

CYCU Summative Course Policy and Guidelines

1. Policy

To integrate learning with practical application and to assist students in synthesizing their previous knowledge for real-world application and practice, this Summative Course Policy has been established. The goal is to provide students with an integrated experience to consolidate and deepen the learning acquired over the four years of study, ensuring that their learning is firmly completed. The courses are designed with a practical, needs-oriented approach, involving industry professionals in the assessment of learning outcomes. Each department will conduct comprehensive evaluations of students' core competencies and essential literacy indicators, as defined by the department, to ensure that the educational objectives are achieved. The policy gives students the opportunity to consolidate their prior coursework and learning experiences, and allows instructors to evaluate students' overall professional knowledge, skills, and attitudes, ensuring that the educational goals are met.

2. Guidelines

(1) “Practical Needs and Curriculum Planning”

1. The summative course should be designed based on practical needs, helping students integrate their prior knowledge and apply it through practice and exercises.
2. The summative course should be aligned with the educational objectives set by the department, demonstrating the breadth and depth of prior course knowledge integration.
3. Industry professionals should be invited to participate in the summative course.
4. Departments should evaluate students' learning outcomes in relation to core competencies and essential literacy indicators during their course of study.
5. Every student is required to complete a summative course.

(2) “Integrating Learning and Defining Implementation Methods”

1. Each department should establish implementation guidelines for the summative course.
2. Each department should arrange at least one "summative course" during the last two years of the student's program.
3. The summative course should be planned by the department, and it may be taught by one or more instructors.

4. Departments may implement the summative course in various formats, including oral examinations, practical work, academic papers, research projects, comprehensive exams, exhibitions, or internships, etc.

(3) “Diverse Evaluation and Assessment Mechanisms”

1. The summative course may use rubrics or other diverse assessment methods to evaluate students' achievement of core competencies and essential literacy.
2. The evaluation criteria for the summative course should be clear and understood by the students.
3. Each student (or group of students) should produce tangible results and present them publicly, such as written reports or oral presentations. These final results should significantly assess the integration of past learning and constitute a substantial portion of the grade.
4. Each department should write a "Summative Assessment Implementation Report."

Policy Linkages: Professional Internship Policy, Learning Assessment Policy

Review Meetings: Regular Subcommittee Meetings of the Academic Affairs Committee

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