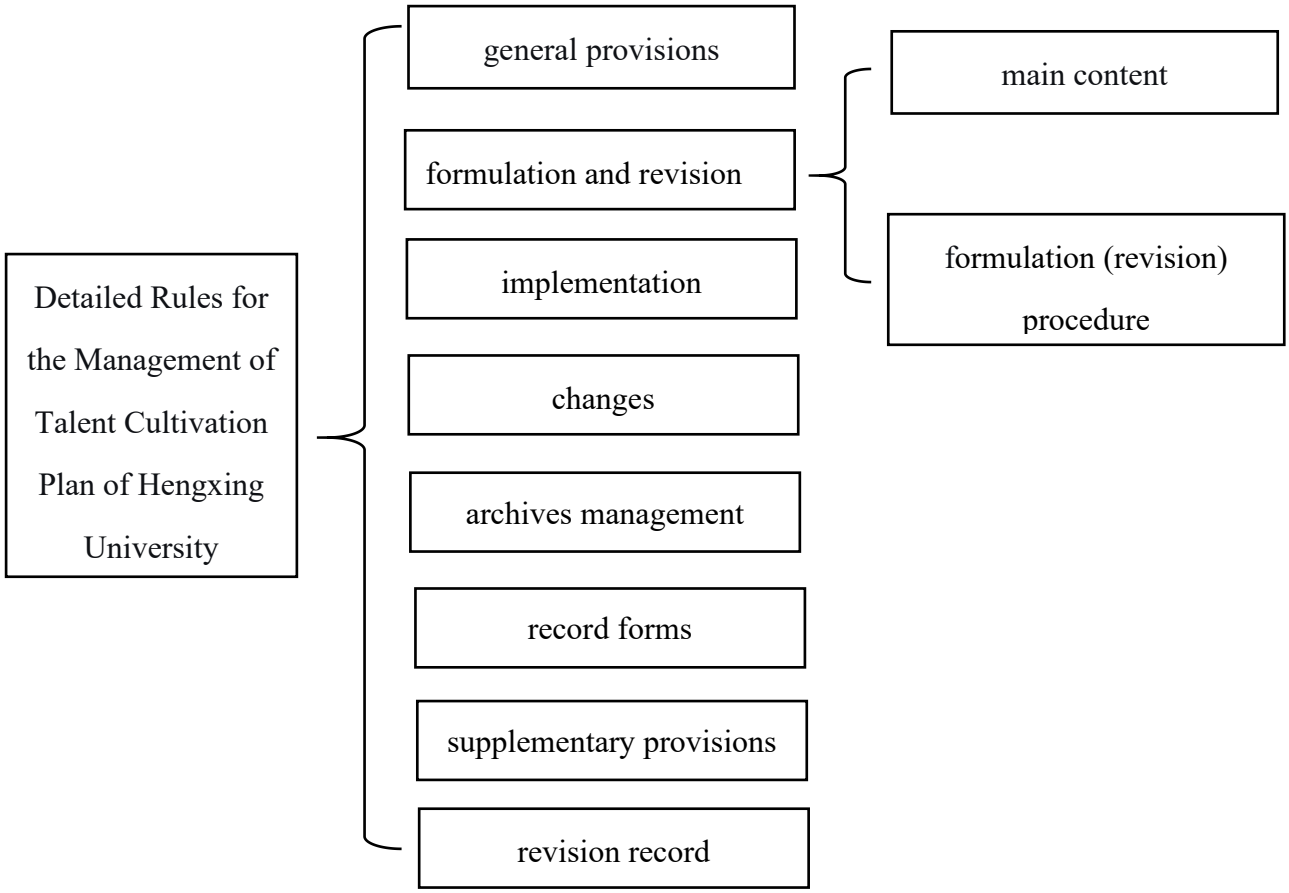
Detailed Rules for the Management of Talent Cultivation Plan of Hengxing University

Purpose, Basis, and Scope of Application The talent cultivation plan is the foundational and programmatic document for achieving talent cultivation objectives and ensuring the quality of talent cultivation. It is the necessary basis for the organization and operation of teaching, for teachers' instruction, and for students' learning. To further strengthen and standardize the management of talent cultivation plans, these Detailed Rules are formulated. These Rules apply to the full-time regular undergraduate majors of the University. Majors at other levels must be administered by reference to these Rules.

Overview chart



1. General Provisions

The talent cultivation plan is the programmatic document for the University's teaching work. Its formulation, revision, implementation, and adjustment must follow prescribed norms and procedures. Once the plan of a major is approved, it must be implemented in full.

2. Formulation and Revision

The plan must meet the needs of economic and social development and of scientific and technological progress, be consistent with the University's positioning, and follow the principles of teaching and learning in higher education. To meet the needs of teaching reform and of the periodic renewal of talent cultivation, the plan must, in principle, be revised in full every four years and adjusted in minor ways every two years.

2.1 Main Content

(1) Cultivation objectives;

(2) Graduation requirements;

(3) Curriculum system;

(4) Program duration, minimum credits for graduation, and degree awarded;

(5) Teaching implementation plan, including course type, nature, code, and title, the allocation of class hours and credits, the semester in which each course is offered, and assessment methods;

(6) Other matters related to talent cultivation.

2.2 Formulation (Revision) Procedure

The formulation (revision) of the program is organized by the Academic Affairs Office and carried out by the colleges under the direction of the vice president in charge. The following procedure generally applies.

(1) The Academic Affairs Office must propose guiding opinions and work requirements for formulation (revision), based on the spirit of the relevant documents of the Ministry of Education and the Shandong Provincial Department of Education, the University's positioning, talent cultivation objectives, and development plans, and the needs of economic, social, scientific, and technological development. Before

doing so, the Office must seek the views of all colleges and other parties concerned and obtain expert advice. The guiding opinions must be deliberated by the Teaching Committee, approved by the President's Office Meeting, and then implemented by the colleges under the organization of the Academic Affairs Office.

(2) Each college must establish a leading group for formulation (revision), chaired by the dean and comprising the vice dean in charge of teaching, the leaders of each major, and members of the Major Construction Committee. In accordance with the guiding opinions and work requirements, the leading group must set up a research group of major leaders and core teachers to consult industry and enterprise needs and the views of graduate representatives. The plan of each major must be prepared in accordance with the University's standard format, signed by all members of the leading group, and submitted to the Academic Affairs Office.

(3) The Academic Affairs Office must organize internal and external experts to review the plans and propose revisions. Each college must revise its plans accordingly, produce a final version, and submit it, signed by the dean, to the Academic Affairs Office.

(4) The Academic Affairs Office must compile the plans of all majors and submit them to the Teaching Committee for deliberation and they can take effect after approval by the President's Office Meeting.

(5) Once a program is finalized, the Academic Affairs Office must organize the colleges to enter the relevant information into the academic affairs management system.

(6) Once a program is finalized, each college must organize teachers to prepare the syllabi for the courses concerned and to complete teaching guides and other teaching materials.

(7) The plan of each major must be announced and explained to teachers and students during student orientation, so that they understand the teaching arrangements and study requirements of the major under the standard program duration.

3. Implementation

(1) The approved plan must be implemented by the Academic Affairs Office and the colleges (departments). No unit or individual may adjust it without authorization or refuse to carry out the teaching tasks it specifies.

(2) Teaching tasks must be administered by the college (department) concerned according to the nature of the course and the scope of its responsibilities, with the Academic Affairs Office responsible for allocation, coordination, and implementation. Each teaching unit must organize the teaching and management of the courses assigned to it.

(3) During implementation, each college must secure the teacher, syllabus, textbook, laboratory and practical training guide, and necessary teaching conditions for every course, arrange all teaching stages, and manage teaching accordingly. The Academic Affairs Office, the Quality Evaluation Office, and the colleges (departments) must monitor teaching through student forums, teaching inspections, classroom teaching quality evaluations, class observations by University leaders, and teaching supervision, so as to ensure classroom teaching quality.

(4) The plan of each major is implemented each semester as follows.

① In weeks 12–13, the Academic Affairs Office must organize the colleges to submit the teaching plan for the next semester in accordance with the plan, and must verify the plan to ensure that the information in the academic affairs management system is accurate.

② In weeks 14–16, the Academic Affairs Office must organize the colleges to assign teaching tasks for specific courses and practical components for the next semester.

③ In weeks 17–18, the Academic Affairs Office must organize the colleges to complete course scheduling and course selection, produce the class schedule, and issue teaching assignment forms. The colleges must verify the schedule and report any adjustment to the Academic Affairs Office for the record.

4. Changes

(1) An approved program must remain stable and must not be changed at will. Any change to a plan that has been approved and is currently being implemented in course title (code), course type, course nature, offering department, class hours or credits, semester offered, or assessment method, or the addition, removal, or replacement of a course, including its practical components, constitutes a change to the plan.

(2) Where a plan must be changed, the college concerned must complete *the Statement on the Revision of the Talent Cultivation Plan* and the *Teaching Plan Change Application Form,* state the reasons for the change, and submit them to the Academic Affairs Office for review and to the University leader in charge for approval before implementation.

(3) A change with a major impact on talent cultivation must be submitted by the Academic Affairs Office to the Teaching Committee for approval before implementation.

(4) Anyone who changes the content or implementation of a program without the approval required above must be dealt with under the University's regulations on teaching incidents.

5. Archives Management

The Academic Affairs Office and each teaching unit must manage and promptly archive the archival materials related to the plan. These materials must be complete and accurate. The archival materials comprise:

(1) The plan of each major in each college;

(2) The original materials on the implementation of the plan for each major and cohort;

(3) Records of revisions and adjustments to the plan of each major and the related approval materials;

(4) Research reports and justification reports;

(5) Other teaching archives.

6. Record Forms

6.1 *Hengxing University Statement on the Revision of the Talent Cultivation Plan*

HXJXJL157S

6.2 *Hengxing University Teaching Plan Change Application Form*

HXJXJL98S

Detailed Rules for the Management of Course Construction of Hengxing University

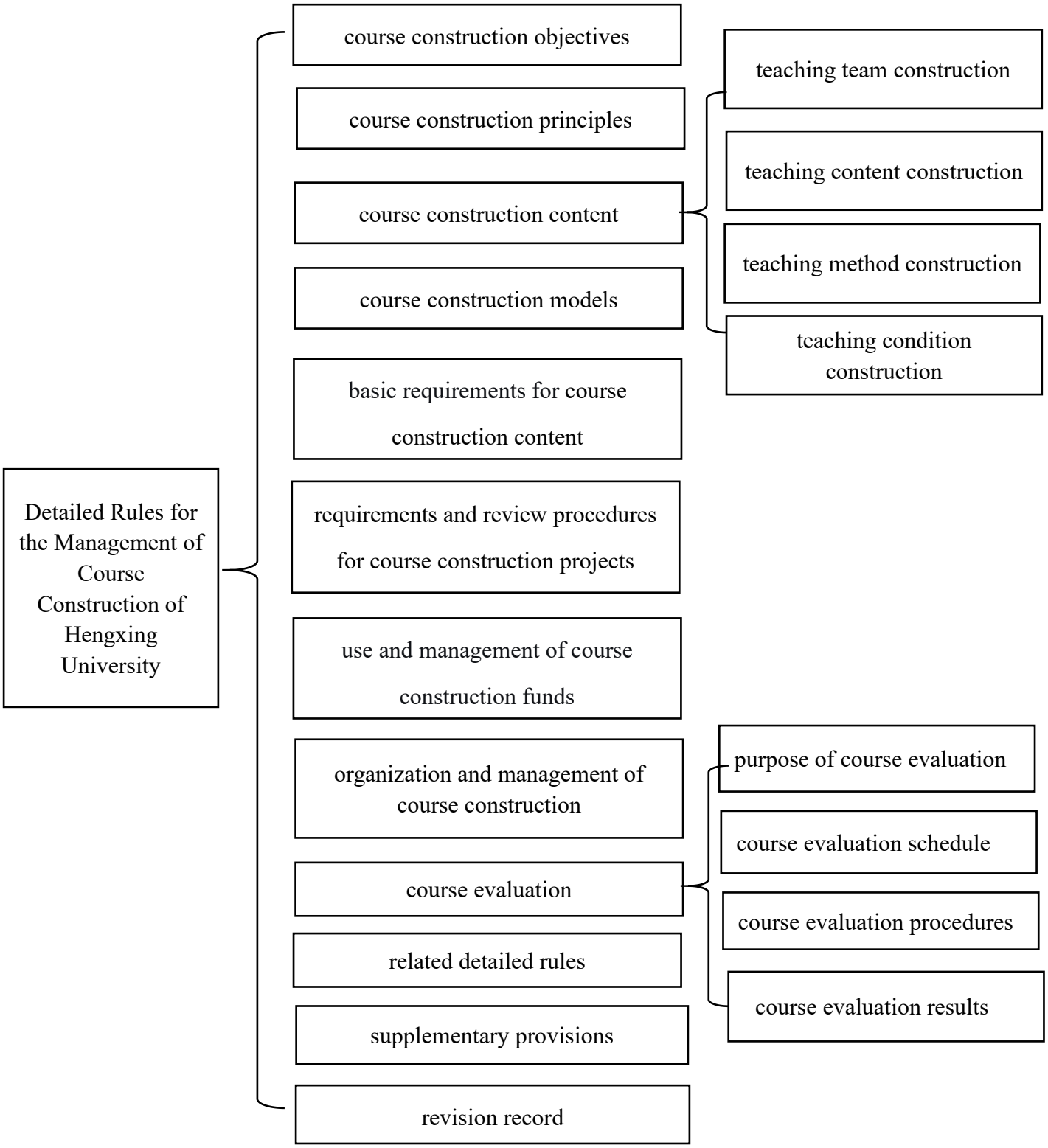
Purpose, Basis, and Scope of Application

A course is the basic unit of teaching and the core element affecting the quality of talent cultivation. These Detailed Rules are formulated to improve course quality and the level of course construction at the University, to further deepen teaching reform, and to raise the quality of teaching.

The Rules are based on the spirit of the Implementation Opinions of the Ministry of Education on the Construction of First-Class Undergraduate Courses (Jiao Gao [2019] No. 8) and the Several Opinions of the General Office of the Shandong Provincial People's Government on Promoting the High-Quality Development of Higher Education in Shandong in the New Era (Lu Zheng Ban Zi [2019] No. 76).

These Rules apply to all colleges of the University.

Overview Chart



1. Course Construction Objectives

Course construction aims to further optimize course content and to reform teaching methods and means, so that, after a period of development, courses meet the basic requirements the University sets for each type and level of course. Guided by the spirit of the 13th Five-Year Plan, the University pursues connotative course development and gives priority to course construction. In that way, It must develop a group of brand courses with clear strengths, strengthen digital teaching resources, and establish a long-term mechanism for the sustainable and sound development of courses.

2. Course Construction Principles

(1)Align closely with the University's development positioning and must produce high-quality applied talent who meet the frontline needs of local economic and social development and who have a solid theoretical foundation, strong professional competence, a strong sense of social responsibility, and potential for innovation and entrepreneurship. Implementing in full the spirit of the Ministry of Education documents, the principles of teaching and learning in higher education, and advanced educational thinking and concepts, the University shall draw on the latest domestic and international achievements in teaching reform and actively carry out course construction.

(2)Adhere to the development approach of "overall planning, tiered development, key-point prioritization, and comprehensive improvement." On-campus courses are developed at three levels: "One Excellent Course per Teacher," "Four Excellences in Course Construction," and "First-Class Course Construction." The University shall broaden the scope of course construction by fostering key and distinctive courses to drive the development of other courses, thereby raising the overall level of course construction across the university and aiming to gradually build a number of provincial and national first-class courses.

(3) Operate under a mechanism in which the University provides leadership and the colleges are the main agents. The University shall formulate a course construction plan based on the overall needs of teaching and course construction. Each college

shall organize and manage course construction, taking responsibility for applications, development, process monitoring, and promotion and implementation. Each college shall strengthen its sense of ownership in teaching development and reform, bringing its enthusiasm and initiative in course construction into full play so as to ensure the quality of course construction.

(4) Be integrated with major development. Course construction objectives shall meet the overall requirements of the major's curriculum system and of its talent cultivation objectives, including its requirements for knowledge, competence, and quality. The position and role of each course within the curriculum system shall be defined, with the relationships among courses clarified, disciplinary barriers broken down, and teaching content carefully selected, so as to achieve both higher course quality and overall optimization of the curriculum system.

3. Course Construction Content

3.1 Teaching Team Construction

Each course must be supported by a teaching team led by the principal lecturer, with a balanced structure, stable membership, high teaching standards, and good teaching outcomes. Teaching assistants and laboratory instructors must be provided in a set proportion. Professional development plans and measures for young and mid-career teachers must be in place and must produce demonstrable results.

3.2 Teaching Content Construction

Designed on the basis of the objectives of the major and the status and nature of the course， teaching content must be must be current and scientifically sound and must reflect the latest scientific and technological achievements in the discipline. A syllabus that meets the basic requirements of the course, with current content and a standard format, must be in place. Ideological and political education must be strengthened and a framework of “all-staff, whole-process, and all-round education” established. Courses must integrate five elements—theoretical knowledge, practical skills, ideological and political content, an awareness of innovation and entrepreneurship, and aesthetic education—and must be designed for the development of students' professional competence.

3.3 Teaching Method Construction

Teaching must use sound methods and means to effectively engage students' motivation and stimulate their potential. Each teaching and research section must hold a thematic seminar every week to discuss teaching methods and to share high-quality teaching resources, including syllabi, lesson plans, exercises, laboratory guides, and reading lists.

3.4 Teaching Condition Construction

Laboratories, internship bases, library holdings, teaching reference materials, and online resources must be advanced so that courses are offered under adequate conditions. Practical courses shall be strengthened: the content and stages of experimental and practical teaching shall be scientifically designed, the relationship between theory and practice correctly handled, and the form and content of laboratory teaching extensively reformed, with a set proportion of comprehensive and design-based experiments offered and attention paid to developing students' innovation capacity. Drawing on the University's school-enterprise cooperation model, on-post practical training shall be incorporated into the curricula of selected applied majors so as to develop students' practical ability. Online courses shall be strengthened. With a view to comprehensively improving teaching quality and advancing digital instruction, and in accordance with the guiding principles of the University's Plan for Implementing the *"Famous Teachers, Famous Courses, Online and Offline" Course Reform Project*, priority shall be given to building Hengxing first-class online and offline courses. Guided by the *Ten-Year Development Plan for Educational Informatization (2011–2020)*, *the 13th Five-Year Plan for Educational Informatization*, and related documents, online and offline modes of instruction shall be integrated so as to meet students' needs for personalized and collaborative learning, support their all-round and individualized development, and foster their innovative thinking.

4. Course Construction Models

(1) Three-tier course construction management model. A three-tier responsibility system comprising major leaders, course group leaders, and core members of course groups must be established, with the focus on course development. Guided by the overall talent cultivation objectives, major leaders define course construction objectives, draft construction plans, and provide guidance, playing a leading role. Course group leaders design construction schemes, prepare course standards (syllabi), manage the process, and build the team. Core members implement specific construction tasks and the courses themselves. This model provides the basis for deepening reform of the applied talent cultivation model.

(2) “One Excellent Course per Teacher” model. Each teacher must select one course as the course they take primary responsibility for developing, prepare a construction scheme, develop course resources, study classroom teaching methods and means, reform course assessment, and produce interim results. This model focuses on course delivery and demonstrates the results of course construction.

(3) “Four Excellences” model for core courses which is embodied in four aspects: selecting excellent teachers as the guarantee, optimizing conditions as the foundation, prioritizing project approval as the driving force, and pursuing excellence in quality as the ultimate goal. Core courses occupy a central position in the curriculum system and have the capacity to generate further development, thereby leading other courses, embodying the level of the major, and underpinning basic quality.

5. Basic Requirements for Course Construction

(1) Teaching team:Course leaders or principal lecturers demonstrate sound professional ethics, strong teaching ability, and distinctive teaching features. The team has a reasonable academic-background and age structure, with a certain proportion of dual-qualified (industry-experienced) teachers. The training plan for young teachers is fully implemented, with outstanding achievements in teaching research and reform activities.

(2) Teaching content: The content conforms to disciplinary requirements and social and industry needs, has a reasonable knowledge structure, and emphasizes interdisciplinary integration. It introduces the latest disciplinary developments and

teaching-reform research achievements into teaching in a timely manner, properly handles the relationship among the technical, comprehensive and exploratory dimensions of course content, and effectively cultivates students' innovative thinking and their ability to analyze and solve problems independently. Guided by the concept of the "five-element integration of theory, practice, innovation, ideological-political education and aesthetics," teaching content is constructed by using the "integration of theory and practice" model to build basic course modules that incorporate theoretical knowledge into practical links, with ideological-political education elements, innovation and entrepreneurship education, and aesthetic education concepts organically integrated into these modules according to course categories. In this way, knowledge impartation, ability cultivation, and education in ideals and beliefs, values, moral concepts and innovative thinking are organically combined, forming an educational pattern in which professional education and ideological-political education move in the same direction.

(3) Teaching methods: Multiple teaching methods are reasonably selected and flexibly used, with emphasis on teaching students according to their aptitude. Teaching methods are continuously innovated to meet the needs of teaching reform, with importance attached to applying modern educational concepts such as research-based, inquiry-based and collaborative learning. Teaching methods and teaching evaluation are designed according to course content and student characteristics. Modern educational technology is appropriately and fully used to promote teaching activities, with teaching organically combined with informatization, online teaching resources effectively used, and blended teaching models combining online and offline actively explored, yielding practical results in stimulating students' learning interest and improving teaching effects. Exploration and practice of examination methods are actively carried out, with multiple examination methods and cumulative assessment adopted to effectively mobilize students' enthusiasm for active learning and comprehensively examine their mastery and application of knowledge.

(4) Teaching premises, laboratory (practical training) facilities, internship sites, books and other library materials, supplementary teaching references and online

resources are sufficient for teaching needs. The content of practical teaching meets the requirements for cultivating high-quality applied professionals: comprehensive and design-type experiments account for a relatively large share, and a certain proportion of courses are co-developed with industry. Online teaching resources are abundant, frequently updated and well maintained, and serve effectively as a teaching aid. The University will strengthen Internet thinking and adopt an "Internet Plus" approach to teaching. In light of its disciplinary characteristics and course types, the University organizes MOOC-based blended teaching into five modes—online self-study, offline interaction, end-of-module testing, laboratory and practical training, and on-the-job hands-on practice—so that online and offline teaching are properly connected, in-class and out-of-class learning reinforce each other, and the University and industry are integrated across institutional boundaries. In line with the requirements for building provincial first-class courses, the University will develop first-class course resources and strive to build provincial-level and ultimately national-level first-class online, offline and blended courses. The University upholds a modern educational philosophy and a student-centered approach, shifting from teaching-centered instruction to learning-centered instruction, from traditional transmission-based teaching to students' self-directed learning, and from the teacher as a transmitter of knowledge to a facilitator of self-directed learning. Following distributed learning theory, the University works from the notion of ubiquitous learning. Knowledge is transmitted mainly through students' online self-study, so that learning can take place anytime and anywhere; with teachers' guidance, students consolidate and apply knowledge through in-class interaction and discussion; outside class, teachers stay connected online while on duty to answer students' questions.

(5) Textbook Use: The University shall maintain a sound quality-monitoring system for textbook selection. It shall adopt high-quality textbooks that meet course syllabus requirements—textbooks that are ideologically sound, academically rigorous, up to date, pedagogically stimulating and appropriate to the students they serve—and that provide effective bibliographic and information resources and services in support of students' inquiry-based and self-directed learning. Supplementary textbooks,

laboratory manuals, reference books for teaching, and laboratory and practicum guides shall be developed as a coherent series, follow uniform standards, and meet teaching needs. In accordance with the provincial textbook development plan, the University shall serve as editor-in-chief or organize the collaborative compilation of high-quality textbooks, build first-class textbook resources, and strive to develop textbooks recognized as excellent at the provincial level and ultimately at the national level.

6. Requirements and Review Procedures for Course Construction Projects

(1) As a general rule, a course leader must hold the rank of associate professor or above (or an equivalent associate senior title), have taught the course for at least three years, teach to a high standard, have substantial teaching experience and a proven record of effective teaching, and possess strong organizational and coordination skills and a collaborative team spirit.

(2) Courses proposed for development shall be required courses in the curriculum plan of each major, or specialized or general elective courses that serve a broad range of students and are offered on a relatively stable basis.

(3) The Academic Affairs Office shall set out the requirements for course development projects and allocate to each college a quota of key courses for development, based on the number of courses, their type and the number of students they serve.

(4) Each college (department) shall, in accordance with the University's requirements and its own course development plan, organize the application and review process within the college and identify through that review the key courses to be developed in the college; the relevant materials shall then be submitted to the Academic Affairs Office for filing. At the same time, the college shall submit to the Academic Affairs Office the materials for applying for university-level high-quality course development projects and university-level first-class course development projects.

(5) On the basis of the colleges' recommendations, the University shall convene a panel of experts to review the university-level high-quality course development projects and university-level first-class course development projects submitted.

(6) The courses approved for development (university-level high-quality courses and university-level first-class courses) shall be announced by the University in an official document.

7. Use and Management of Course Construction Funds

The University shall ensure the provision of basic funding for course development and shall gradually increase its investment in this area in light of its actual operating circumstances. Funding shall be allocated according to the course category determined through course evaluation, with the specific arrangements governed by the *Detailed Rules for the Calculation of Workload for Teaching Development and Teaching Research and Reform of Hengxing University*. Funding for provincial-level and higher first-class courses shall be provided in accordance with the documents issued by the competent authorities at or above the provincial level, with appropriate matching funds from the University. The University shall earmark a dedicated fund within its financial budget.

8. Organization and Management of Course Construction

(1) Course construction at the University is guided by its Teaching Research Section and directed by the vice president in charge of academic affairs, and operates under a system of tiered responsibility shared by the Academic Affairs Office, the colleges and course leaders. The Academic Affairs Office is the office in charge of course development; it convenes experts to approve project proposals, conduct inspections and evaluations, and carry out appraisal and acceptance for the University's course development, and it nominates courses for provincial-level and national-level first-class course status.

(2) The college, as the University's second-level academic unit, is directly responsible for managing course construction. It undertakes overall planning, differentiated guidance, development management and performance monitoring for

course construction within the college, and reviews the project proposals for, and manages the development of, the college's key courses.

(3) The course leader is directly accountable for the course approved for construction and is responsible for leading the course team in implementing the construction plan.

(4) Course construction operates on the basis of project approval, periodic review and final acceptance.

(5) The college organizes the mid-term review and final acceptance of college-level key courses; the University organizes the mid-term review and final acceptance of university-level high-quality courses and university-level first-class courses. Courses that fail the mid-term review shall be required to make corrections within a specified deadline; those that still fail the re-inspection when the deadline expires shall have the use of project funds and all further disbursements suspended. Final acceptance shall be conducted at the end of the development period. Projects that fail acceptance shall be revoked and reported in a University-wide notice; the course leader may not apply for any teaching research projects or project approvals for two years, and the funds allocated shall be recovered.

(6) Minimum standards for course acceptance:

① During the construction period, members of the course team must lead at least one teaching research project on a related topic.

② During the construction period, a university-level first-class course must publish at least one paper on teaching reform (with the course leader as first author), or one monograph, or one or more patents.

③ The syllabus shall be revised in a timely manner as teaching reform requires. The content actually taught may deviate from that specified in the teaching schedule of the syllabus by no more than two class hours. Teaching documents shall be archived in a systematic and standardized manner.

(7) Archiving of acceptance materials. A course approved for development must submit to the Academic Affairs Office a mid-term review report that meets the

specified requirements; a course that passes acceptance must submit a formally bound set of final acceptance materials as required by the Academic Affairs Office.

(8) Both the list of courses approved for construction and the results of final acceptance shall be announced by the University in an official document.

9. Course Evaluation

9.1 Purpose of Course Evaluation

Course evaluation is an important means of course construction and serves as the appraisal and evaluation of the course teaching team, teaching content, teaching methods and means, teaching conditions, and teaching quality. Through course evaluation, the current status of courses is examined and evaluated, achievements are summarized, problems are identified, and directions for improvement are clarified, so as to promote course construction, improve teaching conditions, deepen teaching reform, strengthen teaching management, and improve teaching quality and level, thereby enabling course teaching to better meet the needs of talent cultivation.

9.2 Course Evaluation Schedule

Course evaluation is conducted regularly, in principle once a year.

9.3 Course Evaluation Procedures

Course evaluation follows a five-stage procedure: course team self-evaluation, college evaluation, university evaluation, college remediation and university inspection.

(1) Course team self-evaluation. Each course team collects and collates self-evaluation and supporting materials against the assessment points of the evaluation scheme, completes the relevant forms, and on that basis carries out a self-inspection and self-evaluation to produce a self-evaluation report.

(2) College and university evaluation. Course evaluation is conducted in accordance with the relevant evaluation documents and measures, and the findings are fed back to the course teams.

(3) College remediation. Each college formulates development plans based on the feedback from course evaluation and guides the teams of courses rated unqualified in carrying out remediation.

(4) University inspection. The University uses a range of methods to inspect, at irregular intervals, the remediation and development of each course, and provides focused guidance to courses rated unqualified.

9.4 Course Evaluation Results

(1) Course evaluation results fall into four grades: Excellent, Good, Qualified and Unqualified. Courses rated Good or above are high-quality courses; courses rated Qualified are qualified courses; courses rated Unqualified are unqualified courses.

(2) Any course formally offered and listed in the curriculum plan that has completed three rounds of teaching must meet the standards required for a qualified rating. Only courses rated as high-quality are eligible to apply for university-level first-class course development projects. Courses that fail the evaluation shall, as the case may be, be reported in a University-wide notice and required to complete remediation within a specified deadline.

(3) Specific evaluation methods are set out in the *Course Evaluation Indicator System and Basic Requirements of Hengxing University*. The evaluation results shall serve as a reference for course development and resource allocation at the University.

10. Related Detailed Rules

The Detailed Rules supporting these Rules are the *Detailed Rules for the Development and Management of First-Class Undergraduate Courses of Hengxing University*.

11. Supplementary Provisions

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

12. Revision Record