**Example:**

Program: □IM □BA □TM 🗹TTLM

Student: ○○○

Thesis Title: XXXXXX

Advisor: XXX

Date: 2015.05.31

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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: Thesis oral exam Video**Only questions related to theories, methodology, sources and outcomes may be used as evidence. |
| **Unsatisfactory (1~3 Points)** | **Satisfactory (4~6 Points)** | **Excellent (7~9 Points)** |
| 1. **Business Knowledge**

**(商管知識)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  | **✓** |  |
| 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. |

Program: □IM □BA □TM □TTLM

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|  |  |  |  |  |  |  |  |  |
| 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. |
| **Objective 1-2:** Students are capable of applying the knowledge to solve theoretical or practical problems.  |
| **Criteria** |  | **Assessment tools: Video of presentation of thesis** |
| **Unsatisfactory (1~3 Points)** | **Satisfactory (4~6 Points)** | **Excellent (7~9 Points)** |
| 1. **Awareness of Relevant Business Disciplinary Knowledge**

**(專業知識認知)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| 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.  |
| 1. **Accuracy and Insight of Application of Relevant Business Disciplinary Knowledge**

**(專業知識應用之正確性)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| 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**

**(模式及技術選用之適合性)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| 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: Thesis report** |
| **Unsatisfactory (1~3 Points)** | **Satisfactory (4~6 Points)** | **Excellent (7~9 Points)** |
| 1. **Appropriate selection of research articles**

**(研究主題之適合性)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| 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. |
| 1. **Logical flow of ideas**

**(研究理念之邏輯架構)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| 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**

**(研究範圍)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| 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. |
| **Objective 2-2:** Students can write a well-structured thesis with relevant arguments. |
| **Criteria** |  | **Assessment tools: Thesis report** |
| **Unsatisfactory (1~3 Points)** | **Satisfactory (4~6 Points)** | **Excellent (7~9 Points)** |
| 1. **Paragraphs**

**(文字段落)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| 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. |

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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: Thesis Report** |
| **Unsatisfactory (1~3 Points)** | **Satisfactory (4~6 Points)** | **Excellent (7~9 Points)** |
| 1. **Citations**

**(文獻引用)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| 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. |
| 1. **References**

**(文獻格式)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| 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**

**(版面邊界配置)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| 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: Thesis report** |
| **Unsatisfactory (1~3 Points)** | **Satisfactory (4~6 Points)** | **Excellent (7~9 Points)** |
| 1. **Results**

**(結果分析)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| 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).  |
| 1. **Discussion & Conclusion**

**(討論與結論)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
|  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. |
| **Goal 3:** Students will have effective communication skills.  |
| **Objective 3-2:** Students can use presentation technology in an efficient manner.  |
| **Criteria** |  | **Assessment tools: Thesis presentation video** |
| **Unsatisfactory (1~3 Points)** | **Satisfactory (4~6 Points)** | **Excellent (7~9 Points)** |
| 1. **Visual Aides**

**(視覺輔助)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| 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. |
| 1. **Quality of slides**

**(內容品質)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| 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**

**(多媒體技巧之使用)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| 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** |  | **Report of speech on business ethics.** |
| **Unsatisfactory (1~3 Points)** | **Satisfactory (4~6 Points)** | **Excellent (7~9 Points)** |
| 1. **Understanding Different Ethical Perspectives/Concepts**
 | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| 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 |
| 1. **Ethical Issue Recognition**
 | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| 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**
 | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| 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** |  | **Written test embedded in the Seminar** |
| **Unsatisfactory (1~3 Points)** | **Satisfactory (4~6 Points)** | **Excellent (7~9 Points)** |
| 1. **Application of Ethical Perspectives/Concepts**
 | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| 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. |
| 1. **Ethical dimensions**
 | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| 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**
 | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| 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. |

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