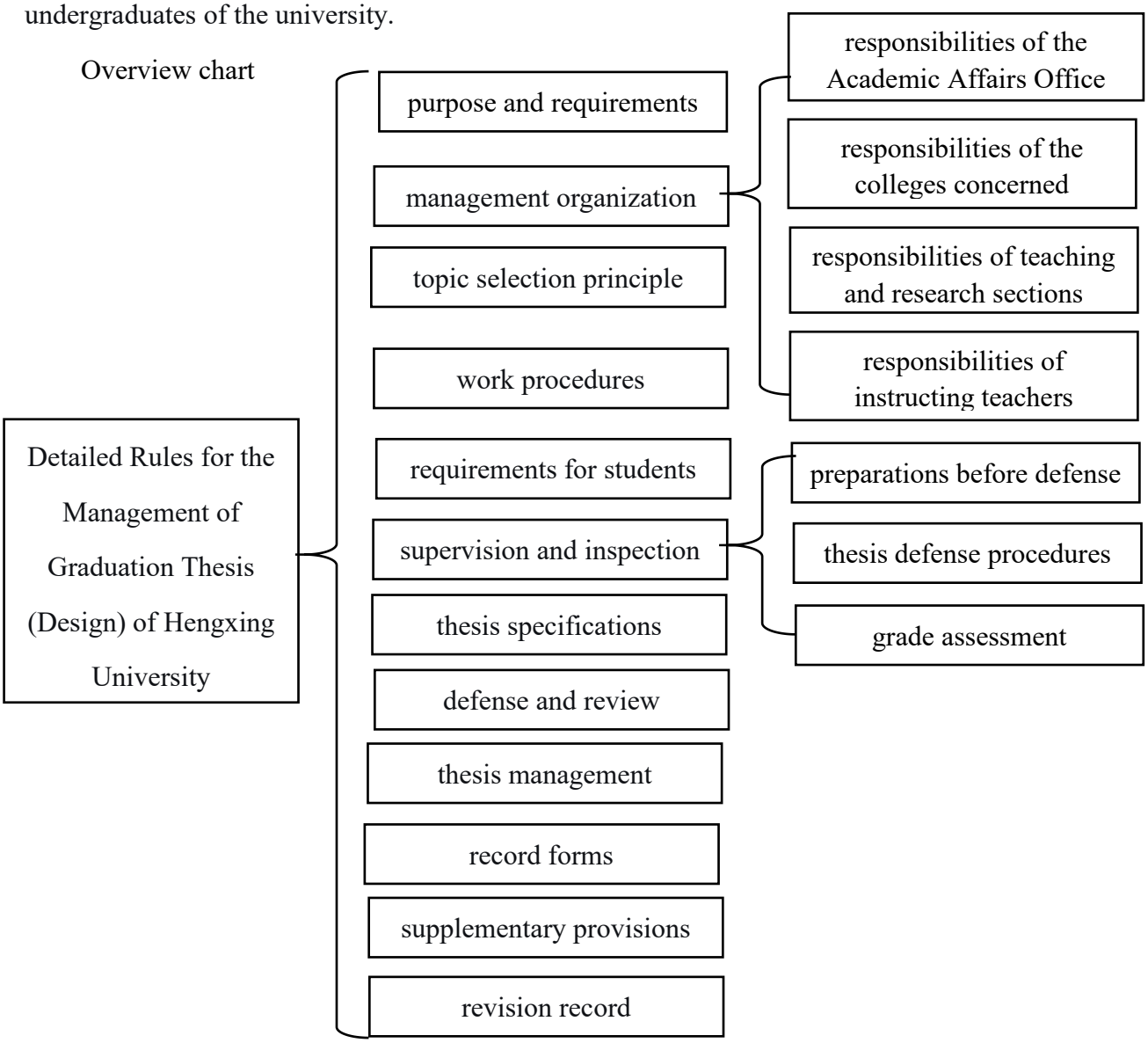
Detailed Rules for the Management of Graduation Thesis (Design) of Hengxing University

Purpose, Basis, and Scope of Application Graduation design (thesis) is a comprehensive and integrated professional practice teaching link that undergraduates undertake before graduation, and an important pathway for implementing the combination of industry, academia, and research. Conducting graduation design (thesis) well is of extremely great significance for improving the quality of graduates. In order to comprehensively cultivate students' overall qualities, train students' professional skills, enhance students' employability, guide and standardize our university's graduation practice work, and ensure the quality of graduation design (thesis), these detailed rules are hereby formulated. These detailed rules apply to all undergraduates of the university.

Overview chart



1. Purpose and Requirements

The graduation design (thesis) is a major practical teaching component in the training of undergraduates at higher education institutions and a key stage in achieving the objectives of undergraduate education. It is designed to develop students' ability to apply the basic theories, professional knowledge and fundamental skills they have acquired to the analysis and solution of practical problems, so that they can take up their posts with confidence soon after graduation. This relatively systematic training is intended to achieve the following teaching objectives:

(1) Develop in students a conscientious and meticulous attitude toward work, a modest, prudent and collaborative working style, and a dedicated professional commitment to seeking truth, being pragmatic and persevering.

(2) Develop the qualities expected of scientific and technological personnel: a readiness to explore, the courage to question, the will to innovate, sound habits of thinking and rigorous reasoning.

(3) Develop students' ability to acquire knowledge from the literature, from scientific experiments, from production practice and from investigation and research, and to find new ways of solving problems in the experience of others and in other disciplines.

(4) Develop students' capacity for comprehensive analysis and sound judgment, their ability to apply knowledge and technology flexibly, and their skills in written reporting and oral presentation.

(5) Test students' knowledge, abilities and qualities, with emphasis on the depth and breadth of their knowledge, the extent to which they integrate theory with practice, their proficiency in applied computing, and their problem-solving and adaptability.

(6) Develop students' ability to analyze and solve problems independently through the integrated application of what they have learned, thereby laying a sound foundation for future work in research or academia.

2. Management Organization

Graduation design (thesis) work operates under the vice president in charge of teaching and is implemented at different levels by the Academic Affairs Office, the colleges concerned, the teaching and research sections and the instructing teachers.

2.1 Responsibilities of the Academic Affairs Office

(1) In accordance with the guidance documents of the higher-level education authorities on graduation design (thesis) and in light of the University's actual situation, formulate the policies, systems, standards and regulations governing graduation design (thesis) work, set overall requirements and provide macro-level guidance.

(2) Coordinate and resolve problems related to graduation design (thesis). Design a uniform template for student graduation design (thesis) and provide uniform forms, registers and other materials for the work.

(3) Inspect the arrangements for and the implementation of graduation design (thesis), and exercise quality supervision and inspection over such teaching stages as topic proposal, mid-term inspection, final acceptance and defense.

(4) Organize the colleges concerned to summarize graduation design (thesis) work and to archive the materials.

2.2 Responsibilities of the Colleges Concerned

(1) Implement the University's provisions on graduation design (thesis) management and guide each major in the college to formulate specific requirements and work plans for graduation design (thesis).

(2) Conduct mobilization for graduation design (thesis) work.

(3) Inspect the progress and quality of graduation design (thesis) work at regular intervals.

(4) Review and approve the list of defense teachers (experts) submitted by the teaching and research sections.

(5) Formulate detailed defense marking rules in accordance with the University's marking scheme for graduation design (thesis), and arrange and oversee the defense work of the teaching and research sections concerned.

(6) Review and approve students' graduation design (thesis) and defense grades, and announce them to students.

(7) Receive and keep the graduation design (thesis) materials submitted by the teaching and research sections, and recommend outstanding student graduation designs (theses) and instructing teachers.

(8) Summarize the defense work and produce a written summary report.

2.3 Responsibilities of the Teaching and Research Sections

(1) Formulate the graduation design (thesis) work plan for the major.

(2) Review and approve graduation design (thesis) topics and the list of instructing teachers.

(3) Review graduation design (thesis) topics against the topic selection principles, organize topic selection and conduct collective review.

(4) Inspect and guide the completion of graduation design (thesis) task books.

(5) Inspect the work of instructing teachers at irregular intervals through teaching and research meetings, and monitor the progress and quality of graduation design (thesis). Meeting records and records of the evaluation of graduation design (thesis) work must be kept.

(6) Organize the defense and grade assessment of graduation design (thesis).

(7) Recommend outstanding graduation designs (theses) and outstanding instructing teachers.

(8) Summarize the instruction and defense work.

(9) Compile the graduation design (thesis) materials and archive them.

In colleges without teaching and research sections, those responsibilities are assumed by the college or the corresponding basic-level teaching organization (the same applies below).

2.4 Responsibilities of Instructing Teachers

Graduation design (thesis) teaching follows the instructing teacher responsibility system: the instructing teacher is fully responsible for the teaching activities throughout the graduation design (thesis) stage. Instructing teachers must hold the title of lecturer or above. Where a teaching assistant serves as an instructing teacher, a

teacher holding the title of associate professor or above must provide joint instruction. Where the work is to be carried out in a factory or another off-campus unit, technical personnel of that unit holding an intermediate or higher technical title may be engaged to assist the University's instructing teachers. Each instructing teacher must supervise no more than 8 students.

(1) Once the topic is determined, the instructing teacher must make the necessary preparations, formulate an instruction plan and working procedures, acquire a clear understanding of the topic, form preliminary ideas of his or her own on its key parts and carry out the necessary analysis.

(2) Issue the graduation design (thesis) task book on the basis of the selected topic.

(3) Guide students in determining the specific scheme, keep the work on course, and inspect students' progress and quality of work at regular intervals, making adjustments as the inspection results require.

(4) Provide instruction to students regularly (at least once a week) and keep instruction records, and promptly answer and deal with the questions students raise. Instruction must develop and draw on students' capacity for independent work and their innovative spirit; the instructing teacher must not do the work on the students' behalf and must maintain strict requirements.

(5) Guide students to write the graduation design (thesis) in accordance with the *Hengxing University Specifications for Writing Undergraduate Graduation Theses*, and ensure that the work has a certain depth, breadth and practical value. Review students' theses or design reports and drawings, and write comments on them.

(6) Review all of the students' graduation design (thesis) materials, propose revisions and guide students in preparing for the defense.

(7) Review the quality of students' graduation design (thesis) and prevent, stop and handle cheating.

3. Topic Selection Principles

Thesis topics for each major must be closely linked to production and social practice. Graduation design (thesis) must be completed in social practice such as

experiments, internships, engineering practice and social investigation, including graduation performances, works exhibitions, clinical medical internships and social investigation reports for different discipline categories. Topics may originate from the actual needs of production units, enterprises and research institutions; from proposals made by the University's teachers in research, laboratory development or program development; or from virtual topics of a comprehensive and highly innovative nature. Students are encouraged to select topics from the University's industry-academia-research collaboration projects and real topics from their own start-ups.

(1) Relevance. The topic must conform to the training objectives and basic teaching requirements of the major, reflect its technical applicability and provide effective, comprehensive training for students.

(2) Practicality. The topic should, as far as possible, be linked to production, research and other tasks, address the realities of industry development and solve technical problems at the front line of production and management.

(3) Diversity. Topic types may vary widely, so as to give scope to students' creativity, support innovation and entrepreneurship, and yield results of higher quality.

(4) Comprehensiveness. The topic should promote the integrated application of theoretical knowledge and professional skills from across the curriculum and develop students' overall competence.

(5) Feasibility. The topic must meet the basic teaching requirements and be achievable within the time specified in the teaching plan, under the guidance of the instructing teacher, through students' own efforts.

4. Work Procedures

Thirty percent of the professional core courses in the talent cultivation plan must include course design (thesis). Only after completing the course design (thesis) may students enter the graduation design (thesis) stage. Undergraduate graduation design (thesis) is carried out in the fourth academic year. It generally begins at the start of the spring semester, or at the end of the autumn semester, of that

year, as arranged under the program of each major. The organization and management of graduation design (thesis) covers the following stages: appointment of instructing teachers, topic selection, topic proposal, mid-term inspection, defense (pre-defense, formal defense and large-group defense), thesis quality review, selection of outstanding theses, and archiving. Units undertaking graduation design (thesis) work must report their detailed schedule one week before topic proposal, so that the Academic Affairs Office can arrange inspections at each stage. Topic proposal must be completed at the start of the autumn semester of the fourth academic year. Mid-term inspection is generally conducted around the eighth week of the spring semester. The defense must be held at least one week before the students' departure from the University. Final acceptance must be completed one week before the defense, and archiving within two weeks after it.

(1) Mobilization for Graduation Design (Thesis)

Each college organizes mobilization for students and sets out the requirements and points for attention in graduation design (thesis) work.

(2) Determination of of Graduation Design (Thesis) Content

The instructing teacher and the student agree on the topic, and the teacher prepares the task book for approval by the teaching and research section. Once the topic is determined, it must not be changed midway in principle. Where a change is genuinely necessary, the instructing teacher must submit a written explanation for approval by the director of the teaching and research section. Detailed content requirements are set out in the *Hengxing University Detailed Rules for the Management of Graduation Thesis Writing.*

(3) Formulation of Schemes.

Students formulate specific schemes (plans) based on the graduation design (thesis) task book, and the instructing teacher approves them.

(4) Topic Proposal Review

The teaching and research section organizes a proposal meeting to review each student's preparation. A proposal report must be submitted that covers the background and the purpose and significance of the research, the current state of research in the

field at home and abroad, the main research content and scheme, the schedule and expected objectives, the conditions available and required, and the difficulties and problems anticipated together with the measures for resolving them.

(5) Mid-term Inspection

The college organizes the teaching and research section to inspect students' progress. A mid-term report must be submitted and presented by the student with slides. The report covers whether the work is proceeding according to the content and schedule set in the proposal, the research completed and its results, the work still to be completed and its schedule, and the difficulties and problems encountered.

(6) Final Acceptance

The college organizes the teaching and research section to check completion and to determine whether the student has completed all the work required by the assignment brief.

(7) Organization of the Defense

Each college must establish a graduation defense committee and formulate detailed marking rules. The committee arranges for the theses to be reviewed and organizes the pre-defense, the formal defense and the large-group defense in that order. Each college inspects the defense work, and the Academic Affairs Office conducts random inspections. The pre-defense reviews each thesis as a whole, offers targeted revision suggestions, screens out theses of poorer quality, sets out workable revision measures and strictly standardizes thesis format. The formal defense reviews the revisions made, determines whether the thesis meets the training requirements, and recommends theses with excellent grades to the large-group defense for selection. Problem theses are identified and, in principle, a number no lower than 30 percent of the graduates of the major must revise their theses and have them assessed at the large-group defense. The large-group defense selects theses for recommendation as outstanding, in principle no more than 5 percent of the graduates of the major, and reviews the rectification of problem theses. Unqualified theses must be made public.

(8) Thesis Quality Review, Selection of Outstanding Theses and Archiving

Colleges review each other's theses and rank them on the results. Each college then uses the results to have instructing teachers guide students in revising their theses. Members of the University Degree Evaluation Committee conduct random checks on qualified theses, in principle no fewer than 30 percent of the graduates of the major, and feed the problems identified back to the college concerned for rectification within a set deadline. After rectification, the dean of the college signs to confirm the list of students applying for the degree, and the Academic Affairs Office submits the list to the University Degree Evaluation Committee for evaluation.

Where a college recommends a thesis as outstanding, the instructing teacher presents its innovations and strengths to the University Degree Evaluation Committee, which selects outstanding theses against the relevant standards. The results are reported to the University Defense Work Leading Group for approval.

Each college summarizes the graduation design (thesis) and defense work, selects outstanding theses (designs) and outstanding instructing teachers, and archives the relevant materials.

(9) Summary and Exchange

Each college organizes an exchange on the defense work for the current cohort of graduates.

5. Requirements for Students

(1) Students must have completed the course design (thesis) before undertaking the graduation design (thesis), with a passing grade.

(2) Students must conduct adequate investigation as required by the graduation design (thesis) assignment brief, consult, collect, collate and summarize technical literature and scientific and technical information, and draw up an implementation plan for the graduation design (thesis).

(3) Students must actively submit to the inspection and guidance of the instructing teacher, report progress regularly, and take account of the teacher's comments and advice on their work.

(4) Students must work diligently and complete the graduation design (thesis) independently. They must not falsify results, plagiarize the design (thesis)

work of others, or have the work done on their behalf. Any such case must result in a grade of zero. Where the similarity rate exceeds 30 percent, the thesis must be revised to a passing standard before the student may take part in the defense.

(5) While working on the graduation design (thesis), students entering laboratories and other research sites must strictly observe all safety rules and operating procedures and comply with the University's attendance rules. Absence from the post without good cause must be treated as absenteeism.

(6) One week before the defense, students must submit the written graduation design (thesis) report to the instructing teacher for review, and in the meantime prepare for the defense and draft an outline for the oral presentation.

(7) Students must revise their theses in response to the questions raised at the defense until the revisions meet the required standard.

6. Supervision and Inspection

At key stages such as topic proposal, mid-term inspection, final acceptance and defense, the University and the colleges concerned must organize expert groups to visit each major for supervision and inspection.

(1) Topic Proposal

The teaching and research section organizes a proposal meeting to review each student's preparation. The review covers:

① whether the student understands the topic correctly, whether the literature review is adequate and the scheme is properly justified, and whether the student has fully grasped the content and requirements of the graduation design (thesis);

② whether the schedule is practicable and the workload appropriate;

③ whether the basic conditions required for the graduation design (thesis) are in place.

A student who fails the proposal review must attend a second proposal review organized by the major.

(2) Mid-term Inspection

At the mid-term inspection, each student must report progress and answer questions from teachers. In the light of the student's depth of study of the topic and its

requirements, the collection and analysis of relevant materials, the references consulted, the experimental data obtained and the draft of the part due to be completed, the inspection focuses on:

① whether the content of the graduation design (thesis) matches the topic and whether the basic arguments are sound;

② whether the student has completed the specified work as planned, whether the workload is sufficient, and whether the difficulties encountered can be overcome;

③ the student's performance during the graduation design (thesis) period;

④ the instructing teacher's performance.

(3) Final Acceptance

Final acceptance takes place after the experiments, design work or works are completed and one week before the defense. The teaching and research section sets the basis and standards for acceptance and organizes instructing and other relevant teachers to carry it out. The checks are:

① whether the student's design drawings are standardized and complete;

② whether the experimental data are complete and reliable as checked on site, and whether the experimental results are demonstrated;

③ whether the software running results are checked on site;

④ whether the student has completed all the work required by the graduation design (thesis) assignment brief.

For performing arts and similar majors, a showcase performance may serve as the final acceptance.

A graduation design (thesis) that fails final acceptance must apply for a deferred defense. It may take part in the centralized defense organized by the college (or the teaching and research section) only after passing acceptance.

7. Thesis Specifications

The graduation design (thesis) consists of the following parts: cover, inner cover (title page), graduation design (thesis) comments, graduation design (thesis) assignment brief, stage inspection record form, Chinese abstract, foreign-language abstract, table of contents, thesis text, conclusion, references, acknowledgements, and

appendixes. Writing requirements are set out in the *Hengxing University Specifications for Writing Undergraduate Graduation Theses*.

8. Defense and Review

Once the graduation design (thesis) is completed, a defense must be organized centrally for all students, to check whether they meet the basic requirements of the graduation design (thesis) and to assess comprehensively whether graduates' knowledge, abilities and qualities meet the quality standards of the major. The defense must focus on whether the data and results were obtained by the author and whether any academic misconduct (thesis fraud) is involved.

8.1 Preparations for the Defense

(1) Each college must establish a defense committee consisting of 5 to 7 teachers holding the title of lecturer or above, at least two of whom hold senior titles. The committee is approved by the college. Where necessary, it may form defense groups of 3 to 5 members, each with a chair and a secretary, to conduct the defense. Off-campus members must be approved by the executive dean.

(2) The defense venue must be clean and tidy, and the proceedings must be conducted in a serious and earnest manner.

(3) The committee must grade students by consultation or voting. Where a major or class is divided into several defense groups, the standards must be uniform and the results considered jointly.

(4) The instructing teacher must review the graduation design (thesis) and write comments.

(5) The reviewer must review the graduation design (thesis) and write review comments.

(6) Before the defense, students must prepare a defense outline and other relevant materials.

(7) The secretary of the defense group must handle the logistics of the venue, equipment and grade records.

8.2 Defense Procedures

The defense must be conducted in a standardized and rigorous manner. Students defend one by one in the order arranged, and each defense lasts about 25 minutes. The procedures are as follows:

(1) The student presents an overview of the graduation design (thesis) (15 minutes).

(2) The student answers questions raised by the defense teachers (experts) (10 minutes).

(3) Members of the defense group hear the student's presentation and ask questions (generally three or more), and keep records. Each candidate is scored on the presentation and the answers given.

(4) On the basis of the instructing teacher's comments and the defense scores, the defense group deliberates and writes its comments and grade.

8.3 Grade Assessment

(1) The graduation design (thesis) is graded on a five-level scale: excellent, good, medium, pass and fail.

(2) Students graded excellent must generally not exceed 20 percent of the students of the major, and students graded good or below must not be fewer than 20 percent of the students of the major.

(3) The grade consists of the instructing teacher's score (30 points), the reviewer's score (10 points; the reviewer must be a teacher of lecturer rank or above), and the defense committee's score (60 points, including thesis writing).

(4) Scoring for the graduation design (thesis) must be determined after comprehensive consideration of workload, student performance and the level achieved. The main scoring points are:

① Basic ability and work attitude

A. Mastery of basic knowledge as reflected in the graduation design (thesis);

B. The student's capacity for independent work;

C. The student's conduct, discipline and cleanliness during the graduation design (thesis) period.

② Level of the graduation design (thesis)

A. The significance and academic level of the work, and the correctness of its argument;

B. The difficulty and workload of the work;

C. The accuracy of experimental data, and the standardization of drawings, charts and written presentation;

D. The organization of the thesis and the clarity of expression.

③ Defense performance

A. Conformity with defense requirements;

B. Clarity of expression;

C. Accuracy of the answers given.

(5) Each college organizes the selection of outstanding graduation designs (theses). From among students graded excellent in each major, no more than 5 percent of the graduates of the major are recommended as university-level outstanding graduation designs (theses). Outstanding instructing teachers are recommended at 10 percent of instructing teachers. In addition to meeting the scoring criteria for an excellent grade, a university-level outstanding graduation design (thesis) must show a certain degree of innovation and practical value. The Academic Affairs Office reviews the recommendations submitted by each college. They are made public after review by the University Defense Work Leading Group and approval by the president in charge.

(6) A student who fails the graduation design (thesis) or does not pass the defense may apply for a second defense, subject to review by the teaching and research section of the major and approval by the college. In the light of the first defense, the defense committee decides whether the student may apply to defend again after two weeks or after three months. A student who does not attend the second defense on time, or who fails it again, must either be treated as having completed the program without graduating or repeat the course once with the next cohort. Repeat procedures and fees are governed by the provisions on repeating courses under the credit system.

(7) Suspected thesis fraud must be identified and the persons concerned held accountable in accordance with the *Hengxing University Measures for the Identification and Handling of Academic Thesis Fraud*.

9. Thesis Management

(1) After the graduation defense, the colleges concerned and the teaching and research sections of the majors concerned must summarize the work and submit a written summary report. The report must cover basic statistics on graduation design (thesis), effective practices for improving the quality of graduation design (thesis), existing problems, and improvement measures.

(2) Long-term retention of graduation design (thesis) and related drawings is the responsibility of the reference room of the college (department). Outstanding graduation design (thesis) is deposited with the University Archives for permanent retention.

(3) Theses must be bound neatly. The Academic Affairs Office provides the standard template for the thesis cover. Theses must be bound in the following order: cover, title page, evaluation comments on the graduation design (thesis), assignment brief for the graduation design (thesis), progress check record form, Chinese abstract, foreign language abstract, table of contents, thesis text, references, acknowledgments, and Appendixes.

(4) The intellectual property of graduation design (thesis) is vested in the University.

10. Record Forms

10.1 *Hengxing University Graduation Design (Thesis) Assignment Brief*

HXJXJL83S

10.2 *Hengxing University Graduation Design (Thesis) Stage Review Record*

HXJXJL84S

10.3 *Hengxing University Graduation Design (Thesis) Proposal Review Form*

HXJXJL85S

10.4 *Hengxing University Graduation Design (Thesis) Midterm Review Form*

HXJXJL86S

10.5 *Hengxing University Graduation Design (Thesis) Completion Review Form* HXJXJL87S

11. Supplementary Provisions

11.1 These detailed rules shall be interpreted by the Academic Affairs Office and shall come into force on the date of promulgation.

11.2 Each college concerned shall, in accordance with the principles stipulated in these detailed rules and in light of the characteristics of its majors, formulate specific implementation measures and detailed rules, and organize instructing teachers to discuss and implement them.

11.3 Matters not covered by these detailed rules shall be handled by the Academic Affairs Office in consultation with each college concerned.

12. Revision Record