence and Innovation Capabilities | ◐ | ○ | ● | ◐ |

## [4] Career Field Integration

| Major competency<br>Career field | Global communication | Servant Leadership | Management | Marketing |
|---|---|---|---|---|
| Hotelier | ● | ◑ | ○ | ○ |
| Flight Attendant | ● | ◑ | ○ | ○ |
| Travel Agent | ● | ○ | ◑ | ● |

## [5] Core Components of the Curriculum

| Components<br>Job level | Knowledge | Skill | Attitude |
|---|---|---|---|
| Professional | Hotel Front Office Operations, Food and Beverage Services, and Banquet and Event Management | Interpersonal Skills, Problem-Solving, Technology Proficiency, Serving Skills, and Event Planning | Hospitality Spirit, Attention to Detail, Team Spirit, Customer Focus, and Professionalism |
| Advanced | Strategic Management, Operations Management, and Technology and Innovation | Strategic Planning, Leadership, Revenue Management, Sustainability Practices, and Data Analytics | Visionary Thinking, Decisiveness, Collaboration, Ethical Leadership, and Risk-Taking |
| Intermediate | Financial Management, Human Resources Management, and Sales and Marketing | Financial Analysis, Talent Acquisition, Employee Relations, Market Research, Sales Strategy, and Customer Relationship Management (CRM) | Integrity, Analytical Thinking, Confidentiality, Fairness, Creativity, and Adaptability |
| Basics | Fundamentals of Hospitality and Tourism Management | Customer Service, Communication Skills, Cultural Awareness, and Foreign Language Skills | Positive Attitude, Empathy, Professionalism, Cultural Sensitivity, and Inclusivity |

# [6] Curriculum by Major competency

| Course | Major competency | | | |
|---|---|---|---|---|
| | Global communication | Servant Leadership | Management | Marketing |
| Food & Beverage Service | ◑ | ● | ○ | |
| Hotel Front Office Operations | ● | ◑ | ○ | |
| Introduction to Hotel Management | | ○ | ◑ | ● |
| Housekeeping Management | ○ | ◑ | ● | |
| Catering & Event Management | ◑ | ● | ○ | ○ |
| Tourism & Leisure Management | | ○ | ● | ◑ |
| Hotel Industry Speakers Colloquium | | ○ | ◑ | ● |

# [7] Curriculum Completion System
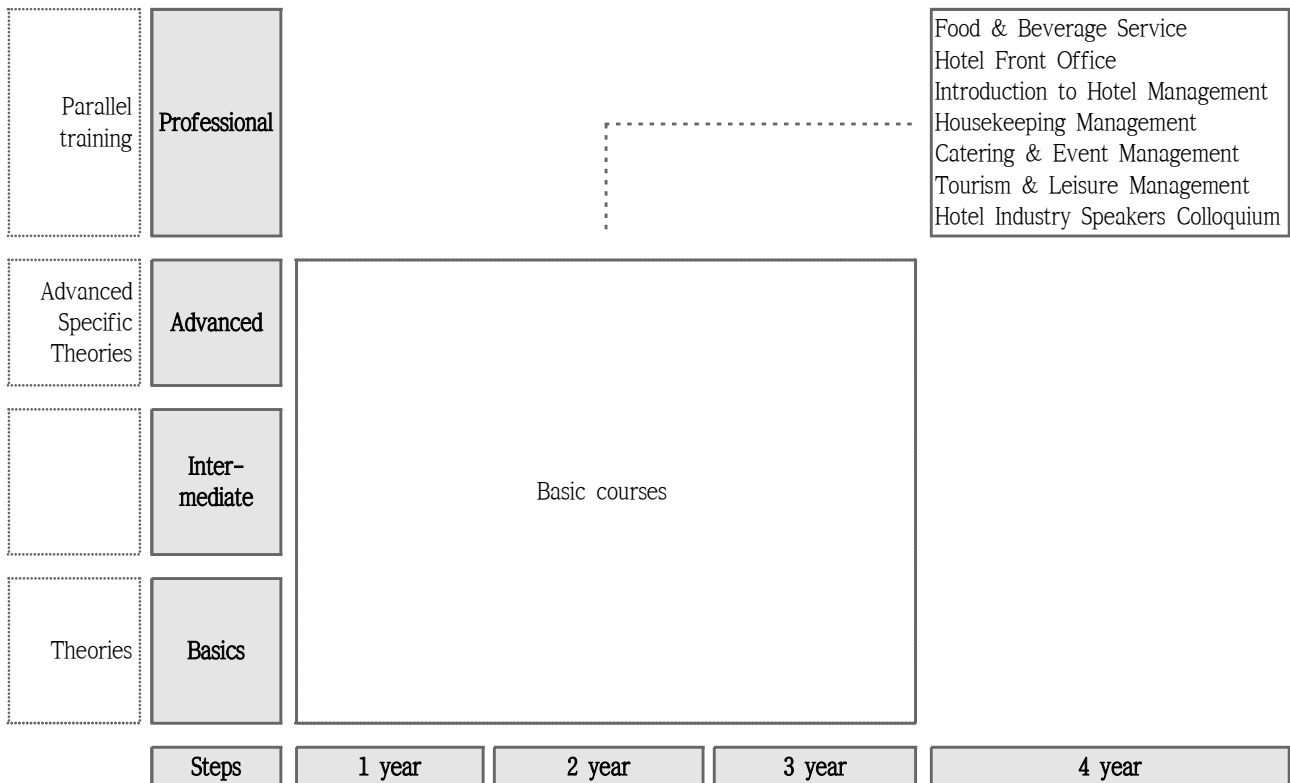
| Parallel training | Professional | | | Food & Beverage Service<br>Hotel Front Office<br>Introduction to Hotel Management<br>Housekeeping Management<br>Catering & Event Management<br>Tourism & Leisure Management<br>Hotel Industry Speakers Colloquium |
|---|---|---|---|---|
| Advanced Specific Theories | Advanced | | | |
| | Inter-mediate | Basic courses | | |
| Theories | Basics | | | |

| Steps | 1 year | 2 year | 3 year | 4 year |
|---|---|---|---|---|

# [8] Curriculum Organization

| Grade | Semester | Category | Course Code | Title of Course | Credits | Hours |
|---|---|---|---|---|---|---|
| 4 | Fall | Major | | Food & Beverage Service | 3 | 3 |
| | | Major | | Hotel Front Office Operations | 3 | 3 |
| | | Major | | Introduction to Hotel Management | 3 | 3 |
| | | Major | | Housekeeping Management | 3 | 3 |
| | Spring | Major | | Catering & Event Management | 3 | 3 |
| | | Major | | Tourism & Leisure Management | 3 | 3 |
| | | Major | | Hotel Industry Speakers Colloquium | 3 | 3 |
| Total | | | | | 21 | 21 |

# [9] Course Descriptionss

## ■ Major Elective Courses Courses

| Course Descriptionss |
|---|
| **Food & Beverage Service** |
| The Food & Beverage Service course provides students with a comprehensive understanding of the principles and practices involved in delivering exceptional food and beverage service. This course covers a wide range of topics, from basic food and beverage knowledge to advanced service techniques. |
| **Hotel Front Office Operations** |
| The Hotel Front Office Operations course provides students with a comprehensive understanding of the operations and management of a hotel's front office department. This course covers the essential skills and knowledge required to effectively handle guest inquiries, reservations, check-ins, check-outs, and other front office duties. |
| **Introduction to Hotel Management** |
| Introduction to Hotel Management is a foundational course designed to provide students with a comprehensive overview of the hospitality industry, with an emphasis on hotel operations. This course will introduce students to the fundamental concepts, principles, and practices involved in managing various aspects of a hotel, from front-of-house operations to back-of-house functions. |
| **Housekeeping Management** |
| Housekeeping Management is a course designed to provide students with a comprehensive understanding of the principles and practices involved in managing housekeeping operations within the hospitality industry. This course covers a wide range of topics, including cleaning procedures and techniques, linen and laundry management, guest room maintenance, quality control and inspection, and sustainability and environmental practices. |
| **Catering & Event Management** |
| Catering and Event Management is a specialized course designed to equip students with the knowledge and skills necessary to plan, organize, and execute successful catering and event services. This course provides a comprehensive overview of the event industry, from conceptualization to execution, and covers various aspects such as menu planning, venue selection, event logistics, and client management. |
| **Tourism & Leisure Management** |
| Tourism and Leisure Management is a comprehensive course designed to provide students with an in-depth understanding of the tourism and leisure industry, including tourism principles and practices, leisure management, destination management, sustainable tourism, and event management. |
| **Hotel Industry Speakers Colloquium** |
| The Hotel Industry Speakers Colloquium is a specialized course designed to connect students with industry experts and thought leaders in the hospitality sector. Through a series of guest lectures, panel discussions, and workshops, students will gain valuable insights into the latest trends, challenges, and opportunities in the hotel industry. |

| Creative Arts Psychotherapy |
|---|

## [1] Introduction to Program

| Category | Introduction |
|---|---|
| Ideal Candidate | Global talent in the field of creative arts psychotherapy, where art and science converge |
| Core Competencies | Ability to apply art media, ability to understand client characteristics, ability to apply clinically, ability to communicate professionally and counseling skills |
| Educational Objective | The educational objective is to train art psychotherapy specialists who can utilize and apply artistic talents in various clinical fields in accordance with international standards. |
| Curriculum | ▪ Operate an art practice education course to train art psychotherapy specialists with artistic qualities and practical skills that can be applied in clinical fields<br>▪ Promote in-depth knowledge and academic skills in clinical fields, and foster the ability to apply in various clinical settings<br>▪ Provide clinical practice and internships that comply with international standards, while providing on-site supervisors and on-campus clinical supervision (tutorial) tailored to the characteristics and level of each student |
| Degree | Bachelor of Arts |
| Career Opportunities | Music therapist or art therapist at a psychological counseling center |
| | Music therapist or art therapist in a hospital |
| | Music therapist or art therapist in a school |

## [2] Major Competency

| Major Competency | Definition of major competency / Learning outcome criteria | |
|---|---|---|
| Art media application | Definition | Ability to appropriately apply various artistic media to specific cases |
| | Criteria | ▪ Basically, acquire the ability to use the keyboard, guitar, and voice.<br>▪ Know the characteristics of various art materials and know how to apply them according to the plan. |
| Understanding the client's characteristics | Definition | Ability to understand each client's treatment motivation and characteristics and establish appropriate treatment goals and plans |
| | Criteria | ▪ You can establish treatment goals and plans based on accurate diagnosis and evaluation according to the characteristics of the client.<br>▪ You must be able to logically present the therapeutic basis necessary for the client. |
| Clinical Applications | Definition | Ability to understand the characteristics of clients, apply appropriate art media, and build a reciprocal relationship with clients |
| | Criteria | ▪ Acquire the theory of clinical techniques of art psychotherapy and apply it appropriately to practice.<br>▪ Observe the treatment process closely and reach the set treatment goals. |
| Professional communication and counseling | Definition | Ability to interact and communicate smoothly with clients and members of the client community |
| | Criteria | ▪ Understand the positions of clients, guardians, and agency staff and have the ability to communicate smoothly with them.<br>▪ Have professional knowledge and skills related to treatment to help clients understand themselves and their environment and adapt rationally and efficiently. |

## [3] Integration of the Major Competency Categories Model

| Major competency category model \ Major Competency | Art media application | Understanding the client's characteristics | Clinical Applications | Professional communication and counseling |
|---|---|---|---|---|
| Knowledge comprehension and learning ability | ◗ | ● | ○ | ○ |
| Problem identification and solving skills | ○ | ◗ | ○ | ● |
| Field adaptation and practical skills | ○ | ○ | ● | ◗ |
| Creative convergence and innovation capabilities | ● | ○ | ◗ | ○ |

## [4] Career Field Integration

| Career field \ Major competency | Art media application | Understanding the client's characteristics | Clinical Applications | Professional communication and counseling |
|---|---|---|---|---|
| Psychological counseling center | ◐ | ● | ● | ● |
| Hospital | ◐ | ● | ● | ● |
| School | ◐ | ● | ● | ◐ |

## [5] Core components of the Curriculum

| Job level \ Components | Knowledge | Skill | Attitude |
|---|---|---|---|
| Professional | Theoretical background of therapy | Communication skills<br>Listening and problem solving skills | Empathy for the client |
| Advanced | Western literature<br>The relationship between media and culture | Design thinking | Intellectual curiosity about human psychology |
| Intermediate | Human psychology<br>Technological development and language | Artistic Expression Techniques<br>Future Society Applications of Knowledge<br>Fusion of Art and Technology | Open attitude toward future society and technology |
| Basics | Understanding of history<br>Theoretical understanding of culture and art | English presentation skills | An attitude that respects and accepts cultural diversity |

## [6] Curriculum by Major competency

| Course | Major competency | | | |
|---|---|---|---|---|
| | Art media application | Understanding the client's characteristics | Clinical Applications | Professional communication and counseling |
| Introduction to Creative Arts Therapy | ◐ | ● | ○ | |
| Expressions and Techniques for Creative Arts | ● | ◐ | ○ | |
| Creative Arts Therapy for Children | | ○ | ◐ | ● |
| Clinical Techniques in Creative Arts Therapy | ○ | ◐ | ● | |
| Clinical Practice for Creative Arts Therapy | ◐ | ● | ○ | ○ |
| Creative Arts Therapy for Adults & Elderly | | ○ | ● | ◐ |
| Internship for Creative Arts Therapy | | ○ | ◐ | ● |

# [7] Curriculum Completion System
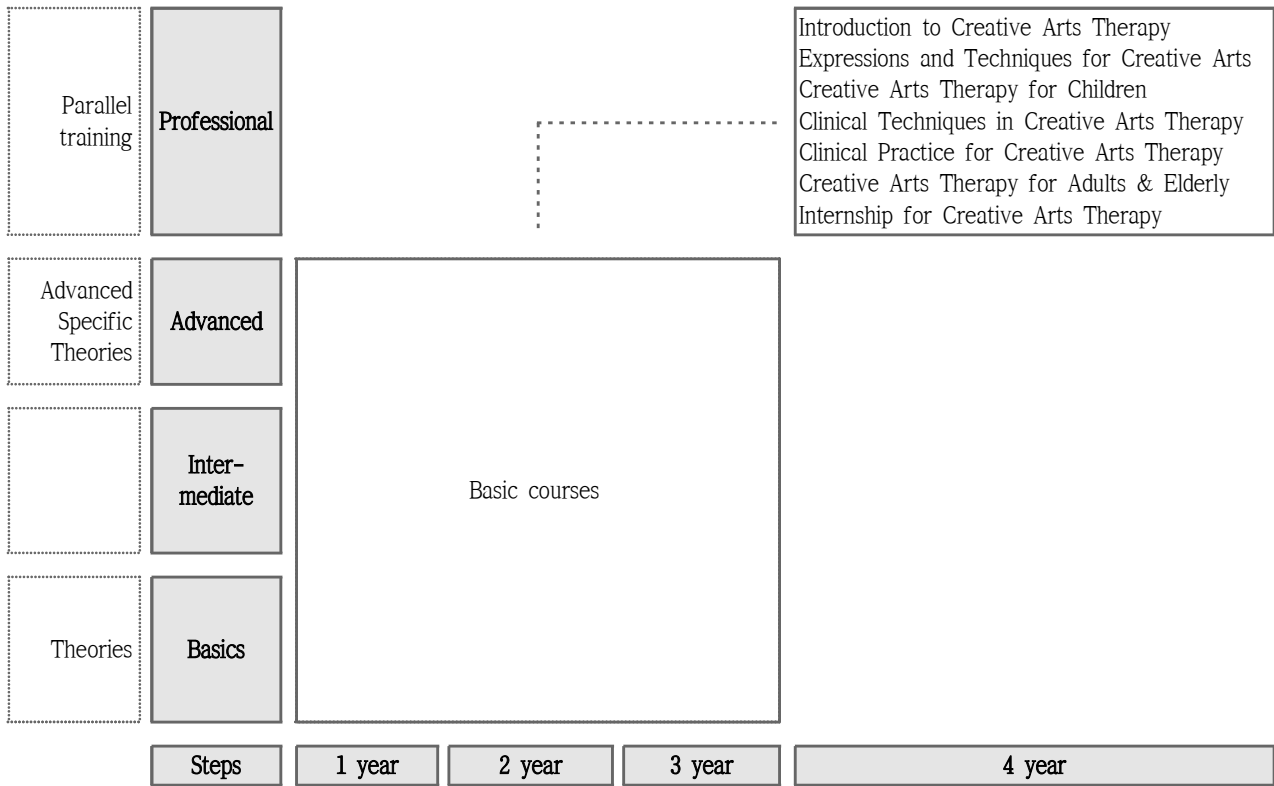
| Parallel training | Professional |
|---|---|

| Advanced Specific Theories | Advanced |
|---|---|

|  | Inter-mediate |
|---|---|

| Theories | Basics |
|---|---|

Basic courses

Introduction to Creative Arts Therapy
Expressions and Techniques for Creative Arts
Creative Arts Therapy for Children
Clinical Techniques in Creative Arts Therapy
Clinical Practice for Creative Arts Therapy
Creative Arts Therapy for Adults & Elderly
Internship for Creative Arts Therapy

| Steps | 1 year | 2 year | 3 year | 4 year |
|---|---|---|---|---|

# [8] Curriculum Organization

| Grade | Semester | Category | Course Code | Title of Course | Credits | Hours |
|---|---|---|---|---|---|---|
| 4 | Fall | Major |  | Introduction to Creative Arts Therapy | 3 | 3 |
|  |  | Major |  | Expressions and Techniques for Creative Arts | 3 | 3 |
|  |  | Major |  | Creative Arts Therapy for Children | 3 | 3 |
|  |  | Major |  | Clinical Techniques in Creative Arts Therapy | 3 | 3 |
|  | Spring | Major |  | Clinical Practice for Creative Arts Therapy | 3 | 3 |
|  |  | Major |  | Creative Arts Therapy for Adults & Elderly | 3 | 3 |
|  |  | Major |  | Internship for Creative Arts Therapy | 3 | 3 |
| Total |  |  |  |  | 21 | 21 |

# [9] Course Descriptions

## ■ Major Elective Courses

| Courses / Descriptions |
| --- |
| **Introduction to Creative Arts Therapy** |
| Introduction to Creative Arts Therapy is a foundational course that provides an overview of the theoretical frameworks and practical applications of creative arts therapy. This course will introduce students to the various art forms used in therapy, such as art, music, dance, and drama, and explore how these modalities can be utilized to promote healing, growth, and self-expression. |
| **Expressions and Techniques for Creative Arts** |
| The Expressions and Techniques for Creative Arts course is designed to provide students with a comprehensive understanding of various artistic expression methods and techniques. Through hands-on experiences and theoretical exploration, students will develop their creativity, critical thinking, and technical skills. |
| **Creative Arts Therapy for Children** |
| Creative Arts Therapy for Children is a course designed to introduce students to the therapeutic applications of creative arts with children. This course will explore the theoretical foundations of creative arts therapy, as well as practical techniques and strategies for using art, music, drama, and dance to support the emotional, social, and cognitive development of children. |
| **Clinical Techniques in Creative Arts Therapy** |
| Clinical Techniques in Creative Arts Therapy is a course designed to equip students with the practical skills and knowledge necessary to effectively utilize creative arts therapies in clinical settings. This course will delve into various therapeutic modalities, such as art therapy, music therapy, dance/movement therapy, and drama therapy, and explore their applications in addressing a wide range of mental health concerns. |
| **Clinical Practice for Creative Arts Therapy** |
| Clinical Practice for Creative Arts Therapy is a course designed to provide students with hands-on experience in applying creative arts therapies to therapeutic settings. This course will offer students the opportunity to develop their clinical skills, build therapeutic relationships, and integrate creative arts modalities into their practice. |
| **Creative Arts Therapy for Adults & Elderly** |
| Creative Arts Therapy for Adults & Elderly is a course designed to introduce students to the therapeutic applications of creative arts, such as art, music, and drama, for adults and the elderly. This course will explore the theoretical foundations of creative arts therapy, as well as practical techniques and strategies for using these modalities to promote healing, well-being, and personal growth. |
| **Internship for Creative Arts Therapy** |
| The Internship for Creative Arts Therapy is a practical, hands-on course designed to provide students with real-world experience in the field of creative arts therapy. This course offers students the opportunity to apply the theoretical knowledge and skills acquired in their program to a variety of settings, such as mental health facilities, schools, community centers, or private practices. |

# English Contents and Media

## [1] Introduction to Program

| Category | Introduction |
|---|---|
| Ideal Candidate | A person who is passionate about language, culture, and media, with a strong desire to create engaging and impactful English content. |
| Core Competencies | English proficiency, Content planning and production, Media Utilization |
| Educational Objective | The educational objective is to produce graduates who possess strong English language skills, a deep understanding of media production, and the ability to create engaging content for diverse audiences. |
| Curriculum | ▪ The program emphasizes developing students' English language proficiency, media production skills, and ability to create engaging content for diverse audiences. ▪ This program aims to produce graduates who are ready to create innovative and impactful English content for a global market. ▪ The program fosters critical thinking and creativity to enable students to produce original and engaging English content. |
| Degree | Bachelor of Arts |
| Career Opportunities | Content creator |
| | English teacher |
| | Marketer |

## [2] Major Competency

| Major Competency | | Definition of major competency / Learning outcome criteria |
|---|---|---|
| English Proficiency | Definition | Ability to use accurate English in practical situations such as international conferences, negotiations, and trade. |
| English Proficiency | Criteria | ▪ Develop the ability to use English in real life through continuous training in speaking, listening, reading, and writing with native English speaking professors.<br>▪ Develop into a talent who can demonstrate various abilities in the workplace after graduation by consistently studying English expressions that can be used in various situations. |
| Contents planning and production | Definition | Ability to plan and produce content related to English and culture |
| Contents planning and production | Criteria | ▪ Conceive various cultural contents related to English and plan and produce programs for sharing and learning the culture. |
| Media Utilization | Definition | Ability to effectively use various forms of media (TV, radio, newspapers, magazines, the Internet, smartphones, etc.) to obtain information, communicate, solve problems, and have fun. |
| Media Utilization | Criteria | ▪ Actively utilize various future technologies, especially artificial intelligence and metaverse-related technologies, to produce English-related content and build platforms. |

## [3] Integration of the Major Competency Categories Model

| Major competency category model \ Major Competency | English Proficiency | Content Planning and Production | Media Utilization |
|---|---|---|---|
| Knowledge comprehension and learning ability | ● | ○ | ○ |
| Problem identification and solving skills | ● | ◑ | ◑ |
| Field adaptation and practical skills | ○ | ○ | ● |
| Creative convergence and innovation capabilities | ◑ | ● | ● |

## [4] Career Field Integration

| Career field \ Major competency | English Proficiency | Content Planning and Production | Media Utilization |
|---|---|---|---|
| Contents creator | ○ | ● | ● |
| English teacher | ● | ● | ○ |
| Marketer | ○ | ● | ● |

# [5] Core components of the Curriculum

| Components<br>Job level | Knowledge | Skill | Attitude |
|---|---|---|---|
| Professional | Understanding English as a global language | English communication skills<br>Ability to create English content | The attitude of an educator with a service mindset |
| Advanced | Western literature<br>The relationship between media and culture | Design thinking | Intellectual curiosity about human psychology |
| Intermediate | Human psychology<br>Technological development and language | Artistic Expression Techniques<br>Future Society Applications of Knowledge<br>Fusion of Art and Technology | Open attitude toward future society and technology |
| Basics | Understanding of history<br>Theoretical understanding of culture and art | English presentation skills | An attitude that respects and accepts cultural diversity |

# [6] Curriculum by Major competency

| Course | Major Competency | | |
|---|---|---|---|
| | English Proficiency | Content Planning and Production | Media Utilization |
| Introduction to English Linguistics | ● | ○ | ◑ |
| Understanding English Pronunciation | ● | ○ | ◑ |
| English in the World | ○ | ● | ◑ |
| AI in English Education | ● | ◑ | ● |
| Media & Digital Literacy | ○ | ● | ● |
| Introduction to English Literature | ○ | ● | ● |
| A Special Lecture on English Linguistics | ● | ○ | ◑ |

# [7] Curriculum Completion System
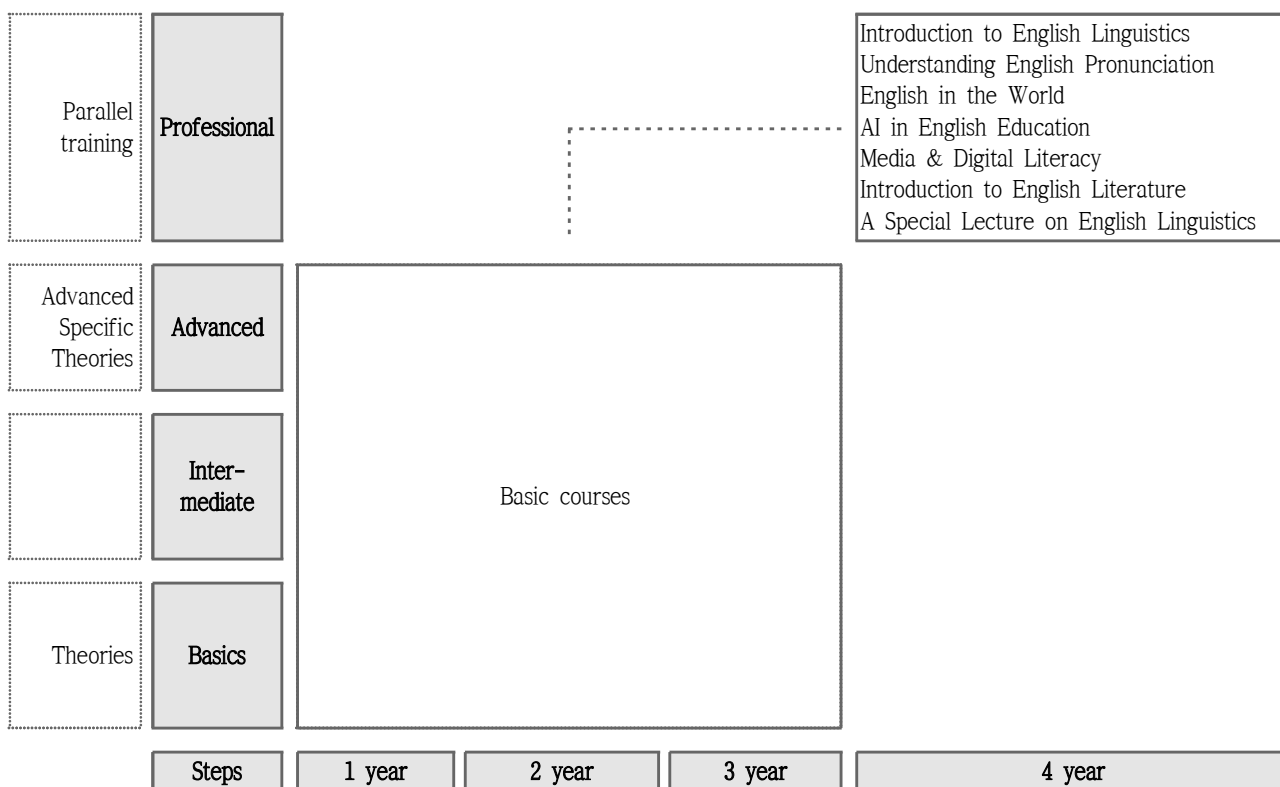
| | | | | Introduction to English Linguistics<br>Understanding English Pronunciation<br>English in the World<br>AI in English Education<br>Media & Digital Literacy<br>Introduction to English Literature<br>A Special Lecture on English Linguistics |
|---|---|---|---|---|
| Parallel training | Professional | | | |
| Advanced Specific Theories | Advanced | | | |
| | Inter-mediate | Basic courses | | |
| Theories | Basics | | | |
| Steps | 1 year | 2 year | 3 year | 4 year |

# [8] Curriculum Organization

| Grade | Semester | Category | Course Code | Title of Course | Credits | Hours |
|---|---|---|---|---|---|---|
| 4 | Fall | Major | | Introduction to English Linguistics | 3 | 3 |
| | | Major | | Understanding English Pronunciation | 3 | 3 |
| | | Major | | English in the World | 3 | 3 |
| | | Major | | AI in English Education | 3 | 3 |
| | Spring | Major | | Media & Digital Literacy | 3 | 3 |
| | | Major | | Introduction to English Literature | 3 | 3 |
| | | Major | | A Special Lecture on English Linguistics | 3 | 3 |
| Total | | | | | 21 | 21 |

# [9] Course Descriptions

## ■ Major Elective Courses

| Courses / Descriptions |
|---|
| **Introduction to English Linguistics** |
| Introduction to English Linguistics is a foundational course that provides a comprehensive overview of the scientific study of the English language. It delves into the structure, sound system, meaning, and use of English. |
| **Understanding English Pronunciation** |
| This course will equip students with the knowledge and skills necessary to improve their English pronunciation. Through a variety of exercises and activities, students will learn about the sounds of English, stress and intonation patterns, and common pronunciation errors made by non-native speakers. |
| **English in the World** |
| English in the World is a course that explores the global impact of the English language. Students will examine how English has become a lingua franca, its role in various cultures, and its influence on globalization. |
| **AI in English Education** |
| AI in English Education is a course that explores the integration of artificial intelligence into the English language classroom. This course will examine how AI tools and techniques can be used to enhance language learning and teaching. |
| **Media & Digital Literacy** |
| Media & Digital Literacy is a course designed to equip students with the skills necessary to navigate and critically engage with the digital world. In today's information age, where technology plays an increasingly significant role in our lives, this course is essential for understanding how media shapes our thoughts, beliefs, and behaviors. |
| **Introduction to English Literature** |
| Introduction to English Literature is a foundational course that provides an overview of the rich and diverse history of English literature. This course typically introduces students to major literary movements, genres, and authors from the early medieval period to the present day. |
| **A Special Lecture on English Linguistics** |
| A Special Lecture on English Linguistics provides a deep dive into the theoretical foundations of the English language. By understanding the underlying principles, students will gain insights into effective language use and teaching. |

# Game Contents Design

## [1] Introduction to Program

| Category | Introduction |
|---|---|
| Ideal Candidate | Creative talent tailored to the industry required by the domestic and international game industries |
| Core Competencies | Field practice · Communication · Problem solving |
| Educational Objective | In order to create creative and fun games, we learn and practice game elements such as game planning, game graphics, game programming, and scenarios. Through this curriculum, we train experts who can develop games of various genres. |
| Curriculum | ■ Systematic industry-academia cooperation education program in conjunction with domestic game companies, as well as internships that allow students to gain practical experience at game companies during vacations<br>■ Game development based on the Unity 3D engine, which enables game development for almost all platforms and has various functions and conveniences |
| Degree | Bachelor of Arts |
| Career Opportunities | Programmer |
| | Graphic designer |
| | Game designer |

## [2] Major Competency

| Major Competency | Definition of major competency / Learning outcome criteria | |
|---|---|---|
| **Practical Field Skills** | Definition | Technical skills for performing tasks (projects) |
| | Criteria | ▪ Possess the technical skills required for game production<br>▪ Possess game planning/programming/graphic design skills |
| **Communication Skills** | Definition | Ability to agree on and apply work (project) direction |
| | Criteria | ▪ Various opinions needed to set the direction of game production<br>▪ Understanding and applying the set direction |
| **Problem Solving Skills** | Definition | Thinking and creativity for problem solving |
| | Criteria | ▪ Requires the ability to recognize problems and set approaches<br>▪ Requires creativity to solve technical challenges in game production |

## [3] Integration of the Major Competency Categories Model

| Major competency category model \ Major Competency | Field practice | Communication | Problem solving |
|---|---|---|---|
| Knowledge comprehension and learning ability | ● | ○ | ◐ |
| Problem identification and solving skills | ○ | ◐ | ● |
| Field adaptation and practical skills | ◐ | ● | ○ |
| Creative convergence and innovation capabilities | ○ | ◐ | ● |

## [4] Career Field Integration

| Career field \ Major competency | Field practice | Communication | Problem solving |
|---|---|---|---|
| Programmer | ◐ | ○ | ● |
| Graphic designer | ● | ◐ | ○ |
| Game designer | ○ | ● | ◐ |

# [5] Core components of the Curriculum

| Components<br>Job level | Knowledge | Skill | Attitude |
|---|---|---|---|
| Professional | Game Algorithm<br>Game design knowledge | Sound recording<br>Graphics Production | Collaborative attitude for team work, responsibility for one's own work |
| Advanced | Western literature<br>The relationship between media and culture | Design thinking | Intellectual curiosity about human psychology |
| Intermediate | Human psychology<br>Technological development and language | Artistic Expression Techniques<br>Future Society Applications of Knowledge<br>Fusion of Art and Technology | Open attitude toward future society and technology |
| Basics | Understanding of history<br>Theoretical understanding of culture and art | English presentation skills | An attitude that respects and accepts cultural diversity |

# [6] Curriculum by Major competency

| Course | Major competency | | |
|---|---|---|---|
| | Field practice | Communication | Problem solving |
| 3D Graphics I | ● | ○ | ○ |
| Music & Sound Recording | ● | ○ | ○ |
| Game Algorithms | ○ | ○ | ● |
| Game Project | ● | ● | ● |
| Character Design | ● | ○ | ○ |
| Immersive Sound Production | ● | ○ | ● |
| 3D Graphics II | ● | ○ | ○ |

## [7] Curriculum Completion System
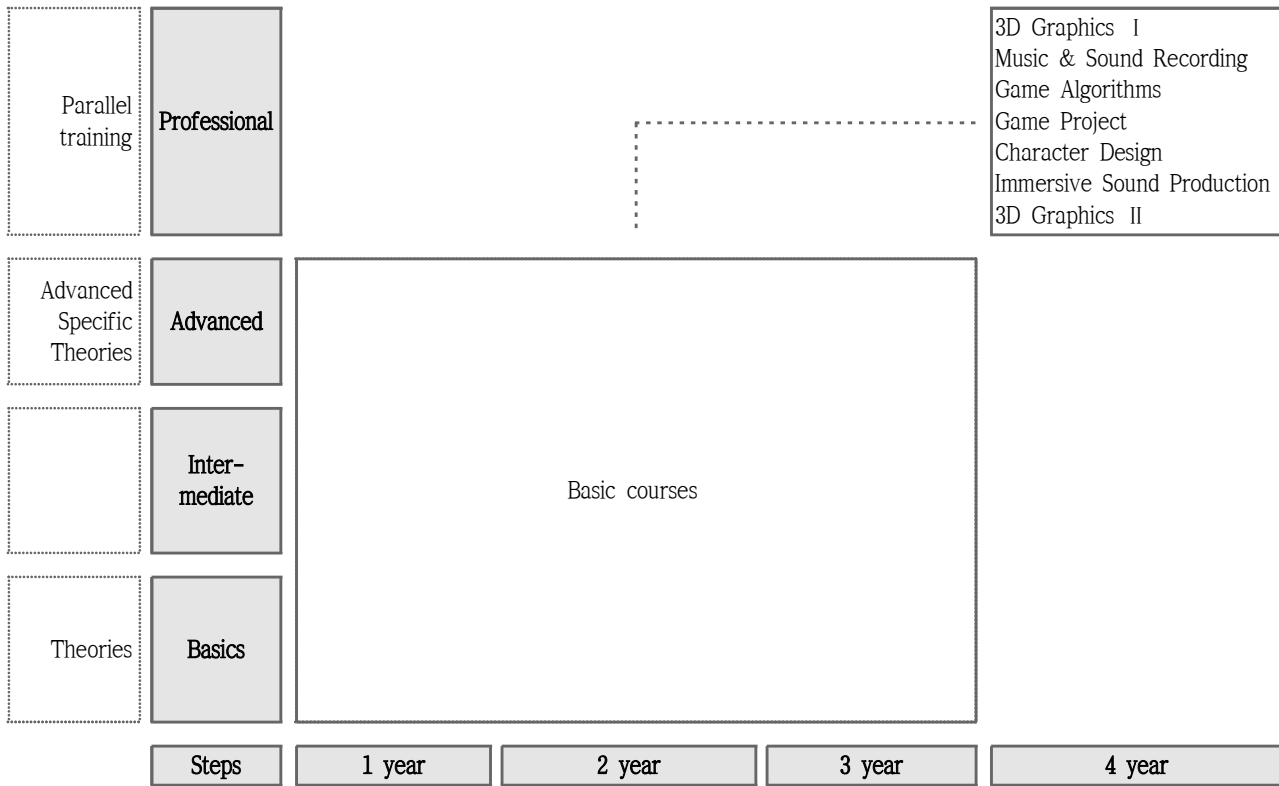
| Parallel training | Professional | | | 3D Graphics I<br>Music & Sound Recording<br>Game Algorithms<br>Game Project<br>Character Design<br>Immersive Sound Production<br>3D Graphics II |
| Advanced Specific Theories | Advanced | | | |
| | Inter-mediate | Basic courses | | |
| Theories | Basics | | | |

| Steps | 1 year | 2 year | 3 year | 4 year |

## [8] Curriculum Organization

| Grade | Semester | Category | Course Code | Title of Course | Credits | Hours |
|-------|----------|----------|-------------|-----------------|---------|-------|
| 4 | Fall | Major | | 3D Graphics I | 3 | 3 |
| | | Major | | Music & Sound Recording | 3 | 3 |
| | | Major | | Game Algorithms | 3 | 3 |
| | | Major | | Game Project | 3 | 3 |
| | Spring | Major | | Character Design | 3 | 3 |
| | | Major | | Immersive Sound Production | 3 | 3 |
| | | Major | | 3D Graphics II | 3 | 3 |
| Total | | | | | 21 | 21 |

# [9] Course Descriptions

## ■ Major Elective Courses

| Courses / Descriptions |
| --- |
| **3D Graphics I** |
| Various production techniques are honed and applied to projects for 3D character and background production. |
| **Music & Sound Recording** |
| Music & Sound Recording is a course that delves into the technical and artistic aspects of capturing and manipulating sound. This course provides students with a comprehensive understanding of the tools, techniques, and theories involved in audio recording, production, and post-production. |
| **Game Algorithms** |
| It deals with technical methods of general algorithms, development methodologies, and methods of analysis and evaluation of algorithms. In particular, it deals with the problem of understanding the solution algorithms for major problems in the gaming field, such as navigation, alignment, numerical analysis, and network, and directly implementing and applying them. |
| **Game Project** |
| Students will study the basic principles of human psychology and implement them in diverse ways involving the active interaction between the cyber space and the game player, immersion, goal achievement. They will develop these basic skills and apply them to games. |
| **Character Design** |
| Practice 3D model and character production is an intermediate course necessary for virtual reality production. |
| **Immersive Sound Production** |
| Immersive Sound Production is a course that delves into the creation of immersive audio experiences. It focuses on techniques and tools used to produce sound that simulates a three-dimensional space, providing listeners with a more realistic and enveloping auditory experience. |
| **3D Graphics II** |
| Study of 3D character animation skills including bone setup, rigging, weighting and advanced techniques for background design. |