

(範例)長榮大學_____學年度 第_____學期 課程免導入 SDGs 申請表

申請日期： 年 月 日

開課系級	大學部應數系 1B	開課代碼	MES003
學分	3	科目名稱	應用數學概論(一)
請檢附完整 課程大綱以 及教學教材 當佐證以利 備審，並請 詳細說明該 課程無法對 應 17 項 SDGs 原因。	<p>範例：本校 XX 學年度第 XX 學期課程「應用數學概論(一)」內容無法對應 SDGs 任何一項，就 SDG1. 消除貧窮的第 1 項、<u>知識面</u>含理解極端貧窮以及相對貧窮的概念、認識貧窮的根源與影響、說明極貧與極富的關係以及縮短貧富差距策略與措施，因本課程「應用數學概論(一)」第一週至第五週-教材 1.1~1.5，授課內容主要是傳遞矩陣基本運算、特殊矩陣之介紹以及行列式值等基本知識運算，故無法對應此面向。就第 2 項、<u>態度面</u>提及提升對極端貧富的認識、解決方案以及貧富問題的敏感度、聲援貧窮人口與弱勢族群，用批判性思考該不平等結構中之作用，因本課程「應用數學概論(一)」第六週至第十一週教材 2.1-2.6，授課內容主要是教導矩陣秩之介紹、矩陣典型態之介紹、廣義逆矩陣以及線性聯立方程式求解，該授課內容主要是指導學生計算方式之應用，故並無相關佐證及章節可對應此面向。而第 3 項<u>技能面</u>裡，規劃、實施及評估減少貧窮之活動、參與貧富問題管理政策、公開提出社會與經濟對於貧窮問題之行動方案以及解決弱勢族群的貧窮問題提出系統性的方案；因本課程「應用數學概論(一)」第十二週至第十六週教材 3.1-3.7，授課內容著重分割矩陣、特徵根及特徵向量、矩陣之積分及微分以及矩陣代數在統計學之應用，無法符合該技能面將之連結，故無法對應此項，因該課程「應用數學概論(一)」第一週至第十六週均無法符合 SDG1. 消除貧窮三大面向以及關鍵詞，故無法對應。</p> <p>就 SDG2. 消除飢餓的<u>知識面</u>裡提及永續農業、克服飲食問題、了解永續原則、克服全球層面之飢餓問題、解決營養不良的全球分布狀況以及理解飢餓等心理層面問題，因本課程「應用數學概論(一)」旨在教導……</p>		
簽章處	授課老師	二級主管	一級主管

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下方由審核小組填寫

校務研究中心 審核簽章處	<input type="checkbox"/> 通過，該課程可免填。 <input type="checkbox"/> 未通過，未通過原因說明：	
	單位承辦人	單位主管

(EXAMPLE)

In _____ Semester of _____ Academic Years, Chang Jung Christian
University

Course Exemption from importing SDGs Application Form.

Date of Application: Year/Month/Day

The department and class in the course	Undergraduate Department of Applied Mathematics 1B	Course code	MES003
Credits	3	Course title	Applied Mathematics Introduction (I)
Please give a detailed description of the reasons why SDGs cannot be imported and <u>provide relevant evidence (course outline, syllabus or teaching material)</u> for review.	<p>EXAMPLE: The content of " Applied Mathematics Introduction (I)" in XX semester of XX academic years cannot correspond to any item of SDGs. In the first aspect of SDG1. No Poverty, the part of knowledge includes an understanding of extreme and relative poverty concepts, a realization of poverty causes and effects, an explanation of the relationship between extreme and extreme poverty, and strategies and measures to reduce the gap between the rich and the poor. However, the first week to the fifth week of the course " Applied Mathematics Introduction (I)" - the teaching content of Chapter 1.1~1.5 is mainly to transfer the basic operation of the matrix, the introduction of special matrix and the value of determinant and other basic knowledge operation, so it cannot be corresponding to this aspect.</p> <p>In the second aspect of SDG1. No Poverty, the part of attitude mentions raising awareness of extreme wealth, and sensitivity to the problems of wealth and poverty, solidarity with the poor and vulnerable, and critically thinking about the role of the inequality structure. Nevertheless, the sixth week to the eleventh week of the course "Applied Mathematics Introduction (I)" – the teaching content of Chapter 2.1-2.6 is mainly to teach the introduction of matrix ranking, the introduction of matrix typical states, the generalized inverse matrix and the solution of linear</p>		

	<p>simultaneous equations. The content of this course is mainly to guide students in the computing methods application, so there is no relevant evidence and chapters for this aspect.</p> <p>Next on, in the third aspect of SDG1. No Poverty, the part of technical ability include planning implementation and evaluation of poverty reduction activities, participation in the management of wealth issues, public presentation of social and economic action on poverty issues, and systematic solutions to the poverty problems of disadvantaged groups. but, the twelfth week to the sixteenth week of the course "Applied Mathematics Introduction (I)" - the teaching content of Chapter 3.1-3.7 which focuses on segmenting matrices, eigenroots and eigenvectors integration and differentiation of matrices and the application of matrix algebra in statistics cannot meet the connection of this skill, so it cannot correspond to this item. In short, this course "Applied Mathematics Introduction (I)" from the first week to the sixteenth week fails to meet the three dimensions of SDG1. No Poverty, so that could not be imported.</p> <p>In terms of SDG2. No Hunger, it refers to the psychological aspects of sustainable agriculture overcoming dietary problems, understanding the principles of sustainability, overcoming hunger at the global level, addressing the global distribution of malnutrition, and understanding hunger because this course " Applied Mathematics Introduction (1)" aims to teach...</p>		
Signature/Seal	Professor	Second-Level Officer	First-Level Officer

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The audit team completes the following.

Institutional Research Center Review/ Signature	<input type="checkbox"/> PASS. This course does not import to SDGs,	
	<input type="checkbox"/> NO-PASS. Reasons for not passing:	
	Unit undertaker	Head of the unit

