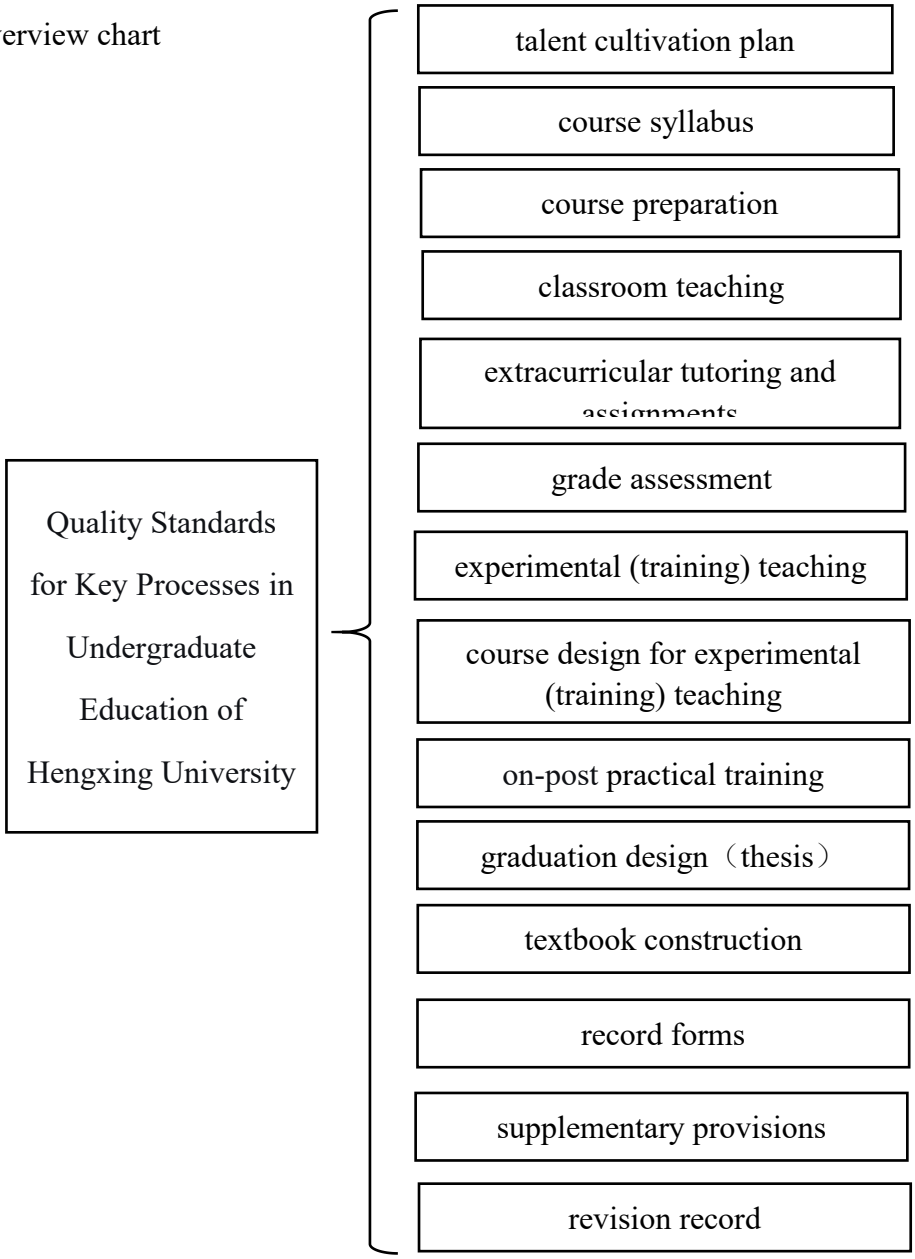
Quality Standards for Key Processes in Undergraduate Education of Hengxing University

Purpose, Basis and Scope of Application To further strengthen and standardize the undergraduate teaching work of Hengxing University, effectively improve the quality of undergraduate teaching, and ensure that the undergraduate teaching work of the University has standards to follow, this standard is hereby formulated in accordance with the requirements of National Standard for Assessing the Quality of Teaching in Undergraduate Programs Offered by Regular Higher Education Institutions promulgated by Ministry of Education of the People's Republic of China, and in combination with the University's educational positioning and talent cultivation plan.

Overview chart



1. Talent Cultivation Plan

1.1 The talent cultivation plan is the fundamental teaching document for ensuring teaching quality, and serves as the basic basis for the organization of the teaching process, the arrangement of teaching tasks, and the determination of teaching staffing quotas. It shall possess seriousness and stability, and once formulated, it shall generally not be arbitrarily changed. The cultivation plan shall also possess dynamism, and shall be adjusted, reformed and improved in response to socio-economic development and changes in talent demand.

1.2 The revision of the talent cultivation plan shall focus on the analysis and study of new situations and new characteristics emerging in economic construction and social development. Particular emphasis shall be placed on the development trends of science and technology within the major's field, striving to endow the program with distinctive contemporary characteristics. Concurrently, educational and teaching principles shall be observed, and the relationship between the diversity and variability of social needs and the relative stability of teaching work shall be properly balanced.

1.3 The revision of the talent cultivation plan shall be aligned with the university's educational positioning and talent cultivation objectives, and the setting of professional courses shall be designed to reflect students' application capabilities.

1.4 Where any one of the following circumstances applies, it shall fall within the scope of plan revision:

(1) A shift in talent demand positioning occurs due to socio-economic development, necessitating corresponding adjustments and modifications to the program;

(2) Based on teaching needs, the Executive Dean deems adjustment or modification necessary;

(3) The original plan genuinely necessitates adjustment or modification during implementation;

(4) The on-post practical training components in the original program necessitate strengthening, adjustment, or modification;

(5) The arrangements for graduation on-post practical training change and necessitate adjustment or modification;

(6) Other special circumstances, etc.

1.5 For any course already included in the plan, relevant preparatory work (such as the course syllabus, textbook ordering, etc.) shall be completed in the semester prior to the course offering. Any course lacking a course syllabus shall not be offered.

1.6 Any course modified without examination and approval shall not be recognized by the University. Any unauthorized alteration of the plan without reporting for approval in accordance with the above provisions shall be treated as a teaching accident.

2. Course Syllabus

2.1 The course syllabus is the basic outline specifying the course content, teaching requirements, and teaching scope, formulated in accordance with the requirements of the plan and based on the course's status, role, nature, and task within the plan. The syllabus serves as a critical basis for teachers to organize instructions and compile textbooks, and as a vital standard for guiding student learning, assessing academic performance, and organizing teaching quality evaluation.

2.2 A course syllabus conforming to the prescribed provisions must be formulated for every course established in the plan of each major.

2.3 For courses of the same name shared by multiple majors, separate and corresponding syllabi must be formulated if class hours, student levels, or student types differ.

2.4 The textual expression of the syllabus shall be rigorous, with clear and concise meaning and standardized terminology, avoiding specious or ambiguous terms or definitions. Electronic documents shall be formatted according to Chinese-language conventions, and titles, serial numbers, punctuation marks and units of measurement shall be standardized.

2.5 The structural system of the syllabus shall possess relative stability, be formulated in accordance with the prescribed format, and not be subordinated solely to a particular textbook.

2.6 The components of the syllabus for theoretical courses are: basic course information, course content and basic requirements, on-post practical training components and basic requirements, class hour allocation table, relevant explanations on course teaching, assessment methods, etc.

2.7 The components of the syllabus for experimental courses are: title, basic experiment information, nature and task of the experimental course, experimental teaching objectives and basic requirements, experimental projects, experimental content, class hour allocation, experimental grade assessment and evaluation methods, experimental instruction books and reference books, etc.

2.8 Once examined and approved, the course syllabus must be strictly implemented and shall not be arbitrarily changed. If modification or revision is genuinely necessary, the teacher shall submit an application, and the modification or revision may only be carried out after the consent of the school (department) leader; the revised syllabus shall be reported to the Academic Affairs Office for the record.

3. Course Preparation

3.1 Course preparation is the primary link of teaching, and conscientious preparation is the foundation for ensuring teaching quality. In accordance with the syllabus, the course teacher shall be familiar with the connections between the course, the major, and related disciplines, grasp the students' foundation, understand the teaching situation of prerequisite courses and the requirements of subsequent courses, and properly handle the articulation between courses. The teacher shall formulate a teaching calendar according to the syllabus, which shall be reviewed by the director of the teaching and research section and reported to the relevant secondary school for the record.

3.2 In preparing lessons, the course teacher shall, in accordance with the syllabus, conscientiously study the teaching materials, conduct extensive reading of reference materials, and select and complete necessary exercises. During the course preparation, the teacher shall fully consider the course characteristics, impart knowledge scientifically, and focus on the cultivation of students' abilities.

3.3 Prior to teaching, the teacher shall complete lesson plans covering the first two weeks of the course. The lesson plans shall be formulated in a standardized manner; based on changes in the syllabus, teaching materials, and student cohorts, the teacher shall promptly modify, supplement, or rewrite the lesson plans.

3.4 The lesson plan includes the following contents: teaching objectives and requirements, summary of teaching content, methods for handling key and difficult points, teaching links and time allocation, implementation steps and teaching methods, extracurricular assignments, extracurricular activity arrangements, etc.

3.5 The combined method of individual lesson preparation and collective lesson preparation by the teaching and research section shall be implemented. The teaching and research section shall, according to actual circumstances, organize collective lesson preparation, ensuring that the basic teaching requirements and progress of parallel classes of the same course remain relatively consistent.

4. Classroom Teaching

4.1 Classroom teaching constitutes the primary form of instructional work. The serious and earnest treatment of every class, through which teaching is integrated with educating, constitutes concrete manifestations of teachers' professional ethics.

4.2 Course teachers must conduct instructional activities strictly in accordance with the course schedule. Classroom teaching must be characterized by correct concepts, clear organization, highlighted key points, explicit explanation of difficult points, typical examples, vivid language, and the stimulation of critical thinking, while teachers must regularly assess teaching effectiveness and promptly implement instructional improvements.

4.3 Modern instructional means should be actively adopted so that intuitive teaching and abstract thinking are integrated. Blackboard writing must be neat and standardized, and time allocation must be reasonable, which requires that teachers continuously renew educational and instructional concepts and actively advance teaching reform.

4.4 Teachers must be neatly dressed and maintain a dignified appearance during instruction.

4.5 Teachers must establish a sound teaching style. They must teach strictly, pursue scholarship rigorously, and begin and end classes on time, without lateness, early dismissal, or extension beyond the scheduled time. Teachers should guide and assist students in establishing a sound study style, correcting learning attitudes, and observing academic discipline. During class, teachers must conduct attendance checks strictly, with due attention to assessing students' attendance rate, attentiveness rate, and learning outcomes.

5. Extracurricular Tutoring and Assignments

5.1 Course teachers must develop a thorough understanding and grasp of students' learning situation. For key and difficult content, teachers must arrange tutoring and question-answering for students, and the principal lecturer must undertake the question-answering work, maintain close teacher–student relations, and promptly grasp the teaching situation.

5.2 Teachers must assign assignments in accordance with the syllabus. The purpose of assignments is to strengthen student training, assist students in accurately grasping the knowledge learned, and reinforce students' thinking ability, and students must submit assignments on time.

5.3 Assignments constitute one of the bases for assessing students' grades, and students must be required to complete them independently and conscientiously. Teachers must correct assignments promptly, conscientiously, and meticulously, and must promptly explain problems appearing in assignments. They must grade students' assignments and complete the *Hengxing University Regular Grade Registration Form*, which serves as one of the important bases for assessing students' regular grades.

6. Grade Assessment

6.1 Examination must be based on the syllabus. The coverage of examination must be broad, assessing both the degree of students' mastery of basic knowledge and students' ability to analyze and solve problems, and teachers should attend to the compilation and selection of examination question sets and gradually establish an item bank.

6.2 Examination questions and scoring standards must be drafted by the examination paper setting group and reviewed by the director of the teaching and research section and the leader of the school (department). Examination must have accurate meaning, smooth writing, appropriate difficulty, and discrimination, with a proper ratio of relatively difficult and relatively easy questions, capable of distinguishing students of different levels. Once the examination questions have been set, the course teacher shall not disclose them to students during the revision period. When marking examination papers, the course teacher shall award marks strictly in accordance with the marking scheme.

6.3 According to the nature of the discipline, different assessment methods should be adopted, and assessment must strictly observe the relevant provisions.

6.3 Depending on the nature of the discipline, different assessment methods shall be adopted, and assessment shall strictly comply with the relevant provisions.

6.4 The scoring system whereby component scores are weighted and converted into the semester total grade shall be strictly implemented. Students' course grades may be comprehensively determined by the assessment results of the final examination, attendance and assignments, and on-post practical training.

7. Experimental (Training) Teaching

7.1 Documents and Plans for Experimental (Training) Teaching

(1) There shall be complete experimental (training) syllabi, which conform to the course teaching objectives and the actual situation of the students concerned, and are scientific and feasible.

(2) An on-post practical training teaching schedule shall be formulated on the basis of the syllabus, combining demonstration, verification, design-based and comprehensive experiments, to increase the offering rate of comprehensive and design-oriented experiments.

(3) Experimental classes shall be arranged in a reasonable, scientific, and standardized manner, with an offering rate of at least 90%. Nationally compiled textbooks or self-compiled experimental guidebooks shall be selected.

7.2 Course Preparation and Teaching Preparation for Experimental (Training) Teaching

(1) Lesson plans shall be complete and clear, with the points to be explained set out and the key points highlighted, reflecting the teaching organization process.

(2) Newly offered experiments and teachers taking up their posts for the first time shall have records of trial runs and trial lectures. Trial experiments shall be independently conducted by the course teacher with the assistance of experimental technicians, and an experimental report shall be completed.

(3) The experimental (training) site shall be neat, instruments and equipment in good condition, and experimental (training) materials fully prepared; the experimental (training) teacher shall be clear about the status of instruments and equipment and shall have safety measures in place.

(4) The grouping method and number of persons per group for experiments (training) shall be reasonable; there shall be a grouping arrangement table for experiments (training) , and experiments (training) shall be offered according to the prescribed number of groups.

(4) The grouping method and group size for experiments (training) shall be reasonable; a grouping arrangement table shall be provided, which shall be offered according to the prescribed number of groups.

7.3 Implementation of Experimental (Training)) Teaching

(1) experimental (training) content: ① Students shall clearly understand the purpose, principles, operating procedures and precautions of the experiments (training) ; ② The experimental (training) content shall be complete and substantial, and the time allocation between lecturing and experimental (training) operation shall be reasonable; ③ Earnestly answer students' questions and correctly explain experimental phenomena.

(2) Teaching methods: ① Place students at the centre and focus on developing students' independent operating ability; ② Combine demonstration with students' hands-on operation; ③ Follow the heuristic teaching principle.

(3) Classroom management: ① Promptly rectify instrument and equipment faults; ② Ensure safety; ③ Earnestly record and check original experimental data.

(4) Teachers shall be proactive and enthusiastic when instructing experiments (training), promptly answer students' questions, and take into account the learning needs of different students.

(5) Achieve the experimental (training) teaching objectives and complete the predetermined teaching tasks, enabling students to gain a preliminary mastery of experimental principles and operating skills, deepen their understanding of theoretical knowledge, improve their ability to analyze experimental phenomena, and promote the development of students' practical hands-on ability and innovative ability.

7.4 Experimental (Training) Reports

(1) After each experimental (training) teaching session, students shall be assigned to process experimental data and write experimental (training) reports.

(2) Clear requirements shall be set forth for the format and content of experimental (training) reports.

(3) Marking shall be timely and conscientious, free from errors or omissions, and compliant with standardized requirements, with a marking coverage of 100%.

(4) Each experimental (training) grade shall be conscientiously recorded, and shall be clear and standardized.

7.5 Experimental (Training) Monitoring

(1) Each school (department) shall conduct random evaluations of the quality of experimental (training) teaching.

(2) Students' experimental (training) reports shall be inspected.

(3) Experimental (training) instructors whose evaluation results fall below "pass" shall be dealt with by the university in accordance with the relevant provisions.

(4) Where, in experimental (training) teaching, the requirements of laboratory teaching work are not met, the implementation of laboratory teaching is affected, and a teaching accident is caused, the matter shall be handled in accordance with the

relevant contents of the *Hengxing University Rules for the Identification and Handling of Teaching Accidents*.

8. Course Design in Experimental (Training) Teaching

8.1 Course design shall be supervised by a team of principal lecturers of sufficient number and reasonable structure; there shall be a course design task book that meets the basic requirements of professional teaching; and there shall be practical, easy-to-apply and reasonable scoring standards.

8.2 Teaching Organization and Management

(1) Topic selection: ① The topic shall conform to the basic requirements of professional teaching, be capable of combining social reality and engineering practice, and achieve the purpose of comprehensive training; ② The depth and breadth of the topic and the workload shall be moderate, and the difficulty shall be appropriate.

(2) Earnestly perform organizational work, complete the inspection and summary of each stage as required, and write summary materials with practical guiding value; management shall be strict, and specific process management measures shall be in place and implemented.

(3) Under the full-process guidance of the instructing teacher, students shall carry out data collection work and correctly apply research methods or means to conduct course design work.

(4) Students shall independently complete the course design report.

8.3 Teaching Effect

(1) Complete the course design as required within the prescribed time.

(2) The course design scheme shall be fully demonstrated, and collected data shall be processed and analyzed.

(3) There shall be a reasonable experimental scheme, reliable data, correctly established mathematical models, and strong computer application ability

(4) Drawings shall be standardized, conform to standards, be technologically feasible, and be structurally reasonable.

(5) The course design specification shall have clear thinking, accurate textual expression, conformity with technical requirements, and standardized writing.

8.4 Grade Assessment and Summary

(1) Grade assessment standards are in place and are strictly applied which is objective, impartial, fair and reasonable. And the grade assessment are commensurate with the actual standard of students' course design work.

(2) The instructing teacher writes a summary report that reflects the actual situation of the course design work and offers constructive suggestions for improving the quality of course design.

Grade assessment standards are in place and are strictly applied which is objective, impartial, fair and reasonable. And the grade assessment are commensurate with the actual standard of students' course design work.

9. On-post Practical Training Teaching

9.1 Preparation for On-post Practical Training Teaching

(1) In accordance with the requirements of the professional teaching plan, formulate various on-post practical training syllabi and concrete plans, ensuring that the syllabi conform to the professional cultivation objectives and the plans are scientific and feasible.

(2) According to the on-post practical training syllabus and plan, standardize and accurately formulate the on-post practical training task book, so as to facilitate the assessment of students on-post practical training performance at the end of the training.

9.2 On-post Practical Training Guidance

(1) Teachers instructing the on-post practical training are responsible for students' on-post practical training activities throughout the whole process, formulates an on-post practical training plan that meets the requirements of on-post practical training, and puts forward specific guidance opinions during the training process concerning students' training performance. The teachers care about the thoughts and life of the students and helps them carry out the training work in accordance with professional ethics requirements and in a safe manner.

(2) The teachers remain at their posts; those stationed elsewhere eat, live, and participate in activities together with the students, and do not leave the on-post practical training unit without authorization.

(3) The teachers proactively contact the on-post practical training unit and the instructor designated by that unit and, with the cooperation of the unit, make a fair, scientific, and accurate assessment of the students' performance in the on-post practical training.

(4) After the on-post practical training ends, the teachers promptly fill in the on-post practical training summary form, convene an on-post practical training summary meeting, and sort out and archives the materials.

9.3 Students' On-Post Practical Training

(1) Students strictly observe on-post practical training discipline and the rules and regulations of the on-post practical training unit, and do not leave the on-post practical training post without authorization.

(2) Students respect the teacher designated by the on-post practical training unit, listen modestly to the instructor's opinions, and carry out the on-post practical training work strictly in accordance with the plan. They keep a daily on-post practical training diary that truthfully records the training situation, and complete on-post practical training assignments on time.

(3) At the end of the on-post practical training, students conscientiously conduct a summary, fill in the on-post practical training appraisal form, write an on-post practical training report, and archive them in a timely manner.

9.4 Grade Assessment Standards for On-post Practical Training

Before the end of the on-post practical training, the instructing teacher shall, together with the instructing personnel of the on-post practical training unit, conduct grade assessment of students. The on-post practical training grade shall be comprehensively assessed based on students' on-post practical training attitude, effect, attendance, and assessment grades, etc. The on-post practical training grade is divided into five levels: “Excellent, Good, Medium, Pass, Fail”. Those who fail the on-post practical training grade must retake it, and only those with a passing grade may graduate.

9.5 Monitoring

(1) The quality of students' on-post practical training work shall be included in the comprehensive teaching work assessment of each school.

(2) Randomly inspect students' on-post practical training situation from time to time.

10. Graduation Design (Thesis)

10.1 Teaching Conditions

(1) There shall be a graduation design (thesis) syllabus with detailed content that meets teaching requirements; there shall be a thorough and feasible annual work plan; and there shall be practical, easy-to-apply and reasonable scoring standards.

(2) A team of principal lecturers with sufficient number and reasonable structure shall serve as instructing teachers, and the ratio of instructing teachers to students shall in principle not exceed 1:8.

10.2 Organization and Management

(1) Each school shall establish a graduation design (thesis) work leading group, earnestly perform the work of topic selection, proposal defense, guidance, defense, scoring and selection of outstanding theses; complete the initial and mid-term inspections and summaries as required, and write summary materials with practical guiding value; there shall be specific process management measures that are implemented, and management shall be strict.

(2) Topic selection: ① Two-way selection shall be conducted for graduation design (thesis) topics, and the arrangement shall be reasonable; ② The topic shall conform to the basic requirements of professional teaching, be capable of combining social reality and engineering practice, and achieve the purpose of comprehensive training; ③ Each student shall have one topic per person, and more than 50% of graduation designs (theses) shall be completed in social practical training such as experiments, on-post practical training, engineering on-post practical training and social investigation; ④ The depth and breadth of the topic and the workload shall be moderate, and the difficulty shall be appropriate.

10.3 Teaching Process

(1) The graduation design (thesis) task book shall have clear requirements and conformed standards.

(2) The guidance methods throughout the whole process shall be scientific and reasonable; under the full-process guidance of the instructing teacher, students shall carry out data collection work and correctly apply research methods to conduct graduation design (thesis) work.

(3) The supervising instructor shall keep original records of tracking guidance, inspection, and implementation while regularly discussing and communicating with students.

(4) Students shall be able to observe school discipline, strictly demand themselves, and independently complete the graduation design (thesis) on time.

10.4 Teaching Effect

(1) Students shall complete the graduation design (thesis) as required within the prescribed time.

(2) The graduation design (thesis) shall be fully justified, and students shall demonstrate a high level of skill in processing, analyzing, and synthesizing the collected data.

(3) The experimental scheme shall be reasonable, the data reliable, and the mathematical models correctly established; students shall also demonstrate strong computer application skills.

(4) The drawings shall be standardized, conform to relevant standards, be technologically feasible, and be structurally sound.

(5) The graduation design (thesis) shall demonstrate clear reasoning, accurate expression, conformity with technical requirements, and standardized presentation. The thesis shall present correct, in-depth, and original arguments supported by authentic, typical, and sufficient evidence; the arguments shall be focused and persuasive, and the language accurate and fluent. The overall reasoning shall be clear, the viewpoint explicit, the structure complete, the key points prominent, and the hierarchy well-defined.

(6) The main text of the graduation design (thesis) shall be at least 15,000 words for science and engineering programs, at least 15,000 words for liberal arts programs, and at least 10,000 words for art majors.

(7) During the defense, the presentation shall be well-organized, fluent, accurate, and logically clear.

10.5 Grade Assessment

(1) The defense committee (group) shall have a reasonable structure, strong professionalism, and authority.

(2) The graduation design (thesis) † shall be reviewed by reviewers before the defense.

(3) On-site defense: ① standardized defense procedures; ② Accurate and complete defense records.

10.6 Summary and Archiving

(1) After the defense ends, the defense committee (group) shall write a summary report, analyze and summarize the quality of students' graduation design (thesis), and put forward constructive opinions.

(2) Graduation designs (theses) shall be bound in accordance with standards and archived in a timely manner.

10.7 Monitoring

(1) The quality evaluation of graduation design (thesis) and defense shall be implemented by the defense committee organized by each school.

(2) Each school shall conscientiously analyze the problems existing in the organization of graduation design (thesis) and defense work of its own unit, as well as the completion situation and quality.

(3) The Practice Department shall organize experts from inside and outside the school to conduct random inspections of graduation designs (theses).

11. Textbook Construction

To ensure the quality of textbook compilation, the chief editor is required to hold the technical position of associate professor or above in the year of compiling the textbook. Teachers holding the technical position of lecturer who serve as chief editor

must have recommendations from two persons holding the technical position of associate professor or above, have more than three years of teaching experience in the discipline, have served as principal lecturer of the course more than twice, possess certain scientific research ability and academic level, and have a rigorous scholarly attitude. Participating editors shall have teaching experience of systematically lecturing the course more than once.

12. Record Forms

12.1 *Quality Standards for Talent Cultivation Programs of Undergraduate Majors of Hengxing University*

12.2 *Quality Standards for Compilation and Implementation of Teaching Syllabi of Hengxing University (Theoretical Category)*

12.3 *Quality Standards for Compilation and Implementation of Teaching Syllabi of Hengxing University (Laboratory Category)*

12.4 *Quality Standards for Compilation of Lesson Plans of Hengxing University*

12.5 *Quality Standards for Classroom Teaching of Hengxing University (Theoretical Teaching)*

12.6 *Quality Standards for Course Assessment Links of Hengxing University*

12.7 *Quality Standards for Laboratory (Practical Training) Teaching of Hengxing University*

12.8 *Quality Standards for Course Design of Hengxing University*

12.9 *Quality Standards for on-post Practical Training of Hengxing University*

12.10 *Quality Standards for Graduation Design (Thesis) of Hengxing University*

12.11 *Quality Standards for Textbook Selection of Hengxing University*

13. Supplementary Provisions

These Standards shall be interpreted by the Quality Evaluation Office and shall come into effect as of the date of promulgation.

14. Revision Record