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|  | **MS Courses** | | | | |
|  | **Revised: 2014.11.18** | | | | |
| ✓ = **objective is covered**  MS, Department of IM  MS, Department of BA  MS, Department of TM  MS, Department of TTLM | | | | **Courses** | |
| **Learning Goals** | | **Learning Objectives** | **Exp. Performance** | Seminar 1 | Thesis 2 |
| **Goal 1:** Students can apply specific knowledge, skills and tools of their program.  INNOVATION | | **Objective 1-1:** Students can understand theories, models, tools and skills relevant to their program. |  |  | ✓ |
| **Objective 1-2:** Students are capable of applying the knowledge to solve theoretical or practical problems. |  |  | ✓ |
| **Goal 2:** Students can analyze an issue specific to their program.  GLOBAL PERSPECTIVE | | **Objective 2-1:** Students can collect relevant academic literature for their theses. |  |  | ✓ |
| **Objective 2-2:** Students can write a well-structured thesis with relevant arguments. |  |  | ✓ |
| **Objective 2-3:** Students can write a master thesis using the APA writing style. |  |  | ✓ |
| **Goal 3:** Students will have effective communication skills.  LEADERSHIP & NETWORKING SKILL | | **Objective 3-1:** Students can produce and deliver a professional thesis with relevant arguments and sound conclusions. |  |  | ✓ |
| **Objective 3-2:** Students can use presentation technology in an efficient manner. |  |  | ✓ |
| **Goal 4:** Students will be ethical decision makers.  ETHICAL AWARENESS | | **Objective 4-1:** Students can demonstrate understanding to what is ethical and what is not. |  | ✓ |  |
| **Objective 4-2**: Students can make sound ethical decisions based on gathered information. |  | ✓ |  |

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| **Goal 1:** Students can apply specific knowledge, skills and tools of their program. | | | | |
| **Objective 1-1:** Students can understand theories, models, tools and skills relevant to their program. | | | | |
| **Criteria** |  | | | **Assessment tools:** |
| **Unsatisfactory**  1~3 Points | **Satisfactory**  4~6 Points | **Excellent**  7~9 Points |
| 1. **Business Knowledge** | Student give poor answers to questions related to their program about theories, methodology, sources and outcomes. | Student give satisfactory answers to questions related to their program about theories, methodology, sources and outcomes. | Student give excellent answers to questions related to their program about theories, methodology, sources and outcomes. | **Thesis oral exam Video**  Only questions related to theories, methodology, sources and outcomes may be used as evidence. |

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| **Goal 1:** Students can apply specific knowledge, skills and tools of their program. | | | | | |
| **Objective 1-2:** Students are capable of applying the knowledge to solve theoretical or practical problems. | | | | | |
| **Criteria** |  | | | **Assessment tools:** |  |
| **Unsatisfactory**  1~3 Points | **Satisfactory**  4~6 Points | **Excellent**  7~9 Points |
| 1. **Awareness of Relevant Business Disciplinary Knowledge** | Fails to and/or has major problems  in identifying all relevant problems bearing upon their program. | Has some minor but no major  problems in identifying all relevant  problems bearing upon the  business problem. | Has no or almost no problems in  identifying all relevant problems. | **Video of presentation of thesis** |
| 1. **Accuracy and Insight of Application of Relevant Business Disciplinary Knowledge** | Student lack of insight into applying relevant business disciplinary knowledge. | Student has some minor but no major problems in accuracy and/or insight into applying relevant business. | Has no or almost no problems in  accuracy and insight into applying all or almost all relevant knowledge to solve the problem. |
| 1. **Selection of Appropriate Models and Techniques** | Fails to select an appropriate  Methodology. | Makes minor errors in a  selection of appropriate  Methodology | Makes no or almost no errors  in selection of appropriate  Methodology |

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| **Goal 2:** Students can analyze an issue specific to their program. | | | | | |
| **Objective 2-1:** Students can collect relevant academic literature for their theses. | | | | | |
| **Criteria** |  | | | **Assessment tools:** |  |
| **Unsatisfactory**  1~3 Points | **Satisfactory**  4~6 Points | **Excellent**  7~9 Points |
| 1. **Appropriate selection of research articles** | Fewer than five articles, out-dated articles, or non-primary research articles are included. The connection between the articles and the purpose is missing. | At least five research articles published in the recent 10 years are included. The connection between some of the articles and the purpose is unclear. | At least five research articles published in the recent 10 years are included. All articles are relevant to the purpose. | **Thesis report** |
| 1. **Logical flow of ideas** | The arrangement of content in the literature review is  haphazard and difficult to follow. | The overall arrangement of the literature review is logical  but is occasionally difficult to follow. | The reader is guided smoothly  through the logically arranged literature review. |
| 1. **Scope of articles** | Student failed to create a comprehensive overview of current research, trends, concepts themes and controversies related to the topic. | Students created a simple comprehensive overview of current research, trends, concepts, themes and controversies related to the topic. | Student has created, a comprehensive overview of current research, trends, concepts, themes, and controversies related to the topic. |

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| **Goal 2:** Students can analyze an issue specific to their program | | | | | |
| **Objective 2-2:** Students can write a well-structured thesis with relevant arguments. | | | | | |
| **Criteria** |  | | | **Assessment tools:** |  |
| **Unsatisfactory**  1~3 Points | **Satisfactory**  4~6 Points | **Excellent**  7~9 Points |
| 1. **Paragraphs** | Many paragraphs lack clearly  identifiable topic sentences. Many paragraphs contain multiple topics and are difficult to follow. Transitions between paragraphs are rough. | Most paragraphs begin with a  clearly identifiable topic sentence. Some paragraphs include more than one topic. Transitions between paragraphs are sometimes rough. | Each paragraph begins with a  clearly identifiable topic sentence. The content of each paragraph is closely associated with its topic sentence. Transitions are smooth. | **Thesis report** |  |

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| **Goal 2:** Students can analyze an issue specific to their program. | | | | | |
| **Objective 2-3:** Students can write a master thesis using the APA writing style. | | | | | |
| **Criteria** |  | | | **Assessment tools:** |  |
| **Unsatisfactory**  1~3 Points | **Satisfactory**  4~6 Points | **Excellent**  7~9 Points |
| 1. **Citations** | Multiple citation errors are noted. One or more citation does not have a matching reference. | One to three citation errors are  noted. Each citation has a matching reference. | Citations are formatted correctly. Each citation has a matching reference. | **Thesis Report** |
| 1. **References** | Multiple formatting errors occurred in the reference list. One or more reference does not have a matching citation. | A minor formatting error or two are noted in the reference list. Each reference has a matching citation(s). | Proper formatting is used  throughout the reference list.  Each reference has a matching  citation(s). |
| 1. **Margins** | One-inch margins are not used.  Page number and page header are absent or typed rather than inserted at the top of each page. | One-inch margins are not used but not adequately. Page number and page header available and inserted correctly. | One-inch margins are used.  Page number and page header are inserted at the top of each page. |

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| **Goal 3:** Students will have effective communication skills. | | | | | |
| **Objective 3-1:** Students can produce and deliver a professional thesis with relevant arguments and sound conclusions. | | | | | |
| **Criteria** |  | | | **Assessment tools:** |  |
| **Unsatisfactory**  1~3 Points | **Satisfactory**  4~6 Points | **Excellent**  7~9 Points |
| 1. **Results** | The results are inadequately presented and explained. | The results are adequately presented and explained. | The results are presented in an appropriate order and fully explained. All the appropriate statistics are presented and explained clearly (when applicable). | **Thesis report** |
| 1. **Discussion & Conclusion** | A summary of the main points is not clearly presented. Implications for nursing practice are absent, illogical, irrelevant, or unclear. | A summary of the main points is  presented, but clarity could be  enhanced. Implications for nursing practice are included but lack logic, relevance, or clarity. | A summary of the main points is clearly articulated. Implications for practice are logical, relevant, and clear. |

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| **Goal 3:** Students will have effective communication skills. | | | | | |
| **Objective 3-2:** Students can use presentation technology in an efficient manner. | | | | | |
| **Criteria** |  | | | **Assessment tools:** |  |
| **Unsatisfactory**  1~3 Points | **Satisfactory**  4~6 Points | **Excellent**  7~9 Points |
| 1. **Visual Aides** | Visual aids are either not used or clearly inappropriate. | Visual aids are present but do not substantively enhance presentation or reinforce ideas presented. | Visual aides enhance presentation and reinforce ideas presented. | **Thesis presentation video** |
| 1. **Quality of slides** | Sloppy and/or unprofessional.  Inappropriate level of detail (too wordy or too vague); font size too small for readability. | Readable and professional. Appropriate level of detail that  emphasizes main points. | Readable, professional, imaginative and/or high quality. |
| 1. **Use of Multimedia Technology** | The use of multimedia technology was a distraction rather than help and was Incomplete | The presentation was eye appealing, the pictures were clear and the sequence of the presentation was well thought out and the prepared. | The presentation was eye Appealing, the pictures were Clear, the sequence of the presentation was well thought out. Presentation was organized, Speakers  were clear and used proper  terminology. |

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| **Goal 4:** Students will be ethical decision makers. | | | | | |
| **Objective 4-1:** Students can demonstrate understanding to what is ethical and what is not. | | | | | |
| **Criteria** |  | | | **Assessment tools:** |  |
| **Unsatisfactory**  1~3 Points | **Satisfactory**  4~6 Points | **Excellent**  7~9 Points |
| 1. **Understanding Different Ethical Perspectives/Concepts** | Student can not name the major theories she/he uses, and attempts to explain the details of the Different Ethical Perspectives/Concepts are not complete. | Student can name the major theories she/he uses, and attempts to explain the details of the Different Ethical Perspectives/Concepts. | Student names the theory or theories and accurately explains the details of Different Ethical Perspectives/Concepts | **Report of speech on business ethics.** |
| 1. **Ethical Issue Recognition** | Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships. | Student can recognize ethical issues when issues are presented in a complex, multilayed (gray) context OR can grasp cross-relationships among the issues | Student can recognize ethical issues when issues are presented in a **complex, multilayed (gray) context AND can grasp cross-relationships** among the issues |
| 1. **Evaluation of Different Ethical Perspectives/Concepts** | Student states a position but cannot state the objections to and assumptions and limitations  of the different perspectives/concepts. | Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the  student's response is inadequate. | Student states a position and can state the **objections to, assumptions and implications** of and can reasonably defend against the objections to, assumptions and implications of different **ethical perspectives/concepts**, and the student's defense is adequate and effective. |

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| **Goal 4:** Students will be ethical decision makers. | | | | | |
| **Objective 4-2**: Students can make sound ethical decisions based on gathered information. | | | | | |
| **Criteria** |  | | | **Assessment tools:** |  |
| **Unsatisfactory**  1~3 Points | **Satisfactory**  4~6 Points | **Excellent**  7~9 Points |
| 1. **Application of Ethical Perspectives/Concepts** | Student can apply ethical  perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.) | Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application. | Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full  implications of the application. | **Written test embedded in the Seminar** |
| 1. **Ethical dimensions** | Ethical dimensions of the problem are not defined nor are they structured. | Ethical dimensions of the problem are defined and structured. | Ethical dimensions of the problem are clearly defined and perfectly structured. |
| 1. **Decision Making** | Provides a superficial explanation of the basis for ethical behavior/decision. | Can provide a logical explanation of the basis for the ethical behavior/decision by showing some evidence of gathering pertinent facts and information that support the behavior/decision. | Can provide a comprehensive explanation of the basis for ethical behavior/decision by showing evidence of gathering pertinent facts and information that support the behavior/decision. |