



## **Regulations on Management of Quality Evaluation and Continuous Improvement of Training Plans**



## Appendix E - Regulations

### Contents

Articles of Association of Shanghai University of Engineering Science .....	7
Preface .....	7
Chapter I General Provisions .....	9
Chapter II School-running activities.....	11
Chapter III Organization Management and Organization.....	15
Chapter IV Students.....	42
Chapter V Faculty Staff .....	46
Chapter VI Investment and Assurance .....	49
Chapter VII University and Society .....	51
Chapter VIII Features of SUES .....	52
Chapter IX Supplementary Provisions .....	53
Annex.....	54
Summary on the Implementation of the Talent Training and Development Plan of Shanghai University of Engineering Science during the 13th Five-Year Plan Period.....	56
I. Guiding Principles of the 13th Five-Year Plan.....	56
II. Achievements during the 13th Five-Year Plan Period .....	57
III. Review of the Overall Requirements of the 13th Five-Year Plan.....	72
IV. Analysis of the Implementation of the 13th Five-Year Plan .....	79
V. Analysis of the Completion of Indicators of the 13th Five-Year Plan .....	116
Articles of Association of Teaching Steering Committee of Shanghai University of Engineering Science .....	127
Chapter I General Provisions .....	127
Chapter II Organization .....	127
Chapter III Responsibility .....	130
Chapter IV Working System .....	131
Chapter V Supplementary Provisions .....	132
Regulations of Shanghai University of Engineering Science on Teaching Management.....	133
Chapter I General Provisions .....	133
Chapter II Teaching Plan Management.....	135
Chapter III Teaching Operations Management.....	137
Chapter IV Teaching Quality Management.....	143
Chapter V Academic Status Management.....	147
Chapter VI Management of Basic Aspects of Teaching .....	148
Chapter VII Education and Teaching Research .....	150
Chapter VIII Management Departments and Functions .....	151
Chapter IX Teaching Document Management.....	154
Notice on the Issuance of “Three-wide Education” Work Promotion Plan in 2020 of the CPC Committee of Shanghai University of Engineering Science .....	172
Notice on Establishing the Committee of Teachers' Professional Ethics under the Committee of Work Concerning Teachers at Shanghai University of Engineering Science .....	203
I. Main Responsibilities .....	203
II. Participants .....	204
Measures of Shanghai University of Engineering Science for the Recognition of Qualifications of Faculty Members.....	206
I. Teaching Qualification .....	206
II. Application for and Recognition of the Course Teaching Qualification.....	207



## Appendix E - Regulations

III.	Inspection and Management of Faculty Members Qualified for Teaching Courses	209
IV.	The Dean's Office shall be responsible for the interpretation of these Measures.	209
V.	These Measures shall come into effect as of September 1, 2015.	210
	Measures of Shanghai University of Engineering Science for the Management of Teaching Development Projects	211
	Chapter I General Provisions	211
	Chapter II Project Application, Examination and Approval	212
	Chapter III Project Fund Management	213
	Chapter IV Mid-Term Project Inspection and Acceptance	213
	Chapter V Project Operation Management	215
	Chapter VI Supplementary Provisions	216
	Regulations of Shanghai University of Engineering Science on the Management of Undergraduate Program Development	216
	Chapter I General Provisions	216
	Chapter II Offering of Undergraduate Programs	216
	Chapter III Development of Undergraduate Programs	219
	Chapter IV Evaluation and Management of Undergraduate Programs	221
	Chapter V Supplementary Provisions	222
	Implementing Measures of Shanghai University of Engineering Science for the Development of Excellent Courses	222
	Measures of Shanghai University of Engineering Science for the Management of Online Courses	227
I.	General Provisions	227
II.	Planning and Organization	228
III.	Construction Requirements	229
IV.	Course Operation and Management	231
V.	Credits Recognition of Online Courses	233
VI.	Others	233
	Measures of Shanghai University of Engineering Science for Awards for Teaching	234
	Chapter I General Provisions	234
	Chapter II Principles of Award	234
	Chapter III Categories and Objects of Award	235
	Chapter IV Standards for Award	235
	Chapter V Procedures of Awards	237
	Chapter VI Relevant Regulations	237
	Measures of Shanghai University of Engineering Science for the Management of Funds for Teaching Development Projects	238
	Measures of Shanghai University of Engineering Science for the Management of Selection of Teaching Achievement Awards	242
	Notice on the Incentive Program for Backbone Teaching Teams of Shanghai University of Engineering Science	247
I.	Guiding Principles and Objectives	248
II.	Specific Implementation	249
	Supplementary Opinions on the Incentive Plan for the Backbone Teaching Team of Shanghai University of Engineering and Technology	254



## Appendix E - Regulations

I.	Policy Basis.....	254
II.	Basic Principles .....	255
III.	Specific requirements .....	256
Regulations of Shanghai University of Engineering Science on the Formulation of Training Plans.....		264
1.	Basic principles .....	264
2.	Architecture .....	266
3.	Quality standards.....	267
4.	Formulation of process.....	269
5.	Supporting materials .....	270
6.	Others .....	272
Annex.....		272
Regulations of Shanghai University of Engineering Science on the Management of Quality Evaluation and Continuous Improvement of Training Plans .....		292
I.	Quality Analysis and Evaluation.....	292
II.	Work Flow for Continuous Improvement.....	294
III.	Training Plan Change Processes.....	295
IV.	Supporting Documents.....	297
V.	Miscellaneous .....	298
Annex.....		299
Several Regulations of Shanghai University of Engineering Science on Basic Course Information and Settings .....		301
Regulations of Shanghai University of Engineering Science on the Management of Syllabuses and Course Descriptions.....		309
I.	Syllabuses.....	310
II.	Course Descriptions .....	318
III.	Centralized Management .....	319
IV.	Supporting Documents.....	320
V.	Miscellaneous .....	321
Annex.....		321
Measures of Shanghai University of Engineering Science for the Management of Textbook Selection .....		344
Basic Norms of Shanghai University of Engineering Science on Lesson Plans and Lecture Notes .....		350
Regulations of Shanghai University of Engineering Science on Faculty Teaching .....		356
Regulations of Shanghai University of Engineering Science for Curriculum-Based Assessment Management .....		363
Invigilation Instructions of Shanghai University of Engineering Science.....		371
Examination Rules of Shanghai University of Engineering Science.....		376
Requirements of Shanghai University of Engineering Science for Faculty Members in Examination Paper Marking and Grading.....		381
Measures of Shanghai University of Engineering Science for the Management of Experiment-Based Teaching.....		383
Chapter I	General Provisions .....	383
Chapter II	Experiment-Based Teaching Task Management .....	384
Chapter III	Experiment-Based Teaching Document Management .....	388
Chapter IV	Experiment-Based Teaching Process Management.....	390



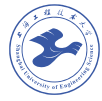
## Appendix E - Regulations

Chapter V Experiment-Based Teaching Quality Management .....	395
Measures of Shanghai University of Engineering Science for the Management of Internship Teaching .....	396
Chapter I General Provisions .....	396
Chapter II Responsibilities in the Internship Teaching Process .....	397
Chapter III Methods of Internship Teaching .....	398
Chapter IV Development of Internship Bases .....	399
Chapter V Internship Teaching Process Management.....	400
Chapter VII Internship Assessment .....	401
Measures of Shanghai University of Engineering Science for the Management of Course Design .....	402
Chapter I General Provisions .....	402
Chapter II Responsibilities for Course Design in the Teaching Process .....	402
Chapter III Management of Course Design in the Teaching Process.....	403
Chapter IV Evaluation of Performance in Course Design .....	404
Measures of Shanghai University of Engineering Science for the Management of Undergraduate Graduation Project (Thesis).....	405
Chapter I General Provisions .....	405
Chapter II Topic Selection .....	407
Chapter III Requirements for Instructors.....	408
Chapter IV Requirements for Students.....	410
Chapter V. Thesis Defense and Grading.....	412
Chapter VI Process Monitoring.....	415
Chapter VII Document Archives.....	418
Chapter VIII Supplementary Provisions .....	419
Writing Norms of Undergraduate Graduation Projects (Theses) of Shanghai University of Engineering Science.....	419
1. Content requirements .....	420
2. Writing rules .....	423
3. Requirements for printing and binding graduation projects (theses).....	430
4. These Norms shall be implemented starting from class 2020. ....	431
Implementation Plan of Shanghai University of Engineering Science on Teaching Quality Management .....	431
Regulations of Shanghai University of Engineering Science on Teaching Supervision.....	436
Measures of Shanghai University of Engineering Science for the Management of Class Visiting (Watching) by Leading Cadres .....	442
1. Listeners.....	443
2. Scope of class visiting .....	443
3. Frequency of class visiting .....	443
4. Methods and requirements of class visiting.....	444
5. Feedback and handling of class visiting information.....	445
Measures of Shanghai University of Engineering Science for the Management of Student Teaching Quality Informants.....	448
Measures of Shanghai University of Engineering Science for the Implementation of Course Teaching Quality Evaluation.....	449
Notice on Adjusting the Incentive Program for Backbone Teaching Teams of Shanghai University of Engineering Science .....	454



## Appendix E - Regulations

I.	General Provisions .....	454
II.	Composition and Tasks of Teaching Team .....	455
III.	Establishment of Teaching Team .....	459
IV.	Application and Approval of Teaching Team .....	462
V.	Funding and Standards .....	463
VI.	Management and Organization of the Teaching Team.....	465
VII.	Assessment and Motivation .....	467
VIII.	Miscellaneous .....	478
IX.	Supplementary Provisions .....	478
	Measures of Shanghai University of Engineering Science for Selection of Excellent Lecturers .....	478
	Measures of Shanghai University of Engineering Science for the Selection of Excellent Undergraduate Graduation Projects (Theses) .....	482
	Regulations of Shanghai University of Engineering Science on the Identification and Handling of Teaching-Related Accidents.....	484
	Regulations of Shanghai University of Engineering Science on the Management of Examination Discipline, Definition of Violations of Discipline and Disciplinary Punishment for Various Assessments.....	492
	Notice on Speeding up the Professional Accreditation for Programs in the University.....	496
I.	Guiding Principles .....	499
II.	Basic Principles .....	499
III.	Organization and Responsibilities.....	501
IV.	Working Mechanism.....	504
V.	Work Arrangements.....	505
	Notice on the Connotation Development Projects in Shanghai University of Engineering Science (Professional Accreditation Projects for Engineering Education) in 2018.....	507
1.	Guidelines for application.....	508
2.	Working procedures .....	510
	Implementation Plan of Shanghai University of Engineering Science for Professional Accreditation.....	512
I.	Guiding Principles .....	512
II.	Objectives .....	513
III.	Basic Principles .....	513
IV.	Supporting Measures.....	514
V.	Schedule .....	518
VI.	Supervision and Management.....	518
VII.	Miscellaneous .....	521



## **Articles of Association of Shanghai University of Engineering Science**

### **Preface**

Shanghai University of Engineering Science (SUES) is a regular institution of higher education covering engineering technology, economic management, art design and other disciplines. The predecessor of the University is the Institute of Mechanical and Electrical Engineering, Shanghai Jiao Tong University (founded in 1978), the Branch of East China Institute of Textile Engineering and the Branch of East China Institute of Chemical Technology.

The Branch of East China Institute of Chemical Technology was merged into the Institute of Mechanical and Electrical Engineering, Shanghai Jiao Tong University in 1984.

In 1985, the Ministry of Education approved the establishment of SUES. In 2003, Shanghai Senior Technical School, which was established in 1951, was merged into SUES.

In order to become a cradle of excellent engineers and engineering service talents and a modern university featuring engineering technology, economic management and art design, which plays a positive role in regional economic and social development, the University insists on the principle of satisfying the demands of Shanghai's modern industries and the needs for economic and social development, aiming to establish an industry-university cooperation platform and link the discipline chain and program chain to the industry chain, so as to create a real educational environment.



## Appendix E - Regulations

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These Articles of Association, in accordance with the Education Law of the People's Republic of China, the Higher Education Law of the People's Republic of China and the Interim Measures for the Formulation of Bylaws of Higher Education Institutions and other relevant laws and regulations, combined with the actual situation of the University, are formulated to achieve the University's objective of becoming a modern university, improve the modern university system, promote the administration of the University according to law, and realize standardized management and scientific development.





## Chapter I General Provisions

**Article 1** The English name of the University is Shanghai University of Engineering Science and its abbreviation is SUES. The website of the University is <http://www.sues.edu.cn>.

**Article 2** SUES is a full-time regular institution of higher education organized by the Shanghai Municipal People's Government. The Shanghai Municipal People's Government fulfills its investment and guarantee obligations in accordance with the law, and the competent authorities for education and administration assume responsibility for the management and assessment of SUES.

**Article 3** The residence of the SUES is No. 350, Xianxia Road, and has campuses in Songjiang, Changning, Hongkou and other districts. As the main campus, Songjiang Campus is located at No. 333, Longteng Road. The Changning Campus is located at No. 350, Xianxia Road. The Hongkou campus is located at No. 88, Yixian Road, where Shanghai Senior Technical School and the School of Advanced Vocational Education affiliated to SUES are located in. The University establishes or adjusts campuses in accordance with the layout plan of municipal government.

**Article 4** The University is a non-profit educational institution with independent legal personality, which is able to independently assume legal responsibilities and have the autonomy in running schools in accordance with the law.

**Article 5** The University implements the principal accountability system led by the CPC Committee of SUES (hereinafter referred to as the "CPC Committee"), and adheres to the leadership by the



CPC Committee, accountability by the President, education by professors and democratic management.

**Article 6** The University adheres to the socialist direction of running schools, the educational policies of the CPC, and the principle of industry-university cooperation and serving economic development, so as to continue to improve the quality of education and provide talent support, intellectual support and scientific and technological services for the development of the country and Shanghai. In addition, the University insists on the concept of "four participation", namely participation into the overall strategy and general pattern of national and regional economic and social development, participation into global economic development trends, high-tech development trends and discipline development laws, participation into providing high-quality educational resources and participation into the competition of the socialist market economy.



In order to realize to the educational philosophy of life-long development and all-round development, SUES has created an industry-university cooperative education and talent training model, so as to realize outstanding engineering education as well as collaborative education, management and innovation, and enable the students the capacity to analyze and solve problems and have an international vision, innovation awareness and the spirit of utter devotion.

**Article 7** Important matters of the University such as the separation, merger and termination shall be approved by the Shanghai Municipal People's Government and reported to the Ministry of Education.

### **Chapter II School-running activities**

**Article 8** Focusing on cultivating talents, the University carries out teaching, scientific research, social services and cultural inheritance innovation to ensure that the quality of education and teaching meets the standards set by the State.

**Article 9** The higher education implemented by the University includes degree education and non-diploma education. The education forms include full-time and part-time education models. In addition to undergraduate education, postgraduate education, higher vocational education and continuing education, the University provides international student education and Sino-foreign cooperative education.

**Article 10** The University implements the credit point system in full-time undergraduate education and postgraduate education in accordance with the law, and students must earn the required credit points within the prescribed time limit before graduation.



## Appendix E - Regulations

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**Article 11** The University implements the national degree system and confers bachelor's and master's degrees in accordance with laws and regulations.



**Article 12** Most of the disciplines and programs of the University are mainly related to engineering technology. Some disciplines and programs involve economic management, art design and other fields. The University formulates discipline development plans to promote the intersection, integration and innovation of disciplines.

**Article 13** The University follows the law of educational development, sets up and adjusts disciplines and programs in a planned way, and reports to the superior authority for record. For the setting and adjustment of programs, the relevant teaching organization submits a feasibility report, which is evaluated by the University Teaching Steering Committee, submitted to the University Academic Committee for review, approved by the President's Office Meeting, and reported to the superior authority for record.

**Article 14** The University adheres to the principles of fostering virtue through education and giving priority to quality in terms of talent training. In order to effectively monitor and evaluate all aspects of teaching, the University has established a sound education and teaching management system and quality assessment supervision and guarantee system that include self-monitoring assessment and external monitoring assessment, and regularly publishes annual quality reports to ensure the quality of talent training.

**Article 15** The development of the University's faculty staff focuses on the training of young and middle-aged faculty members and the development of faculty teams. The University establishes assessment criteria and system for faculty members, and regards the quality of education and teaching as the primary basis for faculty assessment. The University has also improved the incentive



mechanism for faculty members to stimulate their enthusiasm, initiative and creativity in education and teaching activities.

**Article 16** In order to create the real education model, the University encourages education and teaching reform and practice, and develops industry-university cooperation by combining teaching with scientific research, theory and practice, so as to cultivate students' practical and innovation competence.

**Article 17** The University carries out all-round, multi-level and wide-ranging international exchanges and cooperation to continuously enhance its international influence and competitiveness.

**Article 18** The University conducts basic science and applied scientific research, and promotes discipline development, talent training and scientific and technological progress by establishing high-level scientific research bases and innovation teams, so as to enhance its scientific and technological innovation capabilities and the competence to serve society.



**Article 19** The University creates a free and relaxed academic environment and scientific research atmosphere, and promotes academic freedom. It advocates a rigorous and realistic academic atmosphere, and opposes and prevents academic misconduct.

**Article 20** The University insists on collaborative innovation to meet the needs of the national strategy and the transformation and development of Shanghai. It also consolidates and expands the strategic alliance of industry and education, and enhance its competence to serve society, so as to provide talent, technology and intellectual support for national and regional economic and social development.

**Article 21** The University cultivates and promotes the core socialist values, and establishes a university culture that embodies the characteristics of socialism and times. It also cultivates the spirit of science, enriches campus culture, and promotes the development of advanced socialist culture.

**Article 22** The University pays attention to cultural guidance, inherits the motto of "Diligence, Truth, Innovation and Dedication", and advocates the spirit of "Pursuing Excellence and Dream, Seeking Truth and Being Pragmatic, Pioneer and Innovate", and promotes the value of "Diligence, Sincerity, Hard Learning and Practice".

### **Chapter III Organization Management and Organization**

**Article 23** The CPC committee is the core management of the University, which leads the routine work and supports the President to actively and independently carry out work in accordance with the provisions of the Higher Education Law of the People's Republic of



## Appendix E - Regulations

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China, so as to ensure the completion of various tasks such as teaching, scientific research and administration. The main responsibilities of the CPC committee include:

(1) Promoting and implementing the CPC's principles and policies, publicizing and implementing the resolutions of the CPC Central Committee, superior organizations and organizations at the same level; adhering to the socialist direction of running schools, governing the University according to law, encouraging faculty members, students and staff to promote the scientific development of the University; and cultivating talents with qualified morality, intelligence, physique and aesthetics to develop the socialism with Chinese characteristics.





- (2) Reviewing and determining the basic management policies of the University, discussing and deciding on the reform, development and stability of the University, as well as major issues in teaching, scientific research and administrative management.
- (3) Discussing and deciding on the establishment of the University's internal organization and the selection of the person in charge, and being responsible for the education, training, selection, assessment and supervision of cadres in accordance with the cadre management authority; and strengthening the development of leadership team, cadre team and talent team;
- (4) Strengthening the ideological building, organizational building, work style building, anti-corruption and institution building of CPC organizations in the University; implementing the responsibility system for CPC building and honest administration; and giving full play to the political role of the primary-level CPC organization, the leadership of the CPC branch, the exemplary role of CPC cadres, and the exemplary role of CPC members;
- (5) Organizing CPC members to study the CPC's principles, policies and resolutions, learn the CPC's basic knowledge as well as science, culture, law, and business knowledge in accordance with the requirements for building a study-, service- and innovation-oriented CPC organization;
- (6) Being responsible for the University's ideological and political work and moral education, so as to promote the development of a harmonious campus;
- (7) Leading mass organizations of the University, such as Worker's Union, Communist Youth League, Women Affairs Committee, Student Union, Graduate Student Union and the congresses of



faculty members, staff and workers.

(8) Developing united front; exercising political leadership over the primary-level organizations of the democratic parties in the University and support them to carry out activities in accordance with respective articles of associations; supporting democrats without party affiliation to participate in united front-related activities and play an active role.

**Article 24** When the CPC Committee is not in session, the University's CPC Standing Committee shall exercise its powers and perform its duties. The Standing Committee implements the system of democratic centralism and adheres to a system that combines collective leadership and division of labor with individual responsibility. All major issues must be decided through collective discussion by the Standing Committee. The Standing Committee, in accordance with the collective decision and division of work, fulfills its duties and reports to the CPC Committee.



The meeting of the Standing Committee is generally held every two teaching weeks. The meeting will be presided over by the Secretary of the Party Committee or the Deputy Secretary entrusted by the Secretary.

**Article 25** The CPC Disciplinary Inspection Committee of Shanghai University of Engineering Science is the inner-party supervisory organization of the University, which conducts its work under the leadership of the CPC Committee and the superior Disciplinary Inspection Committee. Its main responsibilities include:

- (1) Maintaining the CPC's constitution and other internal regulations, educating party members in abiding by the law and discipline, and making decisions on maintaining discipline.
- (2) Inspecting the implementation of the CPC's guidelines, policies and resolutions by CPC organizations and their members;
- (3) Assisting the CPC Committee to strengthen the work style, organizing and coordinating anti-corruption work, promoting the development of clean education and clean government culture, and assuming the supervision on the clean and honest administration.
- (4) Inspecting and handling cases, in which the University's CPC organizations and party members violate the CPC's constitution and other internal regulations, and deciding or cancelling the sanctions against party members in these cases in accordance with relevant regulations;
- (5) Accepting complaints and appeals from the party members, and protect their rights as stipulated in the CPC's constitution from infringement.

**Article 26** As the legal representative and chief administrative person of the University, the President, under the leadership of the CPC Committee, shall be responsible for the University's teaching,



## Appendix E - Regulations

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scientific research and other administrative work, and exercises the following functions and powers in accordance with the law:

- (1) Formulating the development plans, and formulating specific rules and regulations and annual work plans, and organizing their implementation;
- (2) Organizing and carrying out teaching activities, scientific research, social services, international cooperation and exchanges, and ideological and moral education;



(3) Drafting a plan for the establishment of the University's administrative organization, recommending candidates for vice president in accordance with regulations and procedures, and appointing and dismissing the person in charge of the internal administrative organization in accordance with the resolution of the CPC Committee;

(4) Appointing and dismissing faculty members and other internal staff, managing students' academic status, and awarding or punishing faculty members and students in accordance with laws and the University's regulations;

(5) Drafting and implementing the annual budget plan, protecting and managing the University's assets, and safeguarding the legitimate rights and interests of the University;

(6) Presiding over the President's Office Meeting, making decisions, coordinating, and dealing with important matters in the administrative work of the University.

(7) Other duties of education and teaching, scientific research and administrative management as stipulated by laws and regulations.

**Article 27** The President's Office Meeting is the basic form for the President to exercise his/her functions and powers. President's Office Meeting mainly studies and handles teaching, scientific research and other administrative issues, decides on relevant matters, and organizes the implementation of relevant resolutions of the CPC Standing Committee. The President's Office Meeting is presided over by the President or the vice president entrusted by the President and more than half of the members must be present before the meeting can be convened. The President shall have decision-making power and be responsible for the decision based on fully listening to opinions, but the dissenting opinions shall be recorded in the meeting



minutes. The President's Office Meeting is generally held every two teaching weeks.

**Article 28** The internal organization of the University is composed of functional departments, teaching and research organizations, directly affiliated organizations and affiliated organizations. The internal organization of the University shall be reviewed and approved by the CPC Standing Committee.

**Article 29** The University implements a two-level management system, namely University and secondary schools and colleges (teaching divisions and centers). Secondary schools and colleges (teaching divisions and centers) are the organization and implementation departments of talent training, scientific research, discipline development, international exchanges and social services, and implement independent management within the scope of the University's authorization.

The establishment, change, dissolution and merger of secondary schools and colleges shall be proposed by the relevant management department authorized by the University on the basis of extensive listening opinions. The proposal shall be reported to the President's Office Meeting for review, and submitted to the CPC Committee or the Standing Committee for approval.



**Article 30** Other internal organizations of the University shall be set up in accordance with the principles of streamlining and efficiency.

(1) The functional departments shall be set up according to the needs of the University's party and administrative work, which shall undertake the responsibilities of planning, organization, guidance, coordination, service, and external liaison of the University's party and government work;

(2) The directly affiliated organizations shall be established according to the needs of university-running activities to provide public services and guarantees for teaching and scientific research. The establishment, dissolution and merging of the above-mentioned departments and agencies shall be proposed by the University's organization and personnel management department on the basis of extensive listening opinions. The proposal shall be reviewed by the President's Office Meeting, and approved by the the Standing Committee.

**Article 31** The University has established the Administration Committee. The University Administration Committee is a consultation, review and supervision agency that supports the development of the University. Its main responsibilities include:

(1) Examining and approving the Articles of Association of the University Administration Committee;

(2) Deicing on the addition or withdrawal of members of the University Administration Committee;

(3) Making decision-making consultations or participating in deliberation on major issues such as the University's development objectives, strategic planning, annual budget reports and final



accounts, and major reform measures;

(4) Participating in the review of the overall plan and important agreements on social cooperation, university-enterprise cooperation, collaborative innovation, etc., and giving suggestions on social services;

(5) Researching the objectives and plans of the University to raise funds and integrate resources for the society, and supervising the use of raised funds;

(6) Participating in the assessment of the University's running quality, evaluating the University's characteristics and education quality, and putting forward reasonable suggestions or opinions;

(7) Other functions entrusted by the University.

The University Administration Committee is composed of representatives from the following aspects: a. Representatives of the University's administrative departments and co-construction organizations; b. Relevant person-in-charge of the University and its functional departments, heads of relevant academic organizations, and the representatives of faculty members and students; c. Representatives of local governments, industry organizations, enterprises and institutions and other social organizations who support the running the University; d. Outstanding alumni and celebrities; e. Other representatives invited by the University.





The University Administration Committee consists of no less than 21 members, the tenure of each member is 5 years, and they can be re-elected. The University Administration Committee is comprised of a chairman and a number of vice chairmen. The chairman and vice chairmen are nominated by the University and elected by the plenary session of the University Administration Committee.

The Committee holds meeting regularly, convening a plenary session at least once a year or holds thematic meetings. The Committee's meeting follows the principle of democratic consultation and establishes the rules of procedure to ensure that representatives from all sides can discuss and express opinions independently.

**Article 32** The University has established the Academic Committee. The University Academic Committee is the consulting, evaluation, review and decision-making agency for academic affairs of the University. Its main responsibilities include:

- (1) Formulating the Articles of Association of the University Academic Committee.
- (2) Reviewing the University's education and teaching, scientific research, discipline development, teaching staff and other plans related to academy development.
- (3) Reviewing the University's discipline development plans, and major policies and measures related to academic development.
- (4) Reviewing the application and recommendation of major academic awards and the recommendations for posts in important academic organizations; reviewing the recommendations for teaching and scientific achievements, the academic capacity and



## Appendix E - Regulations

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academic honor (title) of faculty members, etc.

(5) Commenting on academic disputes and academic misconduct, developing and maintaining scientific ethics, and maintaining the University's academic reputation.



- (6) Deliberating on important issues in academic development jointly proposed by more than 1/3 of the academic committee members of the University.
- (7) Guiding and promoting interdisciplinary and academic exchanges, and building and advocating a free and innovative academic culture.
- (8) Being responsible for the deliberation, consultation and decision-making of other major academic matters entrusted by the President.

The University Academic Committee is composed of professors or other senior professional and technical personnel with correct academic style, rigorous academic attitude and superb academic attainments. They care about the University's development, and have the ability to perform their duties. The University determines the number and distribution of committee members based on the composition of disciplines and programs to ensure the representativeness of committee members. The members of the Academic Committee shall be appointed by the President after being justly and fairly recommended and selected, and approved by the President's Office Meeting.

The University Academic Committee is comprised of a chairman and a number of vice chairmen. The chairman can be nominated by the President and elected by all the members; he/she can also be directly elected by all the members. The specific methods will be stipulated separately.

The plenary meeting of the Academic Committee is regularly convened and presided over by the chairman, and it can be held only when more than 2/3 of the members are present. The principle



that the minority is subordinate to the majority applies to the deliberation and decision-making of the Academic Committee. Major issues shall be approved by more than 2/3 of the members present at the meeting.

**Article 33** The University has established the Degree Evaluation Committee. The Degree Evaluation Committee is the organization responsible for the degree management of the University. According to the Regulations of the People's Republic of China on Academic Degrees, the main responsibilities of the Degree Evaluation Committee include:

- (1) Formulating the standards and rules for degree awarding.
  
- (2) Being responsible for self-assessment and award of degrees, and reporting to the superior competent authority for record.
  
- (3) Reviewing and approving the qualifications of postgraduate supervisors.



(4) Ruling on disputes about degrees.

(5) Other matters that need to be decided by the Degree Evaluation Committee.

The members of the Degree Evaluation Committee shall include the major person-in-charge and the teaching and scientific research personnel of the University. Participants of the Degree Evaluation Committee shall be mainly selected from professors, associate professors or teaching and research experts with equivalent professional titles. The chairman of the Degree Evaluation Committee shall be the President.

**Article 34** The University has established the Teaching Steering Committee. The Teaching Steering Committee is the deliberating body for important matters in University's teaching work. The Teaching Steering Committee formulates its articles of association and carries out its work according to procedures. The chairman of the Teaching Steering Committee shall be the deputy president in charge of teaching entrusted by the President. Its main responsibilities include:

(1) Reviewing important projects relating to the University's teaching reform, teaching management reform and basic aspects of teaching.

(2) Reviewing talent training plans and teaching plans, reviewing teaching results, and guiding teaching assessment.

(3) Being responsible for research and consultation on the program setting and adjustment plan of the University.

(4) Reviewing and consulting other important matters relating to



education and teaching entrusted by the University.

**Article 35** The University has established the Employment Committee for Professional and Technical Posts. The Employment Committee for Professional and Technical Posts shall be responsible for the appointment of faculty members and other professional and technical posts of the University in accordance with relevant regulations of the University. Its members are composed of the management of the University, the person-in-charge of the University Academic Committee, and the head in charge of personnel work, the heads of functional departments such as personnel, teaching, scientific research and graduate management, as well as representatives of faculty members and other professional and technical personnel. The chairman of the Employment Committee shall be the President.

**Article 36** The Congresses of Teachers, Staff and Workers is the basic organizational form for the faculty and staff to participate in the democratic management and supervision of the University. It exercises power in accordance with its articles of association and protects the legitimate rights and interests of the faculty and staff.



## Appendix E - Regulations

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The Congresses of Teachers, Staff and Workers contains university and secondary school/college level. Its main responsibilities include:

- (1) Reviewing the University's articles of association and draft amendments to the constitution.
- (2) Reviewing the President's work report, the University's development plan and programs for financial budget and final accounts, and important matters related to major reform and development of the University.
- (3) Examining and approving the program for post responsibility system of faculty and staff, as well as major reform plans and important rules and regulations related to the rights and interests of faculty and staff.
- (4) Guaranteeing the execution of the proposals of the Congresses and important matters approved by the Congresses.
- (5) Understanding the work situation of the Congresses and the matters negotiated and handled by the joint meeting of the Congress.
- (6) Supervising and appraising management at all levels of the University.
- (7) Other matters stipulated by laws and regulations and negotiated between the University and the Worker's Union.

The Congresses of Teachers, Staff and Workers is generally held once a year and more than 2/3 of all faculty representatives must be present. The permanent presidium elected by the Congress shall perform its duties when it is not in session. The Worker's



Union is the executing agency of the Congresses of Teachers, Staff and Workers.

**Article 37** The Worker's Union of the University is a mass organization voluntarily joined by the faculty and staff, which is under the leadership of the CPC Committee and the superior worker's union. It conducts work, performs its duties, and participates in management and supervision in accordance with the Law of the People's Republic of China on Trade Unions and General Regulations of the Chinese Trade Union. The Worker's Union contains university and secondary school/college level.

**Article 38** The Communist Youth League of the University, which is under the leadership of the CPC Committee and the superior youth league committee, shall carry out activities in accordance with the Constitution of the Communist Youth League of China, so as to give full play to the role of organization and guidance in ideological and political education, the development of campus culture, safeguarding students' legitimate rights and interests, improving students' quality, etc.





**Article 39** The University guarantees the exercise of democratic rights by students, safeguards their legitimate rights and interests, and realizes their self-service, self-management, and self-education through the Congresses of Students and the Congresses of Postgraduate Students. Under the leadership of the CPC Committee, the Congresses of Students and the Congresses of Postgraduate Students carry out work in accordance with the Regulations on All-China Students' Federation. Its main responsibilities include: Its main responsibilities include:

(1) Deliberating the articles of association of the Students' Federation and the draft amendments to the articles of association.

(2) Reviewing the work report of the presidium of the Students' Federation.

(3) Reviewing and approving the work policies and tasks of the Students' Federation.

(4) Submitting proposals to the University on its management and development issues.

(5) Reviewing or approving other matters stipulated by laws and regulations that shall be submitted to the Congresses of Students and the Congresses of Postgraduate Students.

**Article 40** The democratic parties and organizations in the University carry out activities in accordance with their own articles of association. Members of the democratic parties and democrats without party affiliation shall participate in the democratic



management and supervision of the University, and play a role in the reform and development of the University in their own posts.

**Article 41** The University sets up a number of secondary schools and colleges (teaching divisions and centers) according to the needs of talent training and discipline development, and adjusts them appropriately according to development needs.

**Article 42** Secondary schools and colleges (teaching divisions and centers) are the secondary organizations authorized by the University to implement teaching, scientific research and social services. They can implement independent management, independently set up academic organizations such as departments, institutes and offices as required, and enjoy the rights of organizing university-running activities, personnel management and resource allocation. Its main responsibilities include:

(1) Formulating development plans of the secondary schools and colleges (teaching divisions and centers) and organizing their implementation in accordance with the University's running policies, development plans and talent training objectives.



(2) Organizing and carrying out teaching, scientific research, discipline development, academic exchanges and social service activities, implementing program development, discipline development, laboratory construction and teaching reform, and improving the quality of teaching and scientific research.

(3) Putting forward proposals for annual enrollment and doing a good job in employment.

(4) Drawing up international exchange and cooperation plans and organizing their implementation.

(5) Setting up internal institutions, formulating internal working rules and methods, and deciding on professional tasks and assessment management methods of the staff of the secondary schools and colleges (teaching divisions and centers) during their employment period.

(6) Being responsible for the management of the faculty, staff and students of the secondary schools and colleges (teaching divisions and centers).

(7) Managing and raising the funds for teaching, scientific research and other fields for secondary schools and colleges (teaching divisions and centers) in accordance with the relevant regulations of the University, and managing and using related assets within the scope of the University's authorization to maintain the safety of assets.

(8) Formulating the performance appraisal, reward and distribution



plan for the faculty and staff of the secondary schools and colleges (teaching divisions and centers).

(9) Performing other duties assigned by the University.

**Article 43** The important matters of secondary schools and colleges (teaching divisions and centers) shall be subject to the decision-making system based on party-government joint conference. The secondary school or college's party-government joint meeting shall be responsible for discussing and deciding important matters in personnel training, scientific research, discipline development, talent team development, ideological and political work, administration, etc.

The members of the party-government joint meeting are composed of the principal and deputy deans (director), the principal and deputy secretaries of the CPC General Branch, and the chairman of the Worker's Union. The office director and organizer of the secondary schools and colleges (teaching divisions and centers) can attend the meeting as non-voting delegates if necessary.

The moderator of the party-government joint meeting shall determined based on the meeting topics.



The dean (director) shall preside over topics relating to teaching and scientific research, discipline development, talent team development and administrative work; topics relating to CPC affairs, ideological and political work, management work, student work and safety and stability work shall be presided over by the secretary. The secondary schools and colleges (teaching divisions and centers) shall formulate rules for the decision-making of the party-government joint meeting.

**Article 44** The dean (director) shall be the administrative person in charge of secondary schools and colleges (teaching divisions and centers). There are several deputy deans (deputy directors) to assist the dean (director).

The dean (director) shall be responsible for the work of the organization's teaching, scientific research, discipline development, talent team development, foreign exchanges and administration, and the deputy dean (deputy director) shall assist the dean (director). The dean (director) shall preside over the administration work of the organization in accordance with the relevant regulations and authorizations of the University, and perform the following duties:

- (1) Drafting the development plan of the college/school, and organizing the development of disciplines and faculty staff.
  
- (2) Organizing the formulation and implementation of the teaching plan of the organization.
  
- (3) Organizing and carrying out scientific research and social service activities.



## Appendix E - Regulations

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- (4) Being responsible for the employment, management and assessment of the faculty and staff of the organization.
- (5) Being responsible for the training of students of the organization.
- (6) Being responsible for the financial and asset management of the organization.
- (7) Organizing and carrying out international exchanges and cooperation.
- (8) Exercising other functions and powers granted by the University.

**Article 45** The secretary of the CPC General Branch of the secondary schools and colleges (teaching divisions and centers) shall be responsible for the work of the CPC General Branch of the organization, and the deputy secretary shall assist the secretary and be in charge of students' ideological and political education and management. The main responsibilities of the CPC organization of the secondary schools and colleges include:

- (1) Publicizing and implementing the CPCs principles and policies and the University's decisions, and playing a role in ensuring and supervising their implementation.



(2) Discussing and deciding on major issues and important matters of the organization through the party-government joint meeting, and supporting the organization's administrative leadership and responsible persons to carry out their work independently and responsibly within their scope of duties.

(3) Strengthening the ideological, organizational and work style development as well as anti-corruption, integrity and institution building of the CPC organizations, and guiding the CPC organizations to carry out their work.

(4) Leading the ideological and political work of the organization.

(5) Doing a good job in the education and management of CPC members and management of the organization.

(6) Leading the Worker's Union, the Communist Youth League, the Student Union, the Graduate Student Union and other mass organizations and the Congresses of Teachers, Staff and Workers.

**Article 46** The secondary schools and colleges (teaching divisions and centers) may set up the College (School) Committee. The College (School) Committee is an institution of consultation, deliberation and supervision for all parties to support the development of the secondary schools and colleges (teaching divisions and centers). It is an important organizational form for the secondary schools and colleges (teaching divisions and centers) to achieve scientific decision-making, democratic supervision and social participation. It formulates its articles of association according to procedures and operates in accordance with the



regulations. The College (School) Committee shall be composed of representatives of cooperating organizations, members of the management of the college/school, the head of the Professor Committee, faculty representatives, student representatives, alumni representatives, celebrities and other representatives invited by the college/school.

**Article 47** The secondary schools and colleges (teaching divisions and centers) set up the Professor Committee, the Degree Assessment Subcommittee, and the Appointment Team for Professional and Technical Posts.

The Professor Committee of the secondary schools and colleges (teaching divisions and centers) is an important form of professors' academic research and democratic management. It formulates its articles of association according to procedures, reports to the University Academic Committee for approval, and conducts work in accordance with its articles of association. The members of the Professor Committee of the secondary schools and colleges (teaching divisions and centers) must have senior professional and technical posts, and they must be democratically elected, passed by the party-government joint meeting of the secondary schools and colleges (teaching divisions and centers), and reported to the University for record.





The Degree Assessment Subcommittee of the secondary schools and colleges (teaching divisions and centers) is formed in accordance with the articles of association of the University Degree Evaluation Committee. It shall assist the University Degree Evaluation Committee, and be responsible for reviewing the training programs, course settings and degree application conditions of each program or degree point.

The Appointment Team for Professional and Technical Posts of the secondary schools and colleges (teaching divisions and centers) is established according to the University's regulations on appointment of faculty posts and other professional and technical posts, and shall be responsible for comprehensive inspection and evaluation on the ideological and moral qualities, educational and teaching ability and academic ability of the applicants, and recommend them to the University.

**Article 48** The secondary schools and colleges (teaching divisions and centers) establishes departments, teaching and research sections and research institutes (centers) as needed. The departments, teaching and research sections and research institutes (centers) carry out their work under the authority of the secondary schools and colleges (teaching divisions and centers), and their establishment and dissolution must be discussed and decided by the party-government joint meeting of the secondary schools and colleges (teaching divisions and centers), and reported to the relevant functional departments of the University for record.

**Article 49** The independent teaching centers, research centers (sections, institutes), engineering centers and key laboratories of the University as well as the teaching and research institutions of the corresponding level authorized by the University in accordance with



relevant regulations shall enjoy the same rights as the secondary schools and colleges and fulfill corresponding obligations.

## **Chapter IV Students**

**Article 50** Students refer to educatees who are admitted by the University in accordance with the law, are qualified for admission, are formally registered and have academic status.

**Article 51** In addition to the rights prescribed by laws and regulations, students also enjoy the following rights in accordance with the University's rules and regulations:

(1) Accepting the arrangement of the University's teaching plan and using its public educational resources reasonably.

(2) Selecting programs and elective courses in accordance with the relevant provisions of the credit credit system; and obtaining opportunities to study and participate in academic and cultural exchange activities at home and abroad.

(3) Participating in social practices, work-study programs, voluntary services, and organizing and participating in student groups and cultural and sports activities on campus in accordance with the law and the University's regulations.



(4) Obtaining fair evaluation in terms of ideological and moral qualities, academic achievements, etc., and obtaining corresponding academic certificates and degree certificates after meeting the University's prescribed academic standards within the prescribed period of study.

(5) Applying for scholarships, bursaries and student loans, and obtaining honorary titles and awards of various levels and categories.

(6) Being aware of matters involving personal interests, and putting forward opinions or suggestions on teaching activities and management, campus culture, logistics services, campus safety, etc. through legitimate channels.

(7) Having objections to the punishment or treatment given by the University, and appealing to the University or the administrative departments of education for the violation of the lawful rights and interests of the University or faculty and staff to their personal rights or property rights.

(8) Other rights stipulated by the University's rules and regulations.

**Article 52** In addition to fulfilling the obligations stipulated by laws and regulations, students shall fulfill the following obligations:

(1) Cherishing and maintaining the reputation of the University and safeguarding its interests.

(2) Respecting teachers, studying hard, developing good ideological and moral qualities and behavioral habits, and maintaining the University's order of education, teaching and life.



## Appendix E - Regulations

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- (3) Complying with various management regulations of the University.
- (4) Abiding by academic norms and academic ethics, and completing required studying tasks.
- (5) Taking exercises and striving to achieve all-round development containing morality, intelligence, physique and aesthetics.
- (6) Paying tuition and related fees as required.
- (7) Caring and properly using educational equipment and living facilities;
- (8) Other obligations stipulated by the University's rules and regulations.



**Article 53** The University shall provide students with necessary study and life services, psychological consultation and employment guidance in accordance with regulations. The University shall provide students with scholarships, bursaries, national student loans and work-study programs in accordance with regulations. The University shall support students to carry out extracurricular scientific and technological activities and encourage them to carry out scientific research and technological development.

**Article 54** The University shall create a relaxed academic environment, and respect and protect students' right to enjoy academic freedom in terms of study and research.

**Article 55** The University shall commend and reward students with comprehensive development of morality, intelligence, physique and aesthetics, or with outstanding performance in one aspect. According to regulations, the University shall criticize and punish students who violate laws, regulations or disciplines based on the severity of the circumstances.

**Article 56** The University shall, in accordance with the provisions of the State, establish a mechanism for the protecting students' rights, set up a student appeal committee, standardize the procedures for handling students' complaints, and safeguard the legitimate rights and interests of students. The University regularly convenes the Congresses of Students and the Congresses of Postgraduate Students to listen to student representatives' opinions and suggestions on major reforms and important rules and regulations related to the University's work and student rights and obligations, and ensures that students participate in the democratic management of the University in accordance with the law.

**Article 57** The University supports student organizations (Student



Union, Graduate Student Union, etc.) to carry out activities in accordance with their articles of association within the scope of relevant national laws or regulations. Students can apply to the University to organize student clubs in accordance with the law. Student clubs shall be established with the approval of the University, carry out activities within the scope of the law, and obey the leadership and management of the University.

### **Chapter V Faculty Staff**

**Article 58** The faculty and staff of the University shall be composed of faculty members and other professional and technical personnel, management personnel and workers.

**Article 59** The University implements an employment contract system for teaching staff. The University, in accordance with relevant provisions of the State, sets up professional and technical posts, management posts and skill and general posts responsibilities, tasks and work needs.



**Article 60** The University shall conduct regular assessments on faculty and staff in accordance with the personnel management policies, and the assessment results shall be used as the basis for renewal, dismissal, promotion, reward or punishment.

**Article 61** In addition to the rights prescribed by laws and regulations, faculty and staff also enjoy the following rights:

(1) Using the University's public resources in accordance with job duties and relevant regulations.

(2) Obtaining fair evaluations in terms of morality, ability and performance, and obtaining various awards and honorary titles at all levels, and opportunities and conditions for self-development.

(3) Being aware of the University's reform, construction and development as well as major issues related to vital interests.

(4) Participating in democratic management and supervision, and putting forward opinions and suggestions on the University's work.

(5) Lodging a complaint against the punishment or handling given by the University.

(6) Other rights stipulated by the University's rules and regulations.

**Article 62** In addition to fulfilling the obligations stipulated by laws and regulations, faculty and staff shall perform the following obligations:

(1) Cherishing and maintaining the reputation of the University and safeguarding its interests.



## Appendix E - Regulations

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(2) Observing the norms of teachers' professional ethics, imparting knowledge and educate people, being paragons of virtue and learning, and respecting and loving students.

(3) Complying with the teaching standards, completing the teaching tasks required by the post appointment, and improving the the quality of teaching.

(4) Abiding by academic norms, and academic ethics, and pursuing high-level academic research and scientific and technological innovation.

(5) Other obligations stipulated by the University's rules and regulations.





**Article 63** Faculty members are the main force in running the University. The University shall provide necessary conditions and guarantees for faculty members to carry out activities such as talent training, scientific research, social services, cultural inheritance and innovation. The University shall develop relevant policies for the development of faculty members, build a complete training system, and encourage and support faculty members to carry out various learning and further training activities.

**Article 64** The University shall establish and improve the rights protection mechanism for faculty and staff in accordance with the law to safeguard their legitimate rights and interests.

## **Chapter VI Investment and Assurance**

**Article 65** The funding sources of the University mainly include financial appropriations, business income and other income. The University shall expand the sources of funding in an all-round way and raise funds for career development.

**Article 66** The resource allocation of the University is based on development plans and annual career plans, adhere to the concept of sustainable development of financial balance, persist in running the university diligently and frugally, and improve the efficiency of using funds.

**Article 67** The University implements a financial management system featuring unified leadership, centralized accounting and hierarchical management. The University shall establish and improve various financial management policies, standardize the economic order, build a financial supervision system, control and manage financial budgets, prevent financial risks, and ensure the safety of funds.



**Article 68** The University shall disclose financial information such as financial appropriations, income for running university, social donations, etc. in accordance with relevant laws, regulations and rules, and accept the supervision of the departments concerned and all sectors of society.

**Article 69** The University's assets include current assets, fixed assets, construction in progress, intangible assets and outbound investment. All the assets of the University are state-owned assets. The University shall manage its assets in accordance with laws and regulations, improve the efficiency of using assets, and ensure the safety and integrity of these assets.



**Article 70** The University's logistics service department shall adhere to the purpose of serving the University's teaching, scientific research, faculty members and students, and strive to do a good job in logistics support.

## **Chapter VII University and Society**

**Article 71** The University shall allow the sponsor to manage and supervise the running affairs with legislation, funding, planning and other means in accordance with the law, and to assess on its disciplines, programs and running quality through special agencies or designated social intermediary agencies. The University shall accept social supervision and evaluation, implement an information disclosure system, and release relevant information to the society in a timely manner.

**Article 72** The University develop cooperation with off-campus research institutes, enterprises, etc., jointly build research bases, experiment and practical training bases and teaching entities, mutually recruit talents, and jointly train students. The University shall encourage the industrialization of scientific research results, and encourage the introduction of the results of university-enterprise cooperation into basic research and teaching activities.

**Article 73** The University established the Alumni Association in accordance with the law. The Alumni Association carries out activities in accordance with its articles of association, strengthens the relationship between the University and alumni at home and abroad, and regularly informs the alumni of the development of the University. The secondary schools and colleges may set up the branch of the



Alumni Association (including overseas branch).

**Article 74** The University established the Education Development Foundation in accordance with the law. The Foundation carries out activities in accordance with relevant regulations and its articles of association. The University may independently accept voluntary donations from institutions, organizations and individuals. The University may grant honorary titles to social celebrities or alumni who have made great donations to it.

### **Chapter VIII Features of SUES**

**Article 75** The University's motto is "Diligence, Truth, Innovation and Dedication".

**Article 76** The University's logo takes the word "Gong" ("工") as the main element, symbolizing a promising prospect of the University. The logo also contains the University's acronym "SUES".



The main color of the logo is blue.

**Article 77** The University's badge includes its name - "Shanghai University of Engineering Science" (inscribed by FANG Yi). The badge for faculty and staff has a red background with white letters, the badge for graduate students has a yellow background with white letters, and the badge for undergraduates and higher vocational students has a white background with red letters.

**Article 78** The University's flag is red and rectangular in shape, with a golden name "Shanghai University of Engineering Science" in the middle (inscribed by FANG Yi).

**Article 79** The name of the University's song is "Go ahead! SUES".

**Article 80** The University's celebration day is October 30.

### **Chapter IX Supplementary Provisions**

**Article 81** These Articles of Association shall take effect from the date of issuance after being discussed by the Congresses of Teachers, Staff and Workers, deliberated by the President's Office Meeting, reviewed by the CPC Committee, submitted to the Shanghai Municipal Education Commission for approval and put on record by the Ministry of Education.

**Article 82** The revision of these Articles of Association shall be proposed by the CPC Standing Committee. The revision plan of the Articles of Association shall be submitted to the Congresses of Teachers, Staff and Workers for discussion, sent to the President's Office Meeting and CPC Committee for review, and reported to the



competent authority for approval. Then the revised Articles of Association will be re-announced to the University and public.

**Article 83** These Articles of Association are the basic norms for the operation of the University, and the University shall formulate or amend other regulations based on these Articles of Association. For other regulations that are inconsistent with these Articles of Association, the later shall prevail. The President's Office shall supervise the implementation of these Articles of Association, review the University's internal rules, regulations and regulatory documents in accordance with these Articles of Association, and accept reporting and complaints about management behaviors and activities that violate these Articles of Association.

**Article 84** These Articles of Association shall be subject to the interpretation by the CPC Standing Committee of the University.

Note: FANG Yi (1916-1997), born in Xiamen City, Fujian Province, former President of the Chinese Academy of Sciences, Minister the State Scientific and Technological Commission, Vice Premier and State Councilor of the State Council.



## Appendix E - Regulations

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Annex:

Logo of SUES



Inscription by FANG Yi:

上海工程技术大学



## Summary on the Implementation of the Talent Training and Development Plan of Shanghai University of Engineering Science during the 13th Five-Year Plan Period

We hereby summarize the implementation of the talent training (undergraduate) development plan during the 13th Five-Year Plan period, so as to sort out and summarize the completion of the University's development plan during the 13th Five-Year Plan period, and to provide a basis for scientifically compiling the development plan during the 14th Five-Year Plan period.

### **I. Guiding Principles of the 13th Five-Year Plan**

The University follows the guidance of the Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era. The University implements and the CPC's educational policies, and adheres to the development strategy of "excellent talents, characteristic development and internationalization", as well as the objective of "New Three-steps Development Strategy. In addition, the University follows the law of the development of higher education, adheres to the concept student-oriented education and teaching and the combination of theory and practice, implements quality-oriented education, thereby comprehensively improving the quality of education and teaching, so as to contribute to local economic development, cultivation of excellent students and the construction of first-class modern application-oriented universities in China.





## **II. Achievements during the 13th Five-Year Plan Period**

### **1. Improving the quality of students through the reform of college entrance examination**

Since the 13th Five-Year Plan is an important stage for the State Council to promote the reform of the college entrance examination, the University has implemented the guiding principles of the provincial (municipal) education authorities on promoting the reform of the enrollment system of colleges and universities, and implemented it in accordance with the requirements of the Shanghai Municipal Government for enrollment. With a rigorous and meticulous enrollment model, the University has established and improved an internal control mechanism for the enrollment. In addition, the University publicizes college enrollment information in accordance with the requirements of the Ministry of Education; based on the principles of zero tolerance and fairness, the University advances various enrollment work in an orderly manner, so as to complete the enrollment tasks of undergraduates and junior colleges.

The University strives to build online and offline collective action between the University and secondary schools and colleges on enrollment promotion. They participate in offline enrollment publicity, and carry on the propaganda to the key middle schools in various provinces (cities).



At the same time, the University contacts mainstream media for professional interviews and releases enrollment publicity information. In addition, the University develops new online publicity models, improves its mobile phone client-side and college admission website, and participates in the enrollment live streaming organized by Guangming Daily, thereby realizing real-time online interaction with millions of candidates across the country. During the 13th Five-Year Plan period, the University has enrolled students in 30 provinces (cities) and Hong Kong, Macao and Taiwan regions, and the quality of students has been improved year by year. In 2019, the minimum score of undergraduate enrollment in 23 provinces and cities reached or exceeded the provincial admission score of key universities score or independent admission line. The proportion of general undergraduate batch admissions in the first line or independent admissions line to the total number of admissions is increasing year by year. In 2019, this proportion reached 54.3%, hitting the highest in history.

### **2. Optimizing the management of teaching process management based on the concept of OBE**

In terms of teaching assessment, the University strengthens the examination management, promotes the reform of curriculum-based assessment methods, and analyzes the teaching effectiveness based on the syllabus after the assessment is completed, so as to improve classroom teaching to achieve talent training objectives.



## Appendix E - Regulations

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The University encourages faculty members to reform curriculum-based assessment methods, promote diversified evaluation on students' academic work, and incorporate them into the syllabus and teaching management system. In addition, the University pays attention to process assessment, and links it to the score entry system through IT-based technology. The curriculum-based assessment shall be implemented in accordance with the relevant provisions of the Regulations on Management of Curriculum-based Assessment. The University focuses on assessment propositions, assessment disciplines, marking and quality analysis of examination questions. In addition, the University improves the examination environment and discipline, and establishes a patrol examination system for each teaching organization to improve the IT-based management of examination rooms.

In accordance with the requirements of the Shanghai Language and Writing Committee, the University launched a series of language activities during the 13th Five-Year Plan period. The University has won various awards in the "Boyang Cup" Shanghai University Student Creative Competition. In the "2nd Yangtze River Delta Region University Student Recitation Competition (Shanghai Region)", the University became the winner with the work "Bringing in the Wine". In addition, the University won the first prize in the "Chinese Classics Recitation Competition (Shanghai Region)".



**3. Building high-level programs based on the strategy of characteristic development**



The University applies for the development of new engineering programs so as to meet needs of national strategic development and the new development trend of higher education. At the same time, the University optimizes traditional engineering programs to develop a first-class mechanical program group and transport program group. In addition, the University optimizes the engineering application-oriented talent training model based on the development of application-oriented undergraduate pilot programs of municipal colleges and universities of Shanghai. Focusing on the development of application-oriented programs, the University promotes the "Through Training" of talents, and explores a new "Through Training" model for engineering application-oriented talents.

During the 13th Five-Year Plan period, the University established 13 undergraduate programs including Intelligent Manufacturing Engineering, etc. In addition, the University has launched first-class program development projects, implemented first-class municipal undergraduate leading projects for mechanical program groups, and promoted high-level municipal application technology-oriented university pilot development projects for transport program group. At the same time, the University has established 7 municipal application-oriented undergraduate pilot programs including Automation, and 8 high-end "Through Training" programs, including Material Molding and Control Engineering.



In order to become a high-level application-oriented university in Shanghai, the University focuses on the development of first-class undergraduate programs, the improvement of program connotation and the professional accreditation of engineering education. Based on the new engineering concept, the University promotes the development of leading high-level application-oriented undergraduate programs in China. In 2019, the University's Mechanical Engineering and Clothing Design and Engineering became national first-class undergraduate programs, and 6 programs including Flight Technology became first-class undergraduate programs in Shanghai.

#### **4. Comprehensively improving the practical and innovative competency**

In order to demonstrate the characteristics of application-oriented university, the University promotes students' practical and innovative competency by offering elective courses for innovation and entrepreneurship, experimental courses for innovation and introducing the credit point mechanism for second classroom. The University also carries out various internal discipline competitions to improve student' participation in competitions and enhance the overall level of the University. Through the selection mechanism,



## Appendix E - Regulations

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the University realizes the cultivation of top-notch talents, enabling them to make significant progress in various discipline competitions.



During the 13th Five-Year Plan period, the number of students participating in annual competitions has increased from about 800 participants to 3,000 participants in 2019, and 1,712 of them have won prizes.

At the same time, the University has made great progress in various discipline competitions. In particular, the University won the national first prize for the first time in the National Undergraduate Mechanical Design and Innovation Contest, achieving a historic breakthrough. In the National Undergraduate Smart Car Contest, the University has entered the national finals for 7 consecutive years, and has long been ranked first among Shanghai municipal universities in the National Undergraduate Mathematical Modeling Contest. The University ranks 68th in the national undergraduate discipline competition list among local colleges and universities, demonstrating its innovative and practical competency as a high-level application-oriented characteristic university.

### **5. Promoting the connotation development of higher education with the objective of education and teaching**

The University promotes the education and teaching reform to meet the requirements of the country's major strategy and the guiding principles of the National Education Conference. According to the concept of new engineering, the University cooperates with all parties to promote the development of new engineering, and





## Appendix E - Regulations

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formulates the Action Plan of Shanghai University of Engineering Science for New Engineering Research and Practice to establish a continuous development mechanism for new engineering projects. Three national projects have been approved, and a total of 65 university-level projects have been approved. In 2020, the University applied for 2 new engineering research and practice projects in the second batch of the Ministry of Education and 1 municipal-level new engineering project.

In order to foster virtue through education, the University has carried out the teaching reform of ideological and political courses, formulated the special application guide for ideological and political courses. A total of 66 courses have been approved, and each program will have 1-2 core courses, thus gradually realizing the substantial coverage of ideological and political courses. The University established the "Traffic China" excellent ideological and political elective course, and applied for the 2019 National Excellent Online Open Course. The School of Air Transportation / Flying has become the Leading School for the Key Reform of Ideological and Political Courses in Shanghai Universities.

In order to implement the "First-class Courses" plan, the University has promoted classroom teaching reform and carried out the development first-class courses. The University has been approved for 4 national courses, 4 municipal excellent e-learning courses, 13 municipal excellent courses and 63 municipal key courses.



## **Appendix E - Regulations**

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In addition, the University encourages faculty members to improve the quality of classroom teaching by means of heuristics, inquiry and discussion, so as to build a "smart classroom" and promote the interaction between faculty members and students or among students.



In 2019, the University launched a university-level “Golden Course” cultivation project to promote the integration of modern information technology and education and teaching, and reshape the form of education and teaching. A total of 30 courses have been established.

### **6. Improving services through distinctive vocational education**

During the 13th Five-Year Plan period, the Higher Vocational College and the Senior Technical School, for the purpose of “fostering virtue through education”, have promoted the development of inherent quality to create a vocational education brand and provide high-quality vocational education. In order to establish first-class and high-level programs, the University cooperates with intelligent manufacturing and modern service industries to develop key programs, optimizes the vocational education system, broadens talent training channels, and improves the quality of program development; the University promotes municipal star-level practical training centers, the training base for the World Skills Competition and the training base for highly skilled personnel, thus demonstrating its characteristics and advantages and improving its services; and the University pushes the reform of education and teaching, sets up a “Through Training” pilot platform, and develops a series of “Through Training” textbooks. All Sino-Swiss cooperation courses are taught in English according to the teaching quality standards of Chinese-foreign cooperative



education projects. In addition, the University has built high-quality municipal-level excellent courses and high-quality e-learning courses, and achieved remarkable results. The University also participates in skill competitions, discipline competitions and Internet+ competitions of various levels and categories, and has achieved excellent results, highlighting the training quality of high-quality laborers and technical talents.

### **7. Promoting continuing education to serve the society**

The continuing education of the University is designed to serve the needs of industries at home and abroad. By absorbing high-quality educational resources at home and abroad, the University, based on its superior programs and disciplines, enables continuing education to meet the needs of prosperous local economy. The purpose of continuing education is to deepen reform, innovate talent training mode, coordinate development, serve the society, and train high-quality engineering application-oriented talents for economic and social development.



## Appendix E - Regulations

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The diploma continuing education aims to strengthen the development of program connotation, establish the management and evaluation mechanism of off-campus teaching sites, consolidate the control of the teaching process, and establish a sound academic education quality monitoring and guarantee system. At the same time, the diploma continuing education focuses on strengthening the ideological and political education, fosters virtue through education, and strives to improve the quality of teaching and talent training. During the 13th Five-Year Plan period, the University has completed the revision and improvement of 20 program-level talent training plans and syllabuses; it has improved the evaluation system and dynamic adjustment mechanism of each teaching site; and it paid attention to routine inspections, mid-term review and comprehensive inspection in the teaching process. By strengthening process supervision and dynamic adjustment mechanisms, the University promotes the standardized management and sustainable and healthy development of higher continuing education.

Non-diploma continuing education aims to meet market demand and service industries, focusing on new engineering training and highly skilled personnel training. The University has carried out a number of talent education and training projects with distinctive characteristics and extensive brand influence, realized the objective of "integration between industry and education and university-enterprise cooperation", and provided solutions for



enterprises and employers. During the 13th Five-Year Plan period, the University has carried out several batches of training projects in the field of rail transit, coating technology, cold chain industry, clothing design and humanities exchanges, and has created a distinctive brand of non-diploma education.

### **8. Focusing on professional accreditation and improving the teaching quality guarantee system**

During the 13th Five-Year Plan period, the University gave priority to professional certification for the programs that belong to the Excellent Engineer Education and Training Program of the Ministry of Education. Through the promotion and education of professional accreditation, the University can increase the awareness of faculty members and students, and has developed a work plan for professional accreditation to obtain multi-disciplinary domestic and international certification. In order to improve the enthusiasm of secondary schools and colleges and programs to participate in accreditation, the University has successively issued the Notice on Accelerating the Professional Certification of Programs, the Notice on Launching Connotation Development Projects (Professional Accreditation of Engineering Education) in 2018 and other documents, and provided funds to promote their implementation.



In 2016, the University applied for certification for the first time and accepted the on-site review of experts, which became the first professional accreditation of engineering education of SUES in 2017.

Up to now, five programs have passed professional accreditation of engineering education (Pharmaceutical Engineering, Chemical Engineering and Technology, Environmental Engineering, Clothing Design and Engineering and Transport). In 2019, three programs were reviewed by experts on site, the certification of four programs have been accepted, and four programs were ready to apply for the professional accreditation of engineering education in 2020. The international accreditation has also progressed steadily. Some programs of the University have applied for ASIIN (Germany), AABI (US) and AACSB (US) accreditation. At present, the University has submitted application for professional accreditation, accepted on-site review, and passed the certification each year. With the implementation of professional accreditation, the University's programs have established a student-centered, objective-oriented and continuously improved quality assurance system, which has played a good role in improving the quality of talent training. In addition, the University has established a quality management and supervision system covering undergraduate teaching, and, based on the OBE concept, perfected the mechanism to improve the quality and efficiency of engineering education. Thus, the students' innovation and engineering practice competence have been



significantly enhanced.

### **III. Review of the Overall Requirements of the 13th Five-Year Plan**

#### **1. The scale of running and structure adjustment of programs**

By 2020, the University has 72 undergraduate programs (including directions) and 22 junior college programs (including directions). In 2020, there will be 17,100 full-time undergraduates and 2,100 full-time junior college students.

According to the University's overall development strategy during the 13th Five-Year Plan period and the new pattern of future economic development, the University adopts a new innovation-driven model, focuses on discipline development, industrial development and the quality of education and teaching, and builds a scientific and reasonable program development assessment system and various education and teaching evaluations, so as to integrate and optimize its program structure.





By 2020, the University has gradually adjusted the programs that do not meet the needs of the University and society, set up new programs with high-quality development potential, and limited the number of programs to about 53.

In addition, the University implements a comprehensive reform of engineering education, cultivates outstanding talents with sound personality, innovative spirit, global vision and social responsibility, and establishes a group of superior programs with social influence and competitiveness. The University also explores and promotes the "Program of Secondary Vocational Education - Application-Oriented Undergraduate Education" and "Program of Higher Vocational Education-Applied Undergraduate Education" among application-oriented programs that are closely integrated with the industry and have greater development advantages. By 2020, the University has set up 3 to 4 application-oriented undergraduate programs and the Programs of Higher Vocational Education-Applied Undergraduate Education.

### **2. Talent training and improvement of educational quality**

The University gives full play to the performance of the education quality project and the Shanghai's teaching special development results, deepens the education and teaching reform, improves its teaching connotation and quality, so as to achieve high-level and high-quality teaching results.

The University takes the Excellent Engineer Education and Training Program as a model to improve its engineering education. It



## Appendix E - Regulations

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promotes the professional accreditation of engineering education and strives to make breakthroughs in this field. At present, the University is advancing the development of university-level, municipal and national high-quality videos and MOOC courses, and will set up 2-3 national high-quality videos and MOOC courses in 2020. In addition, the University will set up 6 to 8 new full-English model courses in this year. The University also advocates and encourages the publication of characteristic textbooks, which focuses on supporting the compilation and publication of national planning textbooks, national and municipal excellent textbooks and characteristic textbooks. In the next 5 years, it will publish at least 60 textbooks every year, and will win 1 to 2 of the Shanghai Excellent Textbook Awards (first and second prizes) every 3 years.

The University promotes the development of practical teaching procedures, builds a modern practical teaching system, and enhances the connotation of its engineering education. It plans to promote the development of professional laboratories, virtual simulation laboratories, entrepreneurial laboratories, training centers and practice bases to promote the sharing of experiment-based teaching platforms. The University also plans to set up one or two national experiment-based teaching demonstration centers and national virtual simulation experiment-based teaching centers. In addition, students are encouraged to participate in various discipline competitions and



## **Appendix E - Regulations**

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innovation and entrepreneurship contests in order to achieve significant results with national competitive influence.



During the 13th Five-Year Plan period, the University won more than 20 awards in high-level national discipline competitions and innovation and entrepreneurship contests. During the 13th Five-Year Plan period, the University plans to win 15 more Shanghai Teaching Achievement Awards, and win 1 to 2 National Teaching Achievement Award (second prize or above).

### **3. Continuous and in-depth reform of the Higher Vocational College and the Senior Technical School**

In order to set up first-class programs in China and improve the quality of education and teaching, the University will improve the connotation quality of the University and its secondary schools and colleges, continue to deepen the reform of education and teaching, and create a vocational education brand. In order to promote the program development, 1-4 first-class and high-level programs will be set up during the 13th Five-Year Plan period.

In order to achieve high-level and high-quality teaching results, the University has set up a new provincial and ministerial level or above teaching achievement award during the 13th Five-Year Plan period. In addition, the University is advancing the development of municipal excellent courses and MOOC courses, and will set up 4 municipal excellent courses and MOOC courses in 2020. The University also promotes and encourages the publication of characteristic textbooks. By 2020, the number of textbooks published by the University will reach 33. Students are encouraged to participate in various skill or



discipline competitions. During the 13th Five-Year Plan period, the University won 4 first prizes or more in the national discipline or skill competitions. The University also advocates international exchanges and cooperation. During the 13th Five-Year Plan period, it has launched 1 new Chinese-foreign cooperative education project. By 2020, the number of full-English courses will reach 15.

In order to promote university-enterprise cooperation and the integration between industry and education, the University will establish 25 new industry-university cooperation education bases and 1 new municipal industry-university cooperation bases during the 13th Five-Year Plan period. In addition, the University has created a high-skilled vocational education platform to improve the level of social services. In addition, it promotes the development of high-level practical training centers, upgrades the level of practical training centers and bases, establishes 1 municipal practical training center and 5 new practical training rooms and technology application centers, and strives to become a training base for industrial control projects in the World Skills Competition.

#### **4. Creating a distinctive School of Continuing Education**

The University intends to stabilize the scale of degree education, expand the level of education, improve teaching quality, form characteristics, and improve efficiency. According to Shanghai's



## Appendix E - Regulations

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economic development and social needs, the University, relying on the its characteristic disciplines and superior programs, adjusts and optimizes programs to make the program chain of night university meet the needs of the industry chain, and strives to maintain a steady growth in the number of students at school, and the number of self-taught students is increasing year by year.



The University develops non-diploma education and has established a training brand with exclusive characteristics. Thanks to independent R&D training products and characteristic projects, the University has built brand projects with a good social reputation and influence. It strives to expand the scale of training to form core competitiveness. In addition, the University contacts with well-known foreign universities, training organizations, industry associations and other institutions to introduce high-quality education and industry training resources at home and abroad.

The University aims to realize the integration of degree education and skills training. Relying on its characteristics and advantages, the University has expanded the integration of degree education and skills education, and established a technical and skill-based curriculum system to improve the education efficiency. The University adheres to the principle of emphasis on social benefits and economic benefits, and has achieved a steady increase in the total income of secondary schools and colleges. The University also promotes the development of the school/college bases to meet the needs of night university's teaching, self-taught examination and various non-diploma education development.

## **IV. Analysis of the Implementation of the 13th Five-Year Plan**

### **(1) In-depth optimization of talent training model**



**1. Paying attention to the University's characteristics and positioning, optimizing the layout of programs**

The University insists on the principle of satisfying the demands of Shanghai's modern industries and the needs for economic and social development, aiming to establish an industry-university cooperation platform and link the discipline chain and program chain to the industry chain, so as to create a real educational environment. During the 13th Five-Year Plan period, in order to meet the needs of its development, the University has set up 13 undergraduate programs, including Data Science and Big Data Technology, Aircraft Manufacturing Engineering, etc.

Table 1 List of Newly Added Programs in Shanghai University of Engineering Science

No.	Program code	Program name	School/college
1	080204	Mechatronic Engineering	School of Mechanical Engineering
2	080501	Energy and Power Engineering	School of Mechanical Engineering
3	050261	Translation	School of Foreign Languages
4	080910T	Data Science and Big Data Technology	School of Electric and Electronic Engineering





## Appendix E - Regulations

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5	120407T	Transportation Management	School of Air Transportation
6	130301	Performance	School of Fashion Engineering
7	081306T	Coating Engineering	College of Chemistry and Chemical Engineering



## Appendix E - Regulations

8	081007T	Railway Engineering	School of Urban Rail Transportation
9	070104T	Data Calculation and Application	School of Mathematics and Statistics
10	082003	Aircraft Manufacturing Engineering	School of Air Transportation
11	080717T	Artificial Intelligence	School of Electric and Electronic Engineering
12	080213T	Intelligent Manufacturing Engineering	School of Mechanical and Automotive Engineering
13		Pension Service Management	School of Management Studies

The University has enrolled students in 30 provinces (municipalities) and Hong Kong, Macao and Taiwan regions, and the quality of students has been improved year by year. Every year, there are nearly 60 programs for undergraduate enrollment, and the number of enrolled students is stable at more than 4,000.

By 2019, the University has 60 undergraduate programs (including directions) and 11 junior college programs.

In 2019, there will be 17,584 full-time undergraduates and 1,083



full-time junior college students.

In 2019, the minimum score of undergraduate enrollment in 23 provinces and cities reached or exceeded the provincial admission score of key universities score or independent admission line. The proportion of general undergraduate batch admissions in the first line or independent admissions line to the total number of admissions is increasing year by year. In 2019, this proportion reached 54.3%, hitting the highest in history.

## **2. Upgrading Excellence Plan, promoting education and teaching reform, and establishing innovative talent training mechanism**

The University continues to implement the Excellence Plan to establish a new mechanism for collaborative running, education and innovation with universities, enterprises, local governments and research institutes as well as international cooperation. Based on pilot majors, the University promotes teaching reforms and establishes innovative talent training models, and launches the application-oriented undergraduate pilot majors in Shanghai.

Since 2015, in order to meet the needs of national and local economic and social development, as well as the reform and development requirements of Shanghai municipal government for application-oriented undergraduate pilot programs, the University has applied for the development of application-oriented undergraduate pilot programs. During the 13th Five-Year Plan



## Appendix E - Regulations

period, a total of 7 programs were approved, and the University has received a special fund of about RMB 35 million from the Municipal Education Commission, thus forming a training model for application-oriented undergraduate talents with its own characteristics.

Table 2 List of Application-oriented Undergraduate Pilot Programs of Shanghai University of Engineering Science

No.	School/college	Program name	Batch	Year of approval
1	School of Air Transportation	Transport (Aviation Equipment Maintenance)	I	2015
2	College of Chemistry and Chemical Engineering	Polymer Materials and Engineering (Coating Engineering)	II	2016



## Appendix E - Regulations

3	School of Flying	Flying Skill	II	2016
4	School of Electric and Electronic Engineering	Broadcasting and Television Engineering	III	2017
5	School of Electric and Electronic Engineering	Electrical Engineering and Automation	IV	2017
6	School of Automotive Engineering	Automotive Service Engineering	V	2017
7	School of Electric and Electronic Engineering	Automation	VI	2018

### 3. Focusing on national talent plans and applying for first-class undergraduate programs

In 2018, the University's engineering application-oriented machinery program group for advanced manufacturing industries was successfully selected as a leading plan for the first-class undergraduate development of Shanghai colleges and universities. The program group is composed of Mechanical Engineering, Mechanical Design, Manufacturing and Automation, Mechatronics Engineering, Vehicle Engineering and Energy and Power Engineering program and modern industrial training centers. They are supported by the University's characteristic and key discipline - Mechanical Engineering program, and will focus on cultivating more outstanding engineering application-oriented talents for the



mechanical industry.

In 2019, with the support of the special funds for promoting the development of high-level application-oriented universities in Shanghai, the University focused on the transport field, which is the strategic focus of the country and Shanghai, and carried out the development of a program group relating to traffic engineering. The program group is composed of Traffic Engineering, Mechanical Engineering, Control Science and Engineering, Material Science and Engineering, etc. Through its advantages in cooperation with enterprises in the fields of rail transit, automobile service and manufacturing and air transportation, the University has set up eight core programs, namely Vehicle Engineering, Transport, Rail Transit Signals and Control, Aircraft Manufacturing Engineering, Automobile Service Engineering, Railway Engineering, Flight Technology and Traffic Management, so as to enable traditional industries to combine with the Internet, and cultivate high-level application-oriented talents for industries such as advanced manufacturing and new materials.

In 2019, the University's Mechanical Engineering and Clothing Design and Engineering program became the development site of national first-class programs, and 6 programs including Flight Technology became first-class municipal undergraduate programs in Shanghai.

Table 3 Summary Table of National and Municipal (Shanghai) First-class Programs in Shanghai University of Engineering Science



## Appendix E - Regulations

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<b>School/college</b>	<b>Program code</b>	<b>Program name</b>	<b>Level of approved first-class program development site</b>
Mechanical and Automotive Engineering	080201	Mechanical Engineering	National-level



## Appendix E - Regulations

School/college			
School of Textile and Fashion Engineering	081602	Clothing Design and Engineering	National-level
College of Chemistry and Chemical Engineering	081301	Chemical Engineering and Technology	Municipal-level (Shanghai)
College of Chemistry and Chemical Engineering	081302	Pharmaceutical Engineering	Municipal-level (Shanghai)
College of Chemistry and Chemical Engineering	082502	Environmental Engineering	Municipal-level (Shanghai)
School of Art Design	130504	Product Design	Municipal-level (Shanghai)
School of Air Transportation	081805K	Flying Skill	Municipal-level (Shanghai)
School of Urban Rail Transportation	081801	Transport	Municipal-level (Shanghai)

#### 4. Carrying out the development of “Through Training” pilot programs

In 2017, the application of 2 Programs of Secondary Vocational Education - Application-Oriented Undergraduate Education, namely Automobile Service Engineering and Performance (Costume





**Appendix E - Regulations**

Performance and Planning) and 1 Program of Higher Vocational Education-Applied Undergraduate Education, namely Transport (Aviation Equipment Maintenance) were approved. As of 2018, the University has established a total of 8 “Through Training” pilot programs, including CNC Technology, 3 secondary and higher vocational education-applied pilot programs, 4 Programs of Secondary Vocational Education - Application-Oriented Undergraduate Education, and 1 Program of Higher Vocational Education-Applied Undergraduate Education.

Table 4 Overview of "Through Training" Pilot Programs

	School/college	Program	Secondary vocational school	Year of approval	Enrollment scale
<b>Program of Secondary Vocational Education - Application-Oriented Undergraduate Education</b>	School of Materials Engineering	Material Processing and Control Engineering	Shanghai Senior Technical School	2015	35
	School of Mechanical and Automotive Engineering	Automotive Service Engineering	Shanghai City Science and Technology School	2016	60
	School of Mechanical and Automotive Engineering	Mechanical Engineering	Shanghai Business and Information	2017	152



## Appendix E - Regulations

<b>licat ion- Orie nte d Und ergr adu ate Edu cati on</b>	Automotive Engineering		School		
	School of Mechanical and Automotive Engineering	Automotive Service Engineering	Shanghai Yangpu Vocational and Technical School	201 8	30
	School of Fashion Engineering	Performance (Costume Performanc e and Planning)	Shanghai Pudong Foreign Service School	201 8	30
<b>Pro gra m of Hig her Voc atio nal Edu cati on- App lied Und ergr adu ate Edu cati</b>	School/college	Program	Higher vocational school	Yea r of appr oval	Enr ollm ent scal e
	School of Air Transportation	Transport (Aviation Equipment Maintenance)	Shanghai SIPO Polytechnic	201 8	20



## Appendix E - Regulations

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In 2019, the University issued the Notice on the Establishment of Joint Teaching and Research Group for Programs of Secondary and Higher Vocational Education - Application-Oriented Undergraduate Education, the Joint Teaching and Research Activity System for Programs of Secondary and Higher Vocational Education - Application-Oriented Undergraduate Education and other 4 documents to ensure the quality of Program of Secondary Vocational Education - Application-Oriented Undergraduate Education and talent training.

### **(2) Promoting education and teaching reform**



## 1. Carrying out various teaching research and reform practices

Adhering to the guiding principles of the National Education Conference, the University focuses on improving the quality of talent training, deepens the reform of education and teaching, and promotes the connotative development of higher education so as to achieve the objective of becoming a high-level modern engineering application-oriented university.

In order to encourage faculty members to devote themselves to the reform of education and teaching, the University, based on the principle of combining educational theory and teaching practice in accordance with the new circumstances, challenges, requirements and tasks of current higher education at home and abroad, establishes a mechanism for sustainable development of teaching projects, and provides fixed funding support of more than RMB 2 million a year.

Every year, the University establishes more than 100 new university-level development projects, involving curriculum development, textbook development, program development, practice teaching development and teaching research development. In 2018, the University conducted classified guidance on projects based on the current situation of engineering education reform and the actual situation of its teaching reform. In addition to the above five categories, the University has added "new engineering" development, "ideological and political courses", "MOOC courses", "virtual simulation" and other categories. In 2019, the University



## Appendix E - Regulations

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added project categories such as "university-level and school/college-level quality assurance" and "development of university-level and school/college-level teaching development centers in colleges and universities", so as to provide macro guidance from the field of "orientation", "pertinence", "foresight", "maneuverability" and "promotion and application" of the project development. Since the implementation of the talent training and development plan during the 13th Five-Year Plan period, the University has achieved breakthrough results in the development of high-level courses.

During the 13th Five-Year Plan period, the courses "Ancient Chinese Clothing", "Introduction to Flight", and "European and American Film Culture" were recognized as National Excellent Online Courses.

"Aviation Walk" was incorporated into the eighth batch of high-quality video public courses by the Ministry of Education in 2016, and is available at the iCourse.

The University has three online courses recognized as Shanghai excellent e-learning courses for colleges and universities, and one online course was recognized as municipal (Shanghai) excellent course for vocational colleges. The University has established 19 MOOC courses, which are available at Zhihuishu and MOOC course platforms. Among them, 7 courses are available to all students of SUES and 12 courses are open to the whole country. The University has a total of 90 university-level excellent courses, 13 of which were recognized as Shanghai excellent courses, and



## Appendix E - Regulations

63 of which were recognized as Shanghai key courses. The University also carried out the teaching reform of ideological and political courses, and a total of 66 projects have been established. The School of Air Transportation / Flying has become one of the 20 Shanghai Key Pilot Schools in Ideological and Political Course Reform. In order to achieve the objective of "Changing China with Transport", the University created a large-scale public elective course called "Transport China". All the management of SUES will undertake the teaching tasks. The course can be learned online, and a total of 98 universities and 17,500 students having learned it. It was recommended by the Municipal Education Commission to apply for the National Excellent Online Courses in 2019.

Table 5 List of High-level Teaching Achievements of Shanghai University of Engineering Science

No.	Course name	Year	Note
1	Aviation Walk	2016	National Excellent Video Open Course
2	European and American Film Culture	2017	National Excellent Online Open Course
3	Ancient Chinese Clothing	2018	National Excellent Online Open Course
4	Introduction to Flight	2018	National Excellent Online Open Course

Table 6 List of High-quality E-learning Courses in Shanghai



No.	Course name	Year
1	Ancient Chinese Clothing	201 8
2	Introduction to Flight	201 8
3	Appreciation of Cruise Aesthetics	201 6

## 2. Strengthening innovation practice activities

For the purpose of interest cultivation, the University encourages students to participate in discipline competitions, promotes the cultivation of students' innovative and practical competency, and has achieved fruitful results. The number of award-winning students has increased year by year, and the degree of student participation has been improved accordingly. Secondary schools and colleges organize and participate in various teaching and discipline competitions, assigns special personnel to be responsible for these competition activities, and organize and instruct faculty members to provide students with professional knowledge and equipment guarantee. With the support of the University and secondary schools and colleges, the students have performed well in Shanghai and national competitions.



## Appendix E - Regulations

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From 2018 to 2019, as the first author of undergraduates, 366 projects were published publicly, four of which were included by SCI.

The number of authorized patents with students as the first complete person reached 36, and 15 software copyrights were approved, including 9 patents for invention.

The University was ranked 126 in national college discipline competition assessment in 2015-2019, and ranked 68th in the national undergraduate discipline competition list among local colleges and universities in 2015-2019.

The University has long been ranked first among Shanghai municipal universities in the National Undergraduate Mathematical Modeling Contest; in 2018, it won the first prize in the 8th National Undergraduate Mechanical Design and Innovation Contest; and in the National Undergraduate Smart Car Contest, the University has entered the national finals for 7 consecutive years.

Table 7 Evaluation Results of National Discipline Competition in Colleges and Universities from 2015 to 2019 (Undergraduate)(TOP 300)

<b>Ran king</b>	<b>Name</b>	<b>Number of awards</b>	<b>Total score</b>	<b>Provin ce</b>
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## Appendix E - Regulations

8	Shanghai Jiao Tong University	349	94.63	Shang hai
18	Tongji University	402	89.68	Shang hai
26	Fudan University	233	88.04	Shang hai
50	Shanghai University	282	77.01	Shang hai
66	East China Normal University	232	73.26	Shang hai
84	University of Shanghai for Science and Technology	203	70.09	Shang hai
103	East China University of Science and Technology	213	67.75	Shang hai
126	Shanghai University of Engineering Science	174	66.14	Shang hai
127	Donghua University	189	66.11	Shang hai
136	Shanghai Maritime University	142	65.37	Shang hai
211	Shanghai Normal	146	57.6	Shang



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### 3. Promoting Innovation and Entrepreneurship Education

The University is deepening the reform of innovation and entrepreneurship and has achieved fruitful results. It integrates innovative and entrepreneurial resources, and promotes the establishment and commercialization of innovative and entrepreneurial projects through setting up entrepreneurial funds, creating entrepreneurial bases and introducing off-campus mentors to explore innovative practices and learning models.

The University cultivates students' entrepreneurial spirit through innovative talent training projects. To achieve the objective of "full-process" innovative talent cultivation, the University incorporates innovation and entrepreneurship education into the talent training plan, enabling the innovation and entrepreneurship education to contain the elements such as planning, classroom, theory, practice, guidance and credit points. The University established the School of Innovation & Entrepreneurship in 2019, and allocates it with rich talent training resources. Through the integration of organization management, content of the course, faculty teams, bases and funds, the University plans to build a full-process interactive entrepreneurship education model.



In addition, the University has established an innovation and entrepreneurship platform to cultivate students' entrepreneurial competency. The University encourages students to go to enterprises, especially start-ups, for internships and practice. The University is also exploring the "dual mentor system" that includes program faculty members and corporate mentors, so as to create an industry-university cooperation platform for innovation and entrepreneurship.

At the same time, the University has set up an innovation and entrepreneurship park in its Science and Technology Park. Utilizing the innovative resources of the Science and Technology Park, the University has formulated flexible and diverse teaching plans and management policies for academic status, to provide convenience and system guarantees for students who leave school to start businesses.

In recent years, the University has made major breakthroughs in innovation and entrepreneurship. In the "Internet +" Innovation and Entrepreneurship Contest, 3,000 students have participated in more than 800 projects each year, covering nearly 12% of total students of SUES. They won 2 national bronze awards and 3 Shanghai municipal gold awards. In 2019 alone, SUES's students established 40 start-up companies, providing 105 posts. The University's entrepreneurship guidance station was recognized as an excellent entrepreneurship guidance station in 2019, and a new



Entrepreneurship Sub-Center for Faculty and Student was established on the Songjiang Campus. The Science and Technology Park regularly provides consultation for students in Songjiang Campus about entrepreneurship policies and projects, and up to 50 students have received policy support from the authorities of human resources and social security.

### **(3) Research and practice on promoting the development of new engineering**

#### **1. University-Industry Outstanding Engineers Education Alliance for Local Universities Nationwide**

In July 2016, the inaugural meeting of the University-Industry Outstanding Engineers Education Alliance for Local Universities Nationwide was held in Shanghai. The University took the chairman post of the first council and President XIA Jianguo became the chairman of the Alliance.

During the 13th Five-Year Plan period, the Alliance carried out 7 large-scale events, involving the development of new engineering projects and engineering education.



The Alliance continues to promote the reform of engineering education, which has played a positive role in driving the development of higher engineering education.

Up to now, the Alliance has 166 members and 24 executive directors. The chairman post is taken by SUES, and the vice chairman posts are taken by Hunan Institute of Engineering, Heilongjiang Institute of Technology, Wenzhou University and University of Jinan. In recent years, the Alliance has held 6 large-scale international and domestic academic seminars and conferences. A total of more than 700 universities and enterprises and more than 1,800 representatives participated in these seminars and conferences, contributing 135 excellent papers, 35 excellent cases and 4 e-briefings.

### **2. Research and practice of new engineering**

As the chairman of the University-Industry Outstanding Engineers Education Alliance for Local Universities Nationwide and the leader of new engineering research and practice in local universities nationwide, the University explores new models of new engineering talent training for local universities by launching new engineering development education and teaching reform and organizing the application and review of new engineering research and practice projects. In the end, three projects in the University were successfully selected as the first batch of "New Engineering"



## Appendix E - Regulations

research and practice projects by the Ministry of Education.

Table 8 List of the First Batch of Research and Practice Projects of the Ministry of Education

No.	Project name
1	Research on the Progress and Effect of the Development of New Engineering Courses in Local Universities
2	Exploration and Practice of the Development of Multi-discipline Emerging Engineering Programs Relating to Big Data and Business Intelligence
3	Exploration and Practice of Multi-dimensional New Engineering Application-oriented Talent Training in Local Universities

The University has established a continuous project mechanism for the development of new engineering, and provides special funding support every year. A total of 65 projects have been approved from 2018 to 2020. The University has formulated the Action Plan New Engineering Research and Practice to meet the requirements of new engineering development from talent training mode, program development, curriculum system, practice innovation, research of engineering education paradigm, etc.



#### **(4) Focusing on professional accreditation and improving the teaching quality assurance system**

##### **1. Cultivating the culture of continuously improving quality through audit assessment**

According to the arrangements of the Shanghai Municipal Education Commission and the Shanghai Education Assessment Institute, the expert group of undergraduate teaching review and assessment conducted the third phase of the University's undergraduate teaching review and assessment in December 2016. The University takes the review and assessment of undergraduate teaching as an opportunity to consolidate the results achieved in the review and assessment of undergraduate teaching, improve the long-term quality control mechanism, deepen reforms, highlight the characteristics of running the university, and give play to its advantages, thereby comprehensively improving the quality of education, teaching and talent training. At the same time, the University completes the monitoring data recording for the Higher Education Quality Monitoring National Data Platform every year, and has compiled and published the Undergraduate Teaching Quality Report, etc.

##### **2. Promoting the professional accreditation of engineering education and establishing a continuously improved quality assurance mechanism**

In 2016, the University's Pharmaceutical Engineering program



passed the professional accreditation of the China Engineering Education Accreditation Association, which was the first program of the University to pass the accreditation. After the professional accreditation, the University has made the following achievements: Modifying and improving talent training plans; establishing practical teaching platform compatible with engineering education; establishing a faculty team that meets the requirements of engineering education; and establishing a sound internal and external quality monitoring mechanism. In 2016, the University passed the audit assessment as a whole. The audit assessment panel clearly stated that the University focuses on engineering programs, and only one of them has passed the engineering education accreditation. Therefore, it is necessary to expand the scope of engineering education accreditation and promote the professional accreditation of other disciplines at home and abroad to improve the overall quality of the University. It is recommended to carry out publicity and education on professional accreditation, enhance the awareness of faculty members and students of professional accreditation, promote the professional accreditation of other disciplines at home and abroad, and create a culture of continuous quality improvement.

The University promotes rectification work based on the opinions of the audit assessment panel. In order to improve the enthusiasm of secondary schools and colleges and programs to participate in certification, the University has successively issued the Notice on





## Appendix E - Regulations

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Accelerating the Professional Certification of Programs, the Notice on Launching Connotation Development Projects (Professional Accreditation of Engineering Education) in 2018 and other documents, and provided funds to promote their implementation.

Table 9 List of Programs Passing Engineering  
Education-related Professional Accreditation



## Appendix E - Regulations

<b>Program name</b>	<b>Start date of validity</b>	<b>Expiry date of validity</b>
Environmental Engineering	January 2019	December 2024 (conditional)
Transport	January 2019	December 2024 (conditional)
Clothing Design and Engineering	January 2019	December 2024 (conditional)
Chemical Engineering and Technology	January 2019	December 2024 (conditional)
Mechanical Engineering	January 2020	December 2025 (conditional)
Automation	January 2020	December 2025 (conditional)
Computer Science and Technology	January 2020	December 2025 (conditional)
Pharmaceutical Engineering	January 2020	December 2025 (conditional)

During the 13th five-year Plan period, 8 programs have passed professional accreditation of engineering education. The accreditation of 4 programs has been accepted, and self-assessment reports are under preparation. In addition, 4 programs were ready to apply for the professional accreditation of engineering education in 2020. The international accreditation has also progressed steadily. Some programs of the University have



applied for ASIIN (Germany) and AABI (US) accreditation, and the AACSB (US) accreditation is under preparation. Professional accreditation lays the foundation for the development of a quality assurance mechanism based on the OBE concept.

### **3. Doing a good job in the transition of supervisors and attaching importance to the development of supervisor team**

The University revised the original Regulations of Shanghai University of Engineering Science on Teaching Supervision in accordance with the current new situation of education and teaching reform and the actual situation of teaching management. The new supervisor team is composed of 18 members, covering all programs of the University. The supervisor team mainly conducts its work through class visiting, inspections, assessment, feedback and communication. At the same time, the revised regulations require all secondary teaching organizations to establish a secondary teaching supervision team and formulate corresponding systems to carry out secondary teaching supervision.

### **(4) Analysis of the Higher Vocational College and the Senior Technical School for the implementation of the 13th Five-Year Plan**

#### **1. Promoting the development of connotation quality, and creating a vocational education brand**

In 2018, 1 pilot modern apprenticeship program was approved. In 2019, 2 new programs were set up, and two high-level programs



## Appendix E - Regulations

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are under development. One first-class program was established, and 1 first-class program was approved. One "1+X" pilot program was approved, and 2 teaching standards for the Programs of Secondary and Higher Vocational Education - Application-Oriented Undergraduate Education were under formulation. One municipal industry-education cooperative base has been established.

All the 23 courses of "International Business (Sino-Swiss Cooperation)" program are taught in English.



## Appendix E - Regulations

One program was recognized as the municipal demonstration brand program in 2020.

Table 10 List of New Programs, Municipal Demonstration Brand Programs, High-level Programs and First-class Programs

Program name	Time	Category
Additive Manufacturing and Technology Application	2019	New program
Technology Application of Industrial Robots	2019	New program
CNC Technology Application	2020	Municipal demonstration brand program
CNC Technology Application (secondary and higher vocational education-applied pilot program)	2019	Developed according to high-quality program standard
Material Processing and Control Engineering (Program of Secondary Vocational Education - Application-Oriented Undergraduate Education)	2019	Developed according to high-quality program standard
Mold Design and Manufacturing	2019	Municipal first-class program (approved in 2015)
Mechatronics Technology	2019	Developed according to municipal first-class program standard
CNC Technology (secondary	2019	Developed according to



## Appendix E - Regulations

and higher vocational education-applied pilot program)		teaching standards for municipal program
Electric Automation Technology (secondary and higher vocational education-applied pilot program)	2019	Developed according to teaching standards for municipal program
Computer Network Technology (Internet of Things)	2019	"1+X" pilot
Computer Network Technology (Internet of Things)	2018	Pilot modern apprenticeship program
CNC Technology Industry-Education Collaboration Base	2019	Municipal industry-education collaboration base

## 2. Promoting the development of high-level practical training centers

The University has established 2 training bases for World Skills Competition players, one 5-star open practical training center, one 3-star open practical training center; it has built one practical training center, five practical training rooms including 3D Printing Practical Training Room and application center.

Table 11 List of World Skills Competition Bases and Star-level Practical Training Centers

Base name	Star-level
Training Base for Mechatronics	World



## Appendix E - Regulations

Players (Shanghai)	Skills Competition Base
Training Base for Industrial Control Players (Shanghai)	World Skills Competition Base
CNC Technology Application Open Practical Training Center	5-star
Electromechanical Technology Application Open Practical Training Center	3-star
Shanghai Robotics Open Practical Training Center	New

### 3. Promoting education and teaching reform, and achieving fruitful teaching results

The University won 2 first prizes and 2 second prizes of municipal teaching achievement awards. It has set up 4 municipal excellent courses and 1 excellent online course. Two municipal excellent courses and eight university-level excellent courses are under development.

The University won one third prize in the municipal teaching contest among higher vocational colleges. A total of 34 textbooks have been published.



#### **4. Encouraging students to participate in competitions to demonstrate the quality of highly skilled personnel training**

Students are encouraged to participate in various skill competitions and discipline contests at all levels, and won 2 “Internet +” national bronze prizes and 2 municipal gold prizes. They won 11 first prizes and 18 second prizes in national skill competitions and discipline contests. In addition, they won 3 special prizes in municipal-level skill competitions and discipline contests, 84 first prizes, 138 second prizes and 4 first prizes for groups. In the World Skills Competition (Shanghai), they won the top 3 prizes in the "Industrial Control" event, won the first and second prize in the "Mechatronics" event, and one "Industrial Control" player was shortlisted in the national training team. They won the 1 national first prize, and 1 municipal special prize in the "Challenge Cup" competition.

#### **(V) Analysis on the Implementation of the 13th Five-Year Plan of the School of Continuing Education**

The School of Continuing Education, based on the University’s overall development plan and the purpose of creating a modern and characteristic university, as well as the principle of serving the economic and social development of Shanghai and surrounding areas, deepens reforms, advances the innovation of talent training models, highlights the discipline development and program





characteristics of the University, and improves the rate of contribution and social attractiveness of continuing education.

**1. Promoting centralized management to create a good environment for degree and non-diploma continuing education**

The School refined management standards, and took the opportunity of developing a “model university governed by law” to build and revise a series of management policies and work procedures, so as to provide institutional guarantees for the healthy and orderly development and operation of continuing education. According to the University’s development plan, the School has formulated the requirements of clearance plan, project withdrawal and eliminating delayed projects through classification, completed part of the clearance and withdrawal tasks of non-diploma training, and completed a total of 11 project clearance tasks.

**2. Stabilizing the scale of diploma education at night university, and promoting teaching model reform and information development.**

Relying on the University's characteristic disciplines and programs, the School optimizes the program layout, declares new programs, expands the source of students through multiple channels, and maintains a steady increase of the students of night university.

According to the concept of integration between industry and education, the School strengthens the development of program connotation, integrates national professional qualification standards



## Appendix E - Regulations

or the post technical ability standards of industries and enterprises into the program curriculum system, creates distinctive brand programs, highlights talent training characteristics, and improves the quality and level of education. The School combines degree education with vocational skills training to realize the effective connection between degree certificate courses and vocational qualification certificate courses. At present, the School has realized the effective connection of some courses of 7 program teaching plans and 18 professional qualification certificate courses. The Mechanical Engineering program (upgrading from junior college to university) will be used as a pilot program to promote the exploration and reform of the teaching form of "face-to-face + online teaching". In addition, the School develops and perfects the existing IT application and digital teaching resources of teaching management to achieve technical support for teaching management.

Table 12 List of Enrollment Programs

<b>Year</b>	<b>Number of enrollment programs</b>
2016	33
2017	18
2018	17
2019	15



3. **Understanding market demand to open up service areas, and promoting non-diploma continuing education.** The School, relying on the University's brand advantages, promotes vocational skills training among college students, thereby enhancing their comprehensive quality and employability. The School has also strengthened communication with the municipal and district-level Human and Social Security Bureau, Yangzhou Municipal Government, Chuzhou Municipal Government, Shanghai Trade Union and other functional authorities, and is preparing to promote G60 Technician College, Yangzhou Education and Training Base and other training projects that serve social needs. At the same time, the School opens up non-diploma continuing education for undergraduate and postgraduate students, introduces high-quality foreign education and training resources, introduces an international cooperative education model, and builds an international development platform for non-diploma continuing education. During the 13th Five-Year Plan period, the School launched a total of 17 training projects, including 60 classes and nearly 3,000 participants, with a total income of more than RMB 11.08 million. Among them, the School has completed 4 independent development training projects and 12 cooperative development projects.

4. **Adhering to the people-oriented principle, strengthening standardized management, and doing a good**



**job in management and service for self-taught examination.**

The School does a good job in examination, confidentiality, discipline development of each program, data maintenance, examination management, etc. in accordance with the requirements of the national examination.

The School recommends experts and professors of the University to participate in the proposition and review of municipal-level courses of “Automobile Application Technology”, “Logistics Management” and other programs, thus highlighting the University's discipline and program characteristics.

Table 13 List of Self-taught Examination Applicants

<b>Year</b>	<b>Number of fresh students</b>	<b>Number of candidates</b>
2016	998	4621
2017	1204	4160
2018	2070	4924
2019	3334	6790
2020 (1st half)	1921	3965

**V. Analysis of the Completion of Indicators of the 13th Five-Year Plan**

**(1) Talent training and program development**



## Appendix E - Regulations

During the 13th Five-Year Plan, the University's overall completion of the core indicators of talent training and program development was relatively good. The number of students enrolled and the number of programs in junior colleges will be scaled down year by year according to the University's plan, so the relevant indicators show a downward trend. The international accreditation of two programs have been accepted. Affected by the COVID-19 pandemic, it is estimated that experts will enter the University for examination in the second half of 2020 or the first half of 2021. Therefore, the indicator has not been completed. In 2017, two programs were approved as full-English planning programs filed by the Shanghai Municipal Education Commission. Since these full-English planning programs are filed every 3 years, and one college can only apply for 1 to 2 programs at a time, this indicator has not been completed. However, in 2020, three full-English programs of the University were approved.

Table 14 Completion of Talent Training and Program Development Indicators during the 13th Five-Year Plan Period

Item	Implementation of the 13th Five-Year Plan				Indicators of the 13th Five-Year Plan	Completion
	2016	2017	2018	2019		



## Appendix E - Regulations

					(2020)	
Number of full-time undergraduate and junior college students	188 1 9	192 6 6	187 5 0	1866 7	19200	Almost done
Number of full-time undergraduate students	166 4 5	171 0 0	172 3 9	1758 4	17100	Completed
Number of full-time junior college students	217 4	216 6	151 1	1083	2100	Incomplete, gradually reduce the scale of junior college students
Number of undergraduate programs (including program direction)	59	62	62	60	72	Completed
Number of programs of junior college	12	13	5	11	22	Incomplete, gradually reduce the scale of junior college students
Number of	1	0	0	4	2~3	Completed



## Appendix E - Regulations

professional accreditation recognized by the Ministry of Education						
Pass rate of program assessment	100 %	0	0	0	100%	Completed
Number of international professional accreditation obtained	0	0	0	0	1~2	incomplete, application of 2 programs has been accepted, waiting for on-site expert inspection
Development of full English program	0	2	0	0	3	Incomplete, but 3 full English programs were approved in 2020

### (2) Curriculum and textbook development

During the 13th Five-Year Plan period, the overall completion of the core indicators of curriculum and textbook development was



## Appendix E - Regulations

relatively good. At the same time, 198 textbooks were published. Despite the substantial increase in textbook publication costs, university-related development funding has not increased simultaneously, so this indicator has not been completed. Since the excellent textbook awards at the municipal level and above are reviewed every 4 years, and the Shanghai Municipal Education Commission has not started the review of the new excellent textbook awards since 2016, this indicator has not yet been completed.

Table 15 Completion of Curriculum and Textbook Development Indicators during the 13th Five-Year Plan Period

Item	Implementation of the 13th Five-Year Plan				Indicators of the 13th Five-Year Plan (2020)	Completion
	2016	2017	2018	2019		
Number of created Shanghai excellent courses and MOOC courses	4	2	5	Not carried out in Shanghai	10~15	Completed
Number of created national excellent video open courses / national excellent online courses	1	1	2	The results of the review have not yet been disclose	2~3	Completed





## Appendix E - Regulations

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## Appendix E - Regulations

Number of courses						
Full-English demonstration courses of Shanghai Municipality	2	3	2	Not carried out in Shanghai	6~8	Completed
Published textbooks	52	56	40	50	300	Incomplete
Municipal or above Excellent Textbook Awards	0	0	0	0	16~20	Not carried out in Shanghai

### (3) Development of Practice Teaching and Teaching Results

During the 13th Five-Year Plan, the University's overall completion of the core indicators relating to practice teaching and teaching result development was relatively good. Since 2016, the Ministry of Education has changed the selection objects from national experiment-based teaching demonstration centers to national demonstration virtual simulation experiment-based teaching projects. In 2017, the University successfully applied for the national demonstration virtual simulation experiment-based teaching project. In 2018, it was included in the Cultivation Catalog of Shanghai Experiment-based Teaching Demonstration Centers. In 2019, its project was selected as the virtual simulation



**Appendix E - Regulations**

experiment-based teaching project of Shanghai.

Table 16 Completion of Indicators Relating to Practice Teaching Development during the 13th Five-Year Plan Period

Item	Implementation of the 13th Five-Year Plan				Indicators of the 13th Five-Year Plan (2020)	Completion
	2016	2017	2018	2019		
National teaching demonstration centers (new)	0	0	0	0	1~2	Not carried out by the Ministry of Education, and is completed after recommended to change to national demonstration virtual simulation experiment-based teaching project
Number of awards of national discipline-specific contest for college students	58	59	12	44	22~24	Completed



## Appendix E - Regulations

Awards for teaching achievements	0	19	1	0	10~15	Completed

### **(4) Completion of indicators of the Higher Vocational College and the Senior Technical School during the 13th Five-Year Plan**

During the 13th Five-Year Plan period, due to the adjustment of the University's planning layout, nine programs of the Higher Vocational College did not enroll students in 2018 and 2019, which caused the number of students in Hongkou Campus to decrease year by year. Therefore, the core indicators in this regard are not ideal. In addition, the remaining core indicators relating to the Higher Vocational College and the Senior Technical School have been over-fulfilled, and the overall completion is relatively good.



## Appendix E - Regulations

Table 17 Completion of Indicators of the Higher Vocational College and the Senior Technical School during the 13th Five-Year Plan

Item	Implementation of the 13th Five-Year Plan				Indicators of the 13th Five-Year Plan (2020)	Completion
	2016	2017	2018	2019		
Total number of students in Hongkou Campus	2745	2824	2242	1861	3300	Incomplete
Development of first-class and high-level programs	1	0	0	3	1	Completed
Number of Shanghai excellent courses and MOOC courses	1	1	2	1	4	Completed
Provincial and ministerial or above teaching achievement awards	0	4	0	0	1	Completed
Number of national-level contest awards for college students (including skills contests)	5	1	1	4	4	Completed
Published textbooks	15	6	10	3	33	Completed
Number of full-English courses	14	3	3	3	15	Completed
Municipal or above excellent textbook awards	0	0	0	0	2	Not carried out in Shanghai



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**(5) Completion of indicators of the School of Continuing Education during the 13th Five-Year Plan**

During the 13th Five-Year Plan period, the core indicators of the School of Continuing Education are shown in Table 15 as below. Due to the popularization of full-time higher education and the emergency of online distance education, the School’s degree education business has been affected, and the completion of core indicators was influenced as well.

Table 18 Completion of Core Indicators Relating to the School of Continuing Education during the 13th Five-Year Plan Period

Item	Implementation of the 13th Five-Year Plan				Indicators of the 13th Five-Year Plan (2020)
	2016	2017	2018	2019	
Number of students at night university	5631	4033	3750	4288	5500
Number of self-taught examinations	1080 3	1067 3	1343 1	18297	25000

Dean’s Office of Shanghai University of Engineering Science  
The School of Continuing Education of the Higher Vocational College and the Senior Technical School

June 11, 2020



## Articles of Association of Teaching Steering Committee of Shanghai

### University of Engineering Science

HU GONG CHENG JIAO [2019] No. 241

#### Chapter I General Provisions

Article 1 The Teaching Steering Committee of Shanghai University of Engineering Science (hereinafter referred to as the “Teaching Steering Committee of the University”) is established and these Articles of Association are formulated to ensure the quality of undergraduate training, strengthen the University’s unified guidance for routine teaching, and improve the education and teaching reform of undergraduates.

Article 2 The Teaching Steering Committee of the University aims to ensure the leading role of faculty members in university education training, collect students’ opinions and suggestions, supervise the administrative functions in school education and teaching, form a joint force, and work together for the educational business of Shanghai University of Engineering Science.

Article 3 The Teaching Steering Committee of the University shall plan and design the University’s undergraduate education and teaching system and talent training programs according to the University’s authorization; guide and review the reports and plans related to personnel training submitted by the relevant functional departments of the secondary schools and colleges (divisions and centers), and supervise the implementation.

#### Chapter II Organization

Article 4 According to the distribution of disciplines of Shanghai University of Engineering Science and the program setup of the secondary schools and colleges (divisions and centers), the Teaching Steering Committee of



## Appendix E - Regulations

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the University is composed of faculty members and teaching administrators with good ideological and political qualities, excellent academic capacity, rich experience in teaching or teaching management, decent work style and good health. In principle, the number of members of the Teaching Steering Committee shall not exceed 35. In principle, the members of the Ministry of Education and Shanghai Municipal Education Commission shall be members of the Teaching Steering Committee of the University. On the basis of soliciting opinions from all aspects, the members of the Teaching Steering Committee of the University shall be recommended by the Professor Committee, reported to the President's Office Meeting for approval, and appointed by the President.

Article 5 The Teaching Steering Committee of the University includes one director, several deputy directors, and one secretary general. The director shall be undertaken the President, and the deputy directors and secretary general shall be elected by all members nominated by the chairman. As required, a number of discipline platform teaching guidance subcommittees shall be set up to undertake the planning and design of talent training programs within the discipline platform, as well as the guidance and review of various teaching-related reports and programs. The director of the teaching guidance subcommittee shall be nominated by the director of the Teaching Steering Committee of the University, and decided by the Teaching Steering Committee of the University.

Article 6 The Professor Committee can undertake the relevant teaching planning, guidance, deliberation, supervision and other functions of the secondary schools and colleges (divisions and centers), formulate the training plan and curriculum system of the secondary schools and colleges (divisions and centers), identify the teaching qualifications of faculty members of the Program, and supervise the quality of teaching and training of the secondary schools and colleges (divisions and centers).





## Appendix E - Regulations

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The Professor Committee of the secondary schools and colleges (divisions and centers) shall accept the guidance of the Teaching Steering Committee of the University in terms of teaching planning, guidance, review and supervision, and implement the resolutions of the Teaching Steering Committee of the University.

Article 7 The Teaching Steering Committee of the University sets up the Secretariat, which is affiliated to the Dean's Office, and is responsible for organizing the routine work of the Teaching Steering Committee of the University and reporting the work to the University.

Article 8 The tenure system is implemented for the members of the Teaching Steering Committee of the University and discipline platform teaching guidance subcommittees. The member can be appointed for a tenure of four years and may be re-appointed for no more than two tenures. In order to maintain the stability and continuity, in general, the proportion of the members to be replaced in each tenure shall not exceed 2/3.

If a member is involved in the situation of "retirement (including re-employment)", or that "the personal relationship is not in the department", the original the secondary schools and colleges (divisions and centers) shall submit the replacement application for the member's successor to the Secretariat of the Teaching Steering Committee of the University, which will be discussed at the meeting of the Teaching Steering Committee of the University, and determined at the President's Office Meeting. Then the successor will be appointment by the President. If the member voluntarily applies for resignation during his/her tenure, or is unable to perform his/her duties due to physical conditions, age or post changes, or is unable or unsuitable to serve as a member due to other reasons, the Teaching Steering Committee of the University may dismiss him/her or agree to his/her resignation through discussion and decision.



### Chapter III Responsibility

Article 9 The Teaching Steering Committee of the University shall, in accordance with the provisions of the general rules, be responsible for the consultation, planning and review the long-term and overall planning of the University's talent cultivation and teaching:

1. Entrusted by the University, the Teaching Steering Committee shall provide consultation on major issues such as the University's concepts and goals on talent cultivation, teaching policies and planning, quality control of teaching and related policies;
2. Entrusted by the University, the Teaching Steering Committee shall organize a special working group to make specific plans for the macro planning of the University's teaching system and the reform of the talent cultivation model;
3. The Teaching Steering Committee shall review major issues such as the training plan, curriculum system and curriculum structure of each discipline, program adjustments and other education and teaching reforms;
4. The Teaching Steering Committee shall review the University's teaching regulations on employment of teacher posts and application of professional title of teacher posts;
5. The Teaching Steering Committee shall review other policies and regulations that have a substantial impact on the teaching of the University.

Article 10 The Teaching Steering Committee shall guide and review the plans and policies on routine teaching of of the University, and supervise the guidance and review work;

1. The Teaching Steering Committee shall guide and review the relevant plans for the enrollment and training reform of undergraduates in Shanghai University of Engineering Science.



## Appendix E - Regulations

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2. The Teaching Steering Committee shall guide and review the new program setup and adjustments of secondary schools and colleges (divisions and centers) and major plans related to curriculum development and teaching laboratory construction;
3. The Teaching Steering Committee shall guide and review the plans for the University's main teaching points, assessment requirements and the use of teaching funds each year;
4. The Teaching Steering Committee shall guide and review specific plans and reports provided by the discipline platform teaching guidance subcommittee and the Secretariat;
5. The Teaching Steering Committee shall determine the responsibilities of the discipline platform teaching guidance subcommittee, and guide and coordinate the Professor Committee of each secondary school or college (division/center) in teaching planning, guidance, review and supervision;
6. The Teaching Steering Committee shall be responsible for other education and teaching matters entrusted by the President;
7. The Teaching Steering Committee shall rule on major teaching liability accidents, teaching assessment and disputes in appraisal and evaluation of teaching quality.

### Chapter IV Working System

Article 11 In principle, the Teaching Steering Committee of the University and the discipline platform teaching guidance subcommittee shall convene one or two plenary sessions every academic year, and may temporarily convene special meetings attended by all or some of the members if necessary.

Article 12 The meeting of the Teaching Steering Committee of the University shall be presided over by the director or the deputy director entrusted by the director, and more than 2/3 (including 2/3) of the members shall attend the meeting. The Teaching Steering Committee of



## Appendix E - Regulations

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the University shall make decisions in accordance with the principle that the minority is subordinate to the majority. When it is necessary to make resolutions on the University's teaching planning, major teaching reform, teaching dispute rulings, etc., a secret ballot must be held, and the resolution must be agreed by more than 2/3 (excluding 2/3) of the members present at the meeting in order to be effective.

Article 13 With regard to the content involved in the duties of the Teaching Steering Committee of the University, generally the Teaching Steering Committee of the University shall entrust the discipline platform teaching guidance subcommittee, the Secretariat and the Professor Committee of the secondary school or college (division/center) to organize and conduct relevant teaching planning, guidance, deliberation, supervision, etc.

Article 14 When discussing major teaching issues, the Teaching Steering Committee of the University may invite relevant experts, scholars and heads of functional departments to attend the meeting and participate in the discussion.

Article 15 If the matters considered or evaluated by the Teaching Steering Committee of the University are related to the member or his/her relatives, the member shall withdraw.

Article 16 The committee members shall keep confidential the contents determined at the meeting of the Teaching Steering Committee of the University, and implement and maintain the results of deliberation or evaluation adopted by the Teaching Steering Committee of the University.

### Chapter V Supplementary Provisions

Article 17 The University allocates the work funds to the Teaching Steering Committee according to the annual budget.

Article 18 These Articles of Association are approved by the President's Office Meeting.

Article 19 The Teaching Steering Committee of the University shall be



responsible for the interpretation of these Articles of Association.

Article 20 These Articles of Association shall come into force as of November 1, 2019, and the original Articles of Association of Teaching Steering Committee of Shanghai University of Engineering Science (HU GONG CHENG JIAO [2015] No. 53) shall be repealed simultaneously.

Regulations of Shanghai University of Engineering Science on Teaching  
Management

HU GONG CHENG JIAO [2015] No. 94

Chapter I General Provisions

Article 1 These Regulations are hereby formulated to ensure that the University's teaching management become more standardized, institutionalized and scientific, and to effectively improve teaching management and quality.

Article 2 Teaching management shall include the management of training plans, the management of teaching operations, the management of teaching quality, and the management of basic aspects of teaching, such as disciplines, programs, courses, textbooks, practice-based teaching bases, an academic and learning environment, faculty teams, and management policies.

Article 3 The basic tasks of teaching management shall be: adhering to the Four Cardinal Principles; adhering to the socialist direction of running schools; fully implementing the CPC's education policy; reasonably allocating teaching resources in accordance with the laws of education and teaching of colleges and universities; realizing the goal of building the University into a modern and characteristic university; planning, organizing, directing, coordinating and supervising teaching; and ensuring the realization of educational goals and the quality of talent training.



## Appendix E - Regulations

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Article 4 Teaching management shall be guided by scientific methodology such as materialist dialectics, lay emphasis on the application of modern management methods, and comprehensively use scientific and reasonable administrative management methods, ideological education methods and essential economic management methods to further modernize teaching management.

Article 5 The support and guarantee system for teaching management shall include library and information systems, logistics service systems, health care systems, network information systems, etc. All departments of the University must focus on cultivating qualified talents needed for the cause of socialism, coordinate and cooperate with each other, and adhere to the principle of “educating students by imparting knowledge, providing services and conducting management”.

Article 6 The fundamental task of colleges and universities shall be to train students, teaching shall always be the core task, and teaching management shall be an essential part of management of colleges and universities. The Dean’ s Office, all secondary schools and colleges (teaching divisions/centers), departments (teaching and research sections/laboratories), and teaching assistant and administrative departments shall be responsible for management. All levels must cooperate and communicate with each other in management to ensure the normal operation of teaching and management.

Article 7 Rules and regulations constitute the basis and criterion for teaching management. Management organizations and individuals at all levels shall carry out teaching and university management in strict accordance with laws and regulations.

Article 8 It is required to rationally dispatch and make full use of existing human, material and financial resources to improve the social and economic benefits of investment in teaching. It is required to ensure that



## Appendix E - Regulations

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teaching expenditures occupy a reasonable proportion of the total funding of the University and to strengthen the construction of teaching infrastructure in a planned, focused, and step-by-step manner to improve the teaching conditions of the University.

Article 9 Teaching reform is the core of education reform of the University. The faculty and management personnel shall conduct investigations scientifically and realistically and sum up experience; and devote themselves to the theoretical and practical research of teaching and teaching management, constantly update educational concepts, and deepen the reform of the educational system, content of courses, and teaching methods.

### Chapter II Teaching Plan Management

Article 10 The planning and management of program offering shall be strengthened. To this end, program development plans shall be formulated in accordance with the needs of social and educational development, national guidelines and policies, and the requirements for advancing the University's development.

Article 11 The addition and adjustment of programs shall be carried out scientifically according to the program development plan of the University. It is necessary to earnestly understand the guiding opinions of superior departments on program development. The procedures and regulations issued by central and local education authorities shall be strictly followed in going through the application and approval procedures for programs.

Article 12 The training plan is an important document to ensure teaching quality and talent training specifications; it is the basic basis for organizing the teaching process, arranging teaching tasks, and determining the teaching framework; it is also the primary step in the implementation of talent training. The training plan shall conform to the teaching rules and maintain stability. At the same time, it shall be adjusted and revised in a



## Appendix E - Regulations

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timely manner in accordance with the latest developments in society, economy, and science and technology. The preparation (revision) of the training plan is a systematic project. All the secondary schools and colleges (teaching divisions/centers) shall demonstrate the training goals of programs based on the demand for people with talent from social, economic, technological and cultural development, and complete the preparation (revision) of the teaching plan within the specified time.

Article 13 The training plan shall be formulated (revised) in a forward-looking way to ensure its adaptability, feasibility and stability. The training plan approved for implementation shall not be modified at will.

Article 14 The Dean's Office shall, under the leadership of the Vice President in charge, conduct a routine inspection on the implementation of the training plan each semester to ascertain whether the category and number of courses offered and the teaching hours, weekly hours, assessment categories and practical teaching procedures of each course are in line with the plan.

Article 15 The syllabus is a guiding document that defines the course content in the form of an outline under the guidance of the training plan, and it is the basic basis for faculty members to carry out teaching. For the courses specified in the training plan, it is required to draw up the syllabus under the auspices of the Dean (Director) in charge of teaching according to the documents issued by the Ministry of Education, the characteristics of the program and the course as well as the actual situation of the University. The professors' committee of the secondary schools and colleges (teaching divisions/centers) shall examine and approve the syllabus and report it to the Dean's Office so as to become a formal guiding document.

Article 16 Faculty members shall organize teaching and assessment and carry out research activities according to the syllabus. The dean of





## Appendix E - Regulations

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the department (teaching and research section) shall be responsible for checking faculty members' implementation of the syllabus and correcting their errors in teaching.

Article 17 The teaching plan is the specific implementation plan of each course each semester. It must be prepared and reported in accordance with the requirements of the University and carefully implemented after approval.

Article 18 The compilation and management of the curriculum schedule is an important guarantee for accomplishing teaching tasks and maintaining teaching order. The curriculum schedule shall be jointly compiled by the Dean's Office and the secondary schools and colleges (teaching divisions/centers) in accordance with the program training plan and the teaching resources of the University. The Dean's Office shall be responsible for the collection and coordination of teaching resources. In principle, the course schedule shall be determined before the 13th week of the previous semester.

### Chapter III Teaching Operations Management

Article 19 Teaching operations management is the core and most important part of teaching management, which includes teaching organization and management and teaching administration. Its basic principles shall include the coordination of the secondary school/college, the strict implementation of teaching norms and policies, the maintenance of good teaching order, and the continuous improvement of teaching quality.

Article 20 Faculty management is an important part of teaching management. All the secondary schools and colleges (teaching divisions/centers) shall properly organize the study and work of faculty members to ensure the normal operation of all teaching procedures.

Article 21 Organization and management of classroom teaching



## Appendix E - Regulations

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procedures. Classroom teaching is the basic form of teaching. The tasks of the secondary schools and colleges (teaching divisions/centers) shall be:

i Generally, candidates with high academic level, rich teaching experience, good teaching effect, intermediate professional title or master's degree or above shall be selected as the lecturer to ensure the quality of teaching.

The faculty member who is selected to offer a course for the first time must receive strict training (teaching assistants, trial lectures, etc.) for all teaching procedures. In addition, a pre-job training system must be established to ensure that the faculty member offers a course for the first time only after passing the assessment.

ii Faculty members must give and dismiss the class on time. It is not allowed to transfer classes, suspend classes or ask others to take over classes at will. If it is really necessary to transfer or suspend classes due to special circumstances, it is required to fill in the Form of Shanghai University of Engineering Technology for Faculty's Application for Class Transfer (Suspension), obtain the approval of the heads of the secondary schools and colleges (teaching divisions/centers), and submit the application to the Dean's Office for the record. The heads of the secondary schools and colleges (teaching divisions/centers) shall strictly review the application and have the responsibility to criticize and educate the faculty members that violate the regulations. The faculty members who transfer or suspend classes without authorization shall be dealt with in accordance with the Regulations of Shanghai University of Engineering Science on the Identification and Handling of Teaching-Related Accidents.

iii Faculty members shall be organized to study the syllabus carefully and compile or select textbooks and teaching reference books suitable for the syllabus; to compile teaching plans, lesson plans, lecture notes and make multimedia courseware; to establish a system of class visiting and



## Appendix E - Regulations

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self-examination and self-evaluation of teaching quality and participate in teaching observation and research activities.

iv All the secondary schools and colleges (teaching divisions/centers) shall plan overall teaching and research activities, establish a system for department (teaching and research section) activities, and inspect and supervise the activities carried out by the department (teaching and research section). It is required to organize faculty members to seriously participate in teaching seminars, study teaching methods, and lay emphasis on the training of students' thinking methods.

v It is required to vigorously develop modern education technologies such as computer-assisted teaching and multimedia teaching, enrich classroom teaching information, enrich classroom teaching methods, and improve teaching efficiency.

Article 22 It is required to earnestly carry out the teaching management of various types of courses.

i Classroom teaching is the most basic form of teaching to impart knowledge to students and cultivate their abilities. Classroom teaching shall meet the requirements of the syllabus and embody the principles of imparting knowledge and educating students, integrating theory with practice, teaching students in accordance with their aptitude, and cultivating their abilities. Efforts shall be made to achieve the unity of science and ideology, and appropriately reflect new achievements in science and technology as well as social sciences. The heads of the secondary schools and colleges (teaching divisions/centers) and the directors of the departments (teaching and research sections) shall regularly follow up the teaching of each course and understand the feedback and evaluation of students so as to help the faculty members improve teaching.

ii Class discussion is a form of teaching that helps students develop their



## Appendix E - Regulations

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thinking and cultivate their abilities. Faculty members shall formulate a class discussion plan according to the characteristics of the course and organize class discussions in an orderly manner. It is required to pay attention to determining the theme of the discussion and guide students to correctly understand and master the content of the course.

iii Exercise class is a classroom teaching form that helps students master basic concepts and cultivate their abilities to use knowledge to solve practical problems under the guidance of faculty members. The secondary schools and colleges (teaching divisions/centers) and the departments (teaching and research sections) determine the proportion of class hours between exercise classes and lectures according to the syllabus.

iv Tutoring and answering questions is an auxiliary form of classroom teaching. It is a necessary step to check the teaching effect, answer students' questions, guide students to self-study and improve the teaching effect. A certain number of sessions of tutoring and answering questions shall be arranged for each course. It is required to ensure that the sessions are organized at a specified time and place. The heads of the secondary schools and colleges (teaching divisions/centers) and the directors of the departments (teaching and research sections) shall supervise and inspect the sessions.

v Experimental courses are an important form of teaching to cultivate students' practical ability. All the secondary schools and colleges (teaching divisions/centers) shall formulate specific measures for laboratory management and laboratory equipment management in accordance with the actual situation of experiment-based teaching, as well as relevant regulations of the University and the competent authorities to provide excellent conditions and environment for experiment-based teaching. The syllabus of experiment-based teaching



and the instruction book shall be compiled for each experimental course, and the methods of experiment-based teaching and the quality of teaching for experimental courses shall be continuously improved. It is required to follow the rules of students' knowledge during the teaching of the experimental course. Faculty members shall follow the principle of going from the easy to the difficult and complicated, first instruct students to do confirmatory experiments, and then comprehensive, designing, and exploratory experiments, so that their experimental skills can be fully and systematically cultivated.

### vi Organization and management of practice teaching

Practice teaching is an extremely important teaching procedure. It is required to formulate and conscientiously implement syllabuses and teaching plans for various practice teaching programs and organize strict assessments. Students shall be comprehensively trained to cultivate their innovative spirit and practical ability. Long-term practice bases inside and outside the University shall be established to ensure the completion of internships and practical tasks.

vii The internship is an important practice-based teaching procedure to achieve the training goal. It is an important way for students to consolidate and deepen their theoretical knowledge and cultivate their ability to analyze and solve problems. The secondary schools and colleges (teaching divisions/centers) shall formulate the internship syllabus and plan in accordance with the requirements of the program training plan, which shall specify the objectives and requirements of the internship, and implement the internship syllabus and plan in accordance with the Measures of Shanghai University of Engineering Science for the Management of Internship Teaching.

viii The graduation project (thesis) is not only an important part of the teaching plan of colleges and universities, but also an essential teaching



procedure for students to complete independently under the guidance of the faculty members of related disciplines. Students shall be trained strictly in scientific research and engineering technology through the graduation project (thesis), so as to cultivate their innovative spirit and improve their ability of scientific research and engineering design. The work related to the graduation thesis (project) shall be organized by the secondary schools and colleges (teaching divisions/centers) in accordance with the requirements of the Measures of Shanghai University of Engineering Science for the Management of Graduation Projects (Theses).

Article 23 Industry-university cooperation is a characteristic teaching procedure of the University. It is required to incorporate industry-university cooperation into the teaching plan according to the needs and specific requirements, and make clear objectives, requirements, organizational methods and assessment methods.

Article 24 Assessment and achievement management

i The curriculum-based assessment is an important part of teaching. The purpose of the assessment is to check students' learning achievements and the teaching effect of faculty members. By understanding students' mastery of the course content, it is possible to provide a basis for further improving teaching and quality.

ii The secondary schools and colleges (teaching divisions/centers) shall organize the assessment of students' academic achievements in strict accordance with the Regulations of Shanghai University of Engineering Science on Curriculum-Based Assessment Management. It is necessary to conscientiously design exam questions, strictly implement discipline policies, carefully mark papers and analyze the quality of exam questions, so that the assessment truly reflects students' mastery of knowledge and skills.



## Appendix E - Regulations

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Faculty members shall actively explore ways of reforming the assessment system and methods to improve the reliability and validity of the assessment.

Article 24 All the secondary schools and colleges (teaching divisions/centers) and the departments (teaching and research sections) shall strengthen teaching management, regularly carry out teaching and research activities, and evaluate the teaching process and situation of faculty members. The departments (teaching and research sections) shall, if necessary, organize collective lesson preparation, classroom observations, and vocational study. The secondary schools and colleges (teaching divisions/centers) shall regularly hold meetings for department (teaching and research section) directors and meetings for faculty members to summarize and exchange teaching experience in a timely manner, and to identify and solve problems in teaching.

Article 25 The Dean's Office shall assist university leaders in holding regular teaching meetings or symposiums attended by the teaching supervisors of the secondary schools and colleges (teaching divisions/centers) to understand and coordinate to deal with the problems arising in the implementation of the training plan.

### Chapter IV Teaching Quality Management

Article 26 Teaching quality is the University's lifeline for development. The teaching management sections and offices at all levels, all managers and faculty members shall improve their quality awareness, establish a correct and scientific view of quality, and adhere to strict quality standards. It is required to strengthen the overall quality management of all teaching procedures to ensure the continuous improvement of the quality of education and teaching in the University.

Article 27 The ultimate goal of teaching management is to ensure and improve the quality of teaching. It is necessary to continuously improve



## Appendix E - Regulations

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internal factors (faculty members, students, teaching conditions, teaching management, etc.) and external factors (guidelines, policies, systems, etc.) of teaching quality, scientifically evaluate and analyze teaching quality, and establish a smooth information feedback network, so as to create and maintain a good education environment and achieve the best teaching effectiveness.

Article 28 The following aspects shall be focused in teaching quality management:

i The teaching quality of courses shall be regulated according to the standards and requirements of the Teaching Quality Monitoring System of Shanghai University of Engineering Science.

ii The qualifications of faculty members shall be recognized in accordance with the Measures of Shanghai University of Engineering Science for the Recognition of Qualifications of Faculty Members.

iii The system of lecturer responsibility shall be implemented to ensure the quality of faculty members. The leading lecturer of each course shall generally be a faculty member with an intermediate professional title or above.

In principle, the main courses of each program shall be taught by faculty members with senior professional titles. It is necessary to gradually establish a team of faculty members with different professional titles and abilities to ensure the quality of main courses and the basic quality of program teaching.

iv Textbooks are the basis of content of courses. Textbooks shall be compiled, selected, and subscribed in strict accordance with the Measures of Shanghai University of Engineering Science for the Management of Textbook Selection.

v Rigorous teaching management, meticulous scholarship and an excellent teaching, academic and learning environment are essential for





comprehensively improving teaching quality and training qualified people with talent.

Faculty members shall establish good professional ethics and a sense of responsibility in imparting knowledge and educating students and be paragons of virtue and learning in accordance with the Faculty Manual of Shanghai University of Engineering Science for Teaching.

It is required to make students to develop a rigorous and serious attitude to learning and strengthen their ideological and political education. Efforts shall be made to help students set their aims of learning and develop a positive attitude of studying diligently, seeking truth and pursuing innovation.

vi To study is the main task of students. Cultural and community activities on campus are significant additions to students' study life. The management of cultural activities on campus shall be strengthened. Generally, cultural activities on campus shall not be allowed to be held during the teaching period. If it is necessary to take up the teaching period to hold cultural activities due to special circumstances, the relevant program must be reviewed by the Dean's Office and approved by the Vice President in charge.

Article 29 Teaching inspections shall be strengthened. The heads of the secondary schools and colleges (teaching divisions/centers) shall always understand the situation of teaching, help faculty members sum up experience, solve the problems they encounter in teaching, and give them guidance to ensure the continuous improvement of teaching quality.

i Before the beginning of each semester, the heads of the secondary schools and colleges (teaching divisions/centers) and the directors of the departments (teaching and research sections) shall carefully check the preparation for each course, including faculty members, textbooks, syllabuses, class schedules, classrooms, lesson plans, teaching plans,



## Appendix E - Regulations

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etc., in order to identify and solve problems in time.

ii The University shall conduct regular teaching inspections each semester.

The secondary schools and colleges (teaching divisions/centers) shall conduct self-examination first and report the results in writing to the Dean's Office. The Dean's Office shall organize questionnaire surveys, symposiums, lectures, and online teaching evaluations to understand teaching of faculty members and studies of students, and report the results in writing to the Vice President in charge and feed back to the secondary schools and colleges (teaching divisions/centers).

iii Faculty members shall make a summary of teaching at the end of each semester. The main content shall include the completion of teaching tasks, the evaluation of teaching quality and the analysis of studies of students, issues worthy of attention in teaching as well as experience and suggestions.

Article 30 A teaching supervision system shall be established. The University and the secondary schools and colleges (teaching divisions/centers) shall establish a teaching supervision system to employ experts, teaching managers and experienced faculty members to supervise and guide teaching quality.

Article 31 A class visiting system shall be established. The heads of the University, the secondary schools and colleges (teaching divisions/centers), relevant administrative departments (offices) and departments (teaching and research sections) shall visit classes regularly in order to fully understand the teaching of faculty members and the studies of students, put forward suggestions in time, and improve teaching quality. A class visiting system shall also be established within the primary-level units of the departments (teaching and research sections) and between faculty members and feedback shall be made to faculty members in an appropriate way.



### Chapter V Academic Status Management

Article 32 Student academic status management is an extremely important part of teaching management. The departments at all levels of the University and the secondary schools and colleges must strictly implement the Regulations of Shanghai University of Engineering Science on Credit Point System-Based Academic Status Management.

Article 33 The main contents of academic status shall be as follows:

- i Academic status archive management;
- ii Curriculum-based assessment management;
- iii Student attendance management;
- iv Academic status change management;
- v Graduate qualification examination

Article 34 The problems related to academic status which are caused by academic reasons shall be resolved cautiously in accordance with the principle of strict education and moderate punishment. It is required to not only strictly manage students, but also warmheartedly guide them in order to stimulate their enthusiasm for learning and improve learning efficiency. An education-oriented approach shall be adopted to deal with students who have made mistakes. Students shall be punished according to strict and prudent principles. Both indulgence and hasty decisions shall be avoided.

Article 35 All secondary schools and colleges shall properly manage the academic status of students. The heads of the secondary schools and colleges shall supervise faculty members to implement the academic status management regulations and properly manage the academic status of students.

The educational administration staff of the secondary schools and colleges shall regularly check changes in academic status, promptly put forward solutions, and carefully and strictly review the changes.



The academic status materials shall be archived in time. Student archives must be carefully managed to ensure that the information is accurate and complete.

### Chapter VI Management of Basic Aspects of Teaching

**Article 36** The basic aspects of teaching mainly include disciplines, programs, courses, textbooks, laboratories, practice-based teaching bases, the academic and learning environment, faculty teams, management policies, etc. They are the most important aspects to ensure teaching quality and occupy the most important position in the development of the University.

#### **Article 37** Discipline and program development

It is required to scientifically plan the structure of the University's disciplines and programs. The coverage of undergraduate programs shall be broadened. The programs under which key or main disciplines have the same basis shall be consolidated as much as possible to enhance students' adaptability. It is necessary to stabilize and improve the level of basic disciplines and make basic disciplines complementary to applied disciplines. Attention shall be paid to developing applied disciplines and programs and training inter-disciplinary talents. Traditional disciplines and programs shall be updated and emerging disciplines, cross-disciplines and programs shall be appropriately developed to show the unique advantages of the University. The program offering and direction, training objectives and content of courses shall be adjusted in a timely manner according to discipline and social development.

#### **Article 38** Curriculum development

Curriculum development is a regular basic task of colleges and universities. Strengthening curriculum development is a basic measure to improve teaching quality, deepen the reform of content of courses and teaching methods, promote the development of programs and disciplines,



## Appendix E - Regulations

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and train high-caliber talented students with practical ability and innovative spirit.

Qualified courses shall be developed according to standards. A certain number of university-level video courses, municipal key courses and excellent courses shall be developed in a planned way.

For curriculum development, it is necessary to conduct theoretical research and define the overall goals, tasks, guidelines and principles. It is necessary to formulate a development scheme and carry out phase-by-phase and level-by-level curriculum development according to plans and goals. It is necessary to focus on developing excellent courses to deepen the reform of content of courses and the curriculum system. It is also necessary to place an emphasis on the development of a series of curriculum development and program platform courses and build a scientific system of specialized courses.

### Article 39 Textbook development

It is required to formulate a practical plan for textbook development. The selection of national excellent textbooks shall be encouraged, and handouts or textbooks shall be compiled according to the reform of content of courses and curriculum development and the syllabus. The quality of textbooks shall be evaluated, and editors of excellent textbooks shall be rewarded.

It is essential to properly carry out reservation and distribution management of textbooks. It is necessary to formulate the principles and standard requirements for textbook reservation, explore more distribution channels, and reform supply methods to facilitate the purchase of textbooks by students and prevent backlog and waste.

### Article 40 Construction of practice-based teaching bases

The construction of laboratories must match the development of disciplines and programs and curriculum. It is essential to prevent



decentralized allocation, decentralized management, partial use, low-level duplication, and low utilization. Major efforts shall be made on building public and basic laboratories; planning management, technical management, and fixed asset management of laboratories shall be carried out in an appropriate way. It is required to organize annual acceptance, inspection and evaluation on laboratories.

It is required to construct both on-campus and off-campus bases and make a comprehensive plan accordingly.

For on-campus internship bases, it is necessary to break through the old model of perceptual knowledge and simple skill training, so that the industrial and social environment can be simulated for comprehensive quality training. At the same time, it is necessary to improve the conditions of internships and perfect the rules and regulations of practice management. Long-term off-campus internship bases shall be developed. Students shall be required to undertake the tasks of the employer besides practice in accordance with the principle of mutual benefit and reciprocity in order to win support of the employer.

### Chapter VII Education and Teaching Research

Article 41 Education and teaching research is an essential component of scientific research in colleges and universities, and an important part of teaching reform and improving teaching quality.

Educational science research is featured by comprehensiveness and applicability. It is required to focus on training high-quality and high-caliber talents, make long-term and short-term plans, and organize project research in a planned, targeted, and focused manner.

Article 42 Education and teaching research shall be closely integrated with teaching reform. In the process of deepening economic development and system reform, it is necessary to place an emphasis on researching new situations and new problems in education and teaching. It is required



## Appendix E - Regulations

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to actively reform the talent training model, program development and teaching team development, content of courses, curriculum system and teaching methods. Comparative education research shall be carried out in depth, and various teaching experiments and teaching reform pilots shall be carried out. It is necessary to pay attention to quality-oriented education, cultivate students' innovative spirit and creative ability, attach importance to individualized development, and teach students in accordance with their aptitude. It is required to actively reform the talent training model, content of courses, curriculum system and teaching methods.

Article 43 Project research on teaching and teaching reform. The University sets up research projects on teaching and teaching reform each year. The Dean's Office shall be responsible for organizing project application and management after approval. The University's Teaching Steering Committee or a special expert review panel shall be responsible for project approval. The University provides special funds for approved projects.

Article 44 Teaching observations and discussions. It is required to appropriately choose the type of lesson and course and organize teaching observations, and on this basis, conduct discussions about class teaching methods, characteristics of the type of lesson, or other issues. Observation discussions can be combined with new courses, experimental courses, and multimedia-assisted courses.

Article 45 Modern educational technologies shall be used to enhance the content of teaching and learning. The University encourages and supports faculty members to apply modern educational technologies, innovate in teaching methods, and develop more learning models.

### Chapter VIII Management Departments and Functions

Article 46 The university-level leadership system for teaching shall be



## Appendix E - Regulations

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improved. The President shall be fully in charge of teaching management. The Vice President in charge of teaching management shall preside over daily work, mobilize various resources of the University to serve teaching through functional departments, and conduct teaching management in a unified manner to achieve the goals in this regard. Under the unified leadership of the University's CPC Committee, the President's Office Meeting shall determine the guidelines, policies, plans, and major reform measures related to teaching and management. It is necessary to establish a teaching work conference system and a system of class visiting, study and research for leaders at all levels so as to improve their capacity in decision-making and management.

Article 47 The Dean's Office is the main functional department for teaching management. Its main responsibility is to implement the University's decisions, assist the Vice President in charge of teaching management in teaching organization and management, and take the initiative to put forward opinions and suggestions in this regard. The Dean's Office shall be a good adviser to the leaders of the University, coordinate with the departments concerned to provide teaching services, supervise and inspect teaching management of the secondary schools and colleges (teaching divisions/centers), and carry out teaching inspections and evaluations. The Dean's Office shall also summarize and promote experience, and strictly implement the teaching rules and regulations formulated by the competent authorities and the University. The organizational structure of the Dean's Office shall be improved and a competent management team shall be staffed. It is required to make clear responsibilities in organizing teaching reform and development, ensure the stable operation of teaching programs, and continuously improve teaching management.

Article 48 The secondary schools and colleges (teaching





## Appendix E - Regulations

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divisions/centers) shall be responsible for teaching organization, leadership and management. It is required to organize the departments (teaching and research sections) to formulate their own teaching management plans in accordance with the policies and instructions issued by education authorities and the University, and require faculty, staff and students to implement them accordingly. The secondary schools and colleges (teaching divisions/centers) shall strictly implement the regulations issued by education authorities and the University.

Article 49 Attention shall be paid to the development of primary-level teaching units. The departments (teaching and research sections) are primary-level units of teaching and scientific research based on disciplines, programs or curriculum. Their main functions shall be to complete the courses and other teaching tasks specified in the training plan; to carry out teaching research, scientific research and organize academic activities; to organize faculty training programs and make suggestions for recruitment and adjustment and assign tasks to faculty members; and to strengthen the guidance for the basic development of laboratories and reference rooms. The departments (teaching and research sections) shall place an emphasis on carrying out teaching research and teaching reform, and continuously improve the teaching quality and academic level.

Article 50 The teaching team aims to complete education and teaching tasks in accordance with the requirements of discipline and program training plans, the curriculum system and educational development. It shall be led by a professor (or excellent associate professor), composed of several associate professors, lecturers, teaching assistants, laboratory staff, administrative staff supporting faculty members and graduate students.

The basic tasks of the teaching team shall be: i carrying out teaching and



## Appendix E - Regulations

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teaching reform; ii carrying out teaching research; iii developing textbooks; iv serving as a full-time supervisor. The teaching team must accept the daily management of the department (or teaching and research section) while completing basic tasks.

Article 51 The development of the teaching management team shall be strengthened. Efforts shall be made to establish a stable teaching management team including high-quality full-time personnel and part-time personnel according to the needs of different posts. It is required to arrange on-the-job training and study programs for teaching management personnel in a planned way, so that they can master the basic theories and expertise of teaching management and continuously improve management and service quality to meet the requirements for scientific and modern management.

### Chapter IX Teaching Document Management

Article 52 Teaching documents are the basis or records of teaching management and must be properly managed. The secondary schools and colleges (teaching divisions/centers) shall assign a director to be in charge of archives, appoint a part-time specialist to manage archives, and transfer archives to the Archives Office of the University on schedule.

Article 53 The deans (directors) and deputy deans (deputy directors) in charge of teaching management of the secondary schools and colleges (teaching divisions/centers) and the directors of the departments (teaching and research sections) shall have the responsibility to urge faculty members to submit teaching documents as required, and to check the filing of teaching documents.

Article 54 A system for consulting teaching archives shall be established. The management personnel of teaching documents must carefully study the regulations on the management of teaching archives, and be familiar with the basic principles, scope of archiving and specific work.



## Appendix E - Regulations

Article 55 The Dean’s Office shall be responsible for the interpretation of these Regulations.

Article 56 These Regulations shall come into effect as of September 9, 2015. The original Regulations of Shanghai University of Engineering Science on Teaching Management (HU GONG CHENG JIAO [2004] No. 96) shall be repealed simultaneously.

### (2) Teaching quality standards

#### 1. Quality standards for training plan

Elements	Standards
Training objectives	In line with the University's positioning.
	Meeting the needs of social and economic development, closely integrating with the talent training needs of industries and enterprises, and having accurate program positioning.
	Focusing on the coordinated development of knowledge, competence and quality, and reflecting the school-running philosophy of focusing on the basic programs with solid foundation and sound practice system.
	Having distinct program features, which can clearly reflect the areas where students have the most competitive advantages.
	The content is detailed and clarifies the requirements for knowledge, competence and quality that students should meet upon graduation.
	Having a deep understanding of the social needs related to the Program and reasonable expectations for the future development of students,
	and can reflect the expected achievements of students in the social and



## Appendix E - Regulations

	professional fields about 5 years after graduation.
Graduation requirements	Helping realize training objectives.
	Meeting the requirements of the program catalogue.
	Engineering programs shall cover the requirements of general standards of professional accreditation and professional supplementary standards of engineering education.
	Reflecting program features.
	The text description is appropriate, rigorous and clear.
The curriculum system	Capable of effectively helping meet graduation requirements.
	Meeting the requirements of the program catalogue or the professional supplementary standards of engineering education.
	Developing clear and well structured school-running philosophy of focusing on the basic programs with solid foundation and sound practice system,
	with the proportions of each module and the requirements for credit points in line with the University's regulations.
	The logical relationship between courses is clear, and the logical relationship diagram of curriculum is correct and clear.
	Having distinctive program features, which can reflect the latest development of disciplines and programs.



2. Quality standards for key teaching procedures

(1) Standards for teaching quality of courses

Teaching procedures	Elements	Standards
Teaching preparation	Basic teaching documents	Syllabus, textbooks, course teaching plan and lesson plans are complete and meet the teaching requirements.
	Clarifying the status of courses	Learning the specific level of students, determining the role and position of the course in the process of professional training and in the curriculum system, understanding the relations between the course and other courses, clarifying the teaching objectives of the course.
	Lesson preparation	Preparing complete materials and laying emphasis on difficulties and key points.  Absorbing the latest achievements in teaching reform and scientific research, and reflecting the academic frontier of the discipline.
Teaching	Teaching requirements	Rigorous teaching, teaching according to ability, imparting knowledge and educating people.  Flexible teaching approach and using modern teaching methods. Teaching in Mandarin and using standardized standardized texts.
	Content of courses	The content of the course is systematic and forward-looking, the key points and difficulties are highlighted.  Laying emphasis on knowledge updating, ability development and method instruction.



## Appendix E - Regulations

process	Pedagogical attitude	<p>Staying open to opinions of faculty members and students to improve teaching effectiveness.</p> <p>Strictly observing teaching discipline and do not transfer classes, reducing the content of the course or teaching requirements without consent.</p>
	Teaching effectiveness	<p>Equipping students with the expertise and skills required by the course.</p> <p>Cultivating students' ability to analyze and solve problems.</p>
	Tutoring and Q&A	<p>Making it clear the time, place, and personnel for tutoring and Q&amp;A</p> <p>Summarizing and improving teaching in a timely manner.</p>
	Assignments	<p>The assignments shall highlight key points and be reasonable in quantity. Faculty members shall timely correct the assignments, give feedback and guarantee the quality.</p>
	Question description	<p>Consistent with the basic requirements of the syllabus; the proposition has a certain depth and breadth; the content and difficulty of experiment shall be appropriate to reflect students' understanding of the knowledge and the competency to apply the knowledge.</p>
Curriculum-based assessment	Quality of test paper	<p>The test paper is standardized and correct, with neat, clear and accurate text and illustrations. The questions shall be concise and clear.</p> <p>Point setting shall be clear and accurate.</p>
	Grading requirements	<p>Strictly following scoring criteria and grade entry requirements.</p>
	Teaching analysis	<p>Course teaching analysis shall be complete, objective, and providing viable suggestions for improvement.</p>
	Archiving	<p>Binding in order and the materials are complete.</p>



## Appendix E - Regulations

### (2) Experiment-based teaching quality management

Teaching procedures	Elements	Standards
Experiment-based teaching preparation	Teaching documents	The syllabus for experiment teaching, textbooks, experiment instruction books, course teaching plan are complete and meet the teaching requirements.
	Experiment preparation	Experimental equipment is in good shape, experimental materials are complete, experimental field is clean with safety precautions. Experiment grouping meet the requirements for the number of students in each group.
Experiment teaching processes	Content courses	Timely updating the content of the experiment teaching to keep up with new ideas, concepts and achievements of the discipline development. The content of the course is informative and proficient.
	Teaching methods	The teaching methods are flexible and appropriate so as to inspire students to think, associate, and innovate. Highlighting principal status of students and fully motivating their studying enthusiasm. Instructing students to conduct experiments on their own.
	Teaching process	Checking students' preview before experiment; experiment content is complete and reasonable allocation of lecture and practice; completing lab record keeping.
	Safety education	The content of safety education is comprehensive and vivid, and safety measures are specific.



## Appendix E - Regulations

Effectiveness of experiment teaching	Lab report	Instructing students to write detailed, standardized and well summarized and analyzed lab report. Correcting all reports carefully and in a timely manner, and helping students analyze the problems in the reports in the comments, so that students can improve their study and form a style of rigorous study. Finding problems of teaching from the lab reports so as to constantly improve experiment teaching.
	Experiment assessment	Combination of theory test and operational test; the questions of theory test is typical and covers a wide range of knowledge; the practical test is able to test students' hands-on ability and problem-solving ability. Lab reports are evaluated in a standardized manner and the comment rate is 100%.
	Overall effect	Completing practice teaching tasks strictly in accordance with the experiment teaching plan; achieving the objectives and requirements set by the experiment syllabus; high student satisfaction rate.





(3) Quality standards for internship teaching

Teaching procedures	Elements	Standards
Internship preparation	Teaching documents	The content of the internship syllabus is complete and comprehensive, in line with the teaching requirements. It fully reflects the new concept of internship teaching and conforms to the objective of talent cultivation of the program. The content of the internship plan is complete and detailed, with innovative ideas and powerful measures to implement the plan. The internship task is clear, and the internship implementation plan is filled out in a standardized and accurate manner. The internship teaching instruction books are scientific, strong in technology application, complete in content and detailed in elaboration, and meet the requirements for practice teaching of the program.
	Teaching bases	The number of practice-based teaching bases is sufficient, and the ratio of students to bases meets the requirements of the practice teaching syllabus as well as the teaching plan.
	Internship mobilization	The internship mobilization conference is comprehensive, specific and well-organized.
	Pedagogical attitude	The faculty members shall do well in internship preparation and organization, be responsible and strictly manage students during the whole internship process. They shall take the initiative to understand students' thoughts about participating in internship, actively help them to overcome the difficulties encountered in the internship, carefully listen to the opinions from all aspects, and constantly improve the level of instruction.



## Appendix E - Regulations

Internship process	Internship instruction	Implementing practice teaching tasks strictly in accordance with the internship syllabus and the internship teaching plan. Being able to pinpoint student problems and ways to improve during the internship, and telling them how to do when necessary. Paying attention to strengthening the training of basic skills and cultivating the practice ability of students; guiding students to cultivate scientific thinking and the ability to observe, analyze and solve problems.
	Internship management	Establishing strict management system and disciplinary requirements, arranging special management teachers to strictly implement, observing regulations on safety, confidentiality and labor protection, to make sure no disciplinary violations and accidents happened to students.
	Safety education	The content of safety education is comprehensive and vivid, and safety measures are specific.
Internship effectiveness	Internship report	All students shall write internship report and internship diary. Instructing students to write detailed, standardized and well summarized and analyzed internship report. Correcting all reports carefully and in a timely manner, and helping students analyze the problems in the reports in the comments, so that students can improve their study and form a style of rigorous study. Finding out the problems in teaching from the internship report and constantly improve the internship teaching.
	Internship assessment	The content of the assessment is comprehensive and in line with the syllabus requirements; the assessment method is appropriate and the assessment process is standardized; the instructor shall carefully review the internship report and internship diary in a standardized manner, and grade reasonably.



## Appendix E - Regulations

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Overall effect	Completing practice teaching tasks strictly in accordance with the internship teaching plan;  achieving the objectives and requirements set by the internship syllabus; student satisfaction rate is high.
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(4) Standards for teaching quality of course design

Teaching procedures	Elements	Standards
Basic conditions	Teaching documents	There are syllabus of course design, instruction books that meet the requirements and scientific and standardized regulations on course design management, and the implementation is standardized and strict.
	Material conditions	The equipment, sites and reference materials meet the teaching requirements for course design.
	Faculty	Instructors have the qualification for teachers and the ability to instruct the course design.  The student-faculty ratio complies with relevant regulations.
Implementation process	Objectives of teaching	The purpose and tasks of course design are clear and in line with the requirements of the training plan;  the requirements for the comprehensive application of knowledge, ability training and quality development are clear and specific.
	Subject selection	The subject selection conforms to the teaching requirements of the course design, with appropriate depth, breadth and load, providing basic and optional subjects.
	Guiding	Capable of seriously implementing the principle of teaching according to students' ability, focusing on cultivating students' project practice competence and teamwork spirit;



## Appendix E - Regulations

		being strict with students and focusing on quality training.
	Work state of students	Students are able to independently complete the required design tasks according to the schedule of the course design.
	Score assessment	There are scientific and standardized scoring criteria; the scoring is serious, earnest, scientific and fair.
Teaching effectiveness	Quality of course design	The course design report is clear, well-structured and well-written, meeting technical requirements and writing specifications.
	Comprehensive evaluation	Meeting the teaching requirements for knowledge acquired from basic training and comprehensive training;  course design is effective in improving students' competence to analyze problems, solve problems and practice.



(5) Standards for the teaching quality of graduation projects (theses)

Teaching procedures	Elements	Standards
Preparation phase	Teaching documents	There is a Syllabus of Graduation Projects in line with the cultivation objectives of the Program, and corresponding The Work Regulations on Graduation Projects (Theses) and The Implementation Details for the Work of Graduation Projects (Theses). The implementation is standardized and strict. There is a qualified Assignment Letter for Graduation Projects and a Subject Review Form.
	Project subject selection	Selecting novel subjects closely related to the program, and the subjects have theoretical and practical meaning or application value.
Work process	Literature utilization	Extensively looking up relevant literature, fully getting access to the latest literature at home and abroad, using them appropriately, and having strong ability of comprehensive application and analysis. Good completion of research proposal (or literature review).
	Translation	Completing the translation into foreign language on time according to the requirements, with accurate expressions of terms. The translation is accurate, smooth, standardized in format and makes sense.
	Guiding	Faculty members shall do scientific instruction, manage students according to regulations, be strict with students, inspect regularly and keep good record.



## Appendix E - Regulations

		The number of students instructed by teachers meets the requirements.
Graduation project (theses)	Difficulty and workload	The evidence is sufficient, the opinions are clear and correct, the research results are of strong theoretical and practical value, and the experiment and research are difficult and the workload is big.
	Academic level (technological level and actual ability)	The project is of unique insight, novel opinions or has a deep analysis of some issues, with high academic level or great practical value. The theses are of reasonable design, correct theoretical analysis and calculation, accurate and reliable experimental data, reflecting the strong hands-on ability of the students.
	Theoretical foundation	Reflecting the solid theoretical foundation and systematic expertise of authors.
	Writing ability	The project is conceptually accurate, well-organized, and well-written. The project is clearly layered, well argued, and linguistically accurate.
	Project standards	The cover, Chinese and English abstracts, catalogue, literature and text of the project are complete. The figures, diagrams, formulas and symbols, calculation units are error-free, and the format is accurate and in line with the writing standards of project.
	Performance evaluation	Evaluation by faculty members
Thesis		Capable of setting out the content of the project in a concise manner with key points highlighted, and answering questions



## Appendix E - Regulations

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defense	accurately and fluently.
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## Appendix E - Regulations

	Academic integrity	Students shall strictly follow academic integrity management code in the entire process of doing graduation project (thesis).
Summary and archiving	Outstanding thesis	Selecting outstanding graduation projects (theses) according to Measures of Shanghai University of Engineering Science for the Selection of Excellent Undergraduate Graduation Projects (Theses).
	Archiving	The graduation project (thesis) is timely bound in a book according to the regulations and collected by the data room of the University,  with the electronic files submitted to the Dean's Office.



## Appendix E - Regulations

### 3. Quality standards for teaching development

Project type	Elements	Standards
Teaching development projects	Program development projects	Program development is based on discipline program development plan, and can be used for professional assessment and professional accreditation service. Systematically combing full documents of the program and applying the development outcomes to actual teaching.
	Curriculum development project	Developing curriculum according to the latest training plan, with well-constructed course materials and complete elements for curriculum website building; publicly publishing teaching and research papers, and applying research outcomes to the teaching of the curriculum.
	Textbook development project	The textbooks must meet the requirements set out in the syllabus and the content must be novel. The textbooks must be officially published and be used in the University.
	Practical teaching development project	Developing practical curriculum according to the latest training plan, with well-constructed curriculum materials and complete elements for curriculum website; publicly publishing teaching and research papers, and applying research outcomes to the actual teaching.
	Educational science research project	Doing in-depth research on teaching reform and publicly publishing teaching research papers, writing research report and putting the research outcomes into teaching.
Program development	Building and development plan	Having a complete program building and development plan, implementation methods and safeguard measures.
	Teaching staff	There is well-structured teaching staff that meet the teaching requirements of the program.
	Training plan	The curriculum offering is scientific, with complete and scientifically feasible syllabus and relevant documents meeting program requirements.
	Teaching research and teaching reform	Doing in-depth research on teaching reform, publicly publishing teaching research papers, and applying research outcomes to program development.
		Completing documents on the employment status of



## Appendix E - Regulations

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## Appendix E - Regulations

Video making	The video is filmed with HD cameras from various angles, the recording environment is well-lit and quiet.  The faculty members dress neatly and speak clearly. Each video lasts for 5 to 20 minutes.
Video editing	The video is edited with non-linear technology, the image switch is natural, the application of special effects is reasonable,  and the resolution is unified.
Subtitle processing	Subtitles are shown one line at a time, the sentences are broken down according to the voice speed, with no typos.

### Notice on the Issuance of “Three-wide Education” Work Promotion Plan in 2020 of the CPC Committee of Shanghai University of Engineering Science

HU GONG CHENG WEI [2020] No. 16

All primary-level party committee, CPC general branch, direct party branch, departments and divisions of organs, direct subordinate units, secondary schools and colleges (teaching divisions and centers):

“Three-wide Education” Work Promotion Plan in 2020 of the CPC Committee of Shanghai University of Engineering Science was approved by the Standing Committee of the CPC Committee. It is hereby issued to you for implementation.

It is hereby notified.



## Appendix E - Regulations

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Annex: “Three-wide Education” Work Promotion Plan in 2020 of the  
CPC Committee of Shanghai University of Engineering Science

CPC Committee of Shanghai University of Engineering Science

April 28, 2020



## Annex

### **The “Three-wide Education” Work Promotion Plan in 2020 of the CPC Committee of Shanghai University of Engineering Science**

In order to deeply implement the guiding principles of the Ministry of Education's Outline for the Implementation of the Quality Improvement Project of Ideological and Political Work in Colleges and Universities, the Requirements for Piloting Comprehensive Reform in “Three-wide Education” in Shanghai Universities, and the guiding principles of the Implementation Opinions on Strengthening and Improving All-Personnel, Whole-Process, and All-round Education (“Three-wide Education”) Work of the University, combined with the Break-down Form of the Indicators of the Work of “Three-Wide Education” in Shanghai University of Engineering Science, the following plan is now formulated for further promoting the “Three-wide Education” in the University in 2020.

#### I. Guiding Principles

Guided by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era and the guiding principles of the 19th National Congress of the Communist Party of China and the 4th Plenary Sessions of the 19th CPC Central Committee, we will fully implement the CPC's educational policies, conscientiously implement the guiding principles of the National Education



Conference and the Conference of Universities in Shanghai and the County on Ideological and Political Work, adhere to and strengthen the CPC's overall leadership of the colleges and universities. We will center on the fundamental task of foster virtue through education, focus on the objectives of building application-oriented university in high-level modernized engineering, to carry out ideological and political work through the discipline system, teaching system, management system, service system of the University. We will form the collaboration between various work and ideological and political work, work hard to build the work system of “Three-circle, Three-wide, 10-cultivation”, so as to forge integrated cultivation institutions and mechanisms and all-personnel, whole-process, and all-round cultivation pattern.

### II. General Idea

Focusing on one center. Focusing closely on the center of fostering virtue through education, which is the fundamental task, with ideals and convictions education at the core, led by core socialist values, with the overall improvement of talent training ability as the key, we will effectively improve the affinity and pertinence of the work,



and nurture a new generation of capable young people who have a good and all-round moral, intellectual, physical, aesthetic and labor skill grounding and are well-prepared to join the socialist cause.

Highlighting two combinations. In combination with the objectives of building application-oriented university in high-level modernized engineering, we will firmly grasp the leading position of the discipline, create a strong discipline atmosphere, nurture a good discipline ecosystem, develop students' awareness of innovation and entrepreneurship and awareness of fully enhancing practice ability. We will serve the needs of the national development strategy to accelerate the construction of domestic first-class application-oriented university in high-level modernized engineering. In combination of the University's transformation from a teaching-oriented university to a teaching and research-oriented university, the University will accelerate the buildup of discipline scientific research and innovation system, integrate the elements of educating people in teaching and practice, strengthen the integration of Industry-University-Research, deepen the reform in practice education and teaching, to comprehensively improve the quality of talent training.

Implementing three strengthening points. We will strengthen the content of educating people, solidly promote the reform of ideological and political theory courses and the courses for ideological and political education, improve the quality of teaching of





ideological and political theory courses in the colleges and universities; we will focus on faculty's growth and development, improve the evaluation system and assessment standards, so as to systematically promote the integration of moral education. We will strengthen the supply of educators, push for the integration of human resources within the University for the second and third classrooms, and highlight the responsibilities of each department, line and post in educating students; we will strengthen mental health education, physical education and aesthetic education to improve the overall quality of faculty members and students through the Ten Enhancement Projects for Educating People. We will strengthen the supply of resources for educating people, and strengthen region-university, inter-university, university-enterprise and university-community collective action, so as to form a great ideological and political pattern of joining forces to educate people. We will take advantage of geographical advantages to actively integrate into the integrated development of the Yangtze River Delta. Sticking to four orientations. We will adhere to objective orientation to carry out targeted reform, and improve the quality and outcome of educating people through the Ten Enhancement Projects for Educating People; we will adhere to solve problems to remove blind spots and points of weakness, vertically align with development standards and requirements of the Shanghai Municipal Education Commission to find gaps, horizontally compare with the development outcome of other colleges and universities to identify



## Appendix E - Regulations

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points of weakness; we will adhere to result orientation to focus on brands with bright spot, give full play to the demonstration effect of brand projects, and strive to form a number of featured projects and typical experience; we will adhere to responsibility orientation to focus on implementation, carry out task list management, and coordinate education of all organizations.



Achieving five objectives. Forging first-line good classroom: We will promote new ideas into textbooks, classrooms and minds; foster ideological and political brand courses, strengthen engineering ethics education, and achieve an overall enhancement in the effectiveness of the first classroom in educating people. Nurturing double-excellence students: We will work hard to cultivate students with “excellent virtue” to serve the consolidation and development of the socialist system with Chinese characteristics, and work hard to cultivate students with “excellent innovation” who have strong practice ability and innovative awareness. Fostering three good styles: We will create a good university spirit - creating a positive spirit through building civilized campus; we will create good faculty quality - strictly watching on the recruitment of teachers and emphasizing the inspection on their ideological and political qualities, and attaching equal importance to teaching and scientific research; we will create a good academic and learning environment through actively promoting all kinds of actions aimed at improving academic and learning environment. Gathering four kinds of good faculty members: We will focus on cultivating professional teachers in teaching courses to lead all faculty members to take up the mission of imparting knowledge and educating people in all courses; we will focus on hiring corporate mentors to deepen industry-university cooperation and practice the new implications of educating people; we will focus on absorbing party member mentors to leverage the guarantee function of party organizations



and mass group organizations in educating people; we will focus on building counselor contingent, forming the upgraded edition of SantongSanfu (Santong standards for the counselor who eats, lives and studies together with students; Sanfu stands for counselor who is party committee assistant, teaching assistant and student study assistant) to ensure the orderly linkage of the first, second and third classes. Integrating five good resources: Firstly, integrating resources of educating people through culture, relying on the Guangfulin Plan to implement traditional cultural education, perfecting the collective action mechanism with the Red Cultural Bases, promoting advanced socialist culture, and consolidating the plan for upgrading physical education and aesthetic education; secondly, integrating resources of psychological education, and incorporating mental health education courses into teaching plans, establishing “four-grade” early warning system; thirdly, integrating resources of educating people through management, perfecting evaluation indicator system of governing the University according to the law and cultivating a batch of "demonstration posts for educating people through management"; fourthly, integrating resources of educating people through service, taking service quality and education effect as the grounds and standards of post efficiency, and conducting plan of educating people through logistics service; fifthly, integrating resources of financing educating people, combining “helping the poor” with “letting people be wise” and “helping the poor” with “inspiring people’s fighting spirit” to establish



## Appendix E - Regulations

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“four-in-one” development-oriented financing system so as to form a virtuous circle of “alleviating hardship, educating people, making success and giving back” and make sure the process of educating people is comprehensive and flawless.



III. Focusing on the completion of the four important tasks of the year

We will manage to complete the four important tasks of “Three-wide Education” in the year through building one system and creating three new models. We will firmly establish the concept of cultivating people first, and ensure the scientific collective action of three circles. We will cement basic work of the inner circle, forge faculty members’ contingent, highlight concept going first, focus on ideological and political theory courses, and strengthen the content supply of cultivating people. We will do well in connection of the middle circle, the connection of the second and third classrooms, integrate various resources in the University to make sure all work is reflected in revolving around education, participating in education and supporting education. We will improve the outer circle, deepen the new pattern of internal and external cooperation in education, regional collaboration in education, and open the door to do ideological and political education; we will seize the opportunity of being the first batch of practical education bases approved by the Shanghai Municipal Education Commission to boost the integration of moral education in Shanghai's universities, middle schools and primary schools, and build a community of practical education.

A system of “driven by ideological and political courses and the courses for ideological and political education” will be established to deeply promote the "new ideas into textbooks, classrooms and minds" of Xi Jinping Thought on Socialism with Chinese



Characteristics in the New Era. A curriculum system for ideological and political education with ideological and political theory courses as the core, comprehensive quality courses as the support, and core courses as the radiation will be established. We will formulate and implement the classroom teaching reform plan aiming at "courses for ideological and political education", implement the University's Plan for Innovation in Development System of Ideological and Political Theory Courses, to ensure that there is a plan for the teaching reform in ideological and political theory courses and innovation in the way of education; we will dig into the elements of educating people through ideological and political work and the function of ideological and political education in core courses and incorporate them into the textbook lecture notes and syllabus of the core courses to realize the organic unification of ideological and political education and knowledge system. We will do a good job in working out the Plan for Forging Golden Courses for Ideological and Political Education and single out a number of models for "courses for ideological and political education" to promote all faculty members and all courses to take up the mission of imparting knowledge and educating people.

(Responsible departments: Dean's Office, School of Marxism, Faculty Affairs Department)

Centering on the concept of "New Santong", we will create a unique working model,



which turns the counselor into the main attacker of ideological and political work, the leader of student management, and the backbone of student growth. In the field of living and studying together, it will further keep teachers and students on the same frequency and draw closer their distance. Meanwhile, such model will guide the counselor to better support the CPC Committee, faculty's assistant, students' study and comprehensively strengthen political leadership, ideological guidance, emotional dredging, study counseling, behavior instruction, employment guide for students. It will guide the counselor to practice the new work concept of "same field, same frequency and growing together" (New Santong) to jointly nurture young people of the era who can take on the great task of national rejuvenation.

(Responsible departments: Student Affairs Office)

Creating a new model of "labor education" for logistics educating people. We will put labor education elements through the entire process of logistics educating people, deeply implement the requirements of the Opinions on Comprehensively Strengthening Labor Education in Universities, Middle Schools and Primary Schools in the New Era, and build a number of on-campus labor education practice bases in collaboration with relevant departments and secondary schools and colleges, highlighting interaction and fitting-in experience. We will establish Logistics Life Skills Classroom, design a number of labor education courses offered by front-line





logistics staff for students; regularly hold Campus Service Experience Day, set labor education experience post, guiding students to participate voluntarily and actively experience them, and enhancing the effectiveness of labor education. We will deepen the system of logistics service educating people, establish a service system that combines regular services with such services as Campus Centralized Service Day, Immediate Service Platform and Opening Mobile Phone Number of Person-in-charge. In the way of naming "demonstration posts for logistics service educating people" and organizing logistics staff service skill competition, we will strengthen the service awareness with the purpose of enhancing the satisfaction of faculty members and students, and enhance service quality and education level. We will improve the logistics management and education system, strictly implement the 6Ts standards for dormitory and canteen management, speed up the establishment of the logistics grid management system, establish Teacher-Student Joint Quality Inspection Team and Chengyuan Student Community Committee to enhance students' awareness of self-management and self-service. We will build logistics environment educating people system, upgrade the education functions of public spaces in students' study and living areas, and gradually build physical spaces such as waste sorting demonstration and education area, healthcare knowledge education area, and flat party building service area of secondary schools and colleges. We will leverage the features of the spaces to carry out environment



educating people activities with secondary schools and colleges.

(Responsible departments: Logistics Industrial Development Center)

Fostering new model of university-corporate collective action and integration between industry and education. We will build a new model of university-corporate collective action for educating people, further deepen the implications of industry-university cooperation, and integrate Qicheng Lecture into industry-university cooperation. We will fully explore corporate education resources to further stimulate the vitality of university-corporate collective action for education. Meanwhile, based on the Qicheng Lecture and through the Working Semester Out, Bringing in Theory Semester, we will make professional faculty members and counselors better understand industrial development and technological innovation, so as to effectively enhance the ability to impart knowledge and educate people and provide career guidance. Therefore, we will spur the new driver of the entire team of ideological and political education, and form a unique new model for education through university-corporate collective action. We will establish new model for practice educating people featuring university-corporate 9-city Double-line. Based on the construction of G60 Ideological and Political Corridor, with the focus on cities such as Jiaxing, Huzhou and Suzhou, we will try to launch 9-city Lecture - Famous Enterprise Mentor Cloud Classroom, 9-city Talent Recruitment - Famous Enterprise HR Cloud Recruitment and 9-city Career - Famous



Enterprise Development Cloud Experience, etc. Through continuous efforts, we will gradually build a new model for practice educating people featuring 9-City Double-line, and further enhance the effectiveness of practice education.

(Responsible departments: Student Affairs Office, Dean's Office)

#### IV. Precise Implementation of Top-10 Education Enhancement Projects

1. We will carry out the Project of Enhancing Course Education, and build a system of courses for ideological and political education with Mobility of China as forerunner and engineering ethics as characteristic. We will focus on reform in ideological and political theory courses and courses for ideological and political education, strengthen the enhancement of teaching effectiveness, and properly handle the combination of theory and practice. Centering on engineering ethics series of courses, we will supplement the comprehensive courses for literacy in humanities, forming organic unity between ideological and political education, and knowledge system education. We will create a brand of ideological and political theory courses to expand the influence of Mobility of China and Sharing China nationwide. We will single out and refine a number of models for courses for ideological and political education to boost the shift from model courses to excellent courses. We will study working on a quality evaluation system for “courses for ideological and political education”, design standards for teaching, lecturing and supervision, to promote the steady improvement of course



quality. We will work out Knowledge and Practice Class 3.0, follow the guidance of the Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, utilize Information Technology, to better integrate the “ideological and political theory courses and courses for ideological and political education” to continue the tradition of ideological and political education of the University.

(Responsible departments: Dean’s Office, School of Marxism, Faculty Affairs Department)

2. We will implement the Enhancement Project of Educating People Through Scientific Research, build an “innovative system of feeding back teaching through scientific research, and helping talent training through discipline scientific research”. We will establish a new mechanism for boosting talent training through scientific research, give full play to the function of educating people in the process of scientific research and scientific and technological innovation, and implement the Chengchuang Climbing Program. We will select outstanding undergraduates to participate in teachers' scientific research projects as scientific research assistants, constantly train students to find, analyze and solve problems in scientific research, and help students develop the character of admiring science, staying with the truth, being diligent in thinking, and being brave to innovate. We will press ahead with the Graduate Student Leadership Program and carry out themed activities such as ideological leadership, academic leadership, and entrepreneurship



and innovation leadership for graduate students, to guide teachers and students to establish the sentiment of invigorating the country through science and education and study to serve the country, promote the spirit of science, foster a culture of innovation, actively serve the development of Shanghai and the country, and cultivate and practice core socialist values in industry-university cooperation activities. We will strengthen the development of academic integrity system, clarify the functions and duty of postgraduate supervisors in educating people, and improve the moral and behavioral rules for scientific and technological work and academic integrity education and management mechanism. We will deeply carry out educational activities on the theme of scientific ethics and academic and learning environment for graduate students, and promote the establishment of the academic integrity system that integrates education, prevention, supervision and punishment.

(Responsible departments: Scientific Research Division, Graduate Student Division, Graduate Affairs Office and Communist Youth League Committee)

3. We will implement the Enhancement Project of Educating People Through Practice and build the System of University-Corporate Collaboration to Educate People Through Practice. We will thoroughly push for practice teaching reform, work on practice teaching standards by category, moderately increase the proportion of practice teaching, solidly push forward practice teaching reform such as the Superior



## **Appendix E - Regulations**

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Engineer Training Program, industry-university cooperation education, and metalworking internship.



We will deepen the implications of educating people through industry-university cooperation, vigorously promote the organic combination of Cultivating Virtues and Cultivating Ability, to enable students to experience the joy of labor in practice, accumulate vocational skills and industrial experience, making internship and practice a new path for labor education. We will select outstanding corporate talents and famous alumni to serve as corporate mentors, elaborately design Qicheng Lecture ideological and political theory course to promote the pattern formation of opening the door to do ideological and political education. We will establish a social practice classification and management mechanism based on volunteer service, study and research, and industrial internship. We will incubate a number of social practice bases with professional characteristics, enrich the content of practice, innovate practice forms, and create a batch of excellent brand projects for social practice of college students. We will actively carry out various volunteer service programs, enhance the labor experience of college students, cultivate a sense of public service and dedication, provide volunteer service for major events in Shanghai and the whole country, to form a volunteer service brand with big engineering characteristics.

(Responsible departments: Student Affairs Office, Dean's Office, Communist Youth League Committee)

4. We will implement the Enhancement Project of Educating People Through Culture, and build the Chinese Traditional



Revolutionary Gene Campus Culture Development System. Centering on the pitch point of “centennial of the founding of the CPC”, we will focus on comprehensively enhancing the patriotic sentiment and moral quality of faculty members and students, establish “five revolutionary gene platforms”, to put into place cultural education. We will forge the Revolutionary Story Propaganda Platform and work with the Chen Yun Memorial Hall to create a propaganda team to tell the stories about great men and the revolutionary stories in a comprehensive and in-depth manner; create the Revolutionary Cultural Heritage Platform and hold excellent activities with revolutionary elements on memorial days and traditional festivals to inherit the revolutionary gene; build the Revolutionary Art Display Platform, fully rely on social forces to exhibit and broadcast classic revolutionary culture in various forms such as revolutionary drama and revolutionary dance drama, forming a new pattern of educating people through promoting revolutionary culture in university associations; build the Platform to Look for Revolutionary Footprint, carry out visiting revolutionary footprint activities such as repeating the route of Long March, revisiting pairing cultivation places, with summer vacation social practice as the carrier; foster the Platform for Revolutionary Education Alliance, give full play to regional advantages, and join hands with the revolutionary education base in Songjiang District, to integrate resources to promote revolutionary culture education. While doing a good job in creating revolutionary gene culture system,





we will collaborate to establish the system for physical and aesthetic education in the new era, to foster virtue through physical and aesthetic education. We will make full use of various off-campus art education bases to hold more art exhibitions and performances so as to enhance the artistic taste of teachers and students and help them develop humble human nature; we will step up efforts to form high-level sports teams, keep the traditional advantageous sports of the University, call on teachers and students to admire sports, love fitness, and lay emphasis on the healthy way of living and studying.

(Responsible departments: Publicity Department, Student Affairs Office, Communist Youth League Committee, Physical Education Department)

5. We will implement the Enhancement Project of Educating People Via Network and establish the Five-Level Work System of Educating People Via Network. We will make full use of campus network, WeChat public accounts, yiban.cn and other online platforms to strengthen propaganda and the development of network culture, and strive to build the Five-Level Work System of Educating People Via Network. We will intensify online news propaganda, adhere to correct public opinion, focus on major topics, important events and key activities, to promote underlying values and spread positive energy; we will strengthen the contact with television, radio and news media to promote the image and build up morale. We will broaden network matrix propaganda and form a



matrix-style new media propaganda force across all platforms with Image of SUES as the carrier; we will use interactive communication channels to create themes such as Reading about Chengyuan, Singing SUES and A Bite of SUES to boost the emotional identity of teachers and students and embody humanistic care. Our theoretical propaganda on the Internet is thought-provoking. We will encourage experts and backbone teachers of the School of Marxism to conduct research on important theoretical and practical issues on socialist development, and support teachers to publish influential theoretical articles on mainstream media to promote underlying values and spread positive energy. Efforts will be made to guide public opinions on the Internet, establish tight mechanisms for public opinion monitoring, early warning response, analysis, research and judgment, and risk assessment; we will strengthen the construction of an ideological workforce, build a model for monitoring and guiding public opinions, and enhance network management. Our mainstream public opinion on the Internet is heartwarming. We will dig into advanced typical events and touching deeds of front-line teachers and students, tell the stories about SUES in a way that teachers and students are pleased to see and hear, and play the demonstration and leading role of the models.

(Responsible departments: Publicity Department, Student Affairs Office)



6. We will implement the Enhancement Project of Psychologically Educating People, and build the Integrated Psychological Early Warning System in the University, Schools, Classrooms and Dormitories. We will strengthen knowledge education, explore the uptake of mental health education courses into overall teaching plan of the University, organize the compilation of model textbooks on mental health education on college students, so as to achieve full coverage of mental health knowledge education on college students. We will strengthen counseling services, further standardize psychological counseling process and archives management, and raise the level of the mental health education and counseling center; we will reinforce the development of prevention and intervention system, and build a five-pronged work pattern including education and teaching, practice activities, counseling services, prevention and intervention, and platform guarantee for mental health education. We will establish the Four-grade Early Warning System in the university, schools and departments, classrooms and dormitories, improve the mechanism for psychological crisis intervention, smoothen the channels for psychological crisis referrals, strengthen collaboration between doctors and faculty members, and enhance the forward-looking and targeted nature of the work.

(Responsible departments: Student Affairs Office)

7. We will implement the Enhancement Project of Educating



People Through Management and establish the Management Work System featuring “2-System, 1-Standard”. Improving the system of governing the University in accordance with the law and educating people through management: We will give full play to the driving effect of as a “model university in Shanghai for governing the school according to the law” to improve the evaluation indicator system for governing the school according to the law, and explore an evaluation mechanism that incorporates the performance of the function of educating people into the assessment of management post. Establishing the system of assessing teachers’ professional ethics: We will strengthen teacher discipline, enhance the handling of teacher misconduct against teachers’ professional ethics, standardize the mechanisms for accepting, investigating, identifying, punishing, appealing and reporting, and handle all types of teacher misconduct against teachers’ professional ethics in strict accordance with the laws and regulations. Improving standards for teachers’ professional ethics: We will further establish and improve the system of teachers’ ideological and political work, intensify political study of teachers, enhance the political awareness of teachers, and guide them to be firm advocates and supporters of the Party governance; strengthen the education on teachers’ professional ethics, draw the bottom line of teachers’ professional ethics, set standards for political leadership, imparting knowledge and educating people among other aspects, to improve teachers’ professional ethics in a scientific and systematic manner.



(Responsible departments: President's Office, Planning Office, Office of Human Resources, Faculty Affairs Department, Worker's Union)

8. We will implement the Enhancement Project of Educating People Through Service, and build the Campus Comprehensive Service Guarantee Work System. We will create the Work System of Logistics Educating People and establish the "3+1" System that integrates "educating people through service, educating people through management, educating people through environment and labor education". We will fully mobilize logistics force, coordinate all resources, innovate the carrier of education, to have all aspects of logistics covered by fostering virtue through education. We will speed up the establishment of the Logistics Grid Management System, implement the secondary development of human resources based on the characteristics of the post and the attributes of educating people, effectively "activate" the initiative of employees in educating people by promoting scientific evaluation and reward and punishment mechanisms, and promote the organic integration of employee promotion, merit evaluation, performance and the effectiveness of educating people. We will build quality campus, promote the IT-based construction of "smart campus" and "5G campus" to create a people-oriented environment for smart life and study. We will seize the opportunity of pushing for the construction of "three-type" organs to accelerate the construction of the All Online. We will form a four-level organizational structure consisting of the



leading cadres in charge, Informatization Office, head of department and department information administrator, to ensure the smooth operation of the All Online University Affairs Administration Platform so as to provide integrated convenience for faculty members and students. A literature information resource and service system will be formed to optimize the service. We will lay emphasis on user experience, improve the utilization rate of the collection and service efficiency, and enhance the use of the reading room, self-study room and the classroom for students preparing for graduate entrance exam. Information quality-oriented education will be introduced to guide teachers and students to respect and protect intellectual property and safeguard information security. We will strengthen the construction of Safe Campus, reinforce security infrastructure, and improve the prevention and control system that combines civil air defense and technical defense. We will strengthen safety publicity education, promote online safety education and standardized examinations for college students, and organize Safety Knowledge Contest for College Students in Shanghai. We will carry out in-depth safety education and drills, so as to create a safety culture in colleges and universities that puts safety first.

(Responsible departments: Organ Party Committee, Logistics Industry Development Center, Informatization Office, Security Office, Library) 9. We will implement the Enhancement Project of Financing Education, and establish the “four-in-one” financing system that



organically integrates “helping the poor”, “letting people be wise” and “inspiring people’s fighting spirit”. We will reinforce top-level design of financial assistance, bring together “helping the poor” with “letting people be wise” and “helping the poor” with “inspiring people’s fighting spirit” and establish “four-in-one” development-oriented financing system consisting of state financial assistance, university rewards and subsidies, social donations and student self-help. We will precisely identify students with financial difficulties, improve financial aid identification mechanism, reasonably determine the criteria for identification by means of home visit, big data analysis and heart-to-heart talks, and establish files of students with financial difficulties to carry out dynamic management; we will insist on educating people with financial aid, emphasizing ideological guidance throughout the whole process of financial aid. With financial aid projects such as the scholarship, work-study program, study grant, student loan, subsidy for impoverished students, tuition fee reduction, national student loan repayment as the carrier, we will carry out in-depth aspiration education, thanksgiving education and integrity education, to guide students to stay true to ideals and convictions, pursue patriotism and establish a correct outlook on success. We will educate people through helping students with difficulties, better build Love House, provide a “green channel” for new students with difficulties, and do a good job in providing scholarships, grant, student loans and work-study program, forming a virtuous cycle of “relief - education - success - giving back.



(Responsible departments: Student Affairs Office)

10. We will implement the Enhancement Project of Educating People and build the “system of educating people where the Party and the mass come together for the same purpose”. We will strengthen the leading role of party organizations at all levels in educating people. We will make full use of the role of the CPC Committee as the leading core, the political core role of the second-tier party organizations, the role of the primary-level party branches as fighting strongholds, and the pioneering and exemplary role of Party members, teachers and students, to strengthen the function of educating people, and promote party organizations at all levels to actively shoulder the responsibility of governing the CPC in a comprehensive and strict manner, and educating people for the CPC and the country. We will gather forces to build Distinctive University, Model Schools and Departments and Model Branches and cultivate projects; further promote the review and appraisal of work reports made by secretaries of primary-level CPC organizations, and improve the assessment mechanism for the performance of duties by secretaries and committee members of CPC organizations at all levels; actively cultivate teachers, “double-leader” party branch secretaries, and improve the mechanism for “double-leader” party branch secretaries to attend meetings of CPC committees, joint





meetings of the CPC and government, and professor committee of secondary CPC organizations; purge the political life of within the CPC, and promote the standardization of party branches; do a good job in the selection and commendation of the University's Outstanding Party Workers, Outstanding CPC Members and Advanced Primary-level CPC Organizations, and set advanced models.

We will strengthen political education on young faculty members and students and redouble the efforts to develop CPC members from them. We will step up efforts to strengthen the construction of students' CPC branches, optimize the way of organization settings, and strive to make the party organization play the active role in the places where students are most active. We will strengthen the establishment of group organizations, deepen group reform, grip the political criteria, fundamental requirements and basic characteristics of group work, and take effective measures to reform organizational settings, management model, way of work and cadre management. We will leverage the bond role of various group organizations in educating people to push for labor union, the Communist Youth League and Women's Work Committee and other group organizations to innovate the carrier and form of innovating organization and mobilization and leading education, so as to better represent, unite and serve teachers and students. We will reinforce association management and foster and build a number of civilized associations. We will support all kinds of student



and faculty associations to carry out healthy and colorful activities with distinctive themes, and give full play to the cohesive, guiding and serving roles of the teaching and research sections, academic echelons, classes and dormitories in the growth of students and faculty members.

(Responsible departments: Organization Office, Labor Union, Communist Youth League Committee, Women's Work Committee)

### V. Institutional Guarantee

We will strengthen organizational leadership, and under the unified leadership of "Three-wide Education" and the comprehensive reform leading group of the University, reinforce top-level design, overall coordination, supervision and evaluation, so as to realize that ideological and political work, teaching, scientific research, social services and international exchange are deployed, inspected and evaluated at the same time. We will strengthen the coordination mechanism and establish a regular communication and coordination mechanism. Each organization will send designated person to be responsible for daily contact and communication, and provide timely feedback on the progress. Department collective action and coordination will be strengthened to steadily advance "Three-wide Education".



Notice on Establishing the Committee of Teachers' Professional Ethics  
under the Committee of Work Concerning Teachers at Shanghai  
University of Engineering Science

HU GONG CHENG WEI [2020] No. 24

All primary-level CPC committee, CPC general branch, direct CPC branch, departments and divisions of organs, direct subordinate organizations, secondary schools and colleges (teaching divisions and centers):

In order to implement the guiding principles of relevant documents at the higher level and improve the institutions and mechanisms for improving teachers' professional ethics in the University, we decided to set up the Committee of Teachers' Professional Ethics under the Committee of Work Concerning Teachers at Shanghai University of Engineering Science. The relevant information is hereby notified as follows:

I. Main Responsibilities

(1) To be responsible for the daily development of teachers' professional ethics, and to study and formulate matters relating to the education, publicity, stimulation, supervision and punishment of teachers' professional ethics;

(2) To be responsible for the annual assessment and incentive of the professional ethics of faculty and staff in the University, and to



## Appendix E - Regulations

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bring up the assessment opinions to the President's Office Meeting, the Standing Committee of the University CPC Committee and other decision-making and deliberation institutions for approval;

(3) To be responsible for the handling misconduct of faculty and staff in professional ethics, and organize relevant departments to bring up opinions on how to deal with the misconduct to the President's Office Meeting, the Standing Committee of the University CPC Committee and other decision-making and deliberation institutions for approval.

### II. Participants

Directors: SHI Jiayong YAO Xiuping Deputy Director: LIU Fuyao

Members: (sort by last name strokes) WANG Anbin WANG Chuming FANG YU ZHU Bei



## Appendix E - Regulations

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ZHU Hongchun CHEN Hao LIU Rurong XU Yang III. Executive Body

The Committee of Teachers' Professional Ethics has office located in Faculty Affairs Department under the CPC Committee. In the event of a change in the post of a member of the Committee, the successor to the post shall take over automatically.

CPC Committee of Shanghai University of  
Engineering Science

June 4, 2020



Measures of Shanghai University of Engineering Science for the  
Recognition of Qualifications of Faculty Members

HU GONG CHENG JIAO [2015] No. 116

These Measures are hereby formulated according to the actual situation of the University, with a view to strengthening the management of the qualifications of faculty members of the University, training high-quality faculty members, and ensuring good classroom teaching effectiveness.

I. Teaching Qualification

i. The teaching qualification refers to the qualification of faculty members to undertake the teaching tasks of the University. All faculty members who have started to engage in teaching management, who have recently transferred from other posts in the University to teaching posts engaged in teaching management, and who are transferred from non-educational sectors to the University to engage in teaching management must hold the Teacher Qualification Certificate issued by the Ministry of Education, and must also participate in the pre-job training organized by the University. The basic qualification for teaching undergraduate courses can be awarded only after obtaining the certificate of completion. Faculty members without a teacher qualification certificate shall apply for and obtain a teacher qualification certificate within one year after obtaining the basic teaching qualification, otherwise the basic



teaching qualification will be automatically cancelled.

ii Those who have obtained the basic teaching qualification can undertake teaching tasks such as course experiment guidance, course design guidance, team practice, course tutoring and Q&A. Those who have the basic teaching qualification and hold the professional title of lecturer or above, or a master's or doctoral degree can independently undertake the guidance of graduation projects.

## II. Application for and Recognition of the Course Teaching Qualification

i The faculty members who apply for the course teaching qualification must have the professional title of lecturer or a master's degree or above. In principle, young faculty members who hope to teach a course for the first time shall first engage in a round of tutoring, Q&A and experiment guidance, and listen to the lectures of the course concerned or a similar course before applying for the qualification of teaching the course concerned.

ii The recognition of the course teaching qualification shall be organized by the secondary schools and colleges (teaching divisions/centers). The Professor Committee of the secondary schools and colleges (teaching divisions/centers) and key faculty members teaching relevant courses shall establish an expert panel for class visiting to evaluate the applicant's trial lecture to determine whether the applicant is qualified to teach the course concerned.

iii The trial lecture shall consist of two parts: designated part and



optional part. The designated part shall be determined by the expert panel and shall be completed within 1 class hour. The optional part shall be proposed by the applicant. The basic content, key points and difficulties of the course concerned shall be involved, and the optional part shall be completed within 1 class hour. The expert panel shall discuss and comment on the effects of the trial lecture and give evaluations accordingly.

iv The secondary schools and colleges (teaching divisions/centers) shall conduct a comprehensive review of the applicant's qualifications and the evaluations of the trial lecture before giving a recognition. The results of the recognition shall be divided into: qualified for teaching courses, basically qualified for teaching courses, and unqualified for teaching courses. For faculty members who have obtained the qualification for teaching courses, the deans (directors) of the secondary schools and colleges (teaching divisions/centers) shall sign on the recognition document and submit it to the Dean's Office for the record.

v Faculty members who have been identified as "qualified for teaching courses" can independently undertake the task of teaching the course concerned. Faculty members who have been identified as "basically qualified teaching courses" need to further improve their teaching ability. The secondary schools and colleges (teaching divisions/centers) and the departments (teaching and research sections) shall assign course mentors for them. Under the guidance and help of course mentors, they can undertake the task of teaching the course





concerned.

vi Before starting to teach a course, faculty members must understand the basic requirements, syllabus and teaching plan of the course, read through designated textbooks which are officially published and 1~2 selected reference books, and use them as a basis for lesson preparation. Before starting to teach a course, faculty members shall submit a complete teaching plan and lesson plan, prepare more than 2/3 of lecture notes, and complete more than 1/2 of exercises.

### III. Inspection and Management of Faculty Members Qualified for Teaching Courses

i Faculty members who have the qualification for teaching courses shall accept the inspection of classroom teaching quality organized by the University and the secondary schools and colleges (teaching divisions/centers). Faculty members with defective teaching quality shall be ordered to take corrective actions, and faculty members with poor teaching quality shall be disqualified from teaching.

ii In order to strengthen the training of young faculty members, the secondary schools and colleges (teaching divisions/centers) shall assign a mentor with the professional title of associate professor and above for each new young faculty member. The mentors shall guide them to formulate teaching plans and annual learning plans, prepare lessons, give lessons, master teaching methods, and improve the quality of teaching.

IV. The Dean's Office shall be responsible for the interpretation of these Measures.



## **Appendix E - Regulations**

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V. These Measures shall come into effect as of September 1, 2015. The original Measures of Shanghai University of Engineering Science for the Recognition of Qualifications of Faculty Members (HU GONG CHENG JIAO [2005] No. 123) shall be repealed simultaneously.



Measures of Shanghai University of Engineering Science for the  
Management of Teaching Development Projects

HU GONG CHENG [2015] No. 99

Chapter I General Provisions

Article 1 These Measures are hereby formulated to strengthen the teaching development and reform of the University, further improve teaching quality and teaching management, and encourage and support faculty members to apply for and develop teaching development projects.

Article 2 Faculty members shall be encouraged to put talent training first, take into account the country's needs for higher education development and the characteristics of the University. It is required to combine educational theory with teaching practice, carry out in-depth research and focus on solving practical problems in teaching to further improve teaching quality.

Article 3 The approval of teaching development projects of Shanghai University of Engineering Science (hereinafter referred to as "university-level teaching development projects") shall be organized and managed by the Dean's Office. Project categories shall include program development, curriculum development, textbook development, practice teaching development, educational science research projects, etc.

Article 4 The University shall formulate the University-Level Teaching Development Project Application Guidelines as a macro suggestion for the direction of teaching development and reform. University-level teaching development projects shall be oriented towards



the entire University on the basis of the principles of fair competition and merit-based selection. The smooth implementation of the projects shall be ensured through the combination of target management and process monitoring.

**Chapter II Project Application, Examination and Approval**

**Article 5** The project leader shall meet the following conditions:

i The project leader shall be an in-service faculty member of the University with an intermediate professional or technical title or above, and education, teaching and research capabilities;

ii Each faculty member can only apply for 1 project per year (except for teaching development projects that need to be undertaken due to work);

iii In principle, faculty members who are implementing a project may not apply for new projects.

**Article 6** In principle, applications for university-level teaching development projects shall be organized once a year. The project development period shall generally be 2 years.

**Article 7** The procedures of project application:

i The secondary schools and colleges shall organize faculty members to apply in accordance with the University-Level Teaching Development Project Application Guidelines and their own needs for teaching development and reform.

ii The secondary schools and colleges shall organize experts to review and rank the applied projects. The Dean in charge of teaching shall



sign the relevant report and submit it to the Dean's Office.

iii The Dean's Office shall organize experts to review the applied projects and report the results and funding plan to the Vice President in charge for review and approval before issuance. The Dean's Office shall sign the Teaching Development Project Contract of Shanghai University of Engineering Science with the secondary schools and colleges and the project leader, and carry out project development in accordance with the requirements of the contract and annexes.

### Chapter III Project Fund Management

Article 8 Project funds shall be approved once, appropriated in installments and earmarked for special purposes, No overruns shall be made.

Article 9 The scope of use of project funds shall be governed by the Measures of Shanghai University of Engineering Science for the Management of Funds for Teaching Development Projects.

Article 10 The Dean's Office and the Finance Office shall implement specific management of project funds, and supervise and inspect the use and progress of funds.

Article 11 For projects on which the project leader cannot continue research due to transfer, going abroad, illness or other reasons, as well as projects that have been cancelled or terminated, the University shall stop funding and recover the remaining part of the allocated funds.

### Chapter IV Mid-Term Project Inspection and Acceptance

Article 12 The process of mid-term project inspection:



i One year after the project is approved, the Dean's Office shall issue a notice to organize the secondary schools and colleges to conduct mid-term inspections on project implementation.

ii The secondary schools and colleges shall organize at least 3 experts (more than half of them with senior professional titles) to inspect the project according to the requirements of Dean's Office.

iii The secondary schools and colleges shall submit the results of the mid-term inspection and report to Dean's Office in accordance with the timeline.

Article 13 The University will issue a second installment of development fund to the projects that pass the mid-term inspection. If the project fails the mid-term inspection, the remaining funds shall be cancelled, and the project application submitted by the person in charge of the project shall not be accepted within two years.

Article 14 The project leader shall fill in the Teaching Development Project Acceptance Report of Shanghai University of Engineering Science according to the requirements of the notice of completion and submit annexed results. The results of teaching development projects can take multiple forms. Course teaching documents, course websites, teaching research papers, research reports, and textbooks can all be used as the basis for the recognition of project research results.

Article 15 The department of the project leader shall hold a project acceptance review meeting to review the Acceptance Report and annexed results and provide opinions. The expert panel shall be



composed of at least 3 experts, of which external experts and experts with senior professional titles each shall account for more than half.

Article 16 Within one month after the completion of the project, the secondary schools and colleges shall organize the project leader to file project development documents and submit the filing certificate to the Dean's Office.

#### Chapter V Project Operation Management

Article 17 The project leader shall carry out research as planned and complete the tasks under the project within the specified time.

Article 18 The secondary schools and colleges shall be responsible for inspecting and supervising the implementation of the project.

Article 19 If it is really necessary to make changes during project implementation, the project leader shall submit a written application. The Dean in charge of teaching shall examine and sign the application, and submit it to the Dean's Office for approval and filing.

Article 20 In any of the following circumstances, the University shall have the right to cancel the approved project, terminate its implementation, and freeze or recover the remaining project funds:

The project is of poor development quality and fails the mid-term inspection or final acceptance after rectification;

ii The project is approved for extension but has not been completed by the deadline;

iii Plagiarizing the results of others and making fraud;

iv Seriously violating the financial system.



## Chapter VI Supplementary Provisions

Article 21 The Dean's Office shall be responsible for the interpretation of these Measures.

Article 22 These Measures shall be implemented as of the date of promulgation.

## Regulations of Shanghai University of Engineering Science on the Management of Undergraduate Program Development

HU GONG CHENG JIAO [2019] No. 102

### Chapter I General Provisions

Article 1 These Regulations are hereby formulated in accordance with the Administrative Regulations on the Offering of Undergraduate Programs in Regular Colleges and Universities issued by the Ministry of Education (JIAO GAO [2012] No. 9), the Notice of the Shanghai Municipal Education Commission on Issuing the <Implementing Rules for the Offering and Management of Undergraduate Programs in Regular Colleges and Universities in Shanghai> (HU JIAO WEI GAO [2013] No. 39) and the actual situation of the University to regulate the development of undergraduate programs and promote the coordinated development of undergraduate education in the University in terms of scale, quality, efficiency and characteristics.

### Chapter II Offering of Undergraduate Programs

Article 2 The University's basic principles of program offering and





adjustment shall be:

i Actively adapting to the needs of economic and social development of Shanghai and China as a whole, and adapting to the needs of knowledge innovation, technological progress and discipline development;

ii Following the laws of higher education and the growth of talents and meeting the needs of students' comprehensive and sustainable development;

iii Meeting the University's requirements for positioning and conditions, highlighting its characteristics, and improving the quality of talent training.

Article 3 The programs newly offered by the secondary schools and colleges must meet the following conditions:

i Meeting the University's requirements for positioning and development plan;

ii Relying on relevant disciplines and programs;

iii Stable social demand for talents;

iv Scientific and standardized professional training programs;

v Full-time faculty members and administrative staff supporting faculty members necessary to complete professional talent training programs;

vi Funds, teaching buildings, books and materials, instruments and equipment, and internship bases necessary for offering the programs; policies to ensure the sustainable development of the programs.



Article 4 In order to further adjust and optimize the structure of disciplines and programs, the University encourages and controls the offering of the following programs:

i The programs to be encouraged shall include:

1. Programs that meet the University's requirements for positioning and highlight its characteristics;
2. Programs that support the economic and social development of Shanghai and serve the city's strategic emerging industries, including new programs that have not yet been included in the Catalog of Undergraduate Programs of Regular Institutions of Higher Education (2012) (hereinafter referred to as the Program Catalog);
3. Programs to fill the gap in Shanghai;
4. Traditional programs that have been adjusted or modified;

ii The programs to be controlled shall include:

1. Programs in which the signing rate and employment rate of graduates are too low, and the regulation-based admission rate is too high;
2. Overlapped programs;
3. Programs for which the faculty team is seriously overlapped with that of the existing programs and the courses are highly similar to those of the existing programs of the University;
4. Programs included in the early warning list.

Article 5 The setting and adjustment of programs shall be carried



out once a year, and the process shall be as follows:

i The secondary schools and colleges shall submit application documents to the Dean's Office from June 1 to June 30 on the basis of thorough research and argumentation.

ii The Dean's Office shall organize expert argumentation from July 1 to July 10. The results, after being reviewed by the University Academic Committee, shall be reported to the President's Office Meeting for approval.

iii Application documents shall be posted on the University's website for public notification from July 11 to July 24.

iv Application documents shall be uploaded to the dedicated website of the Ministry of Education for public notification for one month from July 25 to July 31.

v The Ministry of Education will give an official written reply before November 30.

Article 6 Existing programs for which no students have been enrolled for five consecutive years shall be cancelled in principle.

### Chapter III Development of Undergraduate Programs

Article 7 The University fully respects the autonomy of the secondary schools and colleges. Program development shall be the responsibility of the secondary schools and colleges. The University shall implement macro-control and shall be mainly responsible for reviewing the program planning and development plan as a whole. The secondary schools and colleges shall take the structural adjustment of



undergraduate programs and program development as an important part of the strategic development plan, and put program development in place.

Article 8 The responsible person system shall be implemented for program development, and the responsible person shall be the director of the department to which the program belongs. The person in charge of the program development shall be accountable to the dean. His/her basic duties shall be: to formulate a program development plan; to comprehensively organize and implement the development of existing programs; to put forward suggestions for the adjustment of the direction of programs; to formulate a preparatory plan for the programs to be offered (adjusted) and to organize and implement them after approval; and to support the secondary schools and colleges in submitting applications.

Article 9 The main contents of program development shall include: training orientation and training goal, training plan, teaching documents, faculty, curriculum development, textbook development, development of teaching methods and means, development of laboratories and internship bases, etc.

Article 10 The emphasis shall be determined in program development. The University shall formulate and adjust the program development plan in a timely manner according to the needs of social development. It is necessary to strengthen the development of key and characteristic programs, and gradually develop a batch of famous programs to maintain the overall advantage of the University. Great efforts shall be made to develop application-oriented disciplines and programs



urgently needed for local economic development. The University advocates the use of social educational resources to develop new programs through various forms of cooperation.

#### Chapter IV Evaluation and Management of Undergraduate Programs

Article 11 The University shall set up an expert panel to evaluate the major issues concerning the programs to be applied for offering and adjustment and program development in accordance with the needs for professionals, existing programs and the development needs of the University. The expert panel shall also guide, check and evaluate the offering and development of programs, provide decision-making and advice for undergraduate program development, and regularly conduct random inspections and evaluations of undergraduate programs offered by the secondary schools and colleges.

Article 12 The University will carefully organize programs to participate in standard evaluation and selection evaluation organized by Shanghai and engineering education program certification organized by the Ministry of Education. For programs that do not meet the evaluation requirements, they will be notified as appropriate, enrollment will be suspended, corrective actions will be taken within a time limit, or they even will be canceled.

i For programs with large demand for professionals, excellent conditions, and good employment situation, and passing selection evaluation organized by Shanghai or engineering education program



certification organized by the Ministry of Education, strong support shall be given in terms of software and hardware, and the scale of enrollment shall be appropriately expanded.

ii For programs passing selection evaluation organized by Shanghai but having certain problems, the University will urge relevant departments to take corrective actions in time and appropriately reduce the scale of enrollment or implement enrollment every other year.

iii For programs with poor conditions, low employment rates, or failing compliance evaluation organized by Shanghai, enrollment can be suspended after the University's research and augmentation.

#### Chapter V Supplementary Provisions

Article 13 The Dean's Office shall be responsible for the interpretation of these Regulations.

Article 14 These Regulations shall come into effect as of September 9, 2015. The original Regulations on the Management of Undergraduate Program Development (HU GONG CHENG JIAO [2004] No. 76 shall be repealed simultaneously.

Implementing Measures of Shanghai University of Engineering Science  
for the Development of Excellent Courses

HU GONG CHENG JIAO [2018] No. 11

These Measures are hereby formulated in accordance with the



relevant documents promulgated by the Ministry of Education and the Municipal Education Commission, with a view to further promoting the University's educational innovation, deepening teaching reform, improving the quality of teaching, and developing distinctive and excellent courses.

### I. Principles and Basic Ideas of the Development of Excellent Courses

Excellent courses are exemplary courses with the first-class faculty team, first-class content, first-class teaching methods, first-class textbooks, first-class teaching management, etc. Excellent courses shall be developed to further consolidate the basic status of undergraduate teaching, promote teaching reform, advance the sharing of high-quality teaching resources, and comprehensively improve the quality of teaching and talents. The development of excellent courses mainly includes the teaching of main courses, the use of information technology, the free access of teaching resources and the interaction between faculty members and students. The purpose of development of excellent courses is to fully mobilize the enthusiasm of faculty members to participate in curriculum development, encourage famous professors to come to the stage, deepen the reform of teaching methods and approaches, and realize the sharing of high-quality teaching resources. The development of excellent courses is an important project of teaching quality and teaching reform in the University. The development of excellent courses is conducive to the promotion of teaching reform, talent training and the improvement of the quality of teaching.



### II. Selection Range of Excellent Courses

There are three levels of excellent courses: university level, municipal and national. University-level excellent courses are the basis for recommending and selecting municipal excellent courses. Municipal excellent courses are the basis for recommending and selecting national excellent courses. Municipal and national excellent courses shall become city-wide or nationwide model courses. The development of excellent courses in the University focuses on public basic courses and discipline-oriented basic courses offered for undergraduates (students receiving higher vocational education), while taking into account distinctive specialized courses. The courses need to be offered for more than 3 years in a row, with a unique style formed in the long-term teaching practice and high quality of teaching. In addition, they shall be highly praised by most students, faculty members and experts. The University selects University-level excellent courses according to the actual situation every year, and selects the best from them to apply for municipal excellent courses.

### III. Selection Criteria for Excellent Courses

i In principle, the person in charge of applying for University-level excellent courses shall be an associate professor or professor with rich teaching experience, high academic attainments, outstanding results in teaching research, and good teaching effectiveness. At the same time, there shall be a faculty team with excellent teaching skills, solid strength, relative stability and reasonable structure.





ii Excellent courses shall include: the syllabus, lesson plan, teaching courseware, textbooks and auxiliary textbooks, exercises, experimental guidance, references, etc., as well as live videos of on-the-spot teaching by faculty members.

iii An advanced network teaching platform has been established to actively promote network-assisted teaching, realize online interaction between teachers and students, and give full play to the beneficial role of the network on teaching.

iv There are online lesson plans, syllabuses, teaching courseware, exercises, experimental guidance, reference documents, etc., for the faculty members and students of the University.

v Distinctive textbooks written and published independently or excellent textbooks published at home and abroad shall be used. For excellent textbooks published at home and abroad, self-edited auxiliary textbooks shall be required.

vi The teaching effectiveness is recognized both inside and outside the University. The course content and teaching methods are exemplary and have been studied and referenced by peers.

#### IV. Standards for the Development of Excellent Courses

The standards be implemented with reference to the Evaluation Index System for National Excellent Courses.

#### V. Selection Procedures and Measures for the Management of Excellent Courses

i The person in charge of the course shall submit an application and



fill in the Application Form for Excellent Courses of Shanghai University of Engineering Science, submit the form to the secondary school/college, center (division), and submit it to the Dean's Office after preliminary review and signature.

ii The University will organize experts to review the applied courses. In principle, the number of courses recognized as University-level "excellent courses" shall be about one-third of the total number of the applied courses.

iii In order to actively promote the results of curriculum development, courses awarded the title of "excellent courses" shall be offered in the next year and be open to all faculty members and students. The University will announce the class schedule and organize faculty members for observation and learning.

iv University-level "excellent courses" shall be one of the prerequisites for applying for Shanghai excellent courses and key undergraduate courses.

v The University awards the selected courses the title of "excellent courses". The title of "excellent courses" shall be maintained for three years. The University re-assesses the excellent courses after three years. If a major teaching-related accident or a decline in the quality of teaching occurs within three years, the title of excellent courses shall be cancelled.

vi A regular system for the special supervision of teaching development shall be established to achieve continuous control over the quality of development of excellent courses.



VI. The Dean's Office shall be responsible for the interpretation of these Measures.

VII. These Measures shall come into effect as of 2018. The original Implementing Measures of Shanghai University of Engineering Science for the Development of Excellent Courses (HU GONG CHENG JIAO [2015] No. 101) shall be repealed simultaneously.

### Measures of Shanghai University of Engineering Science for the Management of Online Courses

HU GONG CHENG JIAO [2019] No. 224

#### I. General Provisions

1. In order to thoroughly implement the guiding principles of the National Undergraduate Education Work Conference for Institutions of Higher Education in the New Era, fulfill the fundamental task of fostering virtue through education, actively adapt to the diverse and personalized learning needs of learners, innovate education and teaching modes, effectively construct, manage, and apply open online courses, promote the deep-level integration of information technology and education and teaching, promote the application and sharing of high-quality education resources, and continuously improve the teaching level and the quality of talents training, these Measures are hereby formulated according to the guiding principles of the Opinions of the Ministry of Education on Strengthening the Construction, Application, and Management of Open



Online Courses in Higher Education Institutions (JIAO GAO [2015] No. 3), combined with the University's realities.

2. Open online courses are courses shared on the network. They mainly serve the faculty members and students in schools and are also available to social learners. Open online courses include MOOC (Massive Open Online Course), SPOC (Small Private Online Course), and other forms of open online courses.

### II . Planning and Organization

1. The development of online courses is mainly based on the University's general education courses, discipline-specific basic courses, and specialized courses. Special courses that have advanced education and teaching ideas and concepts, reflect first-class teaching levels, and have a broad influence and preponderant disciplines, shall be made available online first.

2. The University mainly supports the construction of online courses through the establishment of teaching construction projects,

and at the same time, it encourages the construction of open online courses on practice-based teaching, innovation and entrepreneurship, and other areas through the collaborative and integrated innovation between teaching units or between teaching units and social organizations.

3. Among the courses with outstanding teaching effects and good student response, the University will select from them the best ones and recommend them to authoritative public service platforms for open online



courses for off-campus learners to take.

### III. Construction Requirements

1. The applying course shall adhere to a correct political direction and value orientation, spread positive and healthy contents, and convey correct views, stances, and attitudes that can guide the learners to form a correct outlook on life, values, and the world. The applying course shall not include contents that infringe on the intellectual property rights, portrait rights, privacy rights, trade secrets, and other legitimate rights and interests of others, or contain political or scientific errors or violations of national laws and regulations.

2. The applying course shall conform to the open online construction concept, and the corresponding teaching mode may be adopted according to different teaching requirements. Teaching modes mainly include: the teaching mode based on students' online independent learning, the teaching mode using flipping classroom or combining online and offline learning, the teaching mode based on classroom teaching and supplemented by online teaching. The teaching content shall be systematic and complete, with adequate teaching resources and outstanding achievements in teaching construction and reform.

3. The instructor shall have a firm political orientation, noble moral sentiment, solid knowledge, and rigorous working style. The instructor shall also be able to skillfully use modern education technologies in teaching, and have a long-term and strong interest in the integration of information technology and teaching.



4. The person in charge of the course must have a professional title of intermediate level or above, possess rich teaching experience, have good speaking capabilities, have a strong camera confidence, and keep the lectures appealing. He shall have strong teaching design and organization capabilities, and can fragment the knowledge and organize teaching effectively. The teaching team shall have a moderate size, a reasonable composition of age, knowledge, educational background, and academic origin, and stable staff. The faculty members shall have the energy and enthusiasm to devote themselves to the construction and management of the course's website, and find joy in online teaching activities.

5. The teaching documents (including the teaching video, profile of the person-in-charge, course description, syllabus, presentation, teaching plan, practice/training/internship guidance, assessment method, coursework and test papers, online question bank, online Q&A, and reference resources) shall be complete and made available online. High-quality textbooks shall be chosen or compiled. The selection of textbooks shall strictly follow the Measures of Shanghai University of Engineering Science for the Management of Textbook Selection, and the textbooks shall be strictly screened to ensure the ideological and political correctness and quality.

6. The implementation of an effective process-based assessment and evaluation mechanism shall be encouraged. While ensuring the quality of teaching, multiple forms of course results recognition shall be



encouraged, such as online learning and the combination of online and offline learning. In terms of teaching reform, if different score ratios are adopted for the same course (the same course code), it shall be reported by the secondary school and college to the Dean's Office for approval and implementation.

7. The course team shall be responsible for updating the resources of the online course and maintaining the teaching order, providing learners with high-quality teaching support services and personalized guidance, paying attention to the comments and feedback of the learners, and continuously improving and optimizing the online course.

8. A class may be organized for a course only if the number of people selecting the course reaches 15 or above.

#### IV. Course Operation and Management

1. The University shall be responsible for the coordination and communication between all online courses and off-campus platforms. For the successfully constructed online courses to be made available to all students in the University, an application must be filed with the Dean's Office for review and approval.

2. Faculty members who intend to offer courses on course platforms other than the University's online course platform must apply in writing to the Dean's Office through the secondary schools and colleges where they belong, and may start offering the courses upon the approval of the Dean's Office. Their workload allowances shall be borne by the off-campus platforms, and will not be calculated separately by the



University.

3. The cooperation between faculty members and off-campus institutions in offering online courses must be approved by the University's competent department of teaching, or all kinds of legal disputes and legal liabilities incurred will be borne by the faculty members offering the courses.

4. Open online courses adopt a responsibility system based on the persons in charge of the courses. The person in charge of a course shall be responsible for the formation of the course team, the breakdown of construction tasks, and the implementation of specific construction content. After the course is launched online, the course team shall organize dedicated personnel to answer questions online, organize discussions, check homework, organize online exams, and maintain resources so as to ensure the normal operation of the course.

5. For faculty members offering courses on the University's online course platform, the secondary schools and colleges where they belong will calculate their workload. The calculation standard of the class period allowance for faculty members offering SPOC courses within the University may refer to that of the public elective courses. For MOOC courses that are open to the whole country, the class period allowance is calculated by a factor of 1.5. For faculty members offering SPOC courses and MOOC courses at the same time, the class period allowance is calculated by a factor of 1.6.

6. Management of the intellectual property rights of the open online





courses. In the process of course construction and application, the course team shall avoid infringing on the intellectual property rights of others, and bear the legal liabilities if intellectual property disputes arise. The intellectual property rights of the open online courses belong to the University and the course teaching team. The teaching team grants the University the right to use the online content of a course. Without the consent of the University and the course teaching team, the open online course cannot be transferred or used outside the University.

7. The economic benefits generated from the off-campus operation of the open online courses shall be split by the University, the persons in charge of the courses, the teaching team, and the operator based on a certain proportion. The details are subject to the signed contract.

### V. Credits Recognition of Online Courses

1. For students who take courses on the University's online course platform or other course platforms recognized by the University and have passed the course assessments, the University will recognize the credits as on-campus credits.

2. The University's Dean's Office will regularly announce the list of the recognized online course platforms.

3. Students who take courses through online course platforms must abide by the learning regulations of the platforms. In the case of any violation, the University will cancel the scores of the courses taken and seriously deal with the violation.

### VI. Others



1. The Dean's Office shall be responsible for the interpretation of these Measures.

2. These Measures shall come into force as of the date of issuance, and the original Measures of Shanghai University of Engineering Science for the Management of MOOC Courses (HU GONG CHENG JIAO [2015] No. 117) shall be repealed simultaneously.

## Measures of Shanghai University of Engineering Science for Awards for Teaching

HU GONG CHENG JIAO [2019] No. 231

### Chapter I General Provisions

Article 1 These Measures are formulated to improve the teaching quality of the University, encourage faculty and staff to devote themselves to teaching reform, strive for high-level and high-quality teaching achievements, improve the overall teaching capacity of the University, comprehensively promote the University's intention development, and improve the University's comprehensive competitiveness.

### Chapter II Principles of Award

Article 2 The University, according to the principle of guidance, encourages faculty and staff to apply for and participate in teaching achievements that meet the new requirements of the University's intention development.

Article 3 The University, according to the principle of capacity, encourages



faculty and staff to apply for and participate in educational achievements that have a high impact in the education sector and among universities.

Article 4 The University, according to the principle of classification, encourages faculty and staff to participate in the selection of teaching achievements at all levels.

### Chapter III Categories and Objects of Award

#### Article 5 Categories of award

The achievements of teaching reform mainly include: (1) Awards for teaching achievements; (2) Awards for excellent textbooks; (3) Awards for excellent courses; (4) Teaching titles.

#### Article 6 Objects of award

The award objects are registered and enrolled faculty, staff and students who have made achievements and contributions in the teaching reform of the University.

#### Article 7 Scope of award

The awarded achievements must obtain relevant certificate from the Ministry of Education, the Shanghai Municipal Education Commission and the University's Dean's Office, or be recognized by the University's Dean's Office. Repeated award-winning achievements of teaching reform shall be awarded at the highest level. The university-level signature of all achievements shall be Shanghai University of Engineering Science.

### Chapter IV Standards for Award

#### Article 8 Award standards for teaching reform achievements

##### 1. Standards of awards for teaching achievements



Table 1: Standards of Awards for Teaching Achievements

Level of award	Standards for awards (Unit: RMB 10,000)
National level	The University's award matches the national award at the proportion of 1:1
Municipal level (Shanghai)	The University's award matches the municipal level award (Shanghai) at the proportion of 1:1
University-level special award	0.8
University-level first prize	0.6
University-level second prize	0.4

2. Standards of awards for excellent textbooks

Table 2: Standards of Awards for Excellent Textbooks

Level of award	Standards for awards (Unit: RMB 10,000)
Municipal level (Shanghai)	The University's award matches the municipal level award (Shanghai) at the proportion of 1:1
University-level special award	0.2
University-level first prize	0.15
University-level second prize	0.1

3. Standards of awards for excellent courses

The awards for excellent courses include video open courses, excellent courses and other excellent curriculum awards organized by the Ministry of Education, the Shanghai Municipal Education Commission and the University.

Table 3: Standards of Awards for Excellent Courses

Level of award	Standards for awards (Unit: RMB 10,000)
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## Appendix E - Regulations

National level	2
Municipal level (Shanghai)	1
University-level	0.08

### 4. Standards for teaching titles

The faculty members who win municipal and national honorary title shall obtain the awards according to the department standards. The University will not provide corresponding awards. 4. The standards of awards for the faculty members who win university-level teaching title shall be RMB 2,000 per person.

#### Chapter V Procedures of Awards

Article 9 In principle, the rewards for the achievements of teaching reform will be provided in the second quarter of the following year by means of annual rewards and commendations.

Article 10 The Dean's Office shall report to the University's leadership for approval and provide rewards.

#### Chapter VI Relevant Regulations

Article 11 Regarding the disputes in the reward process, the University's Teaching Committee shall discuss and propose a proposal, and submit them to the President's Office Meeting for discussion.

Article 12 Regarding matters related to teaching that are not covered by these Measures, the University's Teaching Committee shall discuss and propose proposals based on specific conditions, and submit them to the President's Office Meeting for discussion.



Article 13 The Dean's Office shall be responsible for the interpretation of these Measures.

Article 14 These Measures shall enter into force as of the date of promulgation, and the original Measures of Shanghai University of Engineering Science for Awards for Teaching (HU GONG CHENG JIAO [2014] No. 30) shall be repealed simultaneously.

Measures of Shanghai University of Engineering Science for the  
Management of Funds for Teaching Development Projects

HU GONG CHENG JIAO [2020] No. 121

These Measures are hereby formulated in accordance with the relevant documents of the Ministry of Education, the Municipal Education Commission and the University, with a view to further regulating the use and management of the funds for teaching development projects, improving the use of the funds, and further advancing the teaching reform and research of the University.

I. Types of Funds for Teaching Development Projects

1. Funds for teaching development projects allocated by the Ministry of Education

2. Funds for teaching development projects allocated by the Shanghai Municipal Education Commission

3. Funds for teaching development projects approved by the University



4. Funds for teaching development projects commissioned (or supported) by relevant organizations

II. Scope of Expenditure of Funds for Teaching Development Projects

For teaching development projects that are applicable to special administrative measures for funds and financial management regulations, the scope of expenditure and use of funds shall be strictly implemented in accordance with such administrative measures and regulations.

For university-level and other teaching development projects to which no special administrative measures for funds are applicable, the scope of expenditure of funds shall be as follows:

1. Equipment and material costs: Equipment costs refer to the costs incurred for the purchase of small instruments and equipment during the development of the project, as well as the costs for leasing instruments and equipment from other organizations. General equipment such as computers, printers, cameras, etc. shall not be included in principle (in case of special circumstances, the application shall be approved by the department concerned and submitted to the Dean's Office for approval). Material costs refer to the costs incurred in purchasing low-value consumables such as various raw materials and auxiliary materials during the development of the project. The methods and processes of purchasing equipment and materials shall comply with the relevant regulations of the University.

2. Travel expenses: referring to out-of-town travel costs and intra-city



transportation expenses (such as transportation card recharge, gasoline expenses, tolls) and other expenses incurred in conducting experiments (tests), investigations, research and academic exchanges during the development of the project.

3. Conference fees: referring to the conference fees incurred in participating in academic conferences, teaching forums, and faculty training during the development of the project. In principle, the expenses incurred in participating in overseas academic conferences or exchange training shall not be included. In case of special circumstances, the application shall be approved by the department concerned and submitted to the Dean's Office for approval.

4. Publication and intellectual property affairs fees: referring to the textbook publication fees, paper layout fees and other intellectual property affairs fees that need to be paid during the development of the project.

5. Books and materials fees: referring to the expenses incurred in purchasing related books, materials, special software, audio-visual products, etc. during the development of the project.

6. Data collation fees: referring to the expenses incurred in printing, binding, copying, document retrieval, reproduction, data translation, drawing, teaching video production, network, mailing, etc. during the development of the project.

7. Expert review fees: referring to the expenses incurred in external expert review, appraisal and consultation during the development or at the completion of the project. Expert review fees shall be reviewed by the





Dean's Office.

### III. Management of Funds for Teaching Development Projects

1. The project leader must reasonably arrange expenditures according to the use plan of project funds and record each expenditure, so as to lay the foundation for the final financial account at the completion of the project.

2. Project funds shall be used for designated purposes and shall not be embezzled for other purposes. The expenditure of funds must comply with the provisions of financial policies. The principle of "planning in a coordinated way, keeping expenditures within the limit of funds, guaranteeing key aspects, and practicing economy" shall be implemented.

3. In principle, the total amount of approved funds for project development cannot be adjusted. If additional funds are really needed, the project leader shall submit a written application. The written application shall be submitted to the Dean's Office for approval after the approval of the department where the project is implemented and expert argumentation. The additional funds can only be used to purchase equipment, technical services, etc.

4. If the project leader is unable to carry out project development due to certain reasons (such as the project leader's going abroad, transfer, serious illness, etc.), relevant secondary schools and colleges must submit an application to the Dean's Office to stop its use of funds. In addition, a suitable person shall be selected from the original project team



as the project leader. After being approved by the Dean's Office, the new project leader shall continue to complete project development and use funds.

5. For projects that are assessed as unqualified during the mid-term inspection, the use of funds shall be stopped. For projects that are required to be rectified within a time limit, the use of funds shall be stopped before rectification measures meet the requirements.

6. If the project acceptance is overdue for 3 years or more, the University will terminate the project and recover the reimbursed funds. The project leader shall not apply for the teaching development project within two years after the termination of the project. The funds recovered shall continue to be used for the initiation or development of other teaching development projects of the University.

#### IV. Supplementary Provisions

1. The Dean's Office shall be responsible for the interpretation of these Measures.

2. These Measures shall come into effect as of April 1, 2016. The original Measures of Shanghai University of Engineering Science for the Management of Funds for Teaching Reform and Research Projects (HU GONG CHENG JIAO [2005] No. 108) shall be repealed simultaneously.

Measures of Shanghai University of Engineering Science for the  
Management of Selection of Teaching Achievement Awards

HU GONG CHENG JIAO [2018] No. 14



Article 1 These Measures are hereby formulated according to the Regulations of Awarding Teaching Achievements issued by the State Council (Order No. 151 of the State Council of the People's Republic of China), the Measures of Shanghai Municipality for Awarding Teaching Achievements and the actual situation of the University, with a view to encouraging the educators of the University to actively carry out education and teaching research, deepening teaching reform, strengthening the basic aspects of teaching, continuously improving the quality of teaching and education, and playing the leading and stimulating role of teaching results.

Article 2 The teaching achievements mentioned in these Measures refer to the achievements in education and teaching management which follow the CPC's and national education guidelines, reflect the principle of fostering virtue through education and the law of teaching of higher education teaching, have originality, novelty and practicality, and produce obvious effects on improving the quality of teaching and education and achieving training goals. The main content shall include:

i Achievements in changing educational ideas, reforming the talent training mechanism, innovating the talent training model, optimizing the structure of disciplines and programs, improving teaching content and methods, strengthening practical education, enhancing the development of curriculum and textbooks, comprehensively promoting quality-oriented education, and improving the quality of education;



ii Achievements in organizing teaching management, promoting reforms in teaching and teaching management, strengthening the basic development of teaching, promoting the sharing of quality teaching resources, carrying out quality monitoring and assurance, promoting the development of the faculty, the academic, learning and teaching environment and the campus culture, establishing a mechanism for self-discipline and self-development, realizing the modernization and IT application of teaching management;

iii Achievements in promoting and applying existing teaching results according to own characteristics, and seeking further innovation and development in practice, which has a significant effect on improving the quality of teaching and education.

The main forms of teaching results shall be implementation plans, research reports, textbooks, papers, works, etc. that show the above results in education and teaching research.

Article 3 University-level teaching achievement awards shall be selected every four years. There shall be Grand Prize, First Prize and Second Prize, with several items under each. The total number of awards shall account for about 70% of the total number of applications. In principle, the number shall not exceed three times the number of recommended municipal teaching achievement awards allocated to the University by the Shanghai Municipal Education Commission in the same year. The number of Grand Prize and First Prize shall be determined with reference to the number of recommended municipal teaching



achievement awards allocated to the University by the Shanghai Municipal Education Commission in the same year.

Article 4 The teaching achievement award shall be applied for in the form of a team. All teaching units, scientific research units, and CPC and administration departments of the University can apply for the university-level teaching achievement award in accordance with these Measures. No one can apply for two or more achievements at the same time as the first person completing the achievement, and cannot participate in the application of two or more achievements at the same time.

Article 5 Prerequisites for achievements:

i Have originality and breakthroughs in theory and practice, reflect advanced educational concepts, comply with the laws of higher education development, university education and the training of high-level application-oriented talents, and are at the advanced level and above in the University or Shanghai;

ii Have a sense of teaching reform and integrate ideological and political education elements into courses, fully reflect the function of ideological and political education in teaching, have obvious moral education effect, and lay emphasis on fostering virtue through education;

iii Have strong practicality and operability, be completed in recent years, and have been tested by education and teaching practice for at least two years or more and have obtained good effects. The starting time of the practice testing shall be the time for the formal implementation or



the formal trial of the education and teaching plan, excluding the time for discussion, demonstration and formulation of the plan. The deadline shall be that for practice testing stipulated by the current teaching achievement award;

iv Play an exemplary role. Priority shall be given to selecting achievements from approved university-level and above education and teaching development projects; priority shall be given to selecting achievements with high recognition and positive impact in the University or Shanghai.

Article 6 As the competent functional department, the Dean's Office shall be responsible for the organization, review, recommendation and submission of university-level, municipal, and national teaching achievement awards. Teams applying for university-level teaching achievement awards must apply to their department. Five days after the department's review and appraisal and public notification within the department, the department shall submit relevant documents to the Dean's Office.

Article 7 University-level selection process:

i Preliminary review: The Dean's Office shall conduct a qualified review of the application materials;

ii Review: The University shall organize experts to review and rank the achievements passing the initial review by the Dean's Office; the achievements shall be submitted to the Teaching Steering Committee of the University for discussion;



iii Review and approval: The review results shall be submitted to the President's Office Meeting for review and approval;

iv Publication: The University shall determine the prizes and quotas for university-level teaching achievement awards of the year in accordance with the requirements for applying municipal teaching achievement awards announced by the Shanghai Municipal Education Commission. The list of winners shall be published by the University.

Article 8 The University shall strictly follow relevant requirements to recommend the achievements applying for municipal and national teaching achievement awards. If it is necessary to change the persons completing the achievement, the first person completing the achievement shall submit a written application and report to the Dean's Office for review and filing.

Article 9 These Measures shall come into effect as of January 22, 2018. The Dean's Office shall be responsible for the interpretation of these Measures.

Notice on the Incentive Program for Backbone Teaching Teams of  
Shanghai University of Engineering Science  
HU GONG CHENG REN [2013] No. 32

All organizations,

According to the guiding principles of the Outline of the 12th



Five-Year Plan for Educating Talents in Shanghai, the Implementation Plan for the Project of Improving the Quality of Higher Education Teachers, and the Opinions of the Shanghai Municipal Education Commission on the Implementation of the Shanghai Undergraduate Teaching Quality and Teaching Reform Project during the 12th Five-Year Plan Period

(HU JIAO WEI GAO [2012] No. 25), in order to motivate teachers to devote themselves to undergraduate teaching, improve the quality of undergraduate teaching and build a high-quality teaching contingent, the University is now implementing the Incentive Program for Backbone Teaching Teams.

### I. Guiding Principles and Objectives

Through team building, we guide professors (backbone teachers) to lead teaching teams to effectively implement the work requirements of professor governing the University. Faculty members are encouraged to be student-oriented and teaching-centered and devote themselves to education and teaching and drive teaching reform. We will push forward tutorial system throughout the study of undergraduate students, work hard to put into place the system of faculty members sitting in classes to answer questions, and the system of on-campus self-study tutoring, in order to strengthen the tutoring and guidance to students, further improve the quality of undergraduate teaching, and refine the norms for assessing teaching performance.





Through team building, we will carry out tutorial system and teaching assistant system for young faculty members, regulate teaching behavior, and improve the teaching level and overall quality of young faculty members.

### II. Specific Implementation

See the Incentive Program for Backbone Teaching Teams of Shanghai University of Engineering Science III. Organizational Structure

(1) Head of the University Leading Group for Piloting the Advancement of Teaching Incentive Program for Backbone Teachers Head:

(2) TENG Jianyong    DING Xiaodong



## Appendix E - Regulations

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Deputy head: LU Jiahua CHENG Weiming

Members: TAIN Xincan PEI Xiaoqian SUN Peilei SHI

Jianyong LU Jiahua MIU Xingwai

CHEN Sihao CHEN Lingsha

XUE Hui SHEN Qin

(2) University Work Group for Piloting the Advancement of Teaching Incentive Program for Backbone Teachers Head:

LU Jiahua

Members: LU Jiahua MIU Xingwai

CHEN Sihao CHEN Lingshan

XUE Hui SHEN Qin

(3) Chairman of the University Complaints and Mediation Committee for Teaching Team Building Director: TIAN Xincan

Members: XU Guoxiang YE Feng SHEN Haiqing

Representatives of cadres and teachers in departments different from the complainant's IV. Work Arrangements

(1) September 22, 2013 - September 27, 2013

Notice on the Incentive Program for Backbone Teaching Teams of Shanghai University of Engineering Science

(2) September 29, 2013 - September 30, 2013

Mobilization of university and departments

(3) October 8, 2013 - October 18, 2013

1. The University will direct the formation of relevant teams;



## Appendix E - Regulations

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2. Team leaders will fill out the Plan for the Project of Building Backbone Teaching Teams at Shanghai University of Engineering Science, draw up a preliminary list of team members through two-way selection, determine the teams' work objectives and tasks in the employment period, and submit an application to secondary schools and colleges (departments).

3. The secondary schools and colleges (departments) will evaluate and recommend the teams and team leaders proposed by secondary schools and colleges (departments) based on the principles of impartiality, fairness and openness, and submit to the University for approval.



(4) October 21, 2013 - October 25, 2013

The University will evaluate the teams and team leaders recommended by the secondary schools and colleges (departments) based on the principles of impartiality, fairness and openness, and listen to the defense of the school and college presidents (or team leaders).

(5) October 28, 2013 - November 1, 2013 Making public the teams and team leaders approved by the University.

(6) November 4, 2013 - November 8, 2013

The approved team leaders will sign the Work Agreement of Backbone Teaching Teams of Shanghai University of Engineering Science with the presidents (directors) of the secondary schools and colleges (departments).

(7) November 11, 2013 - November 15, 2013

The University will pre-allocate coffer for team incentive based on the formation of the teams.

(8) November 18, 2013 - November 29, 2013

The teams will make specific incentive criteria for team members according to their own reality and in accordance with the principles of impartiality, fairness and openness, and then report to the secondary schools and colleges for filing. The coffer for team incentive will be used after the approval by the secondary schools and colleges.



## Appendix E - Regulations

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It is hereby notified.

Shanghai University of Engineering Science

September 30, 2013



Supplementary Opinions on the Incentive Plan for the Backbone Teaching  
Team of Shanghai University of Engineering and Technology  
HU GONG CHENG REN [2015] No. 30

All organizations,

In order to implement the guiding principles of documents such as the Implementation Plan for the Project of Improving the Quality of Higher Education Teachers, and the Notice of the Shanghai Municipal Education Commission on Piloting the Teaching Incentive Program for Backbone Teachers (HU JIAO WEI REN [2012] No. 52), this guideline was formulated to motivate teachers to devote themselves to undergraduate teaching, improve the quality of undergraduate teaching, build a high-quality teacher contingent, strengthen performance assessment management and put in to place the Teaching Incentive Program for Backbone Teachers.

I. Policy Basis

1. The Incentive Program for Backbone Teaching Teams of Shanghai University of Engineering Science;
2. The Implementing Details for the Distribution of the Funds for the Teaching Incentive Program for Backbone Teachers of



Colleges and Universities in Shanghai;

3. The Implementation Plan for the Performance Pay of Shanghai University of Engineering Science;

4. The Measures of Shanghai University of Engineering Science for the Allocation of Performance Allowances and Funds for the Posts of Secondary Schools and Colleges in Blocks.

## II. Basic Principles

### (1) Regulating behavior and lifting up implications

Focusing on regulating teachers' behavior and strengthening performance assessment of teachers' teaching, we will implement the tasks of teaching reform, quality improvement and talent cultivation.

### (2) Improving assessment and implementing incentives

We will determine assessment methods for teaching teams and various types of members, and actively and steadily implement the performance assessment of the teaching incentive program for backbone teachers and the allocation of incentive funds.



(2) Secondary management and combination of authority

We will ask secondary schools and colleges to strengthen the secondary management on backbone teaching teams, and clarify the responsibilities and authority between the University, the secondary schools and colleges, and the teaching teams, in the management, assessment and distribution in regards to the teaching incentive program for backbone teachers.

(4) Supervision and guidance, democratic participation

The secondary schools and colleges shall strictly follow the provisions of the University's Three Important Points and One Greatness Management Policies in working on the Plan for Performance Assessment System for the Teaching Incentive Program for Backbone Teachers, and for Secondary Distribution. The plan shall not be implemented until the opinions of the faculty and staff are widely solicited and with the approval by the University after the collective discussion on the party-government joint meeting.

III. Specific requirements

(1) High emphasis and unification in thought

All secondary schools and colleges and all departments shall focus on strengthening teaching performance assessment on teachers and regulating teachers' behaviors to further stimulate their





enthusiasm and ability to impart knowledge and educate people. They shall bring the thoughts of all faculty and staff to improving the level of undergraduate teaching and the quality of talent training, while considering their long-term and fundamental interests.

### (2) Giving full play to the role of secondary management

The secondary schools and colleges shall fully play the fundamental role in the team formation, daily management, assessment and funds distribution, because they serve as an important support for the effective secondary management of the teaching teams.

1. In the formation stage, the secondary schools and colleges are responsible for evaluating and recommending the teams or team leaders proposed by them, defending the recommended teams in the University, signing the Work Agreement of Backbone Teaching Teams of Shanghai University of Engineering Science with the team leaders who form teaching teams, and carrying out annual evaluation and preliminary assessment on the teaching teams during the formation period.

2. The secondary schools and colleges are responsible for the instruction and coordination of the work of the teaching teams, daily management, resource allocation, annual evaluation, formation period assessment, and internal allocation supervision. At the same time, each secondary school and college will establish an evaluation group to assess the performance of the leaders and members of the teaching team.



3. All secondary schools, colleges and departments shall carefully study and formulate the Plan for Performance Assessment on the Teaching Incentive Program for Backbone Teachers, and for Distribution. They shall implement and improve their own plan after widely listening to the opinions from faculty and staff at all levels, and carefully measure the work performance and income level of each faculty and staff involved in the plan.

4. The secondary schools and colleges formulate the Plan for Performance Assessment on the Teaching Incentive Program for Backbone Teachers, and for Distribution, and submit it to the University for approval. In the event of major changes to the plan, the procedures shall be strictly followed to ensure the changes are made orderly and smoothly.

(3) Further clarification of content

1. The scope of backbone teachers:

- ① Being appointed to senior professional and technical posts of level-6 or above
- ② Holding a deputy senior professional and technical post for 5 years and above
- ③ Having served or are serving as director (deputy) of a department (office)



- ④ Teaching is popular among students
2. The scope of backbone teachers (cultivation): Full-time faculty members who meet the basic requirements for becoming the members of the teaching team, earnestly perform the duties as the members of the teaching team, and join the teaching team.
3. Properly handling the relationship between the teaching team and the department (office)

The teaching team is an academic organization for teaching, which completes teaching tasks, teaching research, and engage in textbook development, curriculum development and team building, based on curriculum system and group of courses.

Department (office) is an administrative organization responsible for program development, daily teaching management, teaching inspection and evaluation, teacher management and training.

#### (4) Classified assessment

All secondary schools, colleges and departments shall strictly implement the requirements of the Incentive Program for Backbone Teaching Teams of Shanghai University of Engineering Science and the Effective Service Incentive Program, and assess according to the professional tasks of the teaching teams.



1. The University will set up the Leading Group for the Assessment on the Backbone Teaching Teams to conduct annual and employment period assessment on the teaching teams according to the assessment methods set forth in the Incentive Program for Backbone Teaching Teams of Shanghai University of Engineering Science. The results will be linked to the performance of the secondary schools and colleges, the teaching teams and the team leaders.
2. All secondary schools and colleges will establish the evaluation group at the school and college level to carry out annual evaluation and formation period assessment on the teaching teams, according to responsibilities and professional tasks in the Incentive Program for Backbone Teaching Teams of Shanghai University of Engineering Science and the Work Agreement of Backbone Teaching Teams of Shanghai University of Engineering Science. The evaluation group will assess the performance of the person-in-charge of the teaching team and members according to the different duties set by the University and the Measures for Assessing the Teaching Performance of Teachers of Shanghai University of Engineering Science (Trial).
3. The leader of the teaching team will organize the evaluation on team members, taking a comprehensive evaluation of multiple evaluators, including evaluation team evaluation, student



evaluation, peer evaluation, and self-evaluation, and is responsible for submitting the annual report on the work of the teaching team.

### (5) Ensuring impartiality to get effective incentives

1. Strengthening the management of funds and providing targeted incentives, doing away with egalitarian and reflecting differences. The teaching teams of backbone teachers shall be the mainstay, supplemented by those who provide effective services to the teaching team, so as to channel all resources to the teaching.

2. All secondary schools and colleges shall formulate the corresponding assessment methods, distribution plan and reward and punishment measures, according to their own reality. The distribution of incentive funds shall be directly linked to duties and tasks, work performance and actual contributions, and the assessment results of teams and individuals shall be used as an important basis for issuing incentive allowances, thus forming an incentive mechanism. However, it is also necessary to deal with the relationship between reform and stability, and truly reflect the principle of impartiality.

3. In principle, the incentive funds of secondary schools and colleges shall be distributed to members of the teaching team and those who provide effective service for the work of the teaching team. The maximum shall not exceed 200% of the per capita incentive funds in the secondary schools and colleges. The maximum distribution (excluding effective service or management



## **Appendix E - Regulations**

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allowances) to those who shoulder both administration and teaching tasks (including chief posts of the secondary schools and colleges) shall not exceed 50% the amount to staff of the kind from the teaching team of the secondary schools and colleges.



A full-time faculty member who is not in the teaching team but is able to complete the work as required by the teaching team is allowed to access to the incentive funds, but the maximum shall not exceed 30% of the per capita incentive funds in the secondary schools and colleges.

4. All secondary schools and colleges shall guide and monitor the use and granting of the team incentive funds (teaching incentive allowances and funds for academic exchange activities). Each teaching teams shall make specific incentive criteria for team members according to their own reality and in accordance with the principles of impartiality, fairness and openness, and then report to the Office of Human Resources for filing after the approval by the secondary schools and colleges.

Shanghai University of  
Engineering Science

June 1, 2014



(1) Training Plan

Regulations of Shanghai University of Engineering Science on the  
Formulation of Training Plans

HU GONG CHENG JIAO [2019] No. 226

The training plan is the overall and implementation plan for colleges and universities to achieve the goal of talent cultivating, as well as the basis for arranging the content of courses, organizing teaching activities and for teaching management. As one of fundamental document, the training plan is designated to monitor and evaluate the quality of teaching. These Regulations are hereby formulated to standardize the working process, develop training plans and ensure the quality of training plans.

1. Basic principles

(1) The training plan shall follow the CPC's educational policies and the guiding principle of General Secretary Xi Jinping on education, and advocate the guiding principles of the National Education Conference. The plan shall meet the needs of national and local economic construction as well as the industry development, and reflect the educational philosophy of establishing a modern engineering application-oriented university.

(2) The training plan shall follow the development pattern of higher education, aiming to foster virtue through education and contribute to a coordinated development of knowledge, abilities and qualities





## Appendix E - Regulations

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of the students. The students shall have good ideological, ethical, scientific and cultural qualities, a strong sense of patriotism and social responsibility, a sound psychology and a healthy body, as well as basic skills to serve social modernization.

(3) The orientation and features of professional education shall be clarified. The goal of talent cultivating must be in line with the positioning of the University's goals, and combined with the existing foundations and conditions of the programs and the school running. The training plan must represent the development of disciplines and programs and the actual changes in the demand for talents, find out resource advantages of programs and related industries, and design a reasonable curriculum system so as to show the features of the program.

(4) The training plan shall obey to the people-oriented education philosophy and respect the individualized development needs of students. The school-running philosophy shall focus on the basic programs with solid foundation and sound practice system, design a reasonable curriculum system and enrich the curriculum resources, so as to create conditions for diversified development of the students.

(5) Guided by the basic requirements of the latest Undergraduate Program Catalogue and Introduction of Regular Institutions of Higher Education, the National Standards for Teaching Quality of Undergraduate Programs of Regular Institutions of Higher



Education (hereinafter referred to as “the Standards”) as well as the Professional Accreditation Standards for Engineering Education Programs issued by the Ministry of Education, the University is committed to strengthening students' innovative and practical abilities, carrying out the reform of talent training models, and formulating scientific, reasonable and feasible training plans.

(6) The training plan shall be optimized as a whole, the relationship between teaching procedures must be properly handled, and the curriculum setting must be optimized according to the training goals. The proportional relationship between required courses and elective courses, basic courses and specialized courses, theoretical courses and practical courses shall be reasonably determined in order to build a reasonable curriculum system and achieve the effective cohesion of curriculums. The role of each course and each teaching procedure in the training plan shall be clarified.

### 2. Architecture

The training plan is mainly divided into text description and table.

(1) The text description mainly includes guiding ideology, training goals, program direction and features, graduation requirements, main disciplines, core courses and curriculum system, practical teaching, second classroom, educational system and graduation regulations, degrees, etc.

(2) The form mainly includes the curriculum setting and the



## Appendix E - Regulations

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requirements for credit points, the recommended semester arrangement of the course, credit points, credit hours and assessment methods of the course, credit hours, credit points and proportions of each teaching module, etc.

In order to regulate management, the requirements for the format of the training plan shall be specified with reference to the unified template of the University. The template is detailed in the attachment. Please refer to the Regulations of Shanghai University of Engineering Science on Basic Course Information and Settings for the requirements of standardized setting of courses such as course name, course specifications, etc.

### 3. Quality standards

In order to ensure the quality of training plans and the realization of talent training goals, the Quality Standards for Training Goals, the Quality Standards for Graduation Requirements and the Quality Standards for Curriculum System are hereby formulated to monitor the process and quality of the development of training plans.

#### (1) Quality standards for training goals

1. Meeting the requirements of the program catalogue and the Standards.
2. In line with the University's positioning.
3. Meeting the needs of social and economic development, closely integrating with the talent training needs of industries and enterprises, and have accurate program positioning.



## Appendix E - Regulations

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4. Focusing on the coordinated development of knowledge, ability and quality, and reflecting the school-running philosophy of focusing on the basic programs with solid foundation and sound practice system.

5. Having distinct program features, which can clearly reflect the areas where students have the most competitive advantages.

6. The content is detailed and clarifies the requirements for knowledge, ability and quality that students should meet upon graduation.

7. Having a deep understanding of the social needs related to the Program and reasonable expectations for the future development of students, and can reflect the expected achievements of students in the social and professional fields about 5 years after graduation.

### (2) Quality standards of graduation requirements

a. Effectively helping realize training goals.

b. Meeting the requirements of the program catalogue and the Standards.

c. Engineering program shall cover the requirements of general standards of professional accreditation and professional supplementary standards of engineering education.

d. Reflecting program features.

e. The text description is appropriate, rigorous and clear.

### (3) Quality standards for curriculum system

a. Effectively helping meet graduation requirements.



## Appendix E - Regulations

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- b. Meeting the requirements of the program catalogue, the Standards or the professional supplementary standards of engineering education.
- c. Developing the reasonable and structured school-running philosophy of focusing on the basic programs with solid foundation and sound practice system, with the proportions of each module and the requirements for credit points in line with the University's regulations.
- d. The logical relationship between courses is clear, and the logical relationship diagram of curriculum is correct and clear.
- e. Having distinctive program features, which can reflect the latest development of disciplines and programs.

### 4. Formulation of process

- (1) Each secondary school or college shall conduct program research in accordance with the guiding principles and requirements of relevant documents.
- (2) On the basis of extensive research, all departments, programs and teaching and research sections shall formulate training plans for each program together with experts from industries and enterprises. The development of the training plan shall meet the requirements of training goals, graduation requirements and curriculum system.
- (3) After the development of the training plan is completed, it needs to be demonstrated by experts from industries and enterprises, and



## Appendix E - Regulations

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the Professor Committee or the Teaching Steering Committee of the secondary school or college shall review the training plan and make suggestions for revision. After the review and approval, the training plan shall be reviewed and signed by the director of the committee, and sent to the Dean's Office after it is stamped with the official seal of the secondary school or college.

(4) The Dean's Office shall organize a review of program training plans and report to the University's Teaching Steering Committee for discussion and approval before they can be implemented.

### 5. Supporting materials

#### (1) Program investigation

Training goals: Investigation Table of Training Goals;

Graduation requirements:

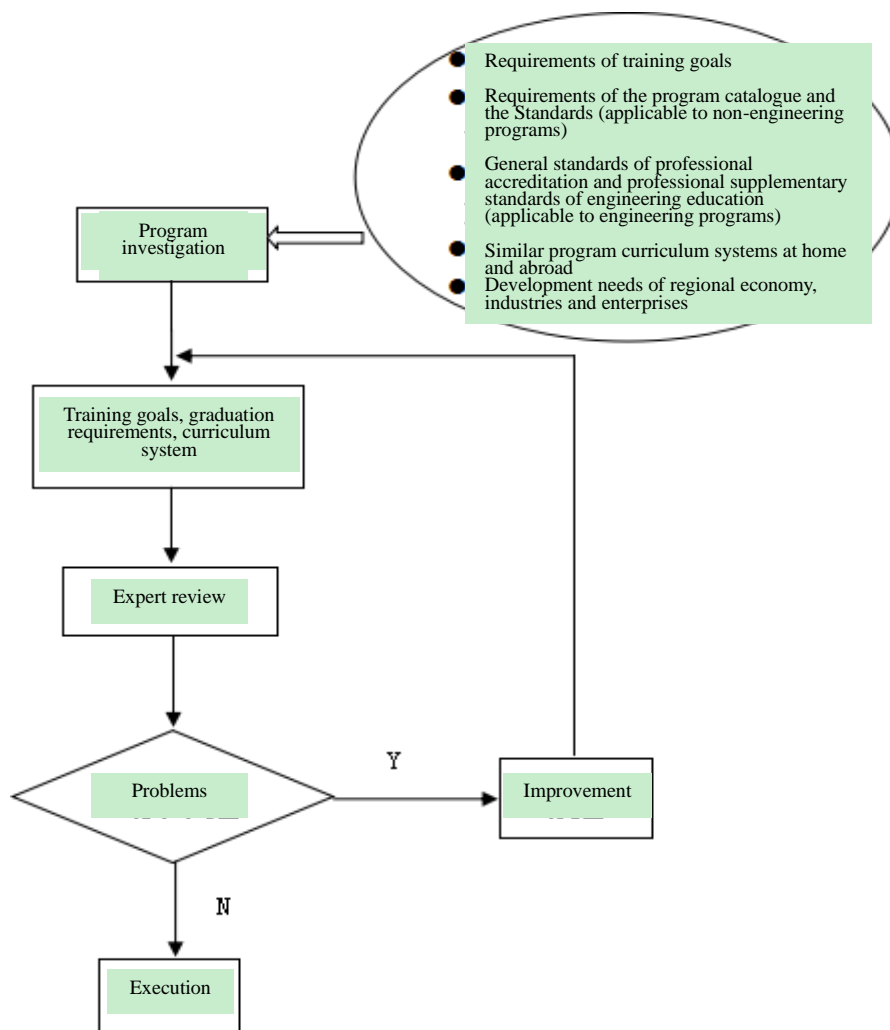
(1) Comparison Table of Graduation Requirements and Training Goals.

(2) Comparison Table of Graduation Requirements and Professional Accreditation Standards of Engineering Education (applicable to engineering programs), or Comparison Table of Graduation Requirements and the Standards (applicable to non-engineering programs);

Curriculum system:

(1) Comparison Table of Curriculum System and Graduation Requirements;

(2) Logical Relationship Diagram of Curriculum System.



Workflow of formulating training plans

### (2) Review

1. Expert Review Form of Training Goals;
2. Expert Review Form of Graduation Requirements;
3. Expert Review Form of Curriculum System;
4. Photos of review meetings;
5. Minutes of review meetings.

### (3) Other relevant supporting documents



### 6. Others

(1) These Regulations shall apply to the undergraduate programs of the University. The management of Chinese-foreign cooperative programs and junior programs shall be carried out with reference to these Regulations.

(2) The Dean's Office shall be responsible for the interpretation of these Regulations.

(3) These Regulations shall come into force as of October 25, 2019, and the original Regulations of Shanghai University of Engineering Science on the Formulating of Training Plans (HU GONG CHENG JIAO [2015] No. 107) shall be repealed simultaneously.

Annex: 1. Investigation Table of Training Goals

2. Expert Review Form of Training Goals

3. Comparison Table of Graduation Requirements and Training Goals

4. Comparison Table of Graduation Requirements and Professional Accreditation Standards of Engineering Education (applicable to engineering programs)

5. Comparison Table of Graduation Requirements and the Standards (applicable to non-engineering programs)

6. Expert Review Form of Graduation Requirements

7. Comparison Table of Curriculum System and Graduation Requirements





## **Appendix E - Regulations**

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8. Logical Relationship Diagram of Curriculum System
9. Expert Review Form of Curriculum System
10. Training Plan Templates



Annex 1



上海工程技术大学  
Shanghai University of Engineering Science

\*\*\*Investigation Table of Training Goals

<b>1.Development needs of regional economy</b>
<b>2.Development needs of industries and enterprises</b>
<b>3.The setting of training goals for similar programs in other colleges and universities (additional pages can be attached)</b>
<b>(1) Foreign colleges and universities</b>
<p><b>Name:</b></p> <p><b>Features of training goals:</b></p> <p><b>Name:</b></p> <p><b>Features of training goals:</b></p>
<b>(2) Project 985 or Project 211 colleges and universities</b>
<p><b>Name:</b></p> <p><b>Features of training goals:</b></p> <p><b>Name:</b></p> <p><b>Features of training goals:</b></p>
<b>(3) Local colleges and universities</b>
<p><b>Name:</b></p> <p><b>Features of training goals:</b></p>



## Appendix E - Regulations

**Name:**

**Features of training goals:**

**Name:**

**Features of training goals:**

### **4.Features of training goals of the University's program**

### **5.Discipline capacity of the University to support the realization of training goals of the program**



## Appendix E - Regulations

Annex 2



上海工程技术大学  
Shanghai University of Engineering Science

### \*\*\*Expert Review Form of Training Goals

No.	Content of review	Conclusion of review (please tick)			
		Excellent	Good	Qualified	Rectification
1	Meeting the requirements of the program catalogue and the Standards.				
2	In line with the University's positioning.				
3	Meeting the needs of social and economic development, closely integrating with the talent training needs of industries and enterprises, and have accurate program positioning.				
4	Focusing on the coordinated development of knowledge, ability and quality, and reflecting the school-running philosophy of focusing on the basic programs with solid foundation and sound practice system.				
5	Having distinct program features, which can clearly reflect the areas where students have the most competitive advantages.				
6	The content is detailed and clarifies the requirements for knowledge, ability and quality that students should meet upon graduation.				
7	Having a deep understanding of the social needs related to the Program and reasonable expectations for the future development of students, and can reflect the expected achievements of students in the social and professional fields about 5 years after graduation.				
<b>Expert review opinions</b>					
<b>Expert information</b>					



## Appendix E - Regulations

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<b>Expert name</b>	<b>Professional title / post</b>	<b>Organization</b>	<b>Program</b>	<b>Expert signature</b>

YYMMDD



Annex 3



上海工程技术大学  
Shanghai University of Engineering Science

\*\*\*Comparison Table of Graduation Requirements and Training Goals

Training goals Graduation requirements	Goal 1	Goal 2	Goal 3	.....		
Graduation requirement 1						
Graduation requirement 2						
Graduation requirement 3						
.....						



**Appendix E - Regulations**

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Note: 1. Please tick in the corresponding box. 2. Each goal shall correspond to at least one graduation requirement. 3. Each graduation requirement shall correspond to at least one goal.



Annex 4



\*\*\*Comparison Table of Graduation Requirements and Professional Accreditation Standards of Engineering Education (applicable to engineering programs)

Table with 7 columns: Certification standards, Certification standard 1, Certification standard 2, Certification standard 3, ....., and two empty columns. Rows include Graduation requirements, Graduation requirement 1, Graduation requirement 2, Graduation requirement 3, and .....





# Appendix E - Regulations

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Note: 1. Please tick in the corresponding box. 2. Each certification standard shall correspond to at least one graduation requirement. 3. Each graduation requirement shall correspond to at least one certification standard.



Annex 5



上海工程技术大学  
Shanghai University of Engineering Science

\*\*\*Comparison Table of Graduation Requirements and the Standards  
(applicable to non-engineering programs)

Graduation requirements	Cataloguerequirements	Cataloguerequirement 1	Cataloguerequirement 2	Cataloguerequirement 3	.....		
Graduation requirement 1							
Graduation requirement 2							
Graduation requirement 3							
.....							



## Appendix E - Regulations

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Note: 1. Please tick in the corresponding box. 2. Each content requirement shall correspond to at least one graduation requirement. 3. Each graduation requirement shall correspond to at least one content requirement.



**Appendix E - Regulations**

Annex 6



**上海工程技术大学**  
Shanghai University of Engineering Science

**\*\*\*Expert Review Form of Graduation Requirements**

No.	Content of review	Conclusion of review (please tick)			
		Excellent	Good	Qualified	Rectification
1	Meeting the requirements of training goals.				
2	Meeting the requirements of the program catalogue.				
	Meeting the requirements of the Standards.				
	Meeting the requirements of General standards of professional accreditation and professional supplementary standards of engineering education. (applicable to engineering programs)				
3	Features are distinctive.				
4	The text description is appropriate, rigorous and clear.				
<b>Expert review opinions</b>					
<b>Expert information</b>					
Expert name	Professional title / post	Organization	Program	Expert signature	



## Appendix E - Regulations

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YYMMDD



上海工程技术大学  
Shanghai University of Engineering Science

\*\*\*Matrix Table of Curriculum System and Graduation Requirements

Graduation requirements Course name	Graduation requirement 1	Graduation requirement 2	Graduation requirement 3	.....		
Course 1						
Course 2						
Course 3						
.....						

Note: 1. Please fill in the corresponding box with the support level of the course required by a certain graduation according to the attributes of the

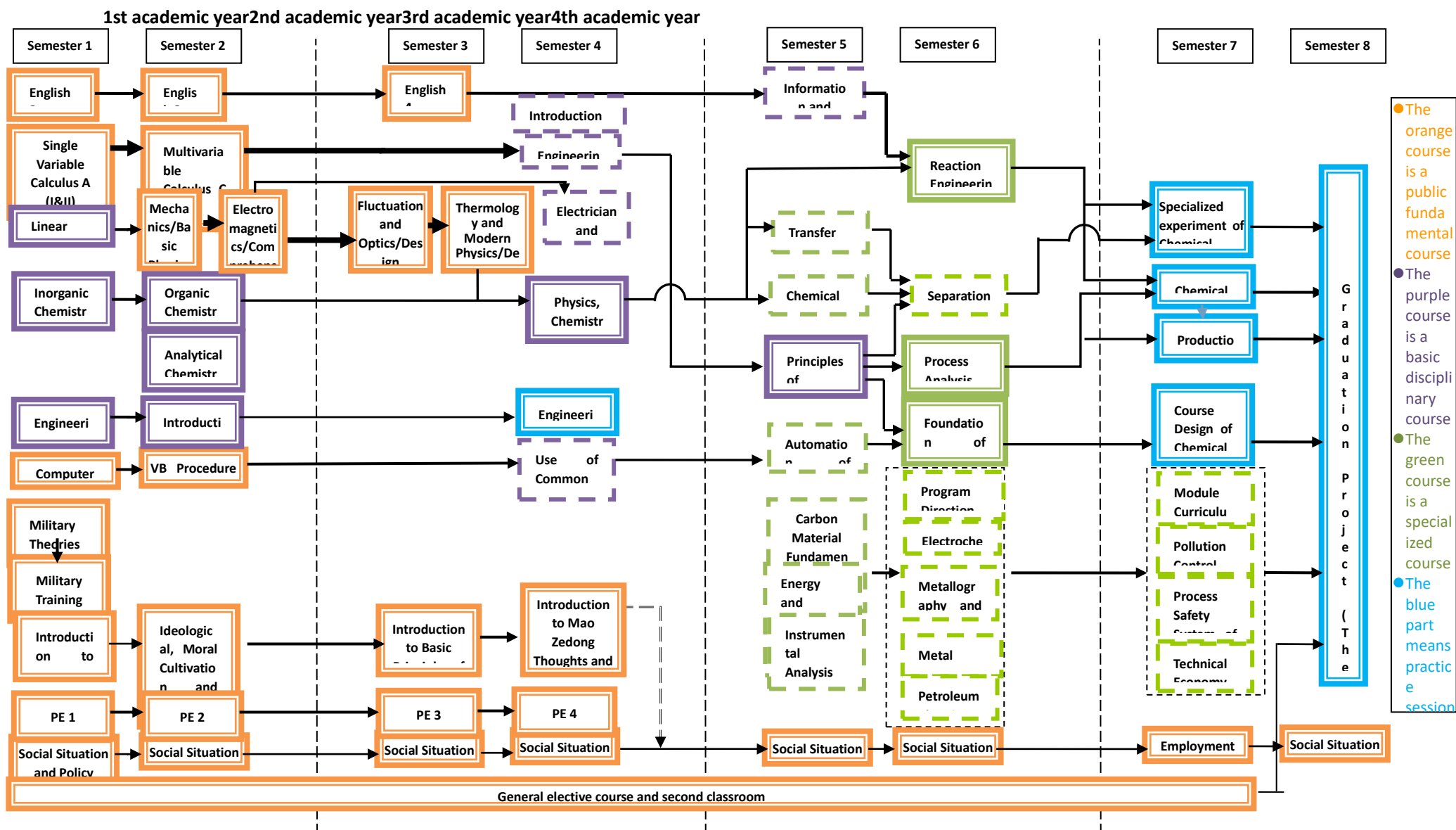


## Appendix E - Regulations

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course. “3” means very strong, “2” means strong, and “1” means general. 3. Each course shall correspond to at least one graduation requirement. 3. Each graduation requirement shall correspond to at least one course.

\*\*\*Logical Relationship Diagram of Specialized Courses







**Appendix E - Regulations**

Annex 9



**上海工程技术大学**  
Shanghai University of Engineering Science

**\*\*\*Expert Review Form of Curriculum System**

No.	Content of review	Conclusion of review (please tick)			
		Excellent	Good	Qualified	Rectification
1	The curriculum system can effectively help meet graduation requirements.				
2	The curriculum system meets the requirements of the program catalogue, the Standards or the professional supplementary standards of engineering education.				
3	The curriculum system is reasonable and structured, and can reflect the school-running philosophy of focusing on the basic programs with solid foundation and sound practice system. The proportions of each module and the requirements for credit points are in line with the University's regulations.				
4	The logical relationship between courses is clear, and the logical relationship diagram of curriculum is correct and clear.				
5	Having distinctive program features, which can reflect the latest development of disciplines and programs.				
<b>Expert review opinions</b>					
<b>Expert information</b>					
<b>Expert name</b>	<b>Professional title / post</b>	<b>Organization</b>	<b>Program</b>	<b>Expert signature</b>	



## Appendix E - Regulations


YYMMDD

Annex 10

### \*\*\*Training Plan for Program Guidance

Created by: \_\_\_\_\_  
 wed by: \_\_\_\_\_  
 Review by: \_\_\_\_\_

#### 1. Guiding principles

#### 2. Training goals

#### 3. Program direction and features

Program direction: The program direction is the content in "()" after the program name. It is not required if there is no program direction.

Program features: XXXX

#### 4. Graduation requirements

Content XXXX

- (1)
- (2)
- (3)

.....

#### 5. Main disciplines, core courses and curriculum system

Main disciplines: XXXX

Core courses: XXXX

(For main disciplines and core courses, please refer to the latest Undergraduate Program Catalogue and Introduction of Regular Institutions of Higher Education issued by the Ministry of Education.)

Curriculum system: XXXX

#### 6. Practical teaching

(Please arrange the practical teaching in the following category order: 1. Experiment, 2. Internship, 3. Course design, 4. Cooperative education, 5. Graduation project (thesis), 6. Military training. It is not required if there is no category.)



## Appendix E - Regulations

---

### (1) Experiment

(Please list all the experimental courses offered separately in the training plan, including non-specialized experiment courses such as Physics Experiment and Electrical Experiment according to the following format.)

Content XXXXXX

1. Physics Experiment (I): Semester 2, 32 credit hours;

.....

### (2) Internship

Content XXXXXX

1. XXXX: Semester X, week XX;

.....

### (3) Course design

Content XXXXXX

1. XXXX: Semester X, week XX;

.....

### (4) Cooperative education

Content XXXXXX

1. XXXX: Semester X, week XX;

.....

### (5) Graduation project (thesis)

Content XXXXXX

Graduation project (thesis): Semester X, week XX;

### (6) Military training

Military training: Semester 1, 2 weeks.

## 7. Second classroom

The second classroom has 4 credit points and consists of "Innovation and Entrepreneurship" and "Quality Development" module. The "Innovation and Entrepreneurship" and "Quality Development" module shares 2 credit points respectively. For the specific measures for determining the credit points in the second classroom, please refer to the Implementation Measures of Shanghai University of Engineering Science for Second Classroom Credit points.

## 8. Educational system and graduation regulations

(1) The basic educational system of the Program is 4 years, and students can complete their studies within 3 to 6 years.

(2) Students have completed the credit points of each teaching module specified in the training plan within the prescribed study period, and the total credit points have reached XXX credit points. Among them, the required credit points have reached XXX credit points and the elective credit points have reached XX credit points (including 4 credit points for the second classroom) before graduation.

## 9. Degree

A bachelor degree in XX degree shall be awarded to the graduates who meet the requirements of the Working Rules of Shanghai University of Engineering Science for the Award of a Bachelor's Degree.

## 10. Curriculum setting and credit requirements (\*\*credit points in total)



## Appendix E - Regulations

---

### **(1) General education courses**

Students shall complete XXX credit points in the "XXXX" general education courses.

### **(2) Basic discipline platform courses**

Students shall complete XXX credit points in the "XXXX" basic discipline platform courses.

### **(3) Specialized courses (XXX credit points required)**

### **(4) Practice sessions (XXX credit points required)**

### **(5) Second classroom (4 credit points required)**

## Regulations of Shanghai University of Engineering Science on the Management of Quality Evaluation and Continuous Improvement of Training Plans

HU GONG CHENG JIAO [2015] No. 105

The training plan is the basic basis for organizing teaching activities and the basic document for the management, monitoring and evaluation of the University's teaching quality. These Regulations are hereby formulated to verify the quality of the training plan, ensure the realization of talent training goals, and better optimize and improve the training plan.

### I. Quality Analysis and Evaluation

The training plan is the overall blueprint and implementation



plan for colleges and universities to achieve talent training goals and train high-quality talents. The realization of the goal of talent training is a demonstration and test of the education quality and level of colleges and universities. In order to ensure the realization of talent training goals and continuously improve the quality of talents, it is necessary to evaluate and monitor the quality and implementation of the training plan, and continuously improve and optimize it.

### i Methods of evaluating quality and achievement

#### 1. Evaluation by students

Questionnaire survey for students and graduates, symposium for students and graduates.

#### 2. Evaluation by internship employers

#### 3. Evaluation by employers

#### 4. Enrollment and employment data

Employment rate, program matching rate, application rate for first choice, pay packages, job promotion or pay packages after five years, etc.

### ii Evaluation and analysis

Statistical analysis shall be conducted on the evaluation data of students, internship employers, employers, etc., as well as enrollment and employment data. Details are as follows:

#### 1. Training goal:



## Appendix E - Regulations

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(1) Whether the training goal is scientific;

(2) Whether the training goal is achieved.

2. Graduation requirements:

(1) Whether graduation requirements are scientific;

(2) Whether graduation requirements are met.

3. Curriculum system:

(1) Whether the courses offered can effectively help meet graduation requirements;

(2) Whether the structure of the curriculum system is reasonable, and whether it can reflect the educational philosophy of “profound foundation, wide scope, and strong practice”;

(3) Whether the logical relationship between courses is clear;

(4) Whether the characteristics are distinctive.

### II. Work Flow for Continuous Improvement

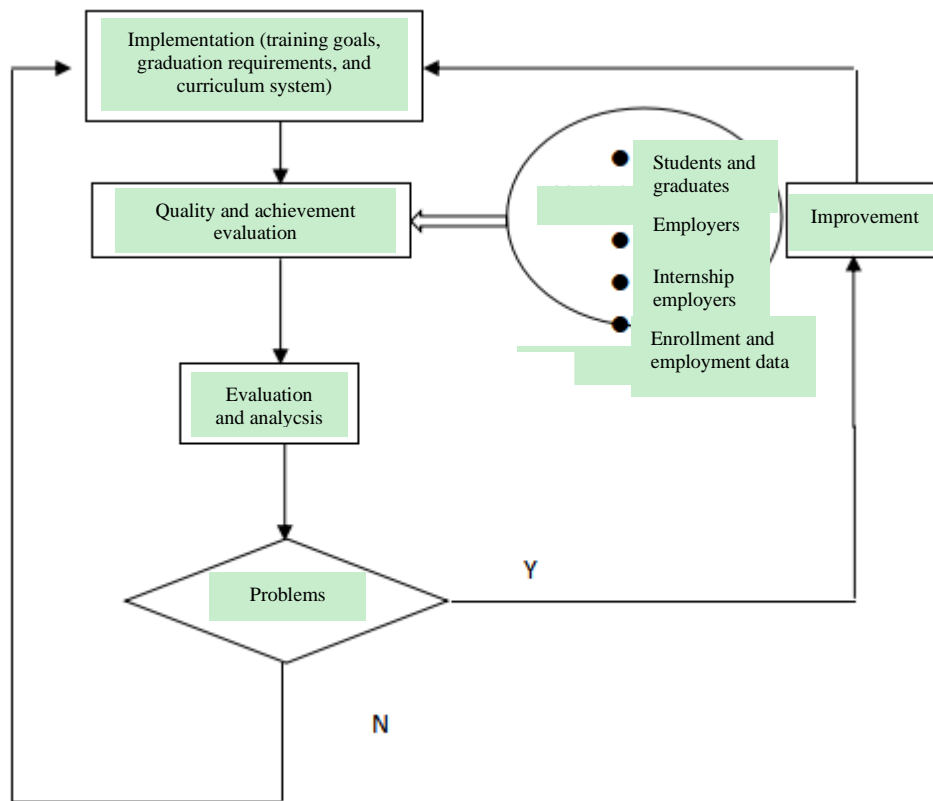
i The formulation and revision of the training plan is a process of continuous improvement. While maintaining the relative stability of the training plan, the training plan shall be constantly summarized, innovated and perfected in accordance with the education and teaching reform and development direction, and the country and society’s needs for talents.

ii All programs shall investigate the achievement of talent training goals among students, internship employers and employers, and collect evaluation data.

## Appendix E - Regulations

iii Statistical analysis shall be conducted on evaluation data.

iv The problems in the formulation and implementation of the training plan shall be summarized and analyzed, feasible improvement measures shall be proposed, and the improvement measures shall be applied to the revision of the training plan and the next round of formulation.



Work Flow Chart for Continuous Improvement



### III. Training Plan Change Processes

i In order to maintain the seriousness of the training plan and keep the training plan relatively stable, the training plan approved by the University shall not be modified at will.

ii If it is necessary to change the training plan during the implementation and continuous improvement, it is allowed to make necessary revisions and fine adjustment after approval by the University. Major changes to the curriculum system due to the offering, cancellation, or modification of courses shall belong to the category of revising the training plan. Adjustments to individual courses that do not involve changes in the curriculum system shall belong to the category of fine-tuning the training plan.

1. If it is really necessary to revise the training plan, an application shall be submitted and the relevant procedures in the Regulations of Shanghai University of Engineering Science on the Formulation of Training Plans must be strictly followed.

2. Before making reasonable fine adjustment of the training plan, the secondary schools and colleges shall fill in the Application Form for Changes to the Training Plan of Shanghai University of Engineering Science at least one semester in advance, and provide sufficient reasons. At the same time, supporting documents are required to be submitted to the Dean's Office after being reviewed





by the supervisor. The training plan can be fine-tuned only after the above documents are approved by the Dean's Office.

iii Anyone who changes the program training plan without submitting the documents for approval in accordance with the above regulations shall be dealt with in accordance with the Regulations of Shanghai University of Engineering Science on the Identification and Handling of Teaching-Related Accidents.

### IV. Supporting Documents

#### i Quality evaluation

1. Original of the questionnaire for graduates;
2. Photos of symposiums for graduates;
3. Minutes of symposiums for graduates;
4. Original of the feedback from students' off-campus internship employers
5. Original of the feedback from students' employers;
6. Enrollment and employment data.

#### ii Evaluation and analysis

1. Training goal evaluation and analysis report

Including scientific evaluation and analysis of training goals, analysis of achievement of training goals, improvement measures, etc.

2. Graduation requirements evaluation and analysis report

Including scientific evaluation and analysis of graduation



requirements, analysis of achievement of graduation requirements, improvement measures, etc.

3. Curriculum system evaluation and analysis report

It is required to refer to the quality standards of the curriculum system to analyze the scientific nature of the curriculum system and propose improvements.

iii Continuous improvement

1. Proof of applying improvement measures to the training goals of the program, graduation requirements, and the formulation of the curriculum system, such as improved training goals, graduation requirements, curriculum system, etc.

2. The next round of quality evaluation documents proving that the problem has been addressed.

iv Other relevant supporting documents

V. Miscellaneous

i These Regulations shall apply to the undergraduate programs of the University. The management of Chinese-foreign cooperative programs and junior programs shall be carried out with reference to these Regulations.

ii The Dean's Office shall be responsible for the interpretation of these Regulations.

iii These Regulations shall come into effect as of September 1, 2015.



## **Appendix E - Regulations**

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Annexes: Application Form for Changes to the Training Plan of  
Shanghai University of Engineering Science



## Appendix E - Regulations

### Application Form for Changes to the Training Plan of Shanghai University of Engineering Science

Secondary school / college (teaching division):		Date: YYMMDD	
Type of change:		Training level: Grade:	
Program		Program direction	
<b>Information before and after change</b>			
<b>Before change</b>		<b>After change</b>	
Code		Code	
Course name		Course name	
Department		Department	
Course type		Course type	
Course category		Course category	
Semester		Semester	
Credit point		Credit point	
Class hours		Class hours	
Class periods per week		Class periods per week	
Weeks		Weeks	
Lecture class periods		Lecture class periods	
Experiment class periods		Experiment class periods	
Computer class periods		Computer class periods	
Way of assessment		Way of assessment	
Notes		Notes	
Reason for the adjustment			
Opinions of the secondary school / college, department and teaching division			
Countersign	Teaching Research Section	Practical Teaching Section	
Opinions of Dean's Office			



## Appendix E - Regulations

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### Several Regulations of Shanghai University of Engineering Science on Basic Course Information and Settings

#### HU GONG CHENG JIAO [2019] No. 30

In order to standardize course settings for better management, we hereby introduce the following regulations regarding basic course information such as course title, specifications, and code:

##### I. Course title

The course title shall be standardized, clear and accurate to indicate course content and attributes.

Experimental courses shall be named XX Experiment; Trainee courses shall be named "XX Trainee"; Practical training courses shall be named "XX Practical Training"; Course design courses shall be named "XX Course Design".

##### II. Course specifications

(1) Every 16 class hours of theoretical courses shall be converted into 1 credit, and the number of hours shall not be less than 16; if theoretical courses include experiments and machine hours, they shall be indicated separately in the basic course information.

(2) If a theoretical course has over 20 experiment hours, or experiments take up more than 50% of the total course hour, in principle, a separate course for such experiments shall be set up.

(3) Every 20 hours of experimental courses shall be converted



## Appendix E - Regulations

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into 1 credit, and the practice teaching courses in the training plan shall be converted into 1 credit per week of 30 class hours.

(4) “Cooperative education sessions” shall be counted as 1 credit for every 3 weeks, not exceeding 2 credits per semester. "Military training" of two weeks shall be counted as 1 credit.

(5) Every 32 hours of physical education shall be converted into 1 credit.

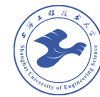
(6) For elective courses in innovation and entrepreneurship, every 32 hours of innovation and entrepreneurship courses shall be converted into 1 credit, and every 20 hours of innovation and practice courses shall be converted into 1 credit.

(7) Ideological and political education courses shall be designed and implemented according to the relevant regulations of the Ministry of Education.

### III. Course code

A course code is the unique identification of the course. Every course is assigned one unique code, and different course codes represent different courses.

Courses with the same course code use the same syllabus and examination paper (assessment method). The course code shall be assigned by the secondary schools and colleges to which the course belongs in accordance with the uniform coding rules (Table 1) of the University as follows.



## Appendix E - Regulations

Table 1 List of course codes for each department of the  
University

Department	Code	Department	Code
School of Mechanical and Automotive Engineering	01, 06	IFA Paris Fashion School	12
School of Electric and Electronic Engineering, Computing Center	02, 25	School of Advanced Vocational Education	16
School of Management Studies	03	School of Foreign Languages	18
College of Chemistry and Chemical Engineering	04	School of Mathematics and Statistics	21
School of Materials Engineering	05	Department of Social Sciences (School of Marxism, School of Social Sciences)	22
School of Art Design	07	Department of Physical Education	23
School of Air Transportation, School of Flying	08	Engineering Training Center	24



## Appendix E - Regulations

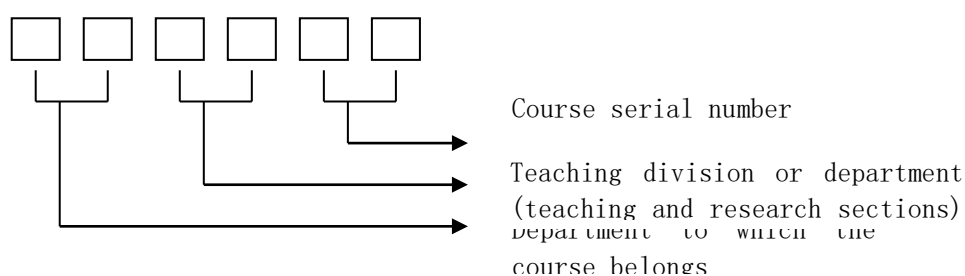
Department	Code	Department	Code
School of Fashion Engineering	09	Library	26
School of Urban Rail Transportation	10	Administrative Office	31
Sino-Korean School of Multimedia Design	11		

Note: New courses in the School of Mechanical and Automotive Engineering are organized under code 01;

New courses in the School of Electrical and Electronic Engineering and the Computing Center are organized under code 02.

### (1) Courses details in the training plan

1. The course code consists of six digits, divided into three sections. The first two digits are attributed to the department code, the third and fourth to the teaching teaching division, and department (teaching and research sections) code, and the last two to the serial number of the course by the teaching division or department (teaching and research section).







## Appendix E - Regulations

E.g.:

Management Studies Course code: 03Code for the School of Management Studies  
030101

01 Code for the Department of Business Administration

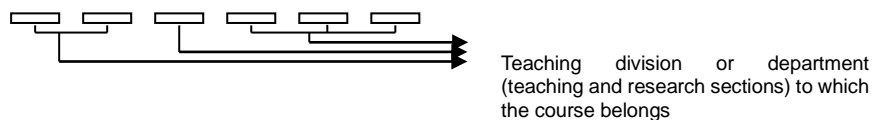
01 Serial number for courses by the Department of Business Administration

Note: Courses with a course code of 9 at the 3rd position are Undergraduate Excellence or Cooperative Education courses.

Single Variable Calculus A (Part I) Course code: 21 Code for the School of Mathematics and Statistics  
219151

9 Code for Undergraduate Excellence courses

2. To accommodate the demand of each school and department for course coding and the need for more codes, adjustments have been made to the 3rd and 4th digit of the course code, namely the code for department (teaching and research section). The third digit shall be the code of the department (teaching and research section), which was the 4th digit, and the 4th, 5th, 6th digit shall represent the course serial number of the teaching teaching division or department (teaching and research section).



E.g.:

According to the original coding rule, the code of Textile



## Appendix E - Regulations

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Engineering Department of the School of Fashion Engineering is "03", which may provide 99 courses in total. If all 99 course codes are in use and there is a new course to be added, the third digit of the new course code shall be "3", representing the Textile Engineering Department, and the fourth, fifth and sixth digit shall be the course serial number.

XXX Course    Course code: 093002

09 Code for the School of Fashion Engineering

3 Code for the Department of Textile Engineering

002 Serial number for courses by the Department of Textile Engineering

3. Courses that are organized according to the original coding rules shall remain valid.

(2) General elective courses and innovation and entrepreneurship elective courses

1. General and innovation & entrepreneurship elective courses have six-digit codes consisting of five numbers and one letter. The first two digits represent the department to which the course belongs (see Table 1), the third letter represents the course classification (see Table 2), and the fourth, fifth and sixth digits represent the course serial number.

2. Courses that are organized according to the original coding rules shall remain valid.

Table 2 List of classification codes for general and innovation & entrepreneurship elective courses



## Appendix E - Regulations

Type	Couse classification	Code
General elective course	Natural sciences	Z
	Humanities and social sciences	R
	Art and aesthetics	Y
	Economics and management	G
Innovation and entrepreneurship elective course	Innovation and entrepreneurship	C
	Innovation and practice	J

E.g.:

Intelligent Robotics Course code: 24Z002

24 Code for the Engineering Training Center

Z Code for natural sciences

002 Course serial number

(3) Songjiang University Park, southwest cross-campus public elective courses, Shanghai open courses

The coding rules for Songjiang University Park, southwest cross-campus public elective courses and Shanghai open courses are the same as those for general elective courses.

Table 3 List of course codes for various universities

Type	Couse classification	Code
Songjiang University	Shanghai International Studies	91



## Appendix E - Regulations

Type	Course classification	Code
Park	University	
	East China University of Political Science and Law	92
	Shanghai Lixin University of Accounting and Finance	93
	Shanghai University of International Business and Economics	94
	Donghua University	95
	Shanghai Institute of Visual Arts	96
Universities in southwest Shanghai	Universities in southwest Shanghai	W
Shanghai open course	Shanghai open course	EC

### (4) Online general courses

The University offers online general courses as part of the general elective courses under 6-digit codes: the 1st and 2nd digits are MC, the 3rd letter represents the course classification (see Table 2), and the fourth, fifth and sixth digits represent the course serial number.

#### E.g.:

Appreciation of Ancient Chinese Clothing Course code: MCY002

MC Code for online general course

Y Code for art and aesthetics course

002 Course serial number



#### IV. Miscellaneous

(1) The Dean's Office shall regularly arrange, classify, and organize courses of the University.

(2) The Dean's Office shall be responsible for the interpretation of these Regulations.

(3) These Regulations shall come into force as of April 10, 2019, and the original Regulations on the Setting of Basic Course Information of Shanghai University of Engineering Science (HU GONG CHENG JIAO [2015] No. 103) shall be repealed simultaneously.

Regulations of Shanghai University of Engineering Science on the  
Management of Syllabuses and Course Descriptions

HU GONG CHENG JIAO [2015] No. 104

The syllabus is a teaching guidance document for implementing training plans and achieving training goals and requirements. It is the main basis for preparing textbooks, organizing teaching, and evaluating course teaching quality and teaching management. These Regulations are hereby formulated



to strengthen the University's preparation for and management of syllabuses.

### I. Syllabuses

#### i Basic principles

1. It is required to implement the CPC's education policy and national education regulations, respond to the call of the times, and reflect the renewal of education and teaching concepts and the transformation of educational thought.

2. It is required to conform to the overall optimization of the talent training program and meet the overall needs of the curriculum structure and teaching arrangements. It is required to reflect the status and role of the course in the talent training program, and design the teaching objectives, content of courses, and teaching procedures according to the goals of program training. It is required to lay emphasis on the connection and intersection between courses (prerequisite courses, follow-up courses) and avoid overlap with other courses in content.

3. It is required to follow the development direction of education and teaching reform. It is necessary to retain the basic experience accumulated in long-term teaching practice, but also to incorporate the achievements of the teaching reform made in recent years into the new syllabus.

4. It is required to be highly scientific, ideological and practical.



## Appendix E - Regulations

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The completeness of content of the course, rationality of arrangement, depth, breadth, and difficulty shall meet the teaching goals and requirements. There shall be innovations in the teaching arrangements of courses. It is required to strive to run through of “coordinated development of knowledge, ability, and quality” in teaching, and cultivate students’ innovative spirit and practical ability.

5. The syllabus shall be flexible. The syllabus shall have breakthroughs in the updating of the course content and the broadening of teaching methods. Explorations shall be encouraged in the selection of basic content, the arrangement of teaching, the allocation of teaching hours and the improvement of teaching methods to promote teaching reform and improve teaching quality.

### ii Main content

The content of the syllabus shall mainly include the basic information of the course, the position of the course in the curriculum system, teaching objectives, teaching effectiveness, a comparison table of content of the course and teaching effectiveness, content of the course and basic requirements, class period allocation, curriculum-based assessment, etc.

### iii Quality standards

1. The objectives and effectiveness of course teaching are accurate, meeting the training requirements for students’ knowledge,



## Appendix E - Regulations

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ability and quality in the comparison table of program curriculum system and graduation requirements, and supporting the realization of graduation goals.

2. The content of the course is substantial and reasonable, the key points and difficulties are highlighted, and the depth, difficulty and breadth can support the realization of the course teaching objectives and teaching effectiveness and reflect the frontiers of related fields.

3. Recently published excellent textbooks are selected, including no less than 3 reference textbooks.

4. The teaching hours are allocated scientifically, the connection and intersection between courses are highlighted, and there is no disconnection and overlap with the content of the prerequisite and follow-up courses.

5. The text description and meaning are clear and distinct, the terminology is standardized, and the definition is correct.

6. The way of curriculum-based assessment is scientific and reasonable.

### iv Syllabus development

1. The syllabus is the basis for organizing course teaching. A syllabus must be developed for each course listed in the training plan. Courses without a syllabus shall not be offered. Syllabuses shall include the syllabus of theoretical courses, the syllabus of





## Appendix E - Regulations

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experiment-based teaching, the syllabus of internship teaching, the syllabus of curriculum design and the syllabus of graduation projects (theses).

2. The syllabus shall be based on full investigation and research and serious argumentation. The teaching team or department (teaching and research section) shall have group discussions and formulate a syllabus after discussions with faculty members who teach prerequisite courses, follow-up courses and similar courses. The syllabus shall meet the requirements of quality standards.

3. The syllabus shall be formulated by the secondary school/college to which the course belongs. If the secondary school/college (teaching division/center) that offer the course is different from the secondary school/college to which the course belongs, the former shall actively communicate with the latter, put forward teaching requirements, and discuss and formulate a syllabus together.

4. While formulating a syllabus for basic courses, the basic teaching requirements set by the Ministry of Education shall be consulted. The depth and breadth of the content of the course determined by the syllabus shall not be lower than the basic requirements. At the same time, the secondary schools and colleges offering basic courses shall actively communicate with the



## Appendix E - Regulations

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secondary schools and colleges to which the programs belong. The content of the courses shall also meet the requirements of the secondary schools and colleges to which the programs belong.

5. The formulation of the syllabus shall be completed at the same time as the formulation of the training plan, and teaching preparations shall be made accordingly.

6. The course information and class periods in the syllabus, such as experiment hours, computer hours, and way of curriculum-based assessment, shall be consistent with the training plan. The syllabus must be formulated separately for courses with different course codes.

7. The syllabuses of specialized courses and basic courses with application features need to be verified by industry and corporate experts, and approved by the Professor Committee of the secondary schools and colleges. The leader of the teaching team (or the director of the department or teaching and research section) and the head of the Professor Committee shall sign the syllabus and submit it to the Dean's Office for review and filing before implementation. In order to regulate management, the requirements for the format of the syllabus shall be specified with reference to the unified template of the University. The template is detailed in the attachment.

v Continuous improvement

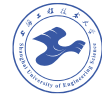


## Appendix E - Regulations

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While maintaining the stability of the basic content of the syllabus, appropriate adjustments and revisions shall be made according to the development of disciplines and the needs of talent training. The quality and implementation of the syllabus shall be evaluated and analyzed on the basis of the statistics on the evaluation data of students, peer faculty members, supervisory experts, and employers. Practical and feasible improvement measures shall be put forward for problems, and the measures shall be used in the revision and formulation of the syllabus.

1. Methods of evaluating quality and achievement
  - (1) Evaluation by students
    - ① Evaluation by students;
    - ② Questionnaire survey for graduates;
    - ③ Symposiums for students;
    - ④ Symposiums for graduates.
  - (2) Evaluation by faculty members
    - ① Evaluation by faculty members who teach prerequisite courses and follow-up courses;
    - ② Evaluation by faculty members who teach similar courses.
    - ③ Evaluation by the supervision team
    - ④ Evaluation by the heads of the secondary schools and colleges



## Appendix E - Regulations

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(5) Evaluation by experts

Must include external and industry experts

(6) Evaluation by employers

2. Evaluation and analysis

Statistical analysis shall be conducted on various evaluation data, including:

(1) Whether the teaching objectives, effectiveness and content of the course are scientific;

(2) Whether the teaching effectiveness is achieved.

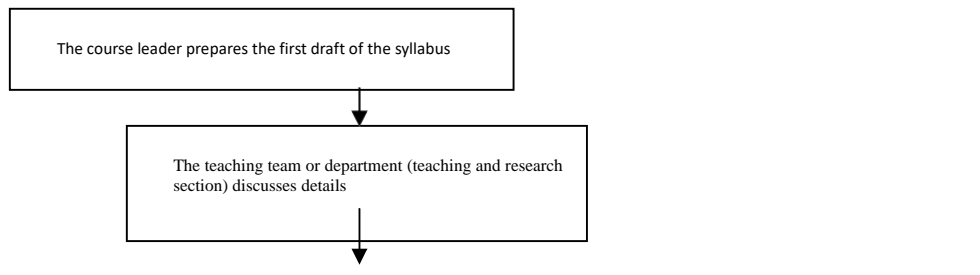
3. Proposing practical improvement measures

Improvement measures shall be applied to the formulation of the program syllabus. The next round of quality evaluation and analysis shall be used to prove that the existing problems have been improved.



## Appendix E - Regulations

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## Work Flow Chart for Syllabus Formulation and Continuous Improvement



### vi The process of changing the syllabus

1. In order to ensure the continuity and stability of teaching, the syllabus must be strictly implemented once approved, and shall not be changed at will.

2. During the implementation of the syllabus, if it is necessary to make some adjustments based on the development of discipline knowledge and the needs of talent training, the person in charge of the course shall apply to the secondary school/college to which the course belongs and give reasons for the adjustment. At the same time, supporting documents such as evaluation and analysis shall be provided, and the new syllabus shall be submitted. The new syllabus will not take effect until it is approved by the secondary schools and colleges (departments, centers) and reported to the Dean's Office for record.

3. Anyone who changes the syllabus without submitting the documents for approval in accordance with the above regulations shall be dealt with in accordance with the Regulations of Shanghai University of Engineering Science on the Identification and Handling of Teaching-Related Accidents.

### II. Course Descriptions

The course description is a summary and introduction of the content taught in a course, and a condensed version of the content of the syllabus. The course description shall include course credit



## Appendix E - Regulations

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points, class periods, course orientation, main content, teaching objectives, applicable programs, prerequisite courses, textbooks, faculty members, and other information. The course description shall clearly show the knowledge and abilities that students can obtain from studying the course concerned. It shall be an important reference and basis for students to choose courses.

In order to regulate management, the requirements for the format of the course description shall be specified with reference to the unified template of the University, and the Chinese and English versions shall be prepared. The template is detailed in the attachment.

### III. Centralized Management

i Based on extensive solicitation of opinions and full discussion, the secondary schools and colleges to which the course belongs shall organize faculty members to prepare the syllabus and the course description.

ii The syllabus and the course description shall be approved by the Professor Committee of the secondary schools and colleges. The leader of the teaching team (or the director of the department or teaching and research section) and the head of the Professor Committee shall sign the syllabus and submit it to the Dean's Office for filing before implementation.

iii The secondary schools and colleges shall regularly check the implementation of the syllabus by faculty members to ensure



effective implementation.

iv The Dean's Office will regularly organize experts to check and evaluate the implementation of the syllabus.

#### IV. Supporting Documents

##### i Discussion

1. Photos and minutes of workshops attended by teaching teams;

2. Photos and minutes of workshops attended by faculty teams teaching prerequisite courses, follow-up courses and similar courses.

##### ii Review

1. Syllabus Expert Review Form;

2. Photos of review meetings;

3. Minutes of review meetings.

##### iii Quality evaluation

1. Photos and minutes of symposiums for students;

2. Photos and minutes of symposiums for graduates;

3. Expert evaluation (including the supervision team, the heads of the secondary schools and colleges and other internal experts, external experts, and industry experts);

② Review Form for Faculty Members Teaching Syllabus-Related Courses;

5. Feedback from students' employers.

##### iv Evaluation and analysis





## Appendix E - Regulations

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### 1. Evaluation and analysis report

The scientific evaluation and analysis and improvement measures for the syllabus shall be contained.

#### v Continuous improvement

1. Proof of applying improvement measures to the formulation of the syllabus, such as the improved syllabus, etc.;

2. The next round of quality evaluation documents proving that the problem has been addressed.

#### vi Other supporting documents

### V. Miscellaneous

i These Regulations shall apply to the undergraduate programs of the University. The management of junior programs shall be carried out with reference to these Regulations.

ii The Dean's Office shall be responsible for the interpretation of these Regulations.

iii 42 These Regulations shall come into effect as of September 1, 2015.

#### Annexes:

Syllabus Expert Review Form

Review Form for Faculty Members Teaching Syllabus-Related Courses

Template for the Syllabus of Theoretical Courses

Template for the Syllabus of Experiment-Based Teaching



## **Appendix E - Regulations**

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Template for the Syllabus of Internship Teaching

Template for the Syllabus of Course Design

Template for the Syllabus of Graduation Projects (Theses)

Template for the Course Description of Theoretical Courses

Template for the Description of Practice-Based Courses



## Appendix E - Regulations

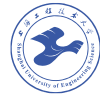
Annex 1



上海工程技术大学  
Shanghai University of Engineering Science

### Syllabus Expert Review Form

<b>Course Name</b>		<b>Course Code</b>			
<b>Applicable Programs</b>					
<b>No.</b>	<b>Content of Review</b>	<b>Conclusion of Review (please tick)</b>			
		<b>Excellent</b>	<b>Good</b>	<b>Qualified</b>	<b>Rectification</b>
1	The objectives and effectiveness of course teaching are accurate, meeting the training requirements for students' knowledge, ability and quality in the comparison table of program curriculum system and graduation requirements, and supporting the realization of graduation goals.				
2	The content of the course is substantial and reasonable, the key points and difficulties are highlighted, and the depth, difficulty and breadth can support the realization of the course teaching objectives and teaching effectiveness and reflect the frontiers of related fields.				
3	Recently published excellent textbooks are selected, including no less than 3 reference textbooks.				
4	The teaching hours are allocated scientifically, the connection and intersection between courses are highlighted, and there is no disconnection and overlap with the content of the prerequisite and follow-up courses.				
5	The text description and meaning are clear and distinct, the terminology is standardized, and the definition is correct.				
6	The way of curriculum-based assessment is scientific and reasonable.				
<b>Expert Review Opinions</b>					
<b>Expert Information</b>					
<b>Expert Name</b>	<b>Professional Title /</b>	<b>Organization</b>	<b>Specialty</b>	<b>Expert Signature</b>	



## Appendix E - Regulations

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	<b>Position</b>			

YYMMDD



**Appendix E - Regulations**

Annex 2



**上海工程技术大学**  
Shanghai University of Engineering Science

**Review Form for Faculty Members Teaching  
Syllabus-Related Courses**

Course Name			Course Code		
Applicable Programs					
No.	Content of Review	Conclusion of Review (please tick)			
		Excellent	Good	Qualified	Rectification
1	The content of the course is substantial and reasonable, the key points and difficulties are highlighted, and the depth, difficulty and breadth are appropriate.				
2	The teaching hours are allocated scientifically, the connection and intersection between courses are highlighted, and there is no disconnection and overlap with the content of the prerequisite and follow-up courses.				
3	The text description and meaning are clear and distinct, the terminology is standardized, and the definition is correct.				
4	The way of curriculum-based assessment is scientific and reasonable.				
<b>Review Opinions</b>					
<b>Faculty Information</b>					
Name	Professional Title	Organization	Course Taught	Relations with This Course (prerequisite / follow-up /	Signature



## Appendix E - Regulations

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				<b>similar)</b>	

YYMMDD



Annex 3

### Syllabus of the Course of XXX

Drafter: \*\*\* Approved by Teaching Team Leader: \*\*\* Approved  
by Dean: \*\*\*\*

**Course Name:** Chinese / English  
**Course Code:**  
**Applicable Level (Undergraduates / Junior program students):**  
**Class Hours:Credit Points:Lecture Hours:Experiment Hours:Computer Hours:Way of Assessment:**  
**Prerequisite Course:**  
**Applicable Programs:**  
**Textbook:**  
**Main Reference Books:** (not less than 3; regarding the format, refer to the requirements for the format of bibliography of the graduation project)

#### I. Position of this course in the curriculum system

#### II. Course objectives

- 1.
- 2.
- 3.
- .....

#### III. Teaching effectiveness

- 1.
- 2.
- 3.
- .....

#### IV. Comparison table of content of the course and teaching effectiveness

Teaching Effectiveness Content of the Course	Effectiveness 1	Effectiveness 2	Effectiveness 3	Effectiveness 4	Effectiveness 5	...
Content of the Course 1	√					...
Content of the Course 2		.....	√			
Content of the Course 3				.....		
.....						

#### V. Content of the course and basic requirements



## Appendix E - Regulations

### Chapter I XXXX

**Content of the course:**

**Course objectives:**

To know / master / gain proficiency in / be able to use / skillfully use.....

**Key points and difficulties:**

[Key points of this chapter] .....

[Difficulties of this chapter] .....

### Chapter II XXXX

**Content of the course:**

**Course objectives:**

To know / master / gain proficiency in / be able to use / skillfully use.....

**Key points and difficulties:**

[Key points of this chapter] .....

[Difficulties of this chapter] .....

.....

## VI. Content of in-class experiments and computer practice and basic requirements

1.

2.

3.

.....

## VII. Class period distribution

Content of the Course	Teaching	Experiment	Computer Practice	...	...	Subtotal
Content of the Course 1						
Content of the Course 2						
Content of the Course 3						
.....						
<b>Total</b>						

## VIII. Curriculum-based assessment

(Description of curriculum-based assessment and proportion of course performance assessment, for example)

1. Basic requirements for class (not to be late, leave early or be absent without reason): XX%;





## Appendix E - Regulations

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2. Homework: XX%;
3. Performance in flipping classroom: XX%;
4. Final exam: XX%;

.....



Annex 4

## Syllabus of the Experimental Course of XXX

Drafter: \*\*\* Approved by Teaching Team Leader: \*\*\*  
Dean: \*\*\*\*

Approved by

Experimental Course Name: Chinese / English

Course Code:

Applicable Level (Undergraduates / Junior program students):

Nature (in-class experiment / independent course experiment):

Class Hours:Credit Points:Lecture Hours:Experiment Hours:

Prerequisite Course:

Applicable Programs:

Textbook:

Main Reference Books:

- 1.
- 2.
- 3.

### I. Position of this experimental course in the curriculum system

### II. Objectives of teaching

- 1.
- 2.
- 3.
- .....

### III. Teaching effectiveness

By taking this course, students will be able to:

- 1.
- 2.
- 3.
- 4.
- 5.
- .....

### IV. Comparison table of content of the experiment and teaching effectiveness

Teaching effectiveness \ Content of the experiment	Effectiveness 1	Effectiveness 2	Effectiveness 3	Effectiveness 4	Effectiveness 5	.....
.....	√					
.....	√	√	√	√	√	√
.....	√	√	√	√	√	√
.....	√	√	√	√	√	√



## Appendix E - Regulations

	√	√	√	√	√	√
	√	√	√	√	√	√

### V. Content of the experiment and basic requirements

**Experiment item 1: \*\*\*\*\* Nature (verification / synthesis / design / innovation): \*\* Class hours: \*\***

**Content of the experiment:**

**Requirements for the experiment:**

To know / master / gain proficiency in / be able to use / skillfully use.....

**Key points and difficulties:**

[Key points of this experiment]

[Difficulties of this experiment]

**Experiment item 2: \*\*\*\*\* Nature (verification / synthesis / design / innovation): \*\* Class hours: \*\***

**Content of the experiment:**

**Requirements for the experiment:**

To know / master / gain proficiency in / be able to use / skillfully use.....

**Key points and difficulties:**

[Key points of this experiment]

[Difficulties of this experiment]

**Experiment item 3: \*\*\*\*\* Nature (verification / synthesis / design / innovation): \*\* Class hours: \*\***

**Content of the experiment:**

**Requirements for the experiment:**

To know / master / gain proficiency in / be able to use / skillfully use.....

**Key points and difficulties:**

[Key points of this experiment]

[Difficulties of this experiment]

**Experiment item 4: \*\*\*\*\* Nature (verification / synthesis / design / innovation): \*\* Class hours: \*\***

**Content of the experiment:**

**Requirements for the experiment:**

To know / master / gain proficiency in / be able to use / skillfully use.....

**Key points and difficulties:**

[Key points of this experiment]

[Difficulties of this experiment]

**Experiment item 5: \*\*\*\*\* Nature (verification / synthesis / design / innovation): \*\* Class hours: \*\***

**Content of the experiment:**

**Requirements for the experiment:**

To know / master / gain proficiency in / be able to use / skillfully use.....

**Key points and difficulties:**

[Key points of this experiment]

[Difficulties of this experiment]

**Experiment item 6: \*\*\*\*\* Nature (verification / synthesis / design /**



## Appendix E - Regulations

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innovation): \*\*                      Class hours: \*\*

**Content of the experiment:**

**Requirements for the experiment:**

To know / master / gain proficiency in / be able to use / skillfully use.....

**Key points and difficulties:**

[Key points of this experiment]

[Difficulties of this experiment]

### VI. Requirements for the experiment report

1. \*\*\*\*  
\*\*\*\*\*
2. \*\*\*\*  
\*\*\*\*\*
3. \*\*\*\*  
\*\*\*\*\*

### VII. Way of assessment for experiment

1. \*\*\* takes up \*\*%.
- 2.
- 3.
- .....



Annex 5

### Sample for the Syllabus of \*\*\* Internship

Drafter: \*\*\* Approved by Teaching Team Leader: \*\*\*

Approved by Dean: \*\*\*\*

Internship Name: Chinese / English

Course Code:

Applicable Level (Undergraduates / Junior program students):  
/off-campus internship):

Nature (on-campus

Category (knowledge / professional / position / graduation internship):

Internship Weeks (or class hours):

Prerequisite Course:

Applicable Programs:

#### I. Position of this internship in the curriculum system

#### II. Course objectives

- 1.
  - 2.
  - 3.
- .....

#### III. Teaching effectiveness

By study, students will be able to:

- 1.
  - 2.
  - 3.
- .....

#### IV. Comparison table of content of the internship and teaching effectiveness

Teaching effectiveness Content of the internship	Effectiveness 1	Effectiveness 2	Effectiveness 3	Effectiveness 4	Effectiveness 5	.....
.....	√					
.....	√	√	√	√	√	√
.....	√	√	√	√	√	√
	√	√	√	√	√	√
	√	√	√	√	√	√
	√	√	√	√	√	√

#### V. Content of the internship and basic requirements

Internship project 1: \*\*\*\*\*

Class hours:

Content of the internship:

Requirements for the internship:

To know / master / gain proficiency in / be able to use / skillfully use.....

Key points and difficulties:

[Key points of this internship]

[Difficulties of this internship]



## Appendix E - Regulations

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### Internship project 2: \*\*\*\*\*

Class hours:

#### Content of the internship:

#### Requirements for the internship:

To know / master / gain proficiency in / be able to use / skillfully use.....

#### Key points and difficulties:

[Key points of this internship]

[Difficulties of this internship]

### Internship project 3: \*\*\*\*\*

Class hours:

#### Content of the internship:

#### Requirements for the internship:

To know / master / gain proficiency in / be able to use / skillfully use.....

#### Key points and difficulties:

[Key points of this internship]

[Difficulties of this internship]

### Internship project 4: \*\*\*\*\*

Class hours:

#### Content of the internship:

#### Requirements for the internship:

To know / master / gain proficiency in / be able to use / skillfully use.....

#### Key points and difficulties:

[Key points of this internship]

[Difficulties of this internship]

### Internship project 5: \*\*\*\*\*

Class hours:

#### Content of the internship:

#### Requirements for the internship:

To know / master / gain proficiency in / be able to use / skillfully use.....

#### Key points and difficulties:

[Key points of this internship]

[Difficulties of this internship]

## VI. Requirements for the internship report

1.

2.

3.

.....

## VII. Way of assessment for internship

1. \*\*\* takes up \*\*%.

2.

3.



## Appendix E - Regulations

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.....



Annex 6

### Syllabus of \*\*\* Course Design

Drafter: \*\*\* Approved by Teaching Team Leader: \*\*\*

Approved by Dean: \*\*\*\*

Title of Course Design: Chinese / English

Course Code:

Applicable Level (Undergraduates / Junior program students): Category (basic / professional basic / professional design):

Class hours:Credit Points:

Prerequisite Course:

Applicable Programs:

Textbook:

Main Reference Books:

- 1.
- 2.

#### I. Position of this course design in the curriculum system

#### II. Objectives of teaching

- 1.
- 2.
- 3.
- .....

#### III. Teaching effectiveness

By study, students will be able to:

- 1.
- 2.
- 3.
- 4.
- 5.
- .....

#### IV. Comparison table of content of the course design and teaching effectiveness

Teaching effectiveness Content of the design	Effectiveness 1	Effectiveness 2	Effectiveness 3	Effectiveness 4	Effectiveness 5	.....
.....	√					
.....	√	√	√	√	√	√
.....	√	√	√	√	√	√
	√	√	√	√	√	√
	√	√	√	√	√	√
	√	√	√	√	√	√





## V. Content of the course design and basic requirements

**Content of the course design 1: \*\*\*\*\*** **Class**  
hours:

**Content of the course design:**

**Requirements for the course design:**

To know / master / gain proficiency in / be able to use / skillfully use.....

**Key points and difficulties:**

[Key points of this course design]

[Difficulties of this course design]

**Content of the course design 2: \*\*\*\*\*** **Class**  
hours:

**Content of the course design:**

**Requirements for the course design:**

To know / master / gain proficiency in / be able to use / skillfully use.....

**Key points and difficulties:**

[Key points of this course design]

[Difficulties of this course design]

**Content of the course design 3: \*\*\*\*\*** **Class**  
hours:

**Content of the course design:**

**Requirements for the course design:**

To know / master / gain proficiency in / be able to use / skillfully use.....

**Key points and difficulties:**

[Key points of this course design]

[Difficulties of this course design]

**Content of the course design 4: \*\*\*\*\*** **Class**  
hours:

**Content of the course design:**

**Requirements for the course design:**

To know / master / gain proficiency in / be able to use / skillfully use.....

**Key points and difficulties:**

[Key points of this course design]

[Difficulties of this course design]

## VI. Specific and quantitative requirements for drawings, programming, design instructions, etc.

1. \*\*\*\*  
\*\*\*\*\*
2. \*\*\*\*  
\*\*\*\*\*
3. \*\*\*  
\*\*\*\*\*



### **VII. Way of assessment for course design**

1. \*\*\* takes up \*\*%.
- 2.
- 3.
- 4.



Annex 7

## Syllabus of Graduation Projects (Theses)

Prepared by: \*\*\* Reviewer of the department: \*\*\*

Reviewer of the secondary school / college: \*\*\*\*

Title in English:

Course Code:

Applicable Level (Undergraduates / Junior program students): Class hours:Credit Points:

Applicable Programs:

### I. Position of this graduation project (thesis) in the curriculum system

### II. Objectives of teaching

- 1.
- 2.
- 3.

.....

### III. Teaching effectiveness

By study, students will be able to:

- 1.
- 2.
- 3.
- 4.
- 5.

.....

### IV. Content and arrangement of the graduation project (thesis)

Including: topic selection and determination, research and proposal, mid-term inspection, review and revision, (qualification review), report and defense.....

### V. Specific and quantitative requirements for drawings, programming, design instructions, etc.

1. \*\*\*\*  
\*\*\*\*\*
2. \*\*\*\*  
\*\*\*\*\*
3. \*\*\*  
\*\*\*\*\*

### VI. Guidance

1. Requirements for instructors  
\*\*\*\*\*
2. Requirements for students  
\*\*\*\*\*

### VII. Grade of the graduation project (thesis)

1. \*\*\* takes up \*\*%.



## Appendix E - Regulations

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- 2.
- 3.
- 4.



Annex 8

## Basic Format for the Course Description of Theoretical Courses

**Drafter: \*\*\* Approved by Teaching Team Leader: \*\*\* Approved by Dean: \*\*\*\***

(Note: If there is no teaching team, please fill in the head of the department or the person in charge of the faculty member in the Reviewer of the teaching team; Reviewer of the secondary school / college offering the course: the head of the Professor Committee)

**Course Name:** Engineering Economics

**Course Code:** \*\*\*\*\*

**Applicable Level (Undergraduates / Junior program students):** Undergraduate

**Total Credit Hours: 32 Credit Points: 2 Lecture Hours: 32 Computer Hours: 0 Experiment Hours: 0**

**Way of Assessment:** Performance appraisal **Proportion of Performance Assessment:** Regular Grades (including result of mid-term exam) % + Result of Final Exam % (consistent with the syllabus)

Course Description: (mainly described in the following three aspects)

**1. Course orientation:** A simple and general description of the nature of the course allows students to understand the role and nature of the course.

In view of that fact that some courses have different natures for students of different programs, and the requirements for compulsory and optional courses are also different, so don't mention the specific nature of the courses here (such as "basic required courses of the discipline", "basic elective courses of the discipline", "required courses of the program" and "elective courses of the program"), nor to mention whether they are compulsory or optional. They can be summarized as basic courses of the discipline, specialized courses, etc. If it is the core course of a program, it can be explained.

**2. Main content:** .....

**3. Course objectives:** .....

Example:

This course is one of the core courses of the program of Industrial Engineering. It mainly introduces how to use technical and economic analysis methods to correctly evaluate the economy and effectiveness of engineering projects, so as to provide a basis for decision-making. Its content includes cost analysis of production and operation, cost budgeting, principles of engineering economics, time value of currency, single-scheme evaluation and analysis, multiple-scheme comparative analysis, concept of price changes, depreciation and taxation, etc. By studying this course, students are expected to understand the content of engineering economics research and understand the economic impact of engineering projects, to understand and master technical and economic analysis methods, and to have a certain ability to solve practical problems through case studies.

**Prerequisite Course:** Advanced Mathematics, Microeconomics

**Applicable Programs:** Industrial Engineering, Engineering Management, etc.

**Lecturers:** Lecturer 1, Lecturer 2

**Textbook:** Zheng Shutang et al. 《工程经济学学习》(Second Edition) [M]. Beijing: Machinery Industry Press, 2011

**Main Reference Books:**

(not less than 3; regarding the format, refer to the requirements for the format of bibliography of the graduation project)



## Course Description

**Drafter:**                      **Approved by Teaching Team Leader:**                      **Approved by Dean:**  
**Course Name:** College English (Band One) for ArtMajors  
**Course Code:** \*\*\*  
**Applicable Level (Undergraduates/ Junior college students):** Undergraduates/ Junior  
**Total Credit Hours: Credits: Lecture Hours: Computer Hours:**  
**Experiment Hours:**  
**Way of Assessment:** Examination/Test  
**Proportion of Result Evaluation:** Regular Grades(including result of mid-term exam)40 %+Result of Final Exam 60 %

**Course Description:**

**Pre-Course:** None

**Applicable Major:**

**Leading Teachers:**

**Teaching Material:**

**Main Reference Books:**

- 1.
- 2.
3. ....

Note: The “Textbook” and the “Main Reference Books” can not be translated into English)



Annex 9

## Basic Format for the Description of Practice-Based Courses

**Course Name:** Chinese

**Course Code:** XXXXXX (6 digits in the plan, not the serial number of the scheduled course)

**Applicable Level (Undergraduates / Junior program students):**

**Class hours:**      **Credit Points:**      **Way of Assessment:**

**Course Description:**

**Prerequisite Course:**

**Applicable Programs:**

**Lecturers:** Lecturer 1, Lecturer 2, Lecturer 3, etc. (more than 3: write "etc.")

**Textbook:**

**Main Reference Books:**

Regarding the format, refer to the requirements for the format of bibliography of the graduation project

### Example in Chinese:

**Course Name:** Specialized Course design

**Course Code:** 010175

**Applicable Level (Undergraduates / Junior program students):** Undergraduate

**Class hours:** 4 weeks      **Credit Points:** 4      **Way of assessment:** Daily performance, quality of design specification and thesis defense. Normal performance: 20%, quality of the design specification: 50%, score of thesis defense: 30%. Five-level system.

**Course Description:** This course design enables students to experience the whole process of design and development of mechatronics mechanical equipment, including topic analysis and plan formulation; system and block diagram design, mechanical design, electrical hardware design and control software design and compilation; mechanical debugging, electrical debugging and software debugging. It aims to improve students' comprehensive quality and ability in the design, development, and system debugging of mechanical automation engineering.

**Main Prerequisite Courses:** Modern Mechanical System Design, Computer Control Technology, SCM Technology, Fundamentals of PLC Technology, Basis of Control Theory, Fundamentals of Mechanical Engineering Testing Technology, Hydraulic Transmission, Electromechanical Drive Control and Manufacturing Process and Quality Control

**Applicable Programs:** Mechanical Engineering and Automation, Mechanical Design and Manufacturing and Automation (Modern Equipment and Control Engineering)

**Lecturers:** Lecturer 1, Lecturer 2, Lecturer 3, etc.

**Textbook:** Shi Haifeng, etc., 机械自动化系统设计, edited by Shanghai University of Engineering Science

**Main Reference Books:**

Regarding the format, refer to the requirements for the format of bibliography of the graduation project

[1] Zhang Yingxin. 单片微型计算机原理、应用及接口技术[M]. Beijing: National Defense Industry Press. 2004.

[2] JiShiming. 机电一体化控制技术与系统[M]. Xian: Xidian University Press. 2014.

[3] Zhao Songnian. 机电一体化数控系统设计[M]. Beijing: Machinery Industry Press. 1994.

[4] ShenWeihong. 单片机应用系统设计实例与分析[M]. Beijing: Beihang University Press. 2003.

[5] Yu Yongquan, Li Xiaoqing, Chen Linkang. 单片机应用的功率接口技术[M]. Beijing: Beihang University Press. 1993.

### English translation:



## Appendix E - Regulations

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**Course Name:** .....

**Course Code:** 010175

**Applicable Level (Undergraduates/ Junior college students):** Undergraduates

**Credit Hours:**4    **Credits:** 4    **Way of Assessment:** .....

**Course Description:** .....

.....

**Pre-Course:**.....

**Applicable Major:**.....etc.

**Leading Teachers:** ..... etc.

**Teaching Material:** Shi Haifeng, etc., 机械自动化系统设计, edited by Shanghai University of Engineering Science

**Main Reference Books:**

- 1.
- 2.
- 3.

.....

(Note: The "Textbook" and the "Main Reference Books" can not be translated into English)

### (2) Course Teaching Process

Measures of Shanghai University of Engineering Science for the Management  
of Textbook Selection

HU GONG CHENG JIAO [2017] No. 82

Textbooks are a knowledge carrier that reflects content of the course and teaching methods, a basic tool for imparting knowledge and educating people, and an important guarantee for promotion of the teaching reform and improvement of the quality of teaching. These Measures are hereby formulated based on the relevant documents of the Ministry of Education and the Municipal Education Commission and the reform of the University's undergraduate education and teaching, with a view to further regulating the selection of textbooks, ensuring the quality of selected textbooks, eliminating the use of inferior textbooks, and continuously improving the quality of teaching.





### I. Textbook Management Organization

- i The Textbook Selection Management Committee shall be a management organization established by the secondary schools and colleges (teaching divisions/centers) that is responsible for the content review and selection of textbooks. It shall be responsible for reviewing the ideological and political nature of textbooks.
- ii The list of members of the Textbook Selection Management Committee of the secondary schools and colleges (teaching divisions/centers) must be submitted to the Teaching Research Section of the Dean's Office for the record.
- iii The Textbook Selection Management Committee shall be responsible for reviewing the textbooks to be used by the secondary schools and colleges (teaching divisions/centers) and completing related major tasks.

### II. Principles of Textbook Selection

- i The ideological and political elements and concepts of textbooks for courses shall be reviewed: Social science courses shall highlight national sovereignty, reflect the will of the country, and strengthen the correct orientation and education function. Natural science courses shall include ideological and political elements, and strengthen education in innovation awareness, scientific literacy, humanistic sensibilities and craftsmanship.
- ii The selected textbooks must meet the talent training goals of the program and the requirements of the course teaching, and conform to the basic laws of education and teaching. It shall be ensured that the content of the textbooks is consistent with the requirements in the syllabus of the course. The selected



## Appendix E - Regulations

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textbooks shall be enlightening and help cultivate students' abilities.

iii The selected textbooks shall fully reflect the internal scientific logic of the discipline and appropriately reflect the external connection between the discipline and other disciplines. At the same time, the selected textbooks shall reflect the new progress and new achievements of the discipline and continuously incorporate new engineering elements to highlight the educational characteristics of the University.

iv It is required to adhere to the "quality first" principle during the selection of textbooks. Priority shall be given to excellent textbooks awarded at the national, provincial and ministerial levels, nationally planned textbooks, excellent textbooks compiled by the University, and textbooks published in the past three years and recognized to have reached a high level. If the above textbooks do not meet the needs of the program, self-edited textbooks can be used instead.

v For courses applicable to the same syllabus, the textbooks of the same version shall be selected in principle.

vi To ensure the quality of textbooks, all textbooks for courses listed in the training plan shall be uniformly supplied by the Textbooks Section of the Dean's Office. Any faculty members and secondary schools and colleges (teaching divisions/centers) shall not directly distribute textbooks and teaching reference books to students.

vii The selected textbooks must meet the requirements of the corresponding education level and talent training. It is forbidden to use textbooks below the corresponding education level.



### III. Procedures of Textbook Selection

i If it is planned to select textbooks for the course for the first time or change the textbooks for the course, the faculty members responsible for the course must submit an application for textbook selection (including one preferred textbook and two alternative textbooks) according to the selection principle and fill in the Textbook Selection Evaluation Form of Shanghai University of Engineering and Technology. The secondary schools and colleges (teaching divisions/centers) shall submit all copies of the Textbook Selection Evaluation Form of Shanghai University of Engineering and Technology to the Textbooks Section of the Dean's Office.

ii If different versions of textbooks need to be selected for the same course due to teaching reform, and different versions of textbooks are planned to be piloted in different classes, the faculty teachers concerned must fill in the Textbook Selection Evaluation Form of Shanghai University of Engineering and Technology. Strict measures shall be implemented in this regard. After the pilot programs for the course are over, the faculty teachers concerned shall prepare a written summary and submit it to the Teaching Research Section of Dean's Office. Otherwise the pilot programs shall be suspended.

iii The secondary schools and colleges (teaching divisions/centers) shall require the members of the Textbook Selection Management Committee to carefully review the application for textbook selection in accordance with the requirements of the program training plan and the course syllabus and the principles of textbook selection. In particular, it is necessary to focus on reviewing the ideological and political nature of textbooks and checking the



textbook selection plan of the applied course (including the preferred textbook and alternative textbooks).

iv Once the textbook selection plan is determined, it shall be used continuously for a certain period of time. (Generally within 2~3 years) The plan shall not be changed at will, and the textbook version shall not be changed due to changes in faculty members. If textbooks are no longer adapted to the needs due to the adjustment of the course plan and the update of the content of the course, the faculty members concerned must fill in the Textbook Selection Evaluation Form of Shanghai University of Engineering and Technology. Textbooks can only be re-selected after the approval of the director of the Textbook Selection Management Committee of the secondary schools and colleges (teaching divisions/centers).

v After textbooks have been selected for all courses, the Textbooks Section shall collect the order information of the secondary schools and colleges (teaching divisions/centers) and provide it to the bookstores supplying textbooks, and support the bookstores to process orders to ensure that students can purchase textbooks before the beginning of the semester.

vi The centralized booking of textbooks shall be organized in spring and autumn each year. The secondary schools and colleges (teaching divisions/centers) shall fill in the application form for the selection of textbooks and teaching materials within the specified time. The Textbooks Section shall collect relevant information for students to confirm the selected textbooks when choosing courses.

#### IV. Management of Self-Edited Textbooks



i Self-edited textbooks (including lecture notes, experiment (internship) guide books) shall refer to textbooks compiled by faculty members of the University that have not been officially published by the publisher. If there are officially published similar textbooks, faculty members shall generally not compile textbooks by themselves.

ii The content of self-edited textbooks shall be reviewed by the Textbook Selection Management Committee of the secondary schools and colleges (teaching divisions/centers) where the editor belongs. Experts from the Textbook Selection Management Committee of the secondary schools and colleges shall fill in the Application Form for Self-Edited Textbooks of Shanghai University of Engineering Science, present written opinions, and submit the manuscript and opinions to the Textbooks Section of the Dean's Office 2 months before the course is given. The Textbooks Section of the Dean's Office shall deliver self-edited textbooks for printing according to uniform specifications.

iii Self-edited textbooks must have clear writing, orderly arrangement, standardized illustrations, and complete content. Editors shall proofread and finalize self-edited textbooks, review final proofs, and sign for printing. Self-edited textbooks that fail to meet the requirements shall not be printed.

### V. Management of Selected Textbooks

i In principle, faculty members cannot change textbooks included in the selection plan at will. If it is necessary to change textbooks, faculty members must explain the reason and submit an application, which shall be approved by the secondary schools and colleges (teaching divisions/centers) and the



Dean's Office level by level. If the replacement of textbooks causes economic loss due to the negligence of faculty members, the economic losses shall be borne by the faculty members.

ii The Textbooks Section of the Dean's Office shall be responsible for the subscription and distribution of various types of textbooks at all levels of the University. In order to ensure the quality of textbooks, faculty members shall not directly promote textbooks to students that are not approved by the University and are not included in the selection plan. The Textbooks Section shall not order, promote or underwrite textbooks.

VI. The Dean's Office shall be responsible for the interpretation of these Measures.

VII. These Measures shall come into effect as of October 12, 2017. The original Measures of Shanghai University of Engineering Science for the Management of Textbook Selection (HU GONG CHENG JIAO [2015] No. 108) shall be repealed simultaneously.

### Basic Norms of Shanghai University of Engineering Science on Lesson Plans and Lecture Notes

HU GONG CHENG JIAO [2015] No. 112

Article 1 Preparing lesson plans and lecture notes is a basic step for faculty members to organize and implement syllabuses. These Basic Norms are hereby formulated to further improve the quality of lesson preparation for faculty members, promote the preparation of lesson plans and lecture notes in



a standardized manner, and effectively improve the classroom teaching of faculty members.

Article 2 The lesson plan refers to the plan of teaching implementation prepared by faculty members to organize teaching. It is an important manifestation of the teaching ideas, teaching methods and personality of faculty members. It summarizes the teaching experience of faculty members and reflects the teaching ability of faculty members. It is an essential document to ensure the quality of teaching.

### Article 3 Basic content of the lesson plan

The lesson plan can be prepared in units of one teaching unit or one lesson (generally 2 ~ 4 class hours). The course name, class (course number), class hours, credit points, prerequisite courses, reference textbooks, etc. shall be stated first.

The main content shall include:

i Number and title of the lesson: Explain the number of the lesson (the order of the lesson in the teaching plan) and the chapters and section titles specified in the syllabus.

ii Purpose and requirements: The expected effects and objectives of the teaching unit (the teaching objectives and requirements shall be consistent with the basic requirements specified in the syllabus).

iii Class hour distribution: Teaching process and time allocation of teaching steps.

iv Key points and difficulties: The key points and difficulties of the lesson and countermeasures. Key points of teaching refer to the important content of



the syllabus or the key problems to be solved in the lesson; difficulties refer to the difficult knowledge that students may find difficult to understand in the process of achieving the teaching objectives.

v Teaching content: It is the main body of the lesson plan. The content shall be organized in the three aspects of introduction of new courses, teaching as well as summary and consolidation. It shall include the review of the previous lesson, the knowledge that students must master in the current lesson, and analysis and discussion. Faculty members shall carefully design the content of the unit, teaching approaches and methods, teaching aids, teacher-student interaction, blackboard writing, etc. according to the purpose of teaching. When necessary, some scientific research methods and new achievements in related fields shall be introduced according to the objectives of teaching.

vi Homework and reflection questions: A reasonable amount of homework and reflection questions shall be assigned reasonably, aimed at helping students consolidate and master the knowledge they have learned, and cultivate their ability to analyze and solve problems.

vii Reference materials: mainly include extracurricular reading materials (including bibliographies, newspapers, periodicals and papers) and network resources provided to students, providing relevant materials and information for students to conduct self-study after class and expand their knowledge.

viii Summary after class: analysis and summary of teaching management. It not only includes the analysis and summary of the scientific content and completeness of the knowledge and academic viewpoints in the course





teaching, but also the analysis and evaluation of the teaching process and the learning effect of students, so as to provide experience and materials for teaching in the future. The teaching summary can be written into the lesson plan during course preparation and teaching as needed, or it can be listed separately.

The format of the lesson plan may not be limited to one type or style. The presentation form of the lesson plan shall reflect the characteristics, but shall include the basic content elements and teaching design of the lesson plan. In principle, the format of lesson plans of the same disciplines shall be unified.

### Article 4 Basic requirements for writing the lesson plan

i It is essential to use the syllabus and basic textbooks as the basis. It is required to study and be familiar with textbooks and reference books, and timely supplement cutting-edge content according to the new requirements of social development for talents.

ii The teaching objectives and requirements shall be clearly defined. The content of the course shall be carefully analyzed to determine the purpose of the current chapter or the current lesson, which shall contain the knowledge to be mastered and the requirements for the cultivation of students' ability.

iii It is recommended to write a lesson plan for each unit (usually 2 class hours). For students studying different programs and at different levels, the content and focus of the lesson plan shall be different. The progress shall be scientifically defined, key points shall be highlighted, difficulties shall be explained, and the enlightenment of students shall be emphasized.

iv The type of teaching (theoretical class, discussion class, experimental



class or exercise class, etc.) shall be designed according to the content of the course, and appropriate teaching methods and means shall be selected. On the premise of covering basic elements, faculty members shall be encouraged to show their characteristics and exert their creativity in lesson preparation.

Article 5 Lecture notes are the content prepared by faculty members according to the lesson plan. They are the specific presentation of all the content to be taught, and are a text description of the specific implementation plan of classroom teaching. Faculty members must prepare lecture notes based on understanding the syllabus and writing the lesson plan, and digest all the content of the course.

### Article 6 Basic requirements for lecture notes

i While writing lecture notes, it is required to refer to a variety of reference books, conduct careful analysis and carefully design the content. There must be a comprehensive overview as well as detailed explanations of key points and difficulties. At the same time, it is necessary to track the cutting-edge knowledge of the discipline, and keep abreast of the new developments of the knowledge to continuously supplement the teaching content.

ii Lecture notes shall be as detailed and comprehensive as possible. In particular, new faculty members must fully prepare lecture notes. In order to facilitate modification and supplementation, appropriate blanks shall be left on the right side of lecture notes for the writing of examples, cases, key points, prompts and new content.

iii Faculty members shall draw up the teaching mode, methods and means to be adopted according to the characteristics of the course. The



content shall be made easy for students to fully grasp and understand, so as to transform knowledge into students' ability and wisdom.

Article 7 The difference between the lesson plan and lecture notes

i The basic content carried by the lesson plan is information about the organization and management of classroom teaching, while the basic content carried by the lecture notes is knowledge information. In other words, the lesson plan is prepared to solve the problem of "how to teach", and lecture notes are prepared to solve the problem of "what to teach".

ii The formation of the ideas of the lesson plan is governed by the management logic of the teaching process; while the formation of ideas of lecture notes is governed by the knowledge logic of the teaching process.

iii The relationship between the lesson plan and lecture notes is that the former determines the latter.

iv In terms of form of expression, the length of the lesson plan is a few hundred or around a thousand Chinese characters, while the length of lecture notes is longer.

Article 8 Instructions on the electronic lesson plan, multimedia courseware and e-learning courseware

i The electronic lesson plan is presented in the form of slides for faculty members to teach and students to review. Development tools include PowerPoint, etc.; storage media include magnetic disks, optical disks, and network servers.

ii The presentation form of CAI courseware is software, which can be run independently and used to assist faculty members' teaching and students'



learning. CAI courseware is used to help solve key and difficult problems, and it is implemented in special or high-level language programming. Storage media include magnetic disks, optical disks, and network servers.

iii E-learning courseware is presented through the network, which is the sum of the content and teaching activities of a course. Online courseware includes content of the course organized according to specific objectives and strategies of teaching and supporting steps for online teaching. It is applied to students' self-regulated learning.

iv Multimedia courseware includes electronic lesson plan, CAI courseware and e-learning courseware, audio-visual films and streaming media.

v Electronic lesson plans, CAI courseware and e-learning courseware are not a substitute for the lesson plan.

Article 9 The Dean's Office shall be responsible for the interpretation of these Basic Norms, which shall come into effect as of January 9, 2015.

Regulations of Shanghai University of Engineering Science on Faculty  
Teaching

HU GONG CHENG JIAO [2015] No. 113

These Regulations are hereby formulated in accordance with the Education Law of the People's Republic of China, the Teachers Law of the People's Republic of China and the Higher Education Law of the People's



Republic of China, with a view to meeting the needs of higher education reform and development, promoting the growth of the faculty, improving the professionalism of the faculty, enhancing the sense of responsibility of the faculty, stipulating all teaching management norms, urging the faculty to earnestly impart knowledge and educate students, and making teaching and its management gradually scientific, institutionalized and standardized.

### I. Basic Requirements for Faculty Members

i It is required to adhere to the Four Cardinal Principles, support the CPC's lines, guidelines, and policies and love education. It is required to have a high moral character, professional dedication and a high sense of responsibility, and do not do things that are contrary to professional ethics.

ii Faculty members shall be strict with themselves, abide by the law, and love the University and students. It is required to impart knowledge and educate students and be paragons of virtue and learning. It is required to be highly responsible for the University and students, fully care about and strictly demand students, and promote and help students to develop in moral, intellectual, physical, and aesthetic aspects.

iii It is required to earnestly study and research the theory of education science, strive to master the laws of education and teaching, and actively participate in teaching research and reform. It is required to continue to summarize teaching experience, improve teaching methods, and improve teaching quality. It is required to comprehensively promote quality-oriented education and strive to cultivate students' practical and innovative abilities.

iv It is required to actively undertake teaching tasks and perform duties



seriously. It is required to master the theoretical knowledge and professional skills of the discipline systematically; learn and master modern scientific knowledge; focus on practice and be creative; actively study the latest research results related to the discipline, continuously improve academic and teaching levels, and reform the content of the course.

v It is required to abide by the rules and regulations established by the University and perform duties as required.

### II. Teaching Qualification

i The stipulations of the Teachers Law of the People's Republic of China and the Measures of Shanghai University of Engineering Science for the Recognition of Qualifications of Faculty Members shall be met.

ii The main lecturer shall have the professional title of lecturer or above or a master's degree or above.

### III. Normative requirements in the teaching process

#### i Lesson preparation

1. The textbooks and reference books shall be selected according to the requirements of the syllabus, and the lesson plan and lecture notes shall be carefully written. The teaching shall be carefully designed, the content shall be selected and arranged scientifically and rationally, and the connection between the course and the prerequisite and follow-up courses shall be handled correctly. The key points and difficulties of each chapter shall be made clear according to the characteristics of the course and the status of the students. It is necessary to pay close attention to the frontier issues of the discipline, and strive to achieve an organic combination of the content of the



course in basic, scientific, advanced and systematic aspects.

2. Before starting to teach a course, the teaching plan and the lesson plan shall be carefully prepared according to the syllabus, and the hours for lectures, experiments, practice and discussions shall be reasonably allocated, and specific arrangements for the course progress and various teaching procedures shall be made to ensure the quality of teaching.

3. If there are 2 or more faculty members offer the same course in the same semester (same course code), they shall prepare the lessons and stipulate the same basic requirements for teaching collectively. They shall also brainstorm, learn from each other's strengths, and jointly carry out teaching research to improve the quality of teaching.

4. It is necessary to fully understand the studies of students, organize the content of the course scientifically according to teaching requirements, choose appropriate teaching methods, and teach students in accordance with their aptitude.

5. It is necessary to draw up exercises, reflection questions or discussion questions that will help students master the knowledge they have learned, and prepare them for self-study.

### ii Classroom teaching

1. Classroom teaching is the main way for students to acquire knowledge. Faculty members shall take every class seriously with a high sense of responsibility and full energy, strictly require students to abide by classroom discipline, and properly organize classroom teaching. Faculty members shall pay attention to their appearance and dress neatly before



## Appendix E - Regulations

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entering the class. It is required to speak Mandarin and write standardized characters in class.

2. Faculty members shall comprehensively and systematically introduce the knowledge, practical skills and learning methods of the discipline, and elaborate on the latest theory related to the discipline. The explanation shall be lively and key points and difficulties shall be highlighted. It is necessary to use flexible teaching methods to stimulate students' innovative thinking and spirit and enable students to achieve mastery through a comprehensive study. Faculty members shall ensure that their expression is clear and fluent, their writing on the blackboard is clear and standardized, and their class periods are appropriately allocated.

3. On the premise of meeting the basic requirements of teaching, faculty members can introduce different academic viewpoints according to their needs, but they must not deviate from the requirements of the syllabus. It is required to guide students to correctly absorb the latest achievements of this discipline, expand their horizons, and cultivate their independent thinking ability, the ability to distinguish right from wrong, and the ability to solve problems.

4. Faculty members must strictly enforce classroom discipline, pay attention to maintaining classroom order, and check attendance for students in accordance with regulations. Any problems shall be dealt with in time; serious ones shall be reported to the secondary schools and colleges to which the students belong.

5. Faculty members shall use modern teaching methods to assist in





teaching according to the characteristics of the course, so as to increase the amount of information in class and improve the quality of teaching.

### iii Classroom discussions

1. Faculty members shall organize classroom discussions according to the characteristics, content and requirements of the course and include them in the teaching plan. Faculty members shall be fully prepared before discussions and ask students to be prepared to speak.

2. In classroom discussions, students shall be allowed to express different opinions so as to clearly state their views and stimulate their interest in learning. It is necessary to guide students to correctly understand and digest the basic content and to encourage them to put forward innovative ideas.

3. Faculty members shall strengthen the guidance and inspiration for students, focus on the topic, and summarize after the discussion.

### iv Tutoring and Q&A

1. Tutoring and Q&A shall generally be conducted in the classroom at a specified time.

2. Tutoring and Q&A can be conducted collectively or one-on-one. It is required to give full play to the advantages of tutoring and Q&A in the classroom and online.

3. In tutoring and Q&A, faculty members shall not only enthusiastically help students with poor foundations, but also pay attention to cultivating outstanding students. It is required to inspire students' thinking, expand their mind, and stimulate their initiative and enthusiasm for learning.

### v Assignments



## Appendix E - Regulations

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1. Faculty members shall give assignments according to the requirements of the syllabus. The content, quantity, completion date, and problem-solving requirements of assignments shall be clearly specified in accordance with unified standards.

2. Generally, all assignments of students shall be corrected. For some basic courses with a large amount of assignments, part of the assignments can be corrected only after approval by the departments (teaching and research sections), but not less than one-third each time.

3. Faculty members must properly register correction of assignments and carefully correct assignments in terms of quality and quantity. The answers to assignments must be published in a timely manner. It is required to return the assignments that do not meet the requirements and are plagiarized to the students concerned, who shall be asked to redo the assignments. For assignments with errors, faculty members shall clearly point out the problems.

4. Faculty members shall lay emphasis on the feedback and guidance based on assignments. The problems in assignments must be specifically recorded and included in the lesson plan.

### IV. Teaching Discipline

i Faculty members shall obey the work arrangements of the University and the secondary schools and colleges (teaching divisions/centers), undertake teaching tasks, and complete the required teaching management.

ii Faculty members must not transfer classes, suspend classes or ask others to take over classes at will. If adjustment is required due to special circumstances, an application shall be made to the secondary schools and



colleges (teaching divisions/centers) in advance. After the director of the secondary schools and colleges (teaching divisions/centers) gives an opinion and signs the application, the application shall be sent to the Dean's Office for approval, and then the educational administration staff shall notify the relevant personnel.

iii Faculty members must organize teaching strictly in accordance with the requirements of the syllabus and the teaching plan of the course. It is not allowed to increase or decrease the class periods and change the content of the course.

iv Faculty members shall abide by the University's regulations and policies concerning teaching management during the teaching process.

V. The Dean's Office shall be responsible for the interpretation of these Regulations.

VI. These Regulations shall come into effect as of September 1, 2015. The original Regulations of Shanghai University of Engineering Science on Faculty Teaching (HU GONG CHENG JIAO [2004] No. 97) shall be repealed simultaneously

### Regulations of Shanghai University of Engineering Science for Curriculum-Based Assessment Management

HU GONG CHENG JIAO [2019] No. 220

The curriculum-based assessment is an important part of teaching. It checks not only the ability and degree of students in mastering and applying knowledge, but also the teaching effect of faculty members. To improve the teaching quality and level, promote teaching reform, strengthen the



management of curriculum-based assessment, and intensify assessment requirements, the Regulations of Shanghai University of Engineering Science on Curriculum-Based Assessment Management are hereby formulated.

Article 1 Students must participate in the curriculum-based assessment prescribed in the training plan. The assessment falls into two types: exam and quiz. The courses subject to exam and quiz are determined according to the stipulations of the training plan. A score of 60 points (D) or above is required for obtaining the credits for the corresponding course.

Article 2 Curriculum-based assessment may take various forms, such as closed book assessment, open book assessment, semi-open book assessment, interview, comprehensive exercise, comprehensive design or experiment operation, and papers. The assessment results are shown by a 100-point system or a 5-class (A, B, C, D, F) 10-grade (A, A-, B+, B, B-, C+, C, C-, D, F) system. For the conversion standard between the 100-point system and the 5-class 10-grade system, please refer to the Regulations of Shanghai University of Engineering Science on Credit System-Based Academic Status Management.

Article 3 Courses subject to exam are based on written assessment, and the results are recorded in a 100-point system. The overall evaluation results of the courses subject to exam are generally determined by the final exam results and the usual scores. The usual scores may include several items, such as attendance, classroom performance, day-to-day homework, and phase-based assessment. The specific ratio shall be written in the course syllabus by the department offering the corresponding course (teaching and



## Appendix E - Regulations

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research section) according to the Regulations of Shanghai University of Engineering Science on Teaching Syllabus and Course Description Management, which will be confirmed and communicated to the students through the Course Teaching Plan of Shanghai University of Engineering Science after being approved by the secondary school and college (teaching division/center).

Article 4 Courses subject to quiz adopt a 5-class 10-grade system for the recording of the quiz results.

Article 5 The assessment results of social practice, internships, experimental courses, and curriculum design are recorded in a 5-class 10-grade system.

Article 6 The assessment results of graduation design (thesis) are recorded in a 100-point system.

Article 7 The assessment of the courses subject to exam is arranged during the examination week; the assessment of the courses subject to quiz is generally carried out during class. The assessment of some highly theoretical courses subject to quiz may be arranged during the examination week if a final exam is required, which is determined by the relevant secondary schools and colleges (teaching divisions/centers) in conjunction with the Dean's Office.

Article 8 The main public and discipline-specific basic compulsory courses in the first and second academic years may be assessed through mid-term exams to check the teaching effect in the first half of the semester. The number of courses subject to mid-term exam shall be ideally kept within 2 to 3 per semester. The courses subject to mid-term exam are determined by



## Appendix E - Regulations

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the Dean's Office in conjunction with the relevant secondary schools and colleges (teaching divisions/centers) according to the training plan.

Article 9 The setting of the test questions is directed by the head of the relevant department (teaching and research section). The final exam will last for 120 minutes and the written quiz 90 minutes. The test questions must be built on the syllabus and cover the basic content of the course, meet the basic requirements of the syllabus for knowledge and ability, have a proper depth, breadth, coverage, and focus, and pay attention to quality. Emphasis shall be put on the assessment of basic theories, basic knowledge, basic skills, and problem analysis, problem solving, and innovation abilities. Test questions shall have different levels of requirements, a certain depth and breadth, and an appropriate number of challenging questions. The number of the test questions depends on the duration of the assessment. The description of the questions must be clear. Strange and rare questions and academically controversial issues shall be avoided. The final exam shall cover the content learned before the mid-term exam.

Article 10 The courses of the same standard (that is, the same course code) shall fall under unified questions setting and unified assessment. For each course subject to written assessment, two sets of test questions (set A and set B) with the same questions setting scope, requirements, and difficulty level shall be drawn up (the repetition rate between set A and set B shall not exceed 10%), and the reference answers and scoring criteria shall also be provided. The test papers shall be printed in a uniform format as required by the University, with clear and standardized texts, symbols, formulas, and



illustrations. The score of each question shall be indicated and the Questions Setting Review Form properly filled out. After reviewing by the heads of the department (teaching and research section) and the secondary schools and colleges (teaching divisions/centers), the final/make-up test papers shall be chosen, signed and sealed, and submitted to the textbook section for printing within a specified time.

Article 11 Each secondary school and college (teaching division/center) shall strengthen its leadership in questions setting. Teaching and testing may be separated for some courses when possible, and the repetition rate of the test questions for the same course in the past three years shall not exceed 30%. The main public and discipline-specific basic compulsory courses shall use the test library as much as possible. The test library recommended by the Ministry of Education for a course, if there is any, shall be used first.

Article 12 Confidentiality must be strictly observed in the entire process from questions setting to assessment. Upon the completion of the questions setting, the draft paper, electronic documents, and other materials related to the test must be destroyed to prevent leakage of information. Faculty members who set the questions and those with access to the test papers shall not disclose the contents of the test questions in any way. Those who disclose the test questions shall be held accountable with severe consequences, and immediate remedial measures shall be taken. The waste papers generated in the process of printing shall be destroyed immediately. Each secondary school and college (teaching division/center) shall, after having received the test papers, designate a special person to keep the test papers for the absolute



safety of them. No one is allowed to take the test papers out of the University before the assessment for any reason.

Article 13 The centralized class suspension and examination shall be arranged by the Dean's Office. Once scheduled, the examination date cannot be changed randomly. Where it is necessary to change the date due to special reasons, it shall be proposed by the secondary school and college (teaching division/center) that offers the corresponding course and discussed with the secondary school and college to which the students belong. Without scheduling conflict, the date may be changed after the Dean's Office is notified and the relevant formalities completed.

Article 14 The invigilators must meet the qualifications for invigilation. There shall be 2 invigilators in small and medium-sized examination rooms, and 3 invigilators in large examination rooms. The invigilation work shall be done by the secondary school and college (teaching division/center) that offers the corresponding course and the secondary school or college to which the students belong, with the former undertaking no less than 30% of the invigilation work. Faculty members teaching the corresponding courses and mentors (or head teachers) shall participate in the invigilation.

Article 15 Each secondary school and college (teaching division/center) shall establish an exam inspection system. During the exam, the inspectors shall check the performance of the invigilators and the discipline of the examination room. The persons in charge of the secondary schools and colleges (teaching divisions/centers) must participate in the inspection tour.

Article 16 Faculty members shall mark the papers responsibly, strictly and





## Appendix E - Regulations

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fairly implement the scoring criteria, avoid misjudgments, give clear signs for deductions and bonuses, and correctly fill in each score column. Similar courses involving a large volume of papers and a wide range of knowledge shall be subject to relay marking or collective marking.

Article 17 The marking work shall be completed within three days after the curriculum-based assessment. The faculty members teaching the corresponding courses shall enter the students' assessment results in the teaching management information system in a timely manner. The assessment results of students who have not chosen the courses and are not included in the final list of the class will not be registered. Each secondary school and college (teaching division/center) shall promptly confirm and release the curriculum-based assessment results submitted by the faculty members, and print the transcripts in triplicate, which, after being reviewed and signed by the head of the department (teaching and research section), will be respectively kept by the secondary schools or colleges (teaching divisions/centers) where the faculty members belong, filed at the Dean's Office, and filed together with the test papers.

Article 18 The assessment results that have been entered and reported cannot be changed. If it is necessary to change the results due to special reasons, it shall be agreed by the dean of the department (teaching and research section) and approved by the dean (director) in charge of teaching affairs. The correction recording formalities shall be handled at the Dean's Office. The persons responsible for such errors will also be criticized and punished according to the relevant regulations if the errors are severe.



Article 19 Students may check their assessment results online. Where a student disagrees with the assessment result of a certain course and asks for inquiries, it shall be proposed by the mentor (or head teacher), approved by the secondary school and college (teaching division/center) offering the course, and checked by the mentor (or head teacher) at the secondary school and college (teaching division/center) offering the course. Errors found through the re-check shall be corrected with the relevant formalities.

Article 20 After the exam, the department (teaching and research section) shall organize faculty members for teaching analysis, and also organize them to fill in and submit the Test Papers Analysis Form (or Course Teaching Analysis Form) within one week after the completion of the marking work, summarizing teaching experience and existing problems, and providing suggestions for future improvement.

Article 21 The test papers of the courses subject to exam (including core courses), the reports on curriculum-based assessment results, the Test Papers Analysis Form (or Course Teaching Analysis Form), and other materials shall be stapled and kept by the secondary schools and colleges (teaching divisions/centers) offering the corresponding courses in accordance with the University's Notice on Unified Requirements for the Stapling of Test Papers, and the retention period shall be two years after the students' graduation.

Article 22 The make-up exam shall be arranged by the Dean's Office in conjunction with the relevant secondary schools and colleges (teaching divisions/centers). The time for the make-up exam shall be before the start of



the next semester. Each secondary school and college (teaching division/center) shall provide cooperation and support.

Article 23 The Dean's Office shall be responsible for the interpretation of these Regulations.

Article 24 These Regulations shall come into force as of the date of issuance, and the original Regulations of Shanghai University of Engineering Science on Curriculum-Based Assessment Management (HU GONG CHENG JIAO [2015] No. 114) shall be repealed simultaneously.

### Invigilation Instructions of Shanghai University of Engineering Science

#### HU GONG CHENG JIAO [2015] No. 110

The Invigilation Instructions of Shanghai University of Engineering Science are hereby formulated to further specify the responsibilities of invigilation, regulate invigilation procedures, maintain the normal order of the examination room, and exercise strict exam disciplines.

I. Invigilators must strictly perform their duties, strictly implement examination rules, carefully supervise and inspect the examination room, and maintain the examination discipline to ensure that the assessment is fair, just and smooth.

II. If the Notice of Invigilation requires examination papers to be collected, invigilators shall collect examination papers at the designated place 20 minutes before the examination begins. Invigilators must enter the



examination room 15 minutes before the examination begins.

III. Invigilators must check candidates' campus card before the examination begins. Candidates who have lost their campus card must enter the examination room with their student ID and ID card (passport or "identity certificate" with photo issued by the public security agency). The assessment with special regulations on documents shall be organized in accordance with such regulations. Those without designated documents or incomplete documents shall not be allowed to participate in the examination and shall be ordered to leave.

If the candidate's ID photo is difficult to identify or there is a suspicion of posting another person's photo, the candidate shall be temporarily detained, and the candidate shall be asked to find a supervisor (head teacher) or counselor to come to the examination room for confirmation before the examination begins. The supervisor (head teacher) or counselor who comes to verify the identity of the candidate must sign the Examination Room Situation Record Form.

IV. Invigilators shall arrange seats in the examination room reasonably. Both the first and last rows must be seated. Two candidates in the same row must be separated by at least 2 spaces. Candidates shall be designated to be seated as required.

V. Invigilators must clean up the scene before the examination begins, and urge candidates to place the following items on the podium or other designated locations away from their seats: books, handouts, lecture notes, newspapers and periodicals, materials, brief notes, self-provided draft papers,



## Appendix E - Regulations

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all kinds of bags (school bags, pencil cases, pencil cases, glasses cases, etc.), and mobile phones, electronic dictionaries, computers and other devices or communication tools with storage, Internet, and transmission functions.

Invigilators must double check the examination room to carefully check whether candidates' desks and chairs have information related to the examination.

VI. Invigilators must read the Examination Rules to candidates 5 minutes before the start of the examination (note that the examination time must not be occupied).

VII. The following shall be written on the blackboard in the examination room:

1. The name of the course; the start and end time of the examination;
2. Hand in books, bags and papers; turn off and hand in mobile phones and other equipment;
3. Put your documents on the corner of the desk for future reference.

VIII. Examination papers, answer sheets (papers) and draft papers shall be distributed 2 minutes before the start of the examination. Candidates shall be required to firstly check the number of pages and the printing of the front and back of examination papers after receiving examination papers. If finding that some pages are missing or some parts are omitted or reprinted, the candidate must raise hand to report to invigilators in time.

IX. Candidates shall be required to fill in information such as class, name, and student number in the designated place on the examination paper.

X. Candidates shall not be allowed to borrow stationery and calculators



without authorization. The above items can only be borrowed after invigilators have checked and cleared relevant information.

XI. Candidates who arrive 20 minutes after the start of the examination shall not be allowed to enter the examination room. Invigilators shall double check candidates' information and fill in the list of absentees on the Examination Room Situation Record Form.

XII. Candidates can hand in their examination papers and leave the venue 30 minutes after the start of the examination.

XIII. Invigilators shall earnestly perform their duties of supervising candidates and always concentrate on invigilation. Invigilators shall not be allowed to leave the examination room at will, and shall not be allowed to do anything unrelated to invigilation (such as reading books, chatting, and doing other things). Invigilators shall not be allowed to smoke in the examination room, use mobile phones, computers and other communication or Internet tools, and shall not be allowed to sit with their backs to candidates.

XIV. If a candidate reports that examination papers are incorrectly distributed, bound or printed, or the questions are illegible, invigilators must reply in public. Invigilators shall not give any explanations or hints on the meaning of the questions.

XV. Candidates shall not be allowed to leave the venue at will during the examination. If there are special reasons, candidates must obtain the consent of invigilators, and they can leave the examination room temporarily under the company of invigilators (for examinations that require the submission of examination papers before leaving the venue, the rules concerned shall be



implemented).

XVI. Invigilators must strictly enforce the examination discipline and prevent violations in the bud. Invigilators shall promptly warn and stop any attempts to violate disciplines by candidates and shall not turn a blind eye. For evidence-based violations of discipline, relevant candidates shall be ordered to terminate the examination immediately, and the physical evidence, examination papers and answer sheets (papers) shall be collected, and the words “violating discipline” shall be marked on the examination papers, and the candidates shall be sent to the secondary schools and colleges where they study to receive punishment. The details shall be written in the Examination Room Situation Record Form. After the examination is over, the physical evidence and the Examination Room Situation Record Form shall be reported to the Teaching Affairs Section as soon as possible.

XVII. Invigilators shall not extend or shorten the duration of the examination.

XVIII. At the end of the examination, invigilators shall tell candidates to stop writing and not leave their seats. Invigilators shall collect examination papers immediately. Candidates can leave the venue only after examination papers have been collected and counted correctly. Invigilators must sign the examination paper bag.

XIX. Invigilators shall truthfully fill in the Examination Room Situation Record Form and submit it to the Teaching Affairs Section immediately. If a candidate violates discipline, the physical evidence shall be submitted to the Teaching Affairs Section. Examination papers shall be returned to the office



where the papers are collected.

XX. The Dean's Office shall be responsible for the interpretation of these Instructions. Where there are other regulations for other national or (provincial) municipal examinations, such regulations shall prevail.

XXI. These Instructions shall come into effect as of September 9, 2015. The original Invigilation Instructions of Shanghai University of Engineering Science (HU GONG CHENG JIAO [2006] No. 85) shall be repealed simultaneously.

### Examination Rules of Shanghai University of Engineering Science

#### HU GONG CHENG JIAO [2015] No. 111

I. Candidates taking examinations must hold their campus card. Candidates who have lost their campus card must enter the examination room with their student ID and ID card (passport or "identity certificate" with photo issued by the public security agency). The assessment with special regulations on documents shall be organized in accordance with such regulations. Those without designated documents or incomplete documents shall not be allowed to participate in the examination and shall be regarded as absentees. After entering the examination room, candidates must put their campus card, student ID and other relevant documents at the corner of the desk for future reference.

II. Candidates must enter the designated examination room 10 minutes





before the examination begins. Candidates who arrive 20 minutes after the start of the examination shall not be allowed to enter the examination room and shall be regarded as absentees. Candidates can hand in their examination papers and leave the venue 30 minutes after the start of the examination (for examinations in which candidates shall not be allowed to hand in their examination papers in advance, the rules concerned shall be implemented).

III. Candidates shall keep quiet after entering the examination room, and shall not make any noise or walk around the examination room at will.

IV. Candidates must sit in the seat designated by invigilators and obey the adjustment of the seat by invigilators. Those who do not follow the arrangements of invigilators shall not be distributed examination papers. Candidates shall not be allowed to change seats during the examination.

V. Candidates taking closed-book examinations shall only be allowed to bring necessary stationery (such as fountain pens, pens, ballpoint pens, pencils, rulers, compasses, erasers, etc.); candidates taking open-book examinations shall only be allowed to bring books, notes and materials designated by faculty members and necessary stationery.

Without permission, it is not allowed to bring any books, handouts, lecture notes, newspapers and periodicals, materials, brief notes and other written materials and self-provided draft paper; it is not allowed to bring all kinds of bags (such as school bags, pencil cases, pencil cases or glasses cases, etc.); it is not allowed to use mobile phones and other communication tools and electronic devices with storage or Internet access and transmission



## Appendix E - Regulations

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functions (such as electronic dictionaries, computers or other electronic storage and recording devices).

Candidates who have brought the above-mentioned items into the examination room must put them in the designated place according to the requirements of invigilators before the examination starts. Candidates who fail to put the above-mentioned items in the designated place according to regulations after the start of the examination shall be punished as violators of discipline.

VI. For courses that allow candidates to use calculators, the calculators used by candidates must not have programmable or storage functions. Candidates shall not be allowed to continue using the receiving device after the listening playback is over. Candidates shall not be allowed to borrow calculators, stationery or other items from each other during the examination.

VII. If finding that examination papers are incorrectly distributed, bound or printed, or the questions are illegible, candidates can raise hands to indicate to invigilators and ask invigilators only after getting permission. Candidates shall not ask invigilators to give any explanations or hints on the meaning of the questions.

VIII. After receiving examination papers, candidates shall first check whether they match the course of the examination, and report to invigilators in case of mismatch. After confirming that test papers are correct, candidates shall use a black or blue fountain pen, pen or ballpoint pen to write down the class, name, student number and other information neatly and clearly on the answer sheet.



## Appendix E - Regulations

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IX. Except for special requirements, candidates must use a black or blue fountain pen, pen or ballpoint pen to write in the designated place. The writing shall be neat, clear and tidy. It is prohibited to use red pens or pencils to answer questions. Answers written on the draft paper shall be invalid. For examinations that require the use of answer sheets (cards), answers must be written on answer sheets (cards). Answers written on examination papers shall be invalid.

X. When answering questions, candidates shall not disassemble the bound examination papers without permission.

XI. Candidates shall not be allowed to take examinations on behalf of others, exchange examination papers, carry materials, pass slips, copy from others, check answers with others, peek at or peep into others' examination papers, talk with or whisper to others, or borrow stationery or calculators from each other without authorization. Candidates taking open-book examinations shall not be allowed to borrow others' books, notes and other materials. Violators shall be punished in accordance with the Regulations on the Management of Examination Discipline, Definition of Violations of Discipline and Disciplinary Punishment for Various Assessments.

XII. If a candidate violates discipline, invigilators shall keep the physical evidence, immediately terminate his/her examination, and send him/her to the secondary schools and colleges where he/she study to receive punishment. The details shall be written in the Examination Room Situation Record Form. After the examination is over, the physical evidence and the Examination Room Situation Record Form shall be reported to the Teaching Affairs Section



as soon as possible.

XIII. Unless otherwise specified, the duration of the test shall generally be 120 minutes, and the duration of the assessment shall be 90 minutes. Invigilators shall not extend or shorten the duration of the examination without authorization.

XIV. Candidates shall not be allowed to leave the venue at will during the examination. If there are special reasons, candidates must obtain the consent of invigilators, and they can leave the examination room temporarily under the company of invigilators (for examinations that require the submission of examination papers before leaving the venue, the rules concerned shall be implemented).

XV. Candidates who have finished answering questions and want to leave within the period when candidates are allowed to hand in examination papers shall hand in examination papers, answer sheets (papers) and draft paper to invigilators. Candidates will not be allowed to leave until invigilators confirm that the above materials are correct and agree.

At the end of the examination, candidates shall stop writing immediately and remain sitting in their seats. It is not allowed to read others' examination papers or talk to others, or hand in examination papers for others. Invigilators shall collect and count all examination papers and confirm that they are correct. Candidates can only leave the examination room after obtaining permission from invigilators. Candidates shall not be allowed to discuss or make noise around the examination room after they leave.

After the examination is over, for candidates who still do not hand in



examination papers after being urged, invigilators may publicly announce that they will no longer collect their examination papers, their answer papers will be invalid, and they will be regarded as absentees.

Candidates shall not be allowed to leave the examination room with examination papers. Anyone who takes examination papers or answer sheets (papers) away from the examination room or destroys examination papers or answer sheets without authorization shall be treated as violators of discipline.

XVI. The Dean's Office shall be responsible for the interpretation of these Rules. Where there are other regulations for other national or (provincial) municipal examinations, such regulations shall prevail.

XVII. These Rules shall come into effect as of September 1, 2015. The original Examination Rules of Shanghai University of Engineering Science (HU GONG CHENG JIAO [2006] No. 81) shall be repealed simultaneously.

Requirements of Shanghai University of Engineering Science for Faculty  
Members in Examination Paper Marking and Grading  
HU GONG CHENG JIAO [2015] No. 115

I. Red handwriting shall always be used when marking the examination paper.

II. When marking the examination paper, a unified score mark shall be adopted, and the score of each question and the score of each category shall be given, and the score of each category shall be recorded in the scoring column on the first page of the examination paper.



III. Grading shall be based on reference answers. If the scores on the examination paper are changed, the faculty members who mark the examination paper must sign the changes and indicate the date.

IV. No one shall be allowed to change the scores on the examination paper at will. If it is necessary to change the scores on the examination paper, there must be sufficient reasons and a fair and just plan. The applicant shall file an application. The scores can be changed only after the Director of the department (teaching and research section) and the Dean in charge of teaching (Director) of the secondary schools and college (teaching division/center) have signed and approved and the applicant has completed relevant procedures.

V. The performance in class shall be assessed based on attendance, assignments, class discussions and questions, periodic tests, experiments, essays or comprehensive assignments.

VI. If a short essay is used as the assessment form, the faculty members who mark the examination paper must determine the scoring criteria and rules in advance, and record the final score on the first page of the essay.

VII. The Dean's Office shall be responsible for the interpretation of these Requirements.

VIII. These Requirements shall come into effect as of September 9, 2015. The original Requirements of Shanghai University of Engineering Science for Faculty Members in Examination Paper Marking and Grading (HU GONG CHENG JIAO [2005] No. 126) shall be repealed simultaneously.

(3) Course Teaching Process



## Measures of Shanghai University of Engineering Science for the Management of Experiment-Based Teaching

HU GONG CHENG JIAO [2015] No. 106

### Chapter I General Provisions

Article 1 Experiment-based teaching is an important part of the undergraduate teaching system of colleges and universities, and an important teaching procedure for training students' ability to integrate theory with practice and pursue innovation. These Measures are hereby formulated to standardize the experiment-based teaching management of the University, ensure the quality of experiment-based teaching, and train qualified students.

Article 2 Experiment-based teaching is a learning process of independent operation of students by using instruments and equipment under the guidance of experiment instructors in accordance with specific educational goals and plans. It is a teaching form for training practical and innovative ability. The experimental course is an important part of the teaching content and cannot be exempted.

Article 3 Experiment-based teaching must be instructed by faculty members or professional technical personnel with instructing qualifications. The staff of the laboratory shall assist experiment instructors to complete teaching tasks and jointly assume the responsibility of imparting knowledge and educating students.

Article 4 Departments that provide guarantee and management services for experiment-based teaching shall recognize the core position of teaching



and perform their duties to jointly create good conditions for experiment-based teaching.

Article 5 The dual management by the University and the secondary schools and colleges shall be implemented for experiment-based teaching. The management of experiment-based teaching shall be implemented by the secondary schools and colleges (teaching divisions/centers) under the leadership of the Vice President in charge. The experiment-based teaching of the secondary schools and colleges (teaching divisions/centers) shall be in the organized by the Deputy Dean in charge; the director of the department (teaching and research section) and the laboratory director shall assist in daily work.

### Chapter II Experiment-Based Teaching Task Management

Article 6 The teaching laboratory shall undertake the task of experiment-based teaching according to the teaching plan of the University. Its development, adjustment, and cancellation must be reviewed by the University's competent departments and officially approved by the University.

Article 7 All secondary schools and colleges (teaching divisions/centers) shall put forward suggestions and development plans for laboratories and experimental courses based on discipline development, talent training goals, and actual conditions.

Article 8 All secondary schools and colleges (teaching divisions/centers) shall formulate experiment-based teaching plans and syllabuses according to programs' teaching plans and talent training goals and select appropriate experiment items.





Article 9 All secondary schools and colleges (teaching divisions/centers) shall supervise, inspect, and approve the syllabus, teaching plan, and experiment item of each experimental course, and select or compile experimental instructions, experimental textbooks and other teaching materials according to the syllabus and the teaching plan.

Article 10 All secondary schools and colleges (teaching divisions/centers) shall carefully prepare experiment-based teaching tasks in accordance with the requirements of the syllabus and the teaching plan. It is required to try to ensure that there is 1 individual per group for basic course experiments, 2 individuals per group for specialized basic course experiments, and no more than 5 individuals per group for specialized course experiments. For some experiments that cannot be completed by 1 or 2 individuals, the minimum number of individuals for each group shall be proposed on the principle of meeting the requirements of the experiment, and the number of each group shall be submitted to the Dean's Office for approval before implementation to ensure the quality of experiment-based teaching.

Article 11 For experimental tasks in which theoretical teaching and experiment-based teaching are not carried out in the same department, the two departments shall negotiate with each other and arrange experimental tasks, and the department undertaking experimental tasks shall be responsible for including the experimental course in the class schedule.

Article 12 Faculty members shall formulate an experiment-based teaching plan according to the teaching tasks, and submit it to the secondary schools and colleges within three weeks after the start of the semester, and report to



## Appendix E - Regulations

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the Dean's Office for the record. Experiment-based teaching tasks must be carried out as planned and cannot be changed at will. If it is necessary to adjust the experiment-based teaching task due to the change of teaching requirements or the fact that the hardware cannot meet requirements, the department undertaking the experiment task must submit a written report and submit it to the Dean's Office for approval.

Article 13 All secondary schools and colleges (teaching divisions/centers) shall actively carry out the reform of experiment-based teaching, and formulate research plans and implementation plans for experiment-based teaching (including the development and improvement of experimental textbooks, experiment-based teaching methods, teaching methods, experimental techniques, and experimental devices). Efforts shall also be made to absorb new achievements in science and technology and teaching reform, optimize the experiment-based teaching system, update the experiment content, and offer comprehensive and designing experiments to continuously improve the quality and level of experiment-based teaching.

Article 14 All secondary schools and colleges (teaching divisions/centers) shall effectively strengthen the management, maintenance, and functional development of instruments and equipment, and improve the integrity, utilization, and comprehensive benefits of instruments and equipment. Efforts shall be made to improve the technical conditions and working environment of experiments to provide a guarantee for completing the task of experiment-based teaching efficiently and at a high level.

Article 15 All secondary schools and colleges (teaching



## Appendix E - Regulations

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divisions/centers) shall collect, organize, summarize, submit and archive basic information on experiment-based teaching, personnel and equipment in accordance with relevant regulations.

Article 16 All secondary schools and colleges (teaching divisions/centers) shall regularly check the quality of experiment-based teaching, solicit opinions and suggestions from faculty members and students on experiment-based teaching, summarize experiment-based teaching in time, and solve problems in this aspect.

Article 17 All secondary schools and colleges (teaching divisions/centers) shall strengthen scientific management, improve the rules and regulations of laboratory development and management, refine the laboratory assessment system, strengthen staff training, and create a cooperative working environment that is conducive to imparting knowledge and educating students.

Article 18 Under the premise of ensuring regular teaching, all secondary schools and colleges (teaching divisions/centers) shall actively create conditions to gradually realize the full opening of laboratories on working days. Students shall be encouraged to use their spare time to carry out scientific and technological innovation or independent experiments. At the same time, academic and technical exchange activities shall be carried out, social services shall be provided, and technology development shall be carried out to inject new vitality into laboratories.

Article 19 The director of the department (teaching and research section) and the laboratory director shall assist the Deputy Dean in charge and related



personnel in drawing up the syllabus and plan of experiment-based teaching, selecting experiment items, compile and select experimental textbooks, arrange the class schedule of experiment-based teaching, and define the experiment-based teaching tasks undertaken by the laboratory.

### Chapter III Experiment-Based Teaching Document Management

Article 20 The guiding document of experiment-based teaching is the basic document for the organization, implementation, and regulation of the experiment-based teaching process of the University. The syllabus of experiment-based teaching, the plan of experiment-based teaching, and relevant textbooks shall remain relatively stable. If the content needs to be adjusted or changed, the department to which the course belongs shall demonstrate, review and apply, and report to the Dean's Office for approval before implementation.

Article 21 The plan of experiment-based teaching is an important part of the program training plan. In plan of experiment-based teaching, the hours of teaching experiments shall be specified, and independently offered experimental course shall be included in the course catalog.

#### Article 22 Requirements for the syllabus of experiment-based teaching

i The syllabus of experiment-based teaching is the main basis for organizing, checking and evaluating experiment-based teaching and guiding the development of the laboratory. All experimental courses offered in the training plan must have the syllabus of experiment-based teaching.

ii The syllabus of experiment-based teaching shall make clear the positioning, teaching objectives and teaching effectiveness of



experiment-based teaching in the curriculum system.

iii The syllabus of experiment-based teaching shall make clear the experimental items, the allocation of class hours, the content of each experimental item and the teaching requirements.

iv The syllabus of experiment-based teaching shall specify the requirements for experiment reports.

v The syllabus of experiment-based teaching shall determine the evaluation method and scoring criteria of experiment-based teaching of the course.

vi The syllabus of experiment-based teaching shall be revised in time according to the reform measures for experiment-based teaching and the development of science and technology to adapt to the new situation.

### Article 23 Requirements for experiment items

i The selected experiment items shall meet the training goals and characteristics of the program, and meet the requirements of the syllabus of experiment-based teaching syllabus for ability training.

ii The selected experiment items shall help to strengthen the training of basic experimental skills, while laying emphasis on the cultivation of comprehensive ability and innovation ability.

iv The content of the experiment shall be carefully selected to control the number of experiment items and ensure the quality of the experiment.

iv The types of experiment items shall be both diverse and typical. The proportion of comprehensive and designing experiments shall be gradually increased. The ratio between classic items and experiment items reflecting



modern technology shall be reasonably determined. It is required to teach students in accordance with their aptitude.

v Comprehensive and designing experiment items must be demonstrated by experts organized by the secondary schools and colleges; only after passing the review can they be included in the syllabus of experiment-based teaching. Comprehensive and designing experiment items must be implemented strictly in accordance with the syllabus of experiments.

vi Comprehensive and designing experiment courses shall account for more than 80% of the total experiment courses offered. It is required to choose as many comprehensive and designing experiment items as possible.

vii The selection of experiment items shall be based on the principle of going from simple to complex, from easy to difficult, and gradually deepening step by step. Attention shall also be paid to the coordination of the previous and subsequent courses.

viii When selecting experiment items, the conditions of the laboratory and the specific circumstances of the University shall be considered.

Article 24 All experimental courses shall have experimental textbooks or instruction books, and they shall be distributed to students before the course starts. Experimental textbooks or instruction books shall generally be determined by faculty members according to the syllabus of experiment-based teaching, discussed and reviewed by the department (teaching and research section), and reported to the secondary schools and colleges for approval.

### Chapter IV Experiment-Based Teaching Process Management

#### Article 25 Requirements for experiment instructors



i Experiment instructors shall be fully responsible for the teaching of the experimental course, including participating in the preparation or selection of experiment textbooks, preparing the syllabus, selecting experiment items, and organizing assessments.

ii Experiment course instructors and professional and technical personnel must carefully prepare for the class and do a good job of preparing experimental lesson plans, instruments and equipment, and experimental materials. Young faculty members and professional and technical personnel who are going to offer new experiment courses and teaching experiment courses for the first time shall give trial lectures and trial experiments under the guidance of faculty members or professional and technical personnel, and can only take up their posts after confirmation by the director of the department (teaching and research section).

iii Experiment instructors shall pay attention to the combination of theory and practice in teaching, understand the theoretical frontiers of the course, and apply advanced experimental techniques, methods and methods to experiment-based teaching.

iv Experiment instructors shall actively conduct teaching research and improve teaching methods and means. Multimedia teaching methods shall be gradually used for experiment-based teaching, and research on virtualization and IT application in the field of experiment-based teaching shall be actively carried out.

v Experiment instructors must be strict with themselves and lead by example. It is required to guide students to abide by the law, study diligently,



## Appendix E - Regulations

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be thrifty, seek truth from facts, and be brave to explore and innovate. For the students who are taking the experimental course for the first time, instructors shall briefly introduce the laboratory, explain rules and regulations related to experiments and experimental courses, and provide safety and discipline education to them.

vi Experiment instructors shall check students' preview in teaching, explain the use and precautions of instruments and equipment and other basic requirements, and strengthen the cultivation and training of students' basic operating skills.

vii Experiment instructors shall inspire and guide students in teaching and teach them in accordance with their aptitude. Attention shall be paid to cultivating students' ability of independent observation, thinking and operation, and to improving their ability to analyze and solve problems.

viii At the end of the experiment, experiment instructors shall carefully check the experimental data and results. After confirming that they meet the requirements of experiment-based teaching, faculty members shall review on the raw data recording paper (with signature and date of correction).

ix Experiment instructors must properly make experiment records, seriously correct experiment reports, and strictly evaluate students' experimental results according to assessment methods and scoring criteria.

### Article 26 Requirements for laboratory staff

i All preparations before experiment-based teaching shall be made to ensure that the experiment is carried out on time and with high quality. The files of experiment-based teaching shall be established, organized and





archived.

ii While students are doing experiments, laboratory staff shall tour with experiment instructors to provide guidance, answer students' questions, provide necessary technical guidance, and solve problems with instruments, equipment, equipment, and experimental facilities.

iii After the experiment, laboratory staff shall check whether instruments and equipment are in good condition, repair and maintain them in time, and check the safety and sanitation of the laboratory.

iv Research on experiment-based teaching shall be actively carried out, and experimental techniques and methods shall be improved to improve the quality of experiment-based teaching.

### Article 27 Requirements for students

i Before doing the experiment, students must preview according to the regulations, know the purpose and requirements of the experiment, and understand the principle of the experiment. In addition, they shall understand the experimental procedures and the use of instruments and equipment, review relevant theoretical knowledge, and write a preview report.

ii The experiment time must be strictly observed. Students in the experimental class shall not be allowed to be late or leave early, and shall not be allowed to leave halfway without the faculty member's approval. Students who cannot go to the laboratory to do experiments on time due to illness or special circumstances shall ask for leave according to normal procedures. Those who are absent from the experimental class without reason shall be treated as absenteeism. Students who do not do the experiment due to leave



## Appendix E - Regulations

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must arrange another time to do the experiment.

iii It is required to pay attention to safety, hygiene and environmental protection, maintain a quiet laboratory environment, and abide by laboratory rules and regulations.

iv During the experiment, students shall follow the guidance and management of faculty members and experiment instructors, strictly abide by the operating procedures, and truthfully record the experimental data. Plagiarism and falsification of experimental data and unauthorized exchange of instruments and supplies shall be strictly prohibited.

v It is required to take good care of public property, operate instruments and equipment correctly, and save experimental materials. Students shall report to faculty members or experiment instructors immediately if they find faults or abnormalities during the experiment. Anyone who has caused an accident or loss due to a violation of the operating procedures or non-observance of instructions or negligence shall compensate for the loss and be dealt with seriously in accordance with disciplines and rules of the University.

vi After the experiment, students shall submit all data to instructors for inspection and signature, carefully organize the experimental site as required, and leave the laboratory after passing instructors' acceptance inspection.

vii After the experiment, students shall carefully and independently complete the experiment report with the required experiment report paper as required. The requirements shall include complete raw data, neat handwriting, clear charts, accurate data processing, concise analysis, and clear



expression.

**Article 28 Experimental assessment and performance evaluation**

i All secondary schools and colleges (teaching divisions/centers) shall establish and strictly implement a sound experiment-based teaching assessment system.

ii Students' performance shall be assessed based on attendance, preview, actual operation, original records, attitude, experimental results, and experimental reports.

iii In principle, experimental courses shall be offered independently for courses with more than 20 class hours. For independently offered experimental courses, assessment methods and scoring criteria shall be specified. For experimental courses that are not independently offered, the basis for scoring and the percentage of the score for the experiment in the total score for the course shall be clearly defined.

**Chapter V Experiment-Based Teaching Quality Management**

**Article 29** The quality of experiment-based teaching is directly related to the quality of students. It is vital to strengthen the quality management of experiment-based teaching.

**Article 30** All secondary schools and colleges shall establish a quality control system for experiment-based teaching, take practical measures to strengthen the quality inspection and monitoring of the plan, process and teaching effectiveness of experiment-based teaching, and continue to advance the reform of the system, content, methods and approaches of experiment-based teaching.



Article 31 All secondary schools and colleges (teaching divisions/centers) shall conduct daily inspections and assessments of experiment-based teaching, summarize experience in time, and make written records of important inspections and assessment items. A mid-term quality inspection for experiment-based teaching shall be conducted every semester; the report shall be archived and submitted to the Dean's Office.

Article 32 The University will inspect, appraise and evaluate the quality of experiment-based teaching on a regularly and random basis. Quantitative assessments, class visiting, symposiums and spot checks will be organized for comprehensive evaluation.

Article 33 The Dean's Office shall be responsible for the interpretation of these Measures.

Article 34 These Measures shall come into effect as of September 1, 2015. The original Regulations on the Management of Experiment-Based Teaching (HU GONG CHENG JIAO [2004] No. 100 shall be repealed simultaneously.

Measures of Shanghai University of Engineering Science for the Management  
of Internship Teaching

HU GONG CHENG JIAO [2015] No. 119

## Chapter I General Provisions

Article 1 Internship teaching is an important part of practice teaching in the process of training university students. Its purpose is to enable students to understand the status, role and development trend of the program in the



country's economic development through field observation, investigation and research, and practical operations; consolidate and deepen the theoretical knowledge learned; obtain preliminary work ability and professional skills; and cultivate students' practical ability, innovation ability, dedication and team spirit.

Article 2 Internship teaching shall include: cognitive internship, special internship, graduation internship, etc.

## Chapter II Responsibilities in the Internship Teaching Process

Article 3 Responsibilities of the Dean's Office:

i Carrying out management on the University's internship teaching, implementing the guidance documents issued by the Ministry of Education and the Municipal Education Commission on the management of internship teaching, and formulating and modifying the University's internship teaching management measures;

ii Coordinating with relevant parties to solve problems arising in internship teaching, and spot checking internship teaching;

iii Organizing relevant parties to exchange experience in internship teaching management;

iv Reporting internship teaching and statistical data of the University to the Municipal Education Commission and the leaders of the University as required.

Article 4 Responsibilities of the secondary schools and colleges (teaching divisions/centers):

i The Dean in charge of teaching shall be responsible for the overall



leadership and organization of the internship teaching of the secondary school/college;

ii The Dean in charge of teaching shall be responsible for examining and approving the internship syllabus based on the training plan and submitting it to the Dean's Office for the record;

iii Planning, inspecting and developing internship bases;

iv Allocating funds for internship teaching and checking the use of the funds;

v Checking the quality of internship teaching; summarizing and exchanging experience in internship teaching;

Article 5 Responsibilities of the departments (teaching and research sections):

i Organizing and implementing specific tasks for internship teaching;

ii Formulating an internship syllabus based on the training plan and reporting to the heads of the secondary schools and colleges for review;

iii Establishing long-term internship teaching bases, implement internship sites, and properly manage the internship process;

iv Organizing faculty members to prepare internship instructions and assign mentors;

v Carrying out the reform of internship teaching, checking the effectiveness of internship teaching, and ensuring the quality of internship teaching;

vi Archiving internship teaching materials as required.

### Chapter III Methods of Internship Teaching



Article 6 According to specific arrangements, internships shall be divided into two categories: collective internship and decentralized internship.

Article 7 Collective internship: an internship organized by the whole class of students in the internship employer. Each class is required to be equipped with at least one mentor.

Article 8 Decentralized internship: an internship that can be organized in a decentralized way according to the arrangement. Internship instructors shall identify the internship employer selected by students according to the internship syllabus. Mentors shall guide students in all internship sites. If there are a number of internship sites and internship sites are scattered, the secondary schools and colleges (divisions) shall assign more mentors as appropriate.

### Chapter IV Development of Internship Bases

Article 9 According to the University's positioning of training talents for regional economic development, employers with high production and management levels must be selected as internship bases. They shall meet the requirements of the internship syllabus and can serve as long-term internship bases.

Article 10 Internship bases shall be divided into two categories: on-campus internship bases and off-campus internship bases. The development and management of on-campus internship bases shall be oriented to the society and actual conditions, reflecting the advantages and advancement of the University. The development and selection of off-campus internship bases shall be aligned with the development direction of the



University's disciplines. Industry-University-Research cooperation shall be leveraged to establish solid connections with enterprises.

#### Chapter V Internship Teaching Process Management

##### Article 11 Requirements for internship instructors:

i Internship instructors shall be faculty members with good political and professional qualities, strong sense of responsibility, excellent organizational skills, and intermediate and above professional title. During internship management, objective management and process management shall be combined.

ii Internship instructors shall formulate internship plans and instructions according to the internship syllabus, and be responsible for all tasks in the internship process.

iii Internship instructors shall ensure the quality of internship teaching, teach students in accordance with their aptitude, patiently guide students, and answer the questions they encounter during the internship.

iv Internship instructors shall educate students to strictly abide by rules and regulations and pay attention to safety rules. When internship instructors encounter major problems, they shall report to the heads of the secondary schools and colleges for instructions and solve them in time.

v Internship instructors shall review students' internship reports and evaluate the results based on students' actual performance during the internship.

vi Instructors shall organize off-campus internships conscientiously and responsibly, strengthen contact and communication with internship employers,





and promote the development of internship bases.

vii After the end of the internship, internship instructors shall make a written summary and submit it to the secondary schools and colleges for the record.

Article 12 Requirements for students participating in the internship:

i Students participating in the internship shall comply with the requirements of internship instructions and faculty members, obey the management of the faculty members and the internship employer, and complete the entire internship teaching.

ii During the internship, students shall make internship notes, accumulate materials, and write an internship report after the internship.

iii During the internship, students shall strictly abide by the rules and regulations to ensure the safety of themselves and equipment.

Chapter VII Internship Assessment

Article 13 The internship assessment shall be conducted in accordance with the requirements of the internship syllabus.

Article 14 The results shall be given according to the 5-grade and 10-level system.

Article 15 The Dean's Office shall be responsible for the interpretation of these Measures.

Article 16 These Measures shall come into effect as of September 1, 2015. The original Measures for the Management of Internship Teaching (HU GONG CHENG JIAO [2004] No. 92) shall be repealed simultaneously.



## Measures of Shanghai University of Engineering Science for the Management of Course Design

HU GONG CHENG JIAO [2015] No. 118

### Chapter I General Provisions

Article 1 Course design is an important part of practice teaching. Course design shall be organized to cultivate students' ability to analyze and solve practical problems by comprehensively using the theoretical knowledge learned from the course; ability in theoretical calculations, structural design, engineering drawings, access to design materials and computer applications; correct design thinking, hardworking attitude and innovative spirit to explore. These Measures are hereby formulated to ensure the quality of teaching.

### Chapter II Responsibilities for Course Design in the Teaching Process

Article 2 Responsibilities of the Dean's Office:

- i Organizing the formulation and improvement of the management policies for course design;
- ii Supervising, inspecting, researching, guiding, and evaluating course design in the teaching process;
- iii Summarizing course design of the University and organizing experience exchanges;

Article 3 Responsibilities of the secondary schools and colleges and departments (teaching and research sections):

- i The secondary schools and colleges (teaching divisions/centers) shall arrange course design according to the talent training plan of each program.



- ii Preparing course design specifications and syllabuses;
- iii The departments (teaching and research sections) shall be responsible for designating mentors and reviewing the subject of course design.
- iv The secondary schools and colleges shall be responsible for the inspection of course design, the assessment of mentors' work, writing the summary of course design, and submitting the documents to the Dean's Office in time.

### Chapter III Management of Course Design in the Teaching Process

#### Article 4 Requirements for the subject of course design:

- i The subject of course design must meet the requirements of the training goal of the program and achieve the purpose of teaching of course design.
- ii The depth, breadth and difficulty of the subject shall be appropriate so that students can complete the task with hard work within the specified time.

#### Article 5 Requirements for the mentors of course design:

- i The mentors of course design shall guide students in course design according to the syllabus.
- ii The mentors of course design shall conduct collective teaching guidance, check the progress and quality of students' design, provide them with guidance patiently and meticulously, answer their questions in time, and complete the teaching tasks within the specified time.
- iii In principle, each mentor shall provide guidance on course design to approximately 20 students. During course design, mentors must stick to their posts and provide guidance for at least 2 hours a day.
- iv Mentors shall carefully review all the content of students' course design



and assess and summarize students' performance.

Article 6 Requirements for students participating in course design:

i Students shall take prerequisite courses before proceeding to the corresponding course design.

ii Students shall be clear about the purpose and importance of course design, carefully understand the subject of course design, understand the requirements specified in the task book, learn basic design methods and steps, and make preparations actively and seriously.

iii During course design, students shall learn how to use the knowledge they have learned to improve their self-study ability, as well as methods to collect and summarize information and solve specific problems.

iv Students must complete the task of course design independently. Students shall not be allowed to plagiarize or ask someone to do course design on their behalf, otherwise they will be counted as failing, and disciplinary actions will be given depending on the severity of the circumstances.

Article 7 Specification of the instructions for course design

i Students shall write a copy of instructions of course design (not less than 5,000 Chinese characters) when completing the course design.

ii The instructions of course design shall include the text, drawings and bibliography (data).

#### Chapter IV Evaluation of Performance in Course Design

Article 8 After the end of course design, mentors shall carefully review the instructions and drawings and evaluate the performance according to



students' defense and the syllabus for the course.

Article 9 The results shall be given according to the 5-grade and 10-level system.

Article 10 The Dean's Office shall be responsible for the interpretation of these Measures.

Article 11 These Measures shall come into effect as of September 1, 2015. The original Measures for the Management of Course Design (HU GONG CHENG JIAO [2004] No. 89) shall be repealed simultaneously.

#### (4) Graduation Project (Thesis)

Measures of Shanghai University of Engineering Science for the Management of Undergraduate Graduation Project (Thesis)

HU GONG CHENG JIAO [2019] No. 176

### Chapter I General Provisions

Article 1 The graduation project (thesis) is an important teaching procedure of the University to achieve the goal of talent cultivation. It has an irreplaceable role in promoting students to seek truth, enhancing their social conscience, training scientific research skills and improving their comprehensive capability. It is an important manifestation of the combination of education, productive work and social practice, and an important part of cultivating innovation, practical ability and entrepreneurship of college students. These Measures are hereby formulated to improve the comprehensive capability and overall quality of students and to standardize



the management of graduation project (thesis) work.

Article 2 In order to ensure quality of the graduation project (thesis), students who have yet over 10 credits (excluding credits of the second classroom) to complete are not allowed to start the graduation project (thesis) process. The period for the graduation project (thesis) is generally not less than 14 weeks. Each program may arrange 2 to 3 weeks of graduation internship prior to the graduation project (thesis), depending on the actual situation.

### Article 3 Organizational leadership

Under the leadership of the president in charge of teaching affairs, the Dean's Office shall be responsible for the overall arrangement of the graduation project (thesis), and organizes experts to inspect and supervise the process and give guiding opinions.

Each secondary school or college shall set up a graduation project (thesis) working group (hereinafter referred to as "Working Group"), headed by the person-in-charge of teaching affairs, to organize, lead and monitor the work of graduation project (thesis) of the University. It shall be responsible for implementing relevant regulations of the University, formulating implementation rules and syllabus of graduation project (thesis) of each program, specifying the quality standards, establishing an effective overall quality management system and summarizing the work upon completion. The implementation rules of the work of graduation project (thesis) must be communicated to all faculty staff and students of the secondary school or college and submitted to the Dean's Office for record.



Article 4 These Measures and the requirements for the standard format of undergraduate graduation project (thesis), the implementation rules for graduation project (thesis) of each secondary school or college, the graduation requirements of each program and the syllabus of graduation project (thesis) shall be the guiding teaching documents for the work of graduation project (thesis).

### Chapter II Topic Selection

Article 5 The topic of the graduation project (thesis) shall, in principle, be prepared by the instructor with the following rules:

(1) The contents of the selected topic shall be closely related to the objectives of the program, comply with the graduation requirements and the teaching program of graduation project (thesis), train the fundamental skills, and are suited to the knowledge base and ability of students.

(2) The selected topic shall keep abreast with scientific research, engineering design, technology progress, economic construction and social development. It is also possible to choose an appropriate number of self-proposed topics that meet the basic teaching requirements. Topics that come from social practice and are integrated with the teacher's current research content shall be promoted. It is not allowed to select a topic that is not related to the program, or that involves state secrets.

(3) The selection of topics shall follow the principle of "one topic per student". In the case that a graduation project (thesis) requires experiment and design that engages more than two students, each student must have different focus and technical emphasis that account for at least 60% of his/her



graduation project (thesis) content.

(4) The workload and difficulty of the selected topic shall be appropriate, which shall cover a sufficient scope of knowledge. The difficulty and workload of the selected topic shall be appropriate to the assigned number of weeks for the graduation project (thesis). This includes desk research, writing of the opening report or literature review, theoretical analysis, design (or research, experiment, programming) process, etc. The project shall have a certain level of design or difficulty and reasonable workload.

Article 6 The topic shall be determined and agreed upon by both the instructor and the student, and shall not be changed afterwards. In the case of topic change, the instructor must give appropriate justification and report to the secondary school or college and the Dean's Office for approval.

### Chapter III Requirements for Instructors

Article 7 The instructor of the graduation project (thesis) shall be a faculty member with intermediate professional title or above. Faculty members with junior professional title shall co-instruct with those with intermediate titles or above.

For projects from enterprises, the University may engage research and technical personnel with intermediate professional titles or above and rich experience as instructors, or engage them to co-instruct with in-service faculty members of the University. For external instructors, the secondary schools and colleges shall assign an internal instructor to conduct regular inspections, keep track of the progress, be responsible for the organization of the thesis defense, and report to the Dean's Office for record.





Faculty members who may be under special circumstances such as planned domestic and international study tours, off-campus work assignment, aid to Xinjiang, aid to Tibet, maternity leave, retirement during the period of graduation project (thesis), which prevent them from conducting face-to-face instruction sessions to students, shall not undertake the work of instructing a graduation project (thesis).

If a student applies for writing the thesis in English, the secondary schools and colleges (departments) shall arrange for capable instructors and report to the Dean's Office for record.

Article 8 The number of students to be supervised by each faculty member shall be kept within a reasonable amount. In general, there shall not be more than 8 students per instructor for science, engineering and art programs, and not more than 10 students per instructor for liberal arts and management programs. An external instructor shall instruct no more than 3 students.

### Article 9 Responsibilities of instructors

(1) The instructor shall help determine the topic of the graduation project (thesis), write the review chart of the topic selection, and after passing the review, draw up the task book of the graduation project (thesis) and send it to the student in time.

(2) Instructors shall be responsible for guiding and managing students throughout the entire process, conducting face-to-face instructions at least once a week, keeping track of the project progress, maintaining records and filling in comments in the record book.



(3) Instructors shall know how to inspire and guide, implement the principle of teaching according to the students' ability, provide guidance and answer questions, cultivate students' self-learning ability, and impart relevant knowledge, theory and skills. They shall also pay attention to cultivating students' ability to analyze and solve problems independently by applying their acquired knowledge, and encourage students to be innovative.

(4) Instructors shall impart knowledge and educate people. In addition to academic guidance, instructors shall carry out ideological and political education of students, and cultivate a rigorous work style. They shall care about students' employment and life, and be a mentor to students.

(5) In the case of student academic misconduct, instructors shall correct such misconduct in a timely manner. Those who refuse to correct such behavior or whose conduct is of bad nature shall be disqualified from defending their thesis according to the relevant regulations of the secondary schools and colleges as well as the University.

(6) The instructor shall give a fair and scientific evaluation of the graduation project (thesis) of students under his or her supervision, and fill in the comments and give grade according to the requirements of the secondary schools and colleges as well as the University.

(7) The instructor shall collect all the materials (including electronic documents) related to the graduation project (thesis) on time and file them according to the requirements of the secondary schools and colleges.

### Chapter IV Requirements for Students

Article 10 Students are the main actor of the graduation project (thesis)



work, and must read carefully the Measures of Shanghai University of Engineering Science for the Management of Undergraduate Graduation Project (Thesis), the Writing Norms of Undergraduate Graduation Projects (Theses) and the Implementation Rules for Undergraduate Graduation Project (thesis) of secondary schools and colleges. Academic ethics and academic standards shall be observed, and acts in violation of academic ethics such as fraud, copying, plagiarism, and thesis trading are strictly prohibited.

Article 11 In order to ensure that students have the knowledge base, theory and skills needed to carry out the graduation project (thesis), they must meet the credit requirements set by the University and the secondary schools and colleges before they start the work of graduation project (thesis).

Article 12 The specific responsibilities of students in carrying out the graduation project (thesis) include the following:

(1) Students shall carefully read the tasks and requirements in the task book of the graduation project (thesis), study the required knowledge, theory and skills under guidance of the instructor or independently, follow the arrangements of the instructor, keep records of the progress of the graduation project (thesis), report the progress to the instructor on a regular basis, and take the advice and suggestions of the instructor.

(2) Students shall not be absent from class without a valid reason. If the cumulative absence reaches or exceeds one-third of the total period of the graduation project (thesis), the student shall be disqualified from thesis defense.

(3) Students are required to submit the opening report (or literature



review), mid-term inspection materials, thesis (or design specification) and other materials stipulated by the secondary schools and colleges on time.

(4) Students shall read at least 15 pieces of Chinese and foreign literature (including a considerable number of Chinese and foreign literature of the last 5 years), and translate foreign materials on the topic or related to the program into at least 5,000 Chinese characters (for art programs, the number of words shall be at least 2,000 Chinese characters).

(5) Students must complete a thesis or design specification. The number of words required for the main text: no less than 15,000 words for science and engineering programs, no less than 8,000 words for art programs, and no less than 5,000 foreign words for foreign language programs.

(6) The thesis shall use standard cover of the University and shall be written in accordance with the Writing Norms of Undergraduate Graduation Projects (Theses). It shall be submitted on time for review by the instructor and the reviewer according to the regulations of the secondary schools and colleges. After passing the qualification examination for thesis defense of the secondary schools and colleges, students shall prepare and participate in the defense session according to the arrangements of the Working Group, the thesis defense committee and the thesis defense team.

Article 13 Students are allowed to write the graduation project (thesis) in English, and the required number of words shall be converted to the number of Chinese characters (40,000 English characters for every 10,000 Chinese characters).

### Chapter V. Thesis Defense and Grading



Article 14 Each secondary school or college shall set up a graduation project (thesis) defense committee headed by the person-in-charge of teaching affairs or a faculty member of advanced academic background. The committee can be also composed of a total of 5-9 members including one deputy director, several committee members and one secretary. Each program may set up several thesis defense teams, which generally consist of not less than three members per team. The team leader shall be an experienced faculty member who is impartial, fair and has senior titles. The team leader is directly responsible for the organization of the defense and the impartiality of the results. The team leader and members must be confirmed by the thesis defense committee. Industry peers as well as practitioners from production companies and research institutes may also be invited to participate in the defense.

The secondary schools and colleges may set up a special defense team for students who write their graduation project (thesis) in English.

Article 15 Before the defense, the defense committee shall formulate unified requirements and grading standards, which the defense team must diligently implement. Students' graduation project (thesis) shall be confirmed by the defense committee to be eligible for defense after review and approval by the instructor and the reviewer that deem the results meeting the requirements. If there is any objection during the review process, the defense committee shall organize another review and examine the results to determine eligibility for defense.

Article 16 The defense of graduation project (thesis) shall be conducted in



## Appendix E - Regulations

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public. In the course of the defense, the time allocated for each student shall be no less than 20 minutes, including student presentation and Q&A session.

Article 17 Students shall be deemed ineligible for thesis defense under any of the following circumstances:

(1) Failure to complete the graduation project (thesis) tasks specified in the task book;

(2) Significant errors in the results, which are not corrected when pointed out by the instructor;

(3) Absence for a cumulative period of one-third or more of the whole process of the graduation project (thesis);

(4) Plagiarizing the main part of the graduation project (thesis); or falsification of experiment data; thesis determined as non-compliant.

For students who are not eligible to defend their thesis, the secondary schools and colleges will review and confirm the results, fill in the form of deferred defense and disqualification, and submit it to the Dean's for record. The deferred defense must be completed before the eighth week of the next semester. If a student is disqualified from thesis defense, the grade of his/her graduation project (thesis) will be recorded as zero.

Article 18 The grade of graduation project (thesis) is based on a 100-point scale, and consists of three parts: the grade of the instructor (30 points), the grade of the reviewer (30 points) and the grade of the defense (40 points). The grades of a program shall be controlled appropriately. The proportion of "excellent" grading (90 points and above) shall not exceed 15% and the proportion of "good" grading (80 points and above) shall not exceed 50%. If



the defense team expresses objections to the thesis, the defense committee of the secondary school or college shall reorganize the defense to determine the grade.

Article 19 The defense committee shall examine and grade the graduation project (thesis) of students, submit the grades to the secondary schools and colleges for approval and announce them to the students within three days after the thesis defense.

Article 20 Recommending excellent graduation project (thesis) of the University

(1) The number of recommended excellent graduation projects (theses) of the University shall be limited to about 2% of the total number of participants in the defense.

(2) The recommendation is based on the performance, creativity, practicality and academic level of the thesis outcome.

(3) The defense committee of secondary schools and colleges shall recommend the excellent graduation projects (theses) and fill in the review form, which shall be approved by the Working Group of and submitted to the Dean's Office for publication and filing.

(4) Students who have been awarded the excellent graduation project (thesis) by the University shall write a 5,000-word abbreviated version of his/her graduation project (thesis) and include it in the compilation of excellent graduation project (thesis) published by the University every year.

### Chapter VI Process Monitoring

Article 21 In order to ensure smooth progress of the graduation project



(thesis) work, and timely detect and solve problems, the University and secondary schools and colleges shall monitor the whole process of graduation project (thesis) work. This includes topic examination, mid-term inspection, thesis testing, thesis review, defense check and inspection of archived materials.

(1) Topic check: One month before the commencement of the graduation project (thesis), each secondary school or college (department) shall review the selected topic and fill in the summary table of the graduation project (thesis) topics. The Working Group of graduation project (thesis) of the secondary schools and colleges shall check and timely feedback to each program (department) for corrective actions in case of problems. After rectification, the summary table shall be submitted to the Dean's Office for record. The Dean's Office shall conduct random check of selected topics and provide feedback to the secondary schools and colleges for rectification immediately upon identification of any problems.

(2) Mid-term inspection: In the middle of the graduation project (thesis), the secondary schools and colleges will organize an interim inspection of each student, which includes the basic work progress and the support of instructors. The secondary schools and colleges shall summarize and analyze the inspection and provide timely feedback to the programs (departments); depending on the situation, the programs (departments) may be required to prepare a follow-up work plan. A certain percentage of students will be randomly selected by the Dean's Office for inspection, and the identified problems will be reported to the secondary schools and colleges for





rectification in a timely manner.

(3) Thesis testing: Before the defense of the graduation project (thesis), the University will test every thesis. According to the test results, the student in concern may directly enter the evaluation and defense process, revise the thesis, face deferred defense or become disqualified for defense. The rules for handling the test results are as follows:

① If the total copy ratio of the graduation project (thesis) is less than 30%, the student may start the review and defense procedure.

② If the total copy ratio is greater than 30% but less or equal to 50%, the graduation project (thesis) shall be revised. The revision shall be reviewed and approved by the instructor before thesis defense.

③ If the total copy ratio of the graduation project (thesis) is greater than 50% but less or equal to 70%, the student's thesis defense shall be deferred.

④ If the total copy ratio of the graduation project (thesis) is greater than 70%, the student will be disqualified for thesis defense with a failing grade.

⑤ If the total copy ratio of the graduation project (thesis) is less than 20%, the student may be recommended as a candidate for excellent undergraduate graduation project (thesis) of the University.

(4) Thesis review: The thesis review score is an important basis for the defense committee to decide whether the student is qualified to defend. Before the defense, each program (department) will arrange thesis review. The reviewers shall judge the quality of the theses with their professional background and experience. If the reviewers propose any disagreement with a thesis, they shall submit such disagreement to the defense committee, which



will assign another appropriate faculty member to review the thesis. If two or more reviewers disagree with a particular thesis, the student will be disqualified from defending it.

(5) Inspection of thesis defense: The Dean's Office organizes experts to conduct random inspections on the thesis defense of each secondary school and college to ensure compliance with the regulations.

(6) Inspection of archived files: Upon archiving of files related to graduation projects (theses), the Dean's Office shall engage experts to conduct random checks on the archived information for quality check.

### Chapter VII Document Archives

Article 22 The documents of graduation projects (theses) shall be archived and kept by each secondary school and college for a period of not less than four years. The archived documents of the graduation projects (theses) shall consist of student files and teaching affairs documents.

(1) The archived student files include: Graduation project (thesis) task book, thesis or design specification (including CD-ROM), literature review (or opening report), foreign language original text and translation, mid-term checklist, student record book, grade evaluation letter, defense record and grading summary table, relevant design drawings or official draft of design works (including video materials).

(2) Teaching affairs documents include the management rules for graduation project (thesis), syllabus of graduation project (thesis) of each program, summary table of the topic selection and review, summary table of topics, and work summary.



## Chapter VIII Supplementary Provisions

Article 23 For graduation project (thesis) work of Chinese and foreign cooperative programs and minor programs, please refer to these Measures to formulate relevant implementation rules.

Article 24 In principle, the graduate design (thesis) work of junior programs shall be carried out with reference to these Measures.

Article 25 The Dean's Office shall be responsible for the interpretation of these Measures.

Article 26 These Measures shall be implemented starting from the class of 2020, and the original Measures of Shanghai University of Engineering Science for the Management of Graduation Projects (Theses) (HU GONG CHENG JIAO [2015] No. 1) shall be repealed simultaneously.

### Writing Norms of Undergraduate Graduation Projects (Theses) of Shanghai University of Engineering Science

HU GONG CHENG JIAO [2019] No. 187

In accordance with the Articles of Association of Shanghai University of Engineering Science and the relevant requirements of the Measures of Shanghai University of Engineering Science for the Management of Undergraduate Graduation Project (Thesis), these Norms are hereby formulated to standardize the writing of graduation project (thesis) and improve the quality of graduation project (thesis), with reference to GB/T



7713.1-2006 Presentation of theses and dissertations:

### 1. Content requirements

The graduation project (thesis) shall demonstrate that the student has a solid grasp of the basic theories, knowledge and skills of the discipline, and is capable of taking up preliminary scientific research or technical work.

The content generally include: title, statement of originality, copyright permission, table of contents, abstract, keywords, text, reference, appendix, etc.

#### 1.1 Title

A title is a logical combination of the most appropriate and concise words that reflect the most important particulars of the thesis.

The title shall be a normal phrase, not a complete declarative sentence. Generally, a Chinese title shall not exceed 20 characters.

#### 1.2 Statement of originality and copyright permission

The statement of originality is a solemn commitment to academic integrity on the part of the author of the graduate project (thesis). These Norms provide standard text for the statement of originality and copyright permission, which the author shall sign and date after careful reading.

#### 1.3 Table of contents

The table of contents shall be prepared in three levels of heading with clear hierarchy and page numbers.

#### 1.4 Abstract

The abstract is a short statement of the contents of the thesis without notes or comments (e.g. it shall not contain words like "This paper can be



used as a reference for ... department" or "This paper provides a useful exploration of ..."). The abstract shall be independent and self-contained. It provides necessary information of the thesis without reading the full text. The abstract may contain data and conclusion, which make it a complete short article. But it shall not include any figures, tables, chemical structural formulae, or non-commonly known symbols and terminology. It shall generally state the purpose of the research, experiment methods, results, and conclusion. The focus is on the results and conclusions. An abstract shall be well structured, concise and semantically precise, written in the third person and limited to 300-500 Chinese characters.

Each thesis must be complete with Chinese and corresponding English abstract. When writing the English abstract, the title of the thesis shall also be translated into English and placed before the English abstract. The English abstract shall be presented in the passive voice and include 250-300 words.

### 1.5 Keywords

There shall be 3 to 8 keywords. Keywords shall be translated into English. Chinese keywords are listed under the Chinese abstract. Keywords translated into English are listed under the English abstract.

### 1.6 Text

Text shall include an introduction, main body of text and conclusions.

#### 1.6.1 Introduction

The introduction is an overview of the research and states the significance, objectives, scope and technical requirements of the research project. It shall briefly summarize the development of the research field both at



home and abroad and its existing issues.

### 1.6.2 Main body of text

The main body of text is a detailed description of the research, which include research questions, basic premises, assumptions and conditions of the research work; the establishment of model and formulation of experiment scheme; basic concepts and theoretical foundations; main methods and contents of design and calculation; experiment methods, contents and their analysis; theoretical arguments and their application, research results and discussion.

Since the research work involves different disciplines, topics, research methods, work processes and expression of results, there is no uniform regulation of the main body of text. However, it must be factual, objective, accurate, complete, logical, organized, concise and readable. Citation of others or data shall indicate the source (references). False data and plagiarism are strictly prohibited.

### 1.6.3 Conclusion

The conclusion is a summary of the research and includes a comparison of the research results with the existing results and the remaining problems of the research project, as well as insights and suggestions for further research.

### 1.7 Reference

References are the materials referenced in the research, including monographs, papers, yearbooks, websites, etc. The cited reference must be published documents that are directly related to the work of the graduation project (thesis) and have been read and understood by the author. Please



refer to the provisions of GB/T 7714-2005 Rules for Postscript References for format.

### 1.8 Appendix (optional)

Some raw data, mathematical derivations, computational procedures, computer printouts, structural diagrams, statistical tables, etc., which may take up too much content in the text and affect its logical organization can be included in the appendix.

## 2. Writing rules

### 2.1 Textual requirements

The thesis shall be composed in accordance with the Law of the People's Republic of China on the Standard Spoken and Written Chinese Language. Sentences and text shall be fluent and paragraphs reflect clear and logical ideas.

### 2.2 Quantities and units

Please refer to the national standard GB3100-3102-1993 for quantities and units.

### 2.3 Levels of heading

A three-level numerical numbering system shall be used, e.g. "1" for level 1, "1.1", "1.2" for level 2, and "1.1.1", "1.1.2" for level 3. The heading shall be in three levels, separated by dots in the lower corners between two levels, with no punctuation at the end of each level. There shall be no indent for headings of each level.

In the main text, sub-items of the overall items shall be numbered (1), (2), (3) ..., followed by ①, ②, ③ ... The serial number has no punctuation and



2-character indent.

### 2.4 Formula

Formulas are edited with a formula editor. Formulas, equations and algorithms shall be numbered on the right side of the line where the formula is located. Formula numbering principle: Follow the numbering of the heading in which the formula is located (formulas and serial numbers shall be typed in small four-point size in Songti font). Symbols used for formulas shall be indicated in the thesis or in the symbol table.

### 2.5 Figures

Figures include graphs, diagrams, schematic diagrams, charts, block diagrams, flowcharts, records, layout drawings, photographs, etc. They shall be "self-explanatory", that is, understandable without reading the text. Figures shall have a description such as serial number, name and legend. If necessary, the symbols, marks, codes and experimental conditions shall be stated on the figure with the most concise text as a legend description.

The vertical and horizontal coordinates of a graph must be labeled with quantity, symbolic units, and indexes, and shall be omitted only in cases where it is unnecessary to indicate (e.g., dimensionless, etc.).

Photo diagrams shall be labeled with scale or magnification (reduction) multiples when they relate to scale.

The figure number shall be indicated at the bottom of the figure (in the center).

The principles of figure numbering: Sorted by the number of the title to which it belongs. If there are multiple figures, use (a), (b), (c) to differentiate





(figure numbers and names shall be typed in five-point size in Songti font).

### 2.6 Tables

Similar to figures, tables shall bear a serial number, name, notes and other descriptions, so as to be "self-explanatory". It is recommended to use three-line tables. Each column of the table shall be marked with "quantity or test items, symbols and units". Do not repeat the column.

The table number shall be indicated at the top of the table (in the center). Principle of table numbering: Sorted by the number of the title to which it belongs (table numbers and names shall be in five-point size in Songti font).

### 2.7 References

References shall be listed at the end of the paper in the order indicated in the quotation of the main text and in accordance with the Rules for Postscript References (GB/T 7714-2005).

The codes of references include: Monograph [M], Conference [C], General [G], Newspapers [N], Journal [J], Dissertation [D], Report [R], Standard [S], Patent [P], Databases [DB], Computer Programs [CP], Electronic Bulletin Board [EB], etc. Examples are as follows:

#### 2.7.1 Monograph

[1] Forestry Department of Guangxi Zhuang Autonomous Region. Guangxi Nature Reserve [M]. Beijing: China Forestry Publishing House, 1993.

[2] Jiang Youxu, GuoChunsun, Ma Juan et al. Classification of Chinese Forest Communities and Their Tribological Characteristics [M]. Beijing: China Science Publishing, 1998.

[3] Tang Xujun. Newspaper Economy and Newspaper Management [M].



Beijing: Xinhua Publishing House, 1999:117-121.

[4] Zhao Kaihua, LuoWeiyin. New Concept Physics Tutorial: Mechanics [M]. Beijing: Higher Education Press, 1995.

[5] Wang Ang. (Supplement) The Preparation of the MateriaMedica [M]. Lithograph. Shanghai: Tongwen Press, 1912.

[6] CRAWFPRD W, GORMAN M. Future libraries: dreams, madness, & reality[M]. Chicago: American Library Association, 1995.

[7] International Federation of Library Association and Institutions. Names of persons: national usages for entry in catalogues[M]. 3rd ed. London: IFLA International Office for UBC, 1977.

[8] O'BRIEN J A. Introduction to information systems[M]. 7th ed. Burr Ridge, Ill.: Irwin, 1994.

[9] ROOD H J. Logic and structured design for computer programmers[M]. 3rd ed. [S.1. ]: Brooks/Cole Thomson Learning, 2001.

#### 2.7.2 Conference proceedings

[1] Chinese Society of Mechanics. Proceedings of the 3rd National Conference on Experimental Fluid Mechanics [C]. Tianjin: [publisher unknown], 1990.

[2] ROSENTHALL E M. Proceedings of the Fifth Canadian Mathematical Congress, University of Montreal, 1961[C]. Toronto: University of Toronto Press, 1963.

[3] GANZHA V G, MAYR E W, VOROZHTSOV E V. Computer algebra in scientific computing: CASC 2000: proceedings of the Third Workshop on Computer Algebra in Scientific Computing, Samarkand, October 5-9, 2000[C].



Berlin: Springer, c2000.

### 2.7.3 Scientific reports

[1] U. S. Department of Transportation Federal Highway Administration. Guidelines for bandling excavated acid-producing materials, PB 91-194001[R]. Springfield: U. S. Department of Commerce National Information Service, 1990.

[2] World Health Organization. Factors regulating the immune response: report of WHO Scientific Group[R]. Geneva: WHO, 1970.

### 2.7.4 Dissertation

[1] Zhang Zhixiang. Random Perturbations of Intermittent Dynamical Systems and Their Application to Conservation Law Equations [D]. Beijing: School of Mathematics, Peking University, 1998.

[2] CALMS R B. Infrared spectroscopic studies on solid oxygen[D]. Berkeley:Univ. of California. 1965.

### 2.7.5 Patent

[1] Liu Jialin. Multifunctional Disposable Tongue Depressor: China, 92214985. 2[P].1993-04-14.

[2] Hebei Oasis Eco-environmental Technology Co., Ltd. An integrated cultivation and planting method for ecological vegetation in desertification areas: China, 01129210.5[P/OL].2001-10-24[2002-05-28]. <http://211.152.9.47/sipoasp/zlijs/hyjs-yx-new.asp?recid=01129210.5&leixin>.

[3] KOSEKI A, MOMOSE H, KAWAHITO M, et al. Compiler: US, 828402[P/OL]. 2002-05 -25[2002-05-28]. <http://FF&p=1&u=netahtml/PTO/search-bool.html&r=5&f=G&1=50>



&co1=AND&d =PGOI&sl=IBM. AS.&OS=AN/IBM&RS=AN/IBM.

#### 2.7.6 Literature extracted from monographs

[1] National Institute for Information Classification and Coding, National Bureau of Standards, GB/T 2659-1986 Codes for the representation of names of countries and regions [S]//National Technical Committee for Standardization of Documentation. Compilation of national standards for documentation: 3. Beijing: Standard Press of China, 1988:59-92.

[2] Han Jiren. On the Characteristics of Employee Education [G]// China Employee Education Research Association. Research Paper on Employee Education. Beijing: People's Education Press, 1985:90-99.

[3] BUSECK P R, NORD G L, Jr. , VEBLEN D R. Subsolidus phenomena in pyroxenes[M]// PREWITT C T. Pyroxense. Washington, D. C. :Mineralogical Society of America, c1980: 117-211.

[4] FOURNEY M E. Advances in holographic photoelasticity [C]// American Society of Mechanical Engineers. Applied Mechanics Division.Symposium on Applications of Holography in Mechanics, August 23-25, 1971, University of Southern California, Los Angeles, California. New York: ASME, c1971 : 17-38.

[5] MARTIN G.. Control of electronic resources in Australia[M]//PATTLE L W, COX BJ. Electronic resources: selection and bibliographic control. New York: The Haworth Press, 1996: 85-96.

#### 2.7.7 Literature extracted from journals

[1] Li Bingmu. The quality and image of ideal librarian and information specialist [J]. Library and Information Service, 2000(2):5-8.



[2] Tao Renji. Cryptography and Mathematics[J]. Chinese Journal of Nature, 1984,7(7):527.

[3] Geological Atlas of Asia Cataloguing Group. An overview of the stratigraphy and geological history of Asia [J].ActaGeologicaSinica, 1978,3:194-208.

[4] DES MARAIS D J, STRAUSS H, SUMMONS R E, et al. Carbon isotope evidence for the stepwise oxidation of the Proterozoic environment [J]. Nature, 1992, 359:605-609.

[5] HEWITT J A. Technical services in 1983[J]. Library Resource Services, 1984, 28(3): 205-218.

#### 2.7.8 Literature extracted from newspapers

[1] Ding Wenxiang. The Digital Revolution and the Internationalization of Competition [N].China Youth Daily, 2000-11-20(15).

[2] Zhang Tianqin. A DNA Bank for Criminals and the Bioethics Project [N].Science and Technology Daily, 2000-11-12(7).

2.7.9 Electronic bulletin (including electronic literature extracted from monographs or publications)

[1] Jiang Xiangdong. Information processing and library management system solutions in the Internet environment [J/OL]. Journal of the China Society for Scientific and Technical Information, 1999,18(2):4 [2000-01-18]. [http://www.chinainfo.gov.cn/periodical/gbxb/gbxb99/gbxb9902\\_03](http://www.chinainfo.gov.cn/periodical/gbxb/gbxb99/gbxb9902_03).

[2]Xiao Niu. Informationization of the publishing industry in the fast lane[EB/OL]. (2001-12-19) [2002-04-15] <http://www.creader.com/news/20011219/200112190019.html>.



[3] CHRISTINE M. Plant physiology: plant biology in the Genome Era[J/OL]. Science, 1998, 281:331-332[1998-09-23]. <http://www.sciencemag.org/cgi/collection/anatmorp>.

[4] METCALF S W. The Tort Hall air emission study[C/OL]//The International Congress on Hazardous Waste, Atlanta Marriott Marquis Hotel, Atlanta, Georgia, June 5-8, 1995: impact on human and ecological health[1998-09-22]. <http://atsdrl.atsdr.cdc.gov:8080/cong95.html>.

[5] TURCOTTE D L. Fractals and chaos in geology and geophysics[M/OL]. New York: Cambridge University Press, 1992[1998-09-23]. <http://www.seg.org/reviews/mccorm30.html>.

[6] Scitor Corporation. Project scheduler[CP/DK]. Sunnyvale, Calif. :Scitor Corporation, c1983.

### 3. Requirements for printing and binding graduation projects (theses)

#### 3.1 Page setup

Paper size: A4. Paper orientation: Portrait.

Margins: top 2.8 cm, bottom 1.6 cm, left 3.4 cm, right 2 cm.

Header and footer: header 2 cm, footer 1.6 cm.

Document grid: no grid lines

#### 3.2 Header/page setting

Print "Graduation project (thesis) of Shanghai University of Engineering Science" on the left side of the header, using 4-point size in Songti font. Print the title on the right side of the header, using 5-point size in Songti font. Only the main title shall be printed on the header of the page.

Insert the page number in the center at the bottom of the page. The page



number shall be small five-point size in Times New Roman Arabic numerals, i.e. 1, 2, 3, etc. The table of contents shall be numbered separately.

### 3.3 Text

The main text of the graduation project (thesis) is in small 4-point size Songti font. 1.5x row spacing. Print on one side.

### 3.4 Binding order of the graduation project (thesis)

The binding order shall be cover (uniformly printed by the University), task book, originality statement, copyright permission, table of contents, Chinese abstract, English abstract, main text, references, appendix.

4. These Norms shall be implemented starting from class 2020. The original Writing Norms of Undergraduate Graduation Projects (Theses) of Shanghai University of Engineering Science (HU GONG CHENG JIAO [2015] No. 2) shall be repealed simultaneously.

## (1) Teaching Supervision and Assessment

Implementation Plan of Shanghai University of Engineering Science on  
Teaching Quality Management

HU GONG CHENG JIAO [2015] No. 98

Teaching quality management is an essential part of teaching management and an important means to improve teaching quality and efficiency in education. This Plan is hereby formulated to improve the teaching quality in an all-round way, strengthen the supervision and management of the teaching process, and ensure teaching quality.

### I. Inspection Objects



Faculty members who teach general full-time courses

### II. Inspection Items

- i Teaching preparation
- ii Classroom teaching
- iii Experiment-based teaching
- iv Curriculum-based assessment
- v Internship and practical training
- vi Course design
- vii Graduation projects (theses)
- viii Textbooks

### III. Teaching Quality Inspection Requirements

#### i Teaching preparation

1. Faculty members must obtain a qualification granted by Shanghai University of Engineering Science.
2. The syllabus and the course description shall be complete and standardized.
3. Faculty members shall be familiar with the syllabus, make clear the teaching objectives, tasks, content, key points and difficult point of the course as well as the status, role and teaching requirements of the course in the program.
4. Faculty members shall carefully fill in the teaching plan carefully according to the teaching syllabus, and formulate a plan for the reasonable allocation of periods which includes experiments and computer practice.
5. Appropriate textbooks that meet the requirements of the syllabus





shall be selected.

6. A complete lesson plan shall be prepared in accordance with the Basic Norms of Shanghai University of Engineering Science on Lesson Plans and Lecture Notes.

7. Faculty members shall be familiar with the teaching environment and fully prepare lesson plans, courseware, teaching aids, laboratory instruments and equipment.

ii Course teaching (including classroom teaching and experiment-based teaching)

1. The comprehensive evaluation of course teaching shall mainly consist of the following four aspects:

(1) Students evaluate teaching attitude, ability and effectiveness.

(2) The Teaching Supervision Team makes evaluations based on class visiting and students' feedback.

(3) The peers evaluate the teaching attitude, objectives, content of courses, methods and effectiveness.

(4) The heads of the secondary schools and colleges (teaching divisions/centers) give a comprehensive evaluation.

2. Inspection method and time

(1) Inspection method: a combination of self-examination by the secondary schools and colleges (teaching divisions/centers) and spot examination by the Dean's Office.

(2) Inspection time: mid-semester.

The Dean's Office shall responsible for unified deployment. The



secondary schools and colleges (teaching divisions/centers) and departments (sections) shall be responsible for specific arrangements and organization. Students shall participate in online and offline questionnaire surveys. The leaders of the University, the secondary schools and colleges (teaching divisions/centers) and the Dean's Office, as well as experts from the Teaching Supervision Team shall visit classes randomly. The peers shall visit classes and give evaluations accordingly. The secondary schools and colleges (teaching divisions/centers) shall summarize the evaluations and submit them to the Dean's Office at the end of the semester.

In terms of student appraisal, the teaching directors of the secondary schools and colleges (teaching divisions/centers) shall be responsible for organizing student symposiums and guiding students to participate in online and offline questionnaire surveys, so as to evaluate the faculty members of each course in the semester.

### iii Curriculum-based assessment

The Regulations of Shanghai University of Engineering Science on Curriculum-Based Assessment Management shall apply.

### iv Internship

The Measures of Shanghai University of Engineering Science for the Management of Internship Teaching shall apply.

### v Course design

The Measures of Shanghai University of Engineering Science for the Management of Course Design shall apply.

### vi Graduation projects (theses)



The Measures of Shanghai University of Engineering Science for the Management of Graduation Projects (Theses) and the Writing Norms of Undergraduate Graduation Projects (Theses) shall apply.

### vii Textbooks

The Measures of Shanghai University of Engineering Science for the Management of Textbook Selection shall apply.

### IV. Inspection Results

The Dean's Office shall feed back the inspection results to the secondary schools and colleges (teaching divisions/centers). The secondary schools and colleges (teaching divisions/centers) shall put forward suggestions for rectification within a time limit for the problems identified in the inspection and report them to the Dean's Office.

V. The Dean's Office shall be responsible for the interpretation of these Measures.

VI. These Measures shall come into effect as of September 1, 2015. The original Measures of Shanghai University of Engineering Science for the Implementation of Teaching Quality Management (HU GONG CHENG JIAO [2006] No. 73) shall be repealed simultaneously.



## Regulations of Shanghai University of Engineering Science on Teaching Supervision

HU GONG CHENG JIAO [2019] No. 230

These Regulations are formulated to strengthen the monitoring, guidance and feedback of the teaching process and teaching management of the University, improve the quality assurance system of teaching, promote the educational reform, improve the quality of education, teaching and operation, and make the supervision of the Teaching Supervision Team scientific, standardized and institutionalized.

Article 1 The University has decided to introduce a teaching supervision system in order to create a sound teaching, academic and learning environment, improve the quality management of the whole teaching process, establish a complete teaching quality assurance system, and improve the teaching quality and teaching capacity. The teaching and teaching management of the University must be supervised in accordance with these Regulations.

Article 2 As an important part of the University's teaching quality assurance system, teaching supervision is carried out under the direct leadership of the President and the vice principal in charge of teaching. The daily work is in charge of the Dean's Office (Management Office of Teaching Quality). The members of the Teaching Supervision Team are appointed by the President, who shall carry out work according to the teaching needs of the University,



and be responsible for inspecting, supervising and guiding all teaching procedures.

Article 3 Teaching supervision is a consultation, guidance and supervision organization for teaching. Its main task is to promote the scientific management of teaching, and to perform the basic duties such as supervision, guidance, feedback, evaluation, investigation and research on various teaching work and activities of the University, so as to ensure the implementation of CPC's educational policies, and make the teaching reform and construction go smoothly.

Article 4 Appointment requirements for teaching supervisors

(1) The candidate shall be familiar with the relevant educational policies and regulations relating to the country's higher education, have a high level of ideological awareness and policy, and have good ideological and political qualities.

(2) In principle, the candidate shall have the sub-senior title and above, have rich experience in teaching and teaching management, focus on meticulous scholarship, and be enthusiastic about teaching research and reform.

(3) The candidate shall be familiar with the teaching situation of the University, adhere to the principles, be fair and decent, seek truth from facts, be willing to contribute, have a strong sense of responsibility, and have high prestige among faculty.

(4) For retirees under the age of 70 (excluding), they shall ensure sufficient working hours, be healthy, and can work normally.

(5) Teaching supervisors are appointed by the President. The employment



period is three years. Upon expiration, they can be re-employed according to their wishes and work needs. If they are over 67 years old, they will no longer be appointed.

(6) The employment period shall be automatically terminated if the candidate is unable to perform his or her duties due to health conditions, or the candidate is over years old, or the nonperformance is more than 6 months within one year.

### Article 5 Work content and tasks of members of Teaching Supervision Team

#### (1) Supervision of teaching

1. Teaching supervisors shall participate in routine inspection of the teaching process, understand the teaching arrangements and operating rules of various teaching organizations and teaching management departments, and focus on checking the syllabus, lesson preparation, quality of classroom teaching, and students' practical teaching.

2. In general, each teaching supervisor shall participate in class visiting for 40-60 class hours per semester. Under the coordination of the Dean's Office (Management Office of Teaching Quality), teaching supervisors shall inspect and guide classroom teaching and experiment-based teaching at any time, log in to the supervision and course selection system to fill in the Form of Shanghai University of Engineering Science for Class Visiting, print and sign the form and submit it to the Dean's Office (Management Office of Teaching Quality) for filing. They shall also analyze and evaluate the faculty's teaching attitudes, content of courses, teaching methods, teaching effectiveness, teaching features and virtue through education, and put forward suggestions



and opinions for improvement. In case of any abnormal situation such as suspected teaching accident after they have listened to the class, it shall be reported to the Dean's Office (Management Office of Teaching Quality) in time. Teaching supervisors can also exchange opinions and suggestions with faculty members, and provide support and guidance to young faculty members. For faculty members who have received many complaints or disputes from students, the Teaching Supervision Team can organize follow-up class visiting, understand the situation, and find solutions.

3. Teaching supervisors shall participate in the inspection of centralized practical teaching procedures in each semester, fill in the Inspection and Record Form of Practice Sessions as required, and timely feedback to the Dean's Office (Management Office of Teaching Quality).

4. Teaching supervisors shall cooperate with the key teaching tasks of the University, participate in the inspection of teaching materials in each semester, randomly check test papers, internship (experiment) reports, graduation thesis and defense of graduation projects, and participate in the selection and acceptance of excellent graduation projects, defense of innovation and entrepreneurship projects and other academic activities for students. In addition, they shall find out the problems existing in the daily teaching work in time as well as the reasons that affect the teaching quality, and put forward opinions and suggestions for improvement.

### (2) Supervision of teaching management

1. Teaching supervisors shall put forward suggestions on the University's teaching management, teaching construction, professional planning, discipline



## Appendix E - Regulations

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construction, practice teaching, teaching evaluation, etc., and help the University make decision-making analysis.

2. Teaching supervisors shall strengthen communication with the leaders and faculty of secondary schools and colleges (divisions and centers), and timely understand and reflect the opinions, suggestions and requirements of students and faculty on teaching and teaching management.

3. Teaching supervisors shall participate in the training and education of young faculty members, help the University formulate training plans for young faculty members, and provide consulting and guidance services for faculty members who need to improve their teaching capabilities.

4. Teaching supervisors shall participate in the selection of various teaching projects such as the University's excellent lecture faculty members, youth education competitions, etc.

5. Teaching supervisors shall assist the University's leadership and the Dean's Office (Management Office of Teaching Quality) in temporarily arranged teaching supervision.

### (3) Supervision of learning

Teaching supervisors shall assist in student attendance and classroom discipline, investigate and understand the academic and learning environment of secondary schools and colleges, and cooperate with the University to improve the learning and examination environment.

### (4) Supervision of research

The Teaching Supervision Team shall improve the research and discussion on the dynamics of teaching work under new circumstances, conduct special





investigations and research on outstanding problems in teaching, develop research reports, and provide decision-making consultation and suggestions for the University to improve teaching, deepen teaching reform and improve teaching quality.

**Article 6 Work content and tasks of leader and deputy leader of Teaching Supervision Team**

(1) The leader and deputy leader of the Teaching Supervision Team shall organize at least 4 exchange meetings for supervision every semester. The members of the team shall participate in the meeting as much as possible, exchange the situation found during the supervision, and analyze and put forward solutions in time. The leader and deputy leader shall collect the outstanding problems found by the members during the supervision, promptly notify the University's leadership and relevant departments, and submit a written report.

(2) The leader and deputy leader shall formulate an annual work plan based on the University's teaching needs to determine the key tasks of the year.

(3) The leader and deputy leader shall organize and coordinate the members to complete various tasks relating to the supervision of teaching, management, learning and research.

**Article 7** The allowances for university-level teaching supervisors shall be distributed 8 times a year. If the teaching supervisor is unable to complete the prescribed task for various reasons, the allowance shall be deducted according to the actual situation.

**Article 8** The University shall issue a letter of appointment and supervision



certificate to the teaching supervisor during the period of appointment. Teaching supervisors must carry out supervision work with relevant certificate.

Article 9 Each secondary teaching organization may refer to these Regulations to establish a Teaching Supervision Team of the secondary schools and colleges (divisions and centers), formulate the corresponding secondary supervision system and report to the Dean's Office (Management Office of Teaching Quality) for filing to carry out teaching supervision of the organization, and strengthen the contact and communication with the university-level Teaching Supervision Team.

Article 10 The Dean's Office shall be responsible for the interpretation of these Regulations, which have come into force on MM DD, 2019. The original Regulations on Regulations of Shanghai University of Engineering Science on Teaching Supervision (HU GONG CHENG JIAO [2018] No. 25) shall be repealed at the same time.

### Measures of Shanghai University of Engineering Science for the Management of Class Visiting (Watching) by Leading Cadres

HU GONG CHENG JIAO [2019] No. 236

Teaching is the central part of the University, and teaching quality is the University's lifeline for development. It is one of the most direct and effective measures for leading cadres at all levels to go deep into the teaching site to understand the teaching situation on the front line, so as to promote the



University to care about teaching, pay attention to teaching and improve teaching quality. These Measures are formulated to gain in-depth understanding of classroom teaching, strengthen classroom teaching supervision and management, improve the teaching quality assurance system, and promote the improvement of teaching quality

### 1. Listeners

(1) Leading cadres of the CPC and government at the university level

(2) Leading cadres at the principal and deputy posts of the teaching administration department [Dean's Office], the Youth League administration department [Student Affairs Office (Department of Student Affairs), Communist Youth League Committee], the Office of Human Resources and other departments.

(3) Leading cadres at the principal and deputy posts of secondary schools and colleges (divisions/centers).

(4) Other middle-level principal and deputy cadres at the professional and technical posts of teacher series.

### 2. Scope of class visiting

All the courses in the Training Plan of the undergraduate (junior college) subject offered by each campus, including theory, experiment, practice, etc. Priorities include: Main courses and core courses of each program, excellent courses at all levels, courses taught by professors and other key faculty members, and new courses.

### 3. Frequency of class visiting

(1) The class visiting (watching) of the University's leadership shall include



more than 2 courses per semester.

(2) The class visiting (watching) of principal and deputy leading cadres of the teaching administration department [Dean's Office], the Youth League administration department [Student Affairs Office (Department of Student Affairs), Communist Youth League Committee], the Office of Human Resources and other functional departments as well as secondary schools and colleges (divisions/centers) shall include more than 4 courses per semester.

(3) The class visiting (watching) of other middle-level principal and deputy cadres at the professional and technical posts of teacher series shall include more than 4 courses per semester.

#### 4. Methods and requirements of class visiting

(1) The methods of class visiting mainly include key class visiting and joint class visiting organized to solve teaching quality or other major problems, class visiting organized for the exchange of teaching experience and the promotion of advanced teaching methods, class visiting freely chosen by listeners, etc.

(2) Listeners shall select the class and faculty members according to the curriculum schedule without prior notice. Listeners must abide by the schedule and teaching order.

(3) Listeners must fill in the Class Visiting (Watching) Record Book, make a complete record of the visiting process in a serious, detailed and truthful manner, and communicate with the faculty members in time after class.

(4) Listeners shall focus on understanding, collecting and recording faculty



members and students' opinions and suggestions on teaching environment, teaching facilities (conditions), academic and learning environment, teaching of the course and other teaching work, and put forward suggestions on how to deal with the relevant issues or feedback the information to the relevant administrative departments in a timely manner.

(5) Any class or faculty members shall not refuse to class visiting for any reason.

#### 5. Feedback and handling of class visiting information

(1) Leading cadres shall carefully take notes during class visiting.

(2) The Class Visiting (Watching) Record Book of the University's leadership and functional departments or offices shall be submitted to the Dean's Office at the end of the semester; the secondary schools and colleges (divisions/centers) shall summarize the Class Visiting (Watching) Record Book of their leading cadres at the end of the semester, fill in the Summary Table of Class Visiting and submit it to the Dean's Office.

(3) The Dean's Office shall summarize and sort the information fed back by the leading cadres, and transfer the problems reflected to the the departments concerned in accordance with the principle of functional division.



# Evaluation Form of Class Visiting

20XX - 20XX Academic Year and X Semester

Week No.:    Date:    Lesson No.:    Classroom No.:    Course No.:

School/college:    Faculty's name:    Course name:

No.	Item	Scor es	Poi nts
1	Value guidance: Paying attention to value guidance and delivering positive energy	10	
2	Teaching preparation: lesson preparation, teaching plan, courseware, teaching attitude	25	
3	Content of courses: Accuracy, orderliness, logicality, language expression, importance and difficulty, effect	40	
4	Classroom order: Atmosphere, students' attendance and interaction	25	
Total score		100	

Expected number of students: \_\_\_\_\_. Number of students attend: \_\_\_\_\_.

Comprehensive evaluation:

Listener \_\_\_\_\_ Date \_\_\_\_\_



# Evaluation Form of Class Visiting

20XX - 20XX Academic Year and X Semester

Week No.:    Date:    Lesson No.:    Classroom No.:    Course No.:

School/college:    Faculty's name:    Course name:

No.	Item	Scores	Points
1	Value guidance: Paying attention to value guidance and delivering positive energy	10	
2	Correct teaching attitude and full of energy	15	
3	Good combination of blackboard and multimedia courseware	25	
4	Good interaction with students and active classroom atmosphere	25	
5	Good order of classroom	25	
Total score		100	

Expected number of students:\_\_\_\_\_.Number of students attend:\_\_\_\_\_.

Comprehensive evaluation:

Watcher \_\_\_\_\_ Date \_\_\_\_\_



## Measures of Shanghai University of Engineering Science for the Management of Student Teaching Quality Informants

HU GONG CHENG JIAO [2015] No. 96

### I. Guiding Principles

These Measures are hereby formulated to improve the teaching, academic and learning environment, timely and accurately understand the information in teaching operation and daily teaching management, collect students' opinions and suggestions on teaching management, and give full play to the positive role of students in teaching quality monitoring.

### II. The Composition of Student Teaching Information Informant Team

In principle, the student teaching information informant shall be the class commissary in charge of studies. The secondary schools and colleges shall review existing members and add new members once every academic year, and submit the name list to the Dean's Office for the record.

### III. Responsibilities

i Teaching informants shall have a strong sense of responsibility, seek truth from facts, be conscientious and responsible, and actively understand teaching management;

ii They shall maintain close contact with the educational administration staff of the secondary schools and colleges, and timely convey the guiding





principles of teaching documents and meetings and the rules and regulations related to teaching affairs and teaching management to other students;

iii They shall report the situation of teaching to the Dean's Office from time to time;

iv They shall make reasonable suggestions for teaching management;

v They shall assist the Dean's Office and the secondary schools and colleges (teaching divisions/centers) in evaluating the quality of classroom teaching of faculty members.

#### IV. Teaching Informant Management

1. The Teaching Quality Section of the Dean's Office shall be responsible for collecting and collating teaching information and transferring it to the departments concerned in a timely manner;

2. Teaching informants who do not perform their duties seriously shall be criticized and educated; those who severely fail to perform their duties or violate relevant regulations shall be disqualified.

V. The Dean's Office shall be responsible for the interpretation of these Measures.

VI. These Measures shall come into effect as of September 1, 2015. The original Measures of Shanghai University of Engineering Science for the Management of Student Teaching Quality Informants (HU GONG CHENG JIAO [2004] No. 99) shall be repealed simultaneously.

Measures of Shanghai University of Engineering Science for the  
Implementation of Course Teaching Quality Evaluation



## HU GONG CHENG JIAO [2015] No. 100

Teaching is the central part of university education, and quality is the eternal theme of teaching. Course teaching is the most important and basic part of colleges and universities, and it is an important guarantee for creating an excellent teaching, academic and learning environment, and training qualified personnel with comprehensive development of morality, intelligence, and physical fitness. The purpose of course teaching quality evaluation is to objectively, accurately and scientifically evaluate course teaching quality. It is the core of teaching quality management and also the key to continuously improving teaching quality. These Measures are hereby formulated to further improve teaching quality, regulate and improve the teaching quality management system.

### I. Purpose of Evaluation

i To continuously improve the classroom teaching inspection and evaluation mechanism to ensure scientific, institutionalized, standardized and regular evaluation.

ii To scientifically evaluate course teaching quality, continuously collect, analyze, and integrate the University's feedback information on teaching and teaching quality to provide teaching managers with a basis for decision-making, thereby further improving the quality of teaching.

iii To gradually establish an effective incentive mechanism to provide a basis for the appraisal on faculty members' posts and professional titles and annual assessment.



iv To strengthen teaching management and supervision, maintain normal teaching order, and create an excellent teaching, academic and learning environment.

v To gradually establish and improve the faculty evaluation information database to promote faculty growth and development.

### II. Evaluation Principle

A comprehensive comprehensive evaluation shall be carried out based on the principles of science, objectivity, openness and fairness.

### III. Organizational Management

i The evaluation of course teaching quality shall be led by the Vice President in charge. The Teaching Steering Committee of the University shall be responsible for guidance and supervision.

ii The evaluation of course teaching quality shall be carried out at the university and school/college levels. The Dean's Office shall be responsible for the university-level evaluation of course teaching quality, and the school/college-level quality evaluation shall be organized and implemented by the heads of the secondary schools and colleges.

### IV. Breakdown of Inspection and Evaluation

Inspection and evaluation shall be divided into inspection and evaluation by the Teaching Supervision Team, inspection and evaluation by the leaders of the secondary schools and colleges (teaching divisions/centers) and teaching teams, and student evaluation.

### V. Steps in Evaluation Implementation

i The teaching quality evaluation shall consist of inspection and



evaluation.

The teaching quality inspection shall cover the entire teaching process and all procedures. The teaching quality inspection shall be carried out before the end of each semester.

ii The university-level teaching quality inspection shall be the responsibility of the Teaching Quality Section. University-level teaching quality inspections shall be divided into routine inspections and key inspections.

Routine inspections: student registration, teaching order at the beginning of a semester, teaching before and after holidays, daily teaching, assessment (test), internship, experiment (practical training), graduation project (thesis), class visiting by the leaders of the University and the secondary schools and colleges (teaching divisions) and the experts of the Teaching Supervision Team.

Key inspections: before the appointment of faculty members for professional titles, teaching competitions and selections, where problems found in routine inspections, and where negative comments made by students or faculty members.

iii The teaching quality inspection of the secondary schools and colleges (teaching divisions/centers) shall be the responsibility of the Office in accordance with the relevant regulations of the University.

iv A summary shall be made after the inspection, and the Teaching Quality Section of the Dean's Office shall prepare a teaching briefing.

v Teaching briefings and inspection summaries shall clearly indicate areas for improvement. Teaching supervisors at all levels shall be responsible



for supervising and making improvements.

### VI. Feedback on Evaluation Results

Evaluation results shall be fed back to relevant leaders of the University and the secondary schools and colleges (teaching divisions/centers) by the Dean's Office. The secondary schools and colleges (teaching divisions/centers) shall give feedback to each faculty member in an appropriate form. Faculty members can check the opinions of supervisors, leaders, peers and students on teaching on the teaching management system.

### VII. Evaluation Results and Rewards and Punishments

i The secondary schools and colleges (teaching divisions/centers) shall formulate supporting measures for the assessment on faculty members and the allocation of class allowances based on these Measures and actual conditions.

ii Faculty members whose teaching quality is assessed as "Bad" must suspend their qualifications for teaching the course concerned.

iii Faculty members whose teaching quality is assessed as "Poor" must take corrective measures within a time limit.

It is required to regain the qualification for teaching the course. For details, refer to the Measures of Shanghai University of Engineering Science for the Recognition of Qualifications of Faculty Members.

VIII. The Dean's Office shall be responsible for the interpretation of these Measures.

IX. These Measures shall come into effect as of September 1, 2015. The



original Measures for the Implementation of Course Teaching Quality Evaluation (HU GONG CHENG JIAO [2006] No. 76) shall be repealed simultaneously.

Notice on Adjusting the Incentive Program for Backbone Teaching Teams of  
Shanghai University of Engineering Science  
HU GONG CHENG JIAO [2019] No. 12

I. General Provisions

According to the guiding principles of the national and Shanghai undergraduate education work conferences and the requirements of the Guiding Opinions of Shanghai Municipal Education Commission on Promoting the Incentive Program for Undergraduate Teachers (HU JIAO WEI GAO [2017] No. 64), the University has revised the original Incentive Program for Backbone Teaching Teams of Shanghai University of Engineering Science (HU GONG CHENG REN [2013] No. 33) in the field of assessment of teaching team will and taken it as an implementation plan for 2019, so as to better foster virtue through education, cultivate socialist builders and successors for socialism with Chinese characteristics, encourage faculty members to devote themselves to undergraduate teaching, improve the quality of undergraduate



teaching, and enhance the performance of the incentive program for key faculty member team.

### II. Composition and Tasks of Teaching Team

#### 1. Composition and teaching team

The faculty members of the University (including those who hold both management posts and professional and technical posts) may apply to set up a teaching team through free combination according to the curriculum system. The team will be set up after review and approval by the secondary schools and colleges and the University. The teaching team is a specific teaching group consisting of a faculty member with senior professional title as the team leader and several full-time faculty members, experimenters and teaching assistants.

Generally, the teaching team has no less than 3 people and no more than 8 people in principle. Each faculty member can only participate in one teaching team.

If faculty members who have already participated in the team apply for promotion to higher-level professional and technical posts, they will be given priority under the same conditions. New faculty members must join the teaching team.

#### 2. Tasks of the teaching team

##### (1) Course teaching

The teaching team is required to undertake the teaching responsibilities of



## **Appendix E - Regulations**

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the core courses of discipline (program), general compulsory courses and elective courses, minor courses and public elective courses.





Faculty members with senior professional titles must teach undergraduates every year.

(2) Teaching research

The teaching team shall regularly carry out teaching research, teaching reform and research activities, organize and apply for university-level and above education and teaching research, development of excellent courses and full-English demonstration courses, textbook development and other projects. It is also encouraged to carry out exploration, research and practice of teaching methods based on projects, problems, cases, etc.

(3) Whole-process tutorial system

Faculty members in the team shall serve as undergraduate tutors throughout the teaching process, be responsible for the guidance of undergraduates in their studies, guide the minor programs in the second classroom, and provide extracurricular tutoring and related consultations. In principle, young new faculty members who have not joined the team shall not serve as whole-process tutors. The secondary schools and colleges can arrange them to undertake some teaching assistance work.

(4) Young teaching assistants

According to the Interim Measures of Shanghai University of Engineering Science for the Responsibilities of Full-time Faculty Members (HU GONG CHENG REN [2017] No. 30), faculty members with senior professional titles have the responsibility to guide young



faculty members in the team to master teaching methods to improve the quality of teaching, and carry out teaching and training activities such as class visiting and trial lecture. New faculty members who do not have any teaching experience in colleges (including post-doctoral experience) before employment shall serve as teaching assistants for at least one year, during which time they shall not undertake any tasks relating to theoretical course teaching. While serving as a teaching assistant, they shall establish a sense of responsibility and mission for engaging in education, learn the rules and regulations of teaching management and operation, and be familiar with all teaching procedures. Under the guidance and help of the instructor, they shall complete auxiliary tasks such as class visiting and answering questions. In addition, they shall carefully prepare lessons, write lesson plans and make courseware. They shall also carry out learning and seminars on teaching methods.

(5) Innovation and entrepreneurship education for college students

The teaching team must guide and support various innovation and entrepreneurship activities of college students, and participate in the guidance and review of various innovation and entrepreneurship competitions.

The teaching team is administratively subordinate to the secondary schools and colleges (teaching divisions and centers) where the team leader belongs.



### III. Establishment of Teaching Team

#### 1. Establishment form

Each teaching team shall arrange a team leader as the first responsible person for team building. The team leader shall carry out the selection, dismissal, assessment and evaluation of the team members as well as the allocation of teaching allowances. The team leader shall be responsible for setting objectives and tasks for the team, and leading all members to achieve and complete them.

#### 2. Requirements for being team leader

(1) The team leader shall have a senior professional and technical title, and shall be able to serve for no less than two years before the legal retirement date. The leader of the newly formed team shall be able to serve at least three years before the legal retirement date.

(2) The team leader shall undertake the actual teaching of at least one undergraduate course, be familiar with all the teaching procedures and the curriculum system of the program, and can guide the team members to carry out the reform of teaching content, methods and means.

(3) The team leader shall have noble morality, rigorous academic attitude, the spirit of unity and cooperation, and a certain ability of organization, management and leadership.

#### 3. Responsibilities of team leader



## Appendix E - Regulations

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- (1) In order to complete the establishment of the team, the team leader shall lead the team members to achieve the expected objectives. The team leader shall take the lead in ideological and political teaching, and do a good job in all-round education.
- (2) The team leader shall lead the teaching and development of undergraduate courses, and guide the undergraduates on- and off-campus internships, social practice, discipline competitions, innovation and entrepreneurship activities, graduation projects (theses), etc.
- (3) The team leader shall help and guide young faculty members to become familiar with and devote themselves to teaching work, and continuously improve the quality of teaching.
- (4) The team leader shall grasp the teaching quality and teaching capacity of the team members, organize various teaching activities such as class visiting and trial lecture within the team, preside over or guide various teaching research work, and promote the overall teaching quality of the team.
- (5) The team leader shall reasonably and fairly allocate resources and incentive allowances.
- (6) The team leader shall arrange team members to carry out the flexible working system, the Q&A system and the on-campus self-study guidance system.
- (7) The team leader shall lead the team to complete various teaching tasks.



### 4. Basic requirements and responsibilities of team members

(1) The team member shall have good political quality and professional ethics, be paragons of virtue and learning, impart knowledge and educate people, and have noble ethics, excellent teaching style, rigorous scientific attitude and high sense of responsibility.

(2) The team member shall obtain the qualification for teachers in colleges and universities in accordance with the law, and meet the basic requirements for faculty posts. The team member shall perform the job responsibilities as a faculty member, participate in and guide students' second and third classroom activities and other social services, and participate in various trainings.

(3) The team member shall participate in undergraduate teaching activities every year. Faculty members with senior professional titles must teach undergraduates every year, and professors and associate professors must teach undergraduate theoretical courses every year. All the faculty members have the responsibility of guiding students in various internships, practices and graduation projects (theses).

(4) The team member shall implement the out the flexible working system, the Q&A system and the on-campus self-study guidance system, and adhere to the “Three No Regulations” required by the Municipal Education Commission. During working



## Appendix E - Regulations

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days, if the team leader goes out for some reason, he/she shall go through the leave formalities and obtain approval in accordance with the University's relevant regulations.

(5) Faculty members shall disclose their phone numbers, email addresses and office addresses to students.

(6) Faculty members must abide by the discipline of classroom teaching. IV. Application and Approval of Teaching Team

1 The adjustment of teaching team, including establishment or dismissal and member adjustment, shall be done December of each year to March of the following year.

2 The secondary schools and colleges (teaching divisions and centers) shall be the main body of the teaching team and shall manage and implement the team establishment. They shall organize the adjustment of their teaching team according to the principles of fairness, justice and openness, and report the adjustment results to the relevant departments of the University.

3 The newly formed team needs to be publicized. The publicity period is 5 working days. If there is no objection, the University will issue a document to authorize the approved team leader to form the team and exercise the relevant powers, responsibilities and obligations.

4 The team leader and the dean (director) of the secondary school or college (teaching division or center) shall sign the Teaching Team Work Agreement.



## V. Funding and Standards

1. The secondary schools and colleges (teaching divisions and centers) shall provide special funding incentives for the teaching team, including the University's special funds and superior special funds.



2. The team incentive funds shall be allocated annually. The team incentive funds shall include leader allowance, teaching incentive allowance and funds for academic exchange activities. At the beginning of each year, the team's incentive funds for the current year shall be calculated based on the completion of the tasks in the previous year, the quality of teaching, the number and structure of team members, etc., and timely appropriation shall be made based on the receipt of special funds.

3. The team incentive funds are composed of:

$J$  (team incentive funds) =  $J1$  (leader allowance) +  $J2$  (teaching incentive allowance) +  $J3$  (funds for academic exchange activities).

$J1$  (leader allowance): The incentive allowance for the team leader based on the teaching tasks, teaching quality of the team, etc.

$J2$  (teaching incentive allowance): The allowance is calculated based on the total credit points of the courses undertaken by the team in the previous year (accumulated according to the actual number of courses opened) and the running quality score of the teaching team in the previous year. The person in charge of each team shall manage and distribute the allowance according to the actual operation of the team this year.

$J3$  (funds for academic exchange activities): The allowance shall be determined based on the number and structure of the team members. The allowance is mainly used to motivate team members





to carry out teaching and academic exchange activities. It can be used as registration fees and travel expenses for participating in domestic teaching or academic conferences, expenses for participating in professional competence training, expenses for publication of research results, allowances for part of postgraduate teaching assistants, materials expenses for students' innovation and entrepreneurship and urban transport expenses. Among them, the proportion of urban transport expenses shall not exceed 30%, and the meetings or trainings must have an official notice and schedule stamped by the sponsor or organizer.

### VI. Management and Organization of the Teaching Team

1. Since the teaching team is already in the regularized management and operation stage, the University has established the Teaching Team Operation and Management Group to strengthen the connotative development of the teaching team and improve its performance. The vice president in charge of teaching serves as the team leader, the directors of the Dean's Office and the Office of Human Resources serve as the deputy team leaders, and the deputy directors of the Dean's Office and the Office of Human Resources who are in charge of the teaching team work or the head of the relevant departments serve as the team members.



## Appendix E - Regulations

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2 The Dean's Office shall be responsible for the daily operation of the teaching team, including the establishment, adjustment, workload verification and calculation of assessment indicators of the teaching team, and the above results shall be reported to the Teaching Team Operation and Management Group in conjunction with the Office of Human Resources. After the review by the Group, the results shall be reported to the President's Office Meeting.

3 The Office of Human Resources shall calculate the incentive funds for each team, including J1, J2 and J3, based on the results of the review, and distribute them to relevant departments and teaching teams in a timely manner.

4 Secondary schools and colleges (teaching divisions and centers) shall be responsible for implementing secondary management on the teaching team. Secondary schools and colleges (teaching divisions and centers) shall establish the Teaching Team Operation and Management Group, and be responsible for its guidance and coordination, routine management, resource allocation, annual assessment and internal distribution supervision.

5 The team leader shall sign the task and objective responsibility contract with the school/college (department), and be responsible for the implementation of the team's tasks and objectives and the overall allocation of related resources. The team leader shall be responsible for the annual assessment of team members. If the team leader is unable to perform his/her duties due



to various reasons, or fails to complete the tasks or objectives during the employment period, the secondary school or college (teaching division or center) where the team is located may propose a reorganization or cancellation of the team and submit it to the University for approval.

### VII. Assessment and Motivation

#### 1. Assessment of teaching team

The University conducts the assessment of the teaching team in terms of basic indicators, quality indicators and one-vote veto indicators every year.

The basic indicators are assessed by the secondary schools and colleges (teaching divisions and centers), and the content includes assessment of flexible working system, the Q&A system and the on-campus self-study guidance system, whole-process tutor and teaching. The total score is 50 points.

The quality indicators are assessed by the University, and the content includes the attendance rate of faculty members with senior professional titles, teaching reform projects, guidance of discipline competition and other various honors. The total score is 50 points.

The one-vote veto indicators include teachers' professional ethics, teaching accidents, etc. Once such issues occur, the team's quality indicator score will be 0.

##### (1) Basic indicators



## **Appendix E - Regulations**

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The basic indicators mainly assess the basic tasks that the teaching team must complete and the teaching requirements that need to be met, including flexible working, Q&A, self-study guidance, whole-process tutor and teaching evaluation.



Q&A and self-study guidance shall be calculated on a team basis.

The University will provide the data in the relevant team management system to secondary schools and colleges (teaching divisions and centers) every year, and these secondary schools and colleges (teaching divisions and centers) will carry out team assessment according to the actual situation on its basis, determine the basic indicator score of each team, and report to the relevant department of the University after approval. The specific points are calculated as below:

Basic indicators (50 points in total) = flexible working (10 points in total) + Q&A (10 points in total) + self-study guidance (10 points in total) + whole-process tutor (10 points in total) + teaching quality (10 points in total).

### ① Flexible working

Score (10 points in total) = attendance rate \* 10

Flexible working: Flexible working is assessed by each department according to the attendance sheet.

Attendance rate = accumulative attendance days for team workdays/required attendance days (workdays - approved leave days).



### ② Q&A

Score (10 points in total) = actual accumulated hours of the team \*  
10/accumulated hours required for the team to be on duty.

### ③ Self-study guidance

Score (10 points in total) = actual accumulated hours of the team \*  
10/accumulated hours required for self-study guidance by the team.

### ④ Whole-process tutor

The full score of the whole-process tutor is 10 points, and the assessment will be carried out by the department. The Dean's Office will provide data such as the online evaluation score of the teaching team service platform and the online confirmation of the student's course selection guidance. The department will conduct a comprehensive evaluation based on the actual work of the tutor.

### ⑤ Quality of teaching

The full score of the quality of teaching is 10 points, including teaching assessment (5 points) and spot check of the quality of teaching (5 points).

The assessment is carried out by the department, and the Dean's Office provides the existing assessment data in the teaching management system and the opinions on class visiting as the main basis for the assessment.



The spot check of teaching quality is assessed by the department based on the spot check results provided by the Quality Office of the Dean's Office and the self-check organized by the department.

### (2) Quality indicators

The quality indicators are mainly used to assess the work performance of the teaching team, including teaching of faculty members with senior professional titles, teaching reform projects, discipline competition guidance, and awards and honors. The full score of the quality indicators is 50 points, which is calculated based on the following formula after the accumulation of different quality points.

Quality indicator score = the quality score of a certain team \* 50 / the highest quality score among all teams in the University. Quality points = points for teaching performance of faculty members with senior professional titles + points for teaching reform projects + points for discipline competition guidance + points for honors.

#### ① Points for teaching performance of faculty members with senior professional titles

The full score is 15 points. The points are calculated according to the current year's teaching rate of faculty members with senior professional titles within the team. Faculty members with senior professional titles (excluding those who hold both management posts and professional and technical posts and external faculty



members) shall teach two undergraduate courses throughout the year (excluding special lectures, graduation projects <theses>), of which professors and associate professors must give the main undergraduate theoretical courses.

The faculty members of the team are encouraged to teach high-quality general public elective courses (small class).

Teaching points of faculty members with senior professional titles = the total number of courses taught by the faculty members with senior professional title of the team\*15/(number of faculty members with senior professional titles of the team\*2) (15 points in total).

### ② Points for teaching reform projects

Faculty members are encouraged to apply for high-level education reform projects.

For the team members who have successively applied for the municipal and national teaching development projects organized by the Dean's Office as the project leader, the calculation method is 10 points for each approved municipal projects, 40 points for each approved national project (for the same project, the calculation is based on the highest level), and 3 points for each completed university-level project.

### ③ Points for guiding innovation and training projects for university students

Faculty members are encouraged to guide innovation and training projects





## Appendix E - Regulations

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for university students.



For the team member who serves as the first instructor to guide the students to carry out innovation and training projects that year, the calculation method is 0.5 point for each university-level project and 1.5 points for each university-level project. For the team member who guides students in establishing an innovation and training project as the first instructor, the calculation method is 3 points for each project.

④ Points for guiding discipline competitions

Faculty members are encouraged to guide discipline competitions for undergraduates.

For the team member who serves as the first instructor to guide the students to participate in discipline competitions and win awards, the points will be accumulated based on the competition category and level (for the same award, the calculation is based on the highest level; if the team member guides multiple teams to win awards in the same competition as the first instructor, 100% of stipulated points will be given for the award at the highest level, 50% of stipulated points for the second award and no point for other awards). The specific points are shown in Table 1.

Table 1 Points for Award-winning Guidance in Competition

Competition	Grade of award						
	National grand prize	National first prize	National second	National third	Provincial and	Provincia I and	Provincia I and



## Appendix E - Regulations

Category	(including cup award)		prize	prize	municipal grand prize (including cup award)	municipal first prize	municipal second prize
A1	50	30	15	10	15	10	5
A2	30	15	8	2	8	7	2
A3	30	10	5	2	5	4	2
B	3	2	1	0.5	0.8	0.8	0.5
C	0.8	0.8	0.6	0.2	0.6	0.6	0.1

### ⑤ Points for winning awards and honors

For the team members who wins university-level, municipal and national teaching awards and honors that year, corresponding points can be obtained and accumulated according to the category and level of awards and honors. The category and level shall be subject to the issuance or certificate-stamping organization. The specific points are calculated as below:

National honors: 60 points for the grand prize, 40 points for the first prize, 20 points for the second prize, and 10 points for the third prize;

Provincial and municipal honors: 20 points for the grand prize, 10 points for the first prize, 5 points for the second prize, and 3 points for the third prize;

University-level honors: 5 points for the grand prize, 3 points for the first prize, 2 points for the second prize, and 1 point for the third prize. The specific calculation rules are as below:



## Appendix E - Regulations

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- For the same project, the calculation is based on the prize at the highest level.
- For provincial and municipal first prize or above, points are given for the first faculty member of the team who ranks top 5 of the award. Points will be given to the staff of the University if the award is jointly declared with external organization. If none of the top 5 faculty members of the award have participated in the teaching team, the points for the award will not be provided for any teaching team.
- The points for the provincial and municipal first prize or below are provided for the first faculty member of the team who ranks top 3 of the award. If none of the top 3 faculty members of the award have participated in the teaching team, the points for the award will not be provided for any teaching team.
- For the unlisted prizes, the points are calculated based on the scores for corresponding first prize.

Specific awards and honors include: Teaching Achievement Award, Young Teacher Teaching Competition, Outstanding Graduation Project Instructor, Outstanding Experimenter, Excellent Talents Program (Entrepreneurship Mentor), Shanghai Education Talent Award. The award and honor categories are dynamically adjusted. According to the actual situation, they will be announced by the Teaching Team Operation and Management Group before the assessment of the year.



### (3) One-vote veto indicators

The one-vote veto indicators refer to teachers' professional ethics, teaching accidents, etc. Once such issues occur and are recognized by the relevant department, the team's quality indicator score will be 0.

### 2. Determination of teaching team funds

The teaching team funds for this year are determined by the Office of Human Resources based on the assessment results of the previous year.

### 3. Lowliest place elimination

The lowliest place elimination is implemented within the teaching team. For the teaching team that has been in the bottom 10% among the teams of the University for three consecutive years, relevant departments will directly put forward their opinions on disbanding the team, and report to the University for approval.

### 4. Handling of special circumstances

If team members encounter special circumstances such as overseas or domestic visits, off-campus duties, maternity leave, supporting Xinjiang or Tibet 's development, etc., the Teaching Affairs Office will adjust the relevant team indicators and carry out the assessment. The J2 funds for teaching teams with such circumstances are still calculated based on the actual situation of the previous year.



## VIII. Miscellaneous

Faculty members who do not participate in the teaching team shall not enjoy the funds and incentive allowances mentioned in these Measures. IX. Supplementary Provisions

- 1 These Measures shall come into effect as of January 1, 2019.
- 2 The Dean's Office and the Office of Human Resources shall be responsible for the interpretation of these Measures.

## (2) Teaching Rewards and Punishments

Measures of Shanghai University of Engineering Science for Selection of  
Excellent Lecturers

HU GONG CHENG JIAO [2019] No. 254

These Measures are formulated to vigorously improve the teaching work, standardize the faculty members' work system, give full play to the enthusiasm and enthusiasm of faculty members, improve the teaching quality and running capacity of the University, and promote the sustainable development of the University's faculty members.

### 1. The basic conditions of excellent lecturers

1.1 The lecturer shall adhere to the Four Cardinal Principles, earnestly implement the CPC's educational policies, support the CPC's principles, guidelines and policies, be loyal to the CPC's education business, abide by professional ethics, have a strong sense of professionalism and collaboration,



## Appendix E - Regulations

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be rigorous in academic research and teaching, impart knowledge and educate people, and be paragons of virtue and learning.

1.2 The lecturer shall love his/her post, have a strong sense of dedication, strictly implement the University's teaching discipline, and no teaching accidents have occurred within two years.

1.3 The professors, associate professors and lecturers who are responsible for the teaching tasks of graduate students, undergraduate and junior college students shall attend undergraduate teaching in each academic year in the past three years.

1.4 The lecturer shall be familiar with the syllabus of the course, the courseware and lecture notes system shall be comprehensive and be in line with the requirements of the syllabus. The lecturer shall also take the initiative to update and optimize the content of the course, have a clear classroom teaching structure, highlight key and difficult points, be able to guide and answer students in accordance with the regulations, and assign and review homework.

1.5 The lecturer shall pay attention to teaching reform and practice, optimize teaching methods and methods, have rich teaching experience, have excellent teaching quality evaluation, and the main course is welcomed by the majority of students.

1.6 The lecturer shall have a correct teaching attitude, appropriate teaching methods, be good at inspiring students, and effectively mobilize students' interest and enthusiasm, so that students can effectively master the basic theories, basic knowledge and basic skills of the courses they have learned. In



addition, the lecturer can effectively improve students' ability to analyze problems, solve problems and comprehensively use what they have learned, is good at using a variety of auxiliary teaching methods, and the teaching effect is good.

1.7 The lecturer shall actively guide and help young faculty members to improve their teaching capacity and make important contributions to the development of a reasonable teaching echelon.

### 2. Measures for selection of excellent lecturers

2.1 Excellent lecturers are selected once a year, and no more than 16 lecturers are selected each time.

2.2 Faculty members who meet the selection requirements can apply to their respective secondary schools and colleges (divisions/centers) themselves, or they can be recommended by the secondary schools and colleges (divisions/centers).

2.3 The secondary school or college (division/center) organizes a panel to evaluate the applicant's teaching capacity, teaching effectiveness and research results by reviewing the application materials, class visiting, etc., and determine the candidates for excellent lecturers.

2.4 The secondary school or college (division/center) stamps the list of candidates and the Application Form for Excellent Lecturers of Shanghai University of Engineering Science with the official seal and submits them to the Dean's Office.

2.5 The University reviews the materials of candidates, and organizes relevant experts, members of the Teaching Supervision Team, student representatives,





etc. to listen to attend class visiting and appraisal. After comprehensive evaluation, the excellent lecturers are selected from these candidates.

2.6 The results of the selection are disclosed (the disclosure period is 7 days) after they are submitted to the University for approval, they will be publicized (the publicity period is 7 days). If there is no objection after the public notification, the list of excellent lecturers will be determined and the excellent lecturers will be commended.

2.7 The faculty members who win the first prize in the teaching competition for young faculty members organized by Shanghai University of Engineering Science that year are automatically regarded as excellent lecturers.

### 3. Awards for excellent lecturers

3.1 The University will provide the honorary title of Excellent Lecturer of Shanghai University of Engineering Science to excellent lecturers, and issue honorary certificates and awards to them.

3.2 The materials of the winners should be stored in their business files as an important basis for promotion of professional and technical positions and selection of advanced. The materials of winners shall be stored in their files as an important basis for promotion of professional and technical posts and evaluation of outstanding employee.

3.3 Excellent lecturers who have been commended and rewarded shall give full play to their exemplary role, actively lead and demonstrate, strive to explore the laws of education and teaching, promote the reform and innovation of teaching ideas, teaching content and teaching methods, and improve teaching quality.



4. The Dean's Office shall be responsible for the interpretation of these Measures.

5. These Measures shall enter into force as of November 11, 2019, and the original Measures of Shanghai University of Engineering Science for Selection of Outstanding Lecturers (HU GONG CHENG JIAO [2015] No. 97) shall be repealed simultaneously.

Measures of Shanghai University of Engineering Science for the Selection of  
Excellent Undergraduate Graduation Projects (Theses)

HU GONG CHENG JIAO [2019] No. 188

These Measures are hereby formulated in accordance with the Articles of Association of Shanghai University of Engineering Science to improve the quality of undergraduate graduation projects (theses), cultivate high-quality talents with innovation and creativity, and encourage undergraduates to strive for outstanding performance in their graduation project (thesis).

I. Selection scope and proportion.

1. Thesis recommended for the selection of excellent graduation project (thesis) must be tested for its repetition rate.

2. Candidates for the selection are those who passed the graduation defense with grades of excellency (90 points and above) of the year.

3. The selection is based on the performance, creativity, practicality and academic level of the thesis.

4. Secondary schools, colleges and departments shall recommend 2% of graduation projects (theses) for the selection of excellent graduation projects



(theses).

II. Date of selection:

The selection of excellent undergraduate theses shall be conducted once per year in June.

III Review procedures:

1. Excellent graduation projects (theses) shall be recommended by the Defense Committee of the secondary school or college, and two faculty members or experts with senior titles shall fill in the Evaluation Form for Excellent Graduation Projects (Theses) to be submitted to the Dean's Office after evaluation by the Working Group.

2. The Dean's Office shall organize the selection work. The submitted graduation projects (theses) will be reported, displayed and defended, and the final list of winners will be reviewed and determined by the Expert Review Panel for Excellent Graduation Projects (Theses).

IV. Results and rewards:

1. There are three prizes for excellent undergraduate graduation project (thesis): first, second and third.

2. Winners will be awarded with certificates and prizes by the University. The first prize is RMB 1,000, the second prize is RMB 800 and the third prize is RMB 500.

V. The Dean's Office shall be responsible for the interpretation of these Measures.

VI. These Measures shall be implemented starting from class 2020. The original Measures of Shanghai University of Engineering Science for the



Selection of Excellent Undergraduate Graduation Projects (Theses) (HU GONG CHENG JIAO [2015] No. 3) will be appealed simultaneously.

Regulations of Shanghai University of Engineering Science on the  
Identification and Handling of Teaching-Related Accidents

HU GONG CHENG JIAO [2019] No. 253

These Regulations are formulated to ensure the scientificity, standardization and seriousness of teaching management, maintain normal teaching order, regularize teaching management, create excellent academic and teaching environment, improve comprehensive teaching quality, and strengthen the work responsibilities of teaching and management staff of various levels and categories, prevent and reduce the occurrence of various mistakes in the teaching process, and ensure that accidents can be dealt promptly, seriously and properly.

All accidents that affect the normal teaching order, teaching process and teaching quality due to the direct or indirect responsibility of faculty members, teaching assistants, teaching management personnel (department), and staff of the departments serving teaching shall be teaching accidents.

The accidents are divided into major teaching accidents (level 1), large teaching accidents (level 2) and general teaching accidents (level 3) based on the circumstances and consequences.

1. Anyone of the following circumstances shall be deemed as a major teaching accident (level 1)



## Appendix E - Regulations

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1.1 The faculty and staff disseminate statements that violate the Four Cardinal Principles or illegal opinions, promote superstition or spread obscene content in teaching, experimentation, internship, tutoring, mentoring, assessment and other teaching process links or teaching management activities;

1.2 The faculty and staff violate the basic purpose of imparting knowledge and educating people by inciting students' unstable emotions, which directly affect the normal progress of teaching activities, or result in negative influence among students;

1.3 No responsible lecturer is arranged for the course, resulting in no one to undertake the teaching task;

1.4 The course or experiment is suspended due to absenteeism of the faculty and staff, or practical links, or the faculty and staff are absent from invigilation;

1.5 The faculty and staff leak the questions before the examination.

1.6 There are serious errors in the examination questions, making the examination unable to be implemented or invalid.

1.7 Due to reasons for invigilation, examination papers (printing, binding, distribution or delivery), examination room organization, etc., the examination papers are not delivered to the examination room after the opening of the examination, and the examination is delayed for 30 minutes or more;

1.8 In the course of the examination, the invigilators fail to perform their duties in accordance with regulations and allow students to cheat, resulting in serious disorder in the examination room.

1.9 The faculty and staff change the student's scores without following the procedures;



## Appendix E - Regulations

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1.10 Degree certificates or graduation certificates are incorrectly issued to those who are not qualified due to lax review;

1.11 Students are seriously injured (resulting in disability) or heavy property losses ( $\geq$  RMB 10,000) occur in teaching, practice or experimental activities due to faculty and staff's mistakes in guidance or absence from their posts without authorization.

1.12 The relevant schools and colleges (divisions/centers) fail to report and deal with various teaching accidents in time (within one week), conceal serious teaching accidents and the truth of teaching accidents, and shelter the person responsible for the accident, thus causing serious impact;

2. Anyone of the following circumstances shall be deemed as a large teaching accident (level 2)

2.1 The faculty and staff arbitrarily change the training plan without reporting for approval in accordance with the Regulations on the Management of Quality Evaluation and Continuous Improvement of Training Plans;

2.2 Failure to arrange courses as planned for two consecutive years, thus affecting the normal implementation of the training plan;

2.3 The faculty and staff insult or impose corporal punishments on students;

2.4 There is no correct and timely guidance for students' course selection, restudy, suspension, resumption and other matters, thus affecting students' academic performance.

2.5 Failure to properly notify the teaching schedule of holidays or school-wide activities, causing disorder in teaching; or failure to give timely notice, resulting in partial failure in implementation;



## Appendix E - Regulations

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2.6 Unauthorized occupation of classrooms or other teaching facilities, resulting in conflicts in teaching activities.

2.7 The class or invigilation is more than 15 minutes late, or the class is more than 15 minutes ahead of schedule not due to force majeure.

2.8 Without special circumstances, the faculty and staff leave the classroom or examination room for more than 15 minutes without authorization during class and invigilation;

2.9 The faculty members have no lesson plan;

2.10 Without the consent of the school or college (division/center), the faculty and staff abandon the entire chapter specified in the syllabus, which affects the integrity of teaching, or have a difference of more than 2 weeks between the teaching schedule and the teaching plan;

2.11 In case that the leakage of examination questions is known, the party concerned and the responsible person do not take any remedial measures;

2.12 The faculty and staff change the time and place of the examination without filing with the Dean's Office;

2.13 The examination is delayed by more than 10 minutes due to reasons for invigilation, examination papers (printing, binding, distribution or delivery), examination room organization, etc.;

2.14 The invigilator who finds that students cheat in the examination room does not correct or stop such behavior in time, and deliberately conceal the violation or cheating in the examination room;

2.15 The weight of the examination questions is severely insufficient, so that the examination ends ahead of schedule, and the actual examination time is



## Appendix E - Regulations

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less than 1/3 of the time indicated in the examination paper;

2.16 The examination paper is missed in the examination room or is lost after the assessment, and the number of recovered examination papers does not match the number of candidates;

2.17 The examination papers, graduation projects (thesis) or grades and other teaching documents are lost due to improper storage;

2.18 The faculty and staff do not grade the papers according to the scoring criteria, raise or lower students' assessment scores without authorization, or give scores to students who do not take part in the assessment;

2.19 Failure to guide students' graduation projects (thesis) as required, or being irresponsible for their work, resulting in students not being able to complete the prescribed tasks on time, poor quality of graduation project (thesis) or academic misconduct, and causing adverse effects;

2.20 The faculty and staff fail to conduct strict review, and provide forged record of formal schooling, school roll transcripts and other certificates.

2.21 During classroom teaching, experiments, internships and other practical activities, faculty members give wrong guidance or leave their posts without authorization, resulting in public and private property losses of more than RMB 5,000 during the teaching process, or students must be hospitalized for injuries;

3. Anyone of the following circumstances shall be deemed as a general teaching accident (level 3)

3.1 The faculty and staff fail to book textbooks in time, resulting in a lack of textbooks a week after the start of the class, which affects the normal learning





## Appendix E - Regulations

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and teaching order of students;

3.2 In the absence of special circumstances, the faculty and staff arbitrarily change the faculty members specified in the teaching task book without the approval from the Dean's Office, or arbitrarily hire someone to take over classes, replace the invigilation and conduct other teaching activities without authorization;

3.3 In the absence of special circumstances, the faculty and staff arbitrarily change the class time or place without the approval from the Dean's Office;

3.4 Due to improper notification, the students are left waiting or no students appear in class for more than 15 minutes and such problem fails to be solved;

3.5 Faculty members are late for class or leave the classroom 5-15 minutes ahead of time not due to force majeure;

3.6 Without the approval of the school or college (division/center), faculty members do not bring any prepared teaching materials into the classroom, or fail to complete the preparation work for experiments, curriculum design, internship and other practical procedures as required;

3.7 Except for special circumstances, faculty members use mobile phones and other communication tools to answer, make calls or send or receive information, surf the Internet, chat, listen to earphones, read books, correct homework and other activities not related to on-the-spot teaching during the teaching procedures such as class, invigilation, guiding experiments, practice, etc.;

3.8 In the absence of special circumstances, faculty members do not attend the scheduled Q&A guidance for the students;



## Appendix E - Regulations

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3.9 The homework (or experiment, practice report, course design, etc.) is not assigned or corrected according to the teaching plan, the proportion of the homework (or experiment report) corrected is less than 1/3, or more than 10% of the student's homework (or experiment, practice report, course design, etc.) is lost.

3.10 In the spot check of the examination papers, the error rate of the test questions (or reference answers) is higher than 10% (calculated in proportion to the score) and has not been corrected in time;

3.11 Invigilators fail to clean up the examination room before the examination;

3.12 Invigilators extend the examination time by more than 10 minutes without authorization;

3.13 After the curriculum-based assessment, the faculty and staff fail to submit the scores within the specified time for no special reasons, and it is still not solved after advance warning, which affects other subsequent teaching arrangements such as make-up examination and course selection;

3.14 There is no teaching quality analysis for the course after the examination;

3.15 The students' results or examination papers are delivered by students or their parents;

3.16 There are batches of errors in the scores and they are not corrected in time in accordance with the procedure. Through the spot check, the number of scores with errors is greater than 10% of the number of students in the teaching class;

3.17 The obvious errors in the curriculum design and graduation project (thesis) are not pointed out (the instructor and the reviewer are the responsible



persons), the grading is obviously wrong, and the comments are obviously inappropriate;

3.18 The faculty and staff are not serious in review, and fail to issue degree certificates or graduation certificates;

3.19 During the teaching activities, faculty members give wrong guidance or leave their posts without permission, resulting in public and private property losses of more than RMB 3,000 during the teaching process, or students must be hospitalized for injuries;

3.20 During the class period, the bell does not ring on time in the teaching area, and the bell or broadcast is out of control, affecting the normal progress of teaching activities.

4. After a suspected teaching accident occurs, the school or college (division/center) to which the responsible person belongs shall be responsible for investigating and verifying the incident process, filling in the Verification Form of Shanghai University of Engineering Science for Teaching Accident according to the principle of one list for one accident, and report the verification results to the Dean's Office within 5 working days.

After the accident level is determined, the responsible person shall be dealt with accordingly.

5. The teaching accident will directly affect the year-end assessment, post evaluation, post promotion and the selection of excellent employee of the responsible person. The department to which the responsible person belongs shall implement in accordance with the following provisions:

The person responsible for the general teaching accidents (level 3) shall be



criticized by the school or college (division/center) to which he/she belongs and ordered to improve within a time limit; the year-end assessment of the current year shall not be rated as "excellent".

The person responsible for the large teaching accidents (level 2) shall be notified and criticized by the Dean's Office within the scope of the University; the year-end assessment of the current year shall not be rated as "excellent" or "competent", and the qualification to apply for a higher professional title shall be cancelled for one time.

The person responsible for the major teaching accidents (level 1) shall be notified and criticized within the scope of the University; the year-end assessment of the current year shall not be rated as "disqualified", the responsible person will be prohibited to apply for a higher level of professional and technical post within 3 years. If the circumstance is serious, the University will give corresponding administrative sanctions.

6. The Dean's Office shall be responsible for the interpretation of these Regulations.

7. These Regulations shall come into force as of November 11, 2019, and the original Regulations of Shanghai University of Engineering Science on the Identification and Handling of Teaching-Related Accidents (HU GONG CHENG JIAO [2015] No. 93) shall be repealed simultaneously.

Regulations of Shanghai University of Engineering Science on the  
Management of Examination Discipline, Definition of Violations of Discipline  
and Disciplinary Punishment for Various Assessments



## HU GONG CHENG JIAO [2017] No. 50

Curriculum-based assessment is an important method to check students' learning achievements and measure teaching effectiveness. Both faculty members and students must place an emphasis on and take various assessments seriously. The following provisions are hereby formulated to strictly enforce university discipline, create a good teaching, academic and learning environment, further strengthen examination discipline, strictly conduct examination room management, and deal with those violating examination discipline in accordance with regulations:

Article 1 Students sitting for an examination must bring their “campus card” or “student ID” and place it on the upper right of the desk for future reference. Otherwise they shall not be allowed to take the examination.

Article 2 Students shall enter the examination room 10 minutes in advance and sit in the seat designated by invigilators. Those who are late for more than 20 minutes shall be disqualified from the examination and be deemed absent from the examination. Students can leave the examination room only 30 minutes after the start of the examination.

Article 3 Students taking the closed-book examination can only bring stationery into the test room in accordance with regulations (the faculty members organizing the examination shall specify whether calculators are allowed and inform the students). Students taking the open-book examination can only bring books, notebooks and stationery specified by the faculty members organizing the examination into the exam room. Any other books



## Appendix E - Regulations

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and notes must be put in the place designated by invigilators together with the schoolbag.

Article 4 Students shall not be allowed to bring any communication tools and electronic devices with storage and recording functions into the examination room. If the above-mentioned items have been brought into the examination room, students must turn off the power and deliver them to invigilators for temporary storage. Otherwise they will be treated as violators of examination room discipline.

Article 5 For those who do not follow the instructions of invigilators in the examination room, invigilators may not give out examination papers or take back the examination papers which have been handed out, request them to terminate the examination, and record their course score as “Invalid”.

Article 6 Students shall answer the examination paper independently within the specified time. If finding that the questions in examination papers are illegible, students can raise hands to ask invigilators, but shall not ask invigilators to give any explanations or hints on the meaning of the questions.

Article 7 Students must strictly abide by the examination discipline. Any form of cheating shall be prohibited, including passing slips, carrying materials, taking examinations on behalf of others, peeking at others' examination papers, talking with others, reading questions and answers, changing examination papers with others, plagiarizing, checking answers with others, etc. Once verified, both parties involved in the cheating shall be punished.

Article 8 Students shall keep quiet during the examination. It is forbidden to stand up or leave the seat at will. If something happens temporarily,



## Appendix E - Regulations

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students need to raise hands to indicate to the invigilator. They can leave the examination room only with the consent of the invigilator.

Article 9 Students must hand in examination papers, answer sheets, and draft papers at the same time, and cannot take them out of the examination room without permission. Students shall not return to the examination room after handing in examination papers, and shall not stay and talk loudly near the examination room.

Article 10 As soon as the examination ends, students shall stop writing immediately without delay. For those who do not hand in the examination paper after being urged by the invigilator, the invigilator may declare that the examination paper is invalid, and the course score will be recorded as “Invalid”.

Article 11 Anyone who violates the examination discipline in one of the following circumstances shall be punished as a violator of order in the examination room and be given a warning. Those with serious violations of discipline may be given a serious warning, and the course score will be recorded as “Invalid”.

i Keeping books, notebooks and other items which are not allowed to be brought into the examination room but have not been looked over after the examination begins;

ii Borrowing others' calculators or stationery, or borrowing others' books, notebooks, stationery and other items during the open-book examination without the permission of the invigilator;

iii Bringing all kinds of communication tools or other tools that have a



## Appendix E - Regulations

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prompt effect on the examination into the examination room without authorization;

iv Splitting the examination paper without authorization;

v Giving others a chance to peek at the examination paper;

vi Showing signs of using certain gestures or actions to communicate information about the examination to each other;

vii Attempting to peek at others' answer sheets or draft papers or show similar signs.

Article 12 Anyone who has one of the following circumstances shall be punished as the cheater and be given a demerit or above penalty, and the course score will be recorded as "Invalid".

i Looking over or peeking at books, notebooks, paper slips or other information that shall not be brought into the examination room after the examination begins;

ii Giving, accepting or taking others' answer sheets, draft papers or slips without authorization;

iii Drawing or writing content related to the examination course on the desktop, hands, etc. (regardless of whether there is content in the examination paper);

iv Transferring and receiving information about the questions in the examination paper by borrowing calculators, reference books, stationery and other items in the examination room;

v Leaving the examination room for excuses during the examination, peeking at relevant content or talking to others about relevant content outside





## Appendix E - Regulations

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the examination room;

vi Using various electronic storage or communication tools to look over, eavesdrop on relevant content or talk to others about relevant content during the examination;

vii The answer on the examination paper is confirmed by the faculty members marking examination paper and relevant departments of the University as plagiarism;

viii Bringing any information related to the examination course (whether or not it contains the content in the examination paper) into the examination room in any form.

Article 13 Those who take the examination on behalf of others shall be given a sanction of academic probation. Those with serious circumstances shall be expelled from the University. Those who ask others to take the examination on behalf of themselves, organize collective cheating, or commit other serious cheating behaviors shall be expelled from the University.

Article 14 The invigilator shall identify whether students violate the examination discipline. If it is confirmed that there is a violation of discipline, the invigilator shall fill out the Examination Room Situation Record Form on the spot and report the case to the Dean's Office for the record. The University will punish the students concerned in accordance with relevant regulations.

Article 15 For students who violate the examination discipline or cheat, they shall be criticized and educated in accordance with the relevant regulations of the University and the specific circumstances. The course score shall be recorded as "Invalid". The students concerned shall not participate in



make-up examinations or retake the course. Those who show repentance and behave well after being educated may have the opportunity to re-take the course after the punishment is lifted.

Article 16 For the procedures for dealing with students who violate discipline, please refer to the Measures for the Management of Disciplinary Actions against Student Violations.

Article 17 The Dean's Office shall be responsible for the interpretation of these Regulations.

Article 18 These Regulations shall come into effect as of September 1, 2017. The original Regulations on the Management of Examination Discipline, Definition of Violations of Discipline and Disciplinary Punishment for Various Assessments (HU GONG CHENG JIAO [2015] No. 109) shall be repealed simultaneously. Issues that have been handled in accordance with the original regulations will no longer be changed due the promulgation of these Regulations.

### (3) Professional Accreditation

Notice on Speeding up the Professional Accreditation for Programs in the  
University

Secondary schools and colleges (teaching divisions/centers),

The University accepted the on-site inspection by the panel from December 11 to 15, 2016. At the feedback meeting, the panel recommended to carry out publicity and education on professional accreditation, enhance the awareness of faculty members and



students of professional accreditation, promote the professional accreditation of other disciplines at home and abroad, and create a culture of continuous quality improvement.

In order to implement the review, assessment and rectification, all secondary schools and colleges shall speed up professional accreditation in accordance with the requirements of this Notice.

The specific requirements are as follows:

### **I. Guiding Principles**

The University, based on the relevant professional accreditation standards at home and abroad, advocates the concept of student-centered, output-oriented education and continuous quality improvement, enhances the awareness of quality assurance across the board, explores the establishment of an output-oriented training system, and improves the quality of training improvement systems to improve classroom teaching quality, practical teaching and quality assurance, and form a quality culture featuring clear awareness and objectives, strict management and strong sense of responsibility.

### **II. Basic Principles**

The University will promote professional accreditation based on the principles of comprehensive initiation, promotion in batches and promotion first, investment first

#### **(1) Comprehensive initiation**



Among the 62 undergraduate programs (including direction) in the University, 34 of them can award engineering degrees. 18 of the 26 engineering programs are in the list of accepted certification programs published by the China Engineering Education Accreditation Association in 2017.

In order to achieve the overall strategy of promoting the professional accreditation of engineering and improving the quality of engineering education, the University has decided to launch the professional accreditation of engineering from 2017. The University incorporates the professional accreditation into the annual teaching objective assessment, and the secondary schools and colleges where the programs are located shall start relevant learning research, pre-assessment and other work in the initial stage at the same time.

### **(2) Promotion in batches**

For the 18 programs in the abovementioned List 2017, the University plans to promote the professional accreditation of engineering education in batches. Secondary schools and colleges shall formulate the accreditation plan according to the specific situation of the program, and promote the accreditation in batches. For non-engineering programs and other engineering programs that are not in the list, pilot reforms can be carried out with



reference to relevant international accreditation requirements. These programs are encouraged to carry out international accreditation.

After the accreditation of each program is initiated, a working group shall be established to formulate a detailed work plan. At the end of the 13th Five-Year Plan period, the University is expected to have 3-5 programs that have passed the accreditation.

### **(3) Promotion first, investment first**

The University will give priority to the programs applying for accreditation when applying for various teaching development projects. After the application is accepted by the Secretariat of the Accreditation Association, the University will provide special funding to support the development of the program.

### **III. Organization and Responsibilities**



The University has established the Professional Accreditation Leading Group to coordinate the professional accreditation. At the same time, secondary schools and colleges have set up working groups for professional accreditation to promote the accreditation work.

### **(1) Professional Accreditation Leading Group**

Head: XIA

JianguoDeputy

team leader: LU

Jiahua

Members: WANG Chen, WANG Yuming, FANG Yu, ZHU Hongchun, ZHU Bei, TANG Zhengqin, LI Rongzheng, SHEN Qin, SONG Qinjian, MAO Lei, MI Yiming, QIAN Huimin, XU Yang, XU Guoxiang, MIAO Xingwai

(Note: In case of changes to members of the leading group, other individuals shall be appointed to take over their posts)

Responsibilities:

1. Reviewing and deciding the University's work plan for implementing professional accreditation;
2. Implementing unified leadership, supervision and command for all stages of professional accreditation;



3. Reviewing and deciding on matters related to professional accreditation, such as the allocation of financial resources and progressive policies.

**(2) Working Group for Professional Accreditation**

Head: LU Jiahua

Deputy team leader:

FANG Yu

Members: WANG Yansong, WANG Qin, FANG Zhijun, LIU Zhixin, LIU Fuyao, WU Yasheng, HE Fajiang, MAO Hongliu, ZHOU Xiying, ZHOU Jie, ZHOU Xiaoming, RAO Pinhua, CHAI Xiaodong, XU Xincheng, XU Tenggang, GAO Zhe, XIE Hong, XIE Min

Responsibilities:

1. Implementing the dean responsibility system and post responsibility system of the secondary schools and colleges that carry out the professional accreditation;
2. Being responsible for the specific program development, curriculum development, laboratory development and team development;



3. Being responsible for the organization and implementation of initiation and promotion of the school/college's professional accreditation work;
4. Being responsible for completing key tasks such as compiling the Self-assessment Report, collecting and sorting supporting materials, arrangements of on-site inspection as scheduled.

### **IV. Working Mechanism**

Promoting professional accreditation at university, school/college and program level:

University level: The Management Office of Teaching Quality shall be responsible for horizontal communication and vertical coordination, and provide full-process policy consultation, material guidance and service coordination for the program to be applied.

School/college level: Establishing a work group for professional accreditation, formulating professional accreditation plans, providing financial guarantees, and coordinating within the school/college.

Program level: Formulating detailed accreditation plans, improving the running conditions in accordance with the accreditation and professional standards for engineering education, and completing the application as required.





## **V. Work Arrangements**

### **(1) Schedule**

The secondary schools and colleges shall draft and start professional accreditation plans in batches based on the actual situation. After the accreditation of each program is initiated, a working group shall be established to formulate a detailed work plan.

All secondary schools and colleges are requested to submit the accreditation arrangements for each program within 5 years before May 10, 2017.

### **(2) Study survey**

All secondary schools and colleges shall initiate related study surveys. Each program shall draw on the concepts and practices of engineering education professional accreditation, perfect the talent training model based on the OBE concept, and carry out the reform of the talent training system and mechanism based on standards for professional accreditation.

### **(3) Pre-application**



## Appendix E - Regulations

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The program that has started the accreditation in the same year shall carry out pre-application, compile accreditation application form, summarize the basic status data of the program, and complete the basic status data analysis report as required.

At the same time, the program shall improve its connotation by: Carrying out training and organizing teaching and research activities, guiding and encouraging faculty members to reposition the roles of faculty members and students in teaching activities based on the OBE concept, and encouraging faculty members to design teaching objectives, teaching content, teaching methods, teaching process and teaching evaluation, and carrying out teaching activities through cases, experiments, educational technology, innovative design competitions, research-based learning, etc., to guide students to study independently and improve teaching effectiveness.

The program that has started the accreditation shall submit the application and basic status data analysis report to the Dean's Office (Management Office of Teaching Quality) in mid-June, and the University will invite relevant experts to review and guide. The program applying for accreditation inv2018 shall submit the application before June 15, 2017.

The program shall submit a formal application after rectification based on expert's opinions.

In the process of application, if other secondary schools and



## Appendix E - Regulations

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colleges (teaching divisions/centers) are required to provide materials, they shall cooperate to assist the program in the accreditation application.

It is hereby notified.

Dean's Office (Management Office of  
Teaching Quality)

May 2, 2017

### Notice on the Connotation Development Projects in Shanghai University of Engineering Science (Professional Accreditation Projects for Engineering Education) in 2018

Secondary schools and colleges (teaching divisions/centers),

In accordance with the guiding principles of the Budget Management Measures of Shanghai University of Engineering Science (HU GONG CHENG CAI [2017] No. 12), all connotation development projects in 2018 shall be included in the project library, and the projects that are not included in the project library shall not be allowed to declare their budgets. The relevant work notice of the University on the application, verification,



demonstration and selection of the professional accreditation of engineering education in the connotation development projects in 2018 is as follows.

### 1. Guidelines for application

(1) This Project is established to promote the professional accreditation of various programs in the University. It is applicable to the programs applying for engineering education accreditation in 2017 and 2018, so as to encourage them to apply for the accreditation and carry out corresponding preparations.

(2) The programs that initiate the accreditation shall carry out relevant study surveys, research of graduates and employers, on-site guidance of experts, program development and pre-application in accordance with the standards for accreditation.

(3) The program applying for this Project needs to submit an accreditation application form, summarize the basic status data of the program, complete the basic status data analysis report, log in to the information management system for the accreditation of engineering education and submit the required materials within the specified time.

(4) The funding for this Project shall be issued in a lump sum. For programs that have not been accepted by the Accreditation Association in the application year, no start-up funds will be given in the future.

(5) For the programs with the application accepted within the year, the



## **Appendix E - Regulations**

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University will set up additional laboratory with supporting funds. Such funds will be applied after the accreditation is accepted.



### 2. Working procedures

(1) All programs shall fill in the Application for Professional Accreditation of Engineering Education and the Appropriation Budget List;

(2) The budget amount shall not exceed RMB 250,000, which shall be summarized and reviewed by the Dean's Office;

(3) For the projects that have passed the review by the Dean's Office, the programs shall apply for the "connotation development fund" as the first-level project in the financial budget system through the secondary school/college where it belongs.

### 3. Schedule

The person in charge of each project shall submit an electronic application form and send it to [zhangyun@sues.edu.cn](mailto:zhangyun@sues.edu.cn) prior to August 5, 2017.

The project leader shall submit a paper application form (signature and seal required) after modification based on the opinions of the Dean's Office prior to August 9, 2017.

All the projects shall be submitted to the project library of the financial budget system through the secondary school/college prior to August 11, 2017.

Contact: ZHANG Yun (15021986206, [zhangyun@sues.edu.cn](mailto:zhangyun@sues.edu.cn))



Dean's Office

July 25, 2017



### Implementation Plan of Shanghai University of Engineering Science for Professional Accreditation

Professional accreditation is an important way for the University to improve its quality of education and talent training. It is divided into domestic engineering education accreditation and other international accreditations. The domestic engineering education accreditation is an internationally accepted quality assurance system for engineering education. The implementation of professional accreditation of engineering education is an important part of the national five-sphere integrated plan for higher education assessment system. This Implementation Plan, in accordance with the guiding principles of the Measures for Engineering Education Accreditation, Standards for Engineering Education Accreditation Standards and other documents combined with the University's actual situation, is formulated to better promote professional accreditation.

#### **I. Guiding Principles**

It is required to follow the guidance of the Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, adhere to the guiding principles of the National Education Conference and the National Undergraduate Education Conference, advocate the concepts of student-centered, results-oriented and continuous improvement, improve the system to perfect the training quality mechanism, enforce the awareness of quality first, and enhance





the core competitiveness, industry influence and social contribution of the University.

Taking the professional accreditation at home and abroad, we will promote the development of supervision and guarantee system of undergraduate teaching quality, and provide institutional guarantee and support for the continuous improvement of the quality of application-oriented talent training.

### **II. Objectives**

1. It is required to achieve 13-15 professional accreditations during the 14th Five-Year Plan period. Among them, 2-3 programs shall pass the international accreditation and are preparing for international business accreditation.

2. It is required to promote the development of the University's overall professional accreditation system, improve related management systems, and standardize various materials.

### **III. Basic Principles**

(1) Promotion in batches

On the basis of starting professional accreditation, the secondary schools and colleges shall recommend programs with good foundation and discipline advantages to participate in different accreditations.

### (2) Promotion first, investment first

In accordance with the principle that those who promote the accreditation first can receive investment first, a certain amount of start-up funds will be given to the program whose application is accepted, and key support will be given in program development, curriculum development, laboratory development and faculty team development, and priority is given to ensuring the needs for development.

### (3) Rewards for achievement

The University regards passing professional accreditation as a major achievement in reform and development of education and teaching, and provides certain performance rewards to relevant secondary schools and colleges. For programs passing the accreditation, policy preference will be given to the enrollment plans, teaching investment, teaching performance assessment rewards of faculty members, etc.

## **IV. Supporting Measures**

### (1) Setting up organization

1. The University has established has established the Professional



Accreditation Leading Group for Engineering Education, with the President as the group leader, and the managers in charge of teaching as the deputy leaders. The members include the main person in charge of the Dean's Office, the Office of Human Resources, the Student Affairs Office, the Finance Office, the Office of Asset and Laboratory Management, and the Admissions and Employment Office, the Engineering Training Center and other departments, as well as the dean of the school/college where the program applying for accreditation is located and the person in charge of the program. There is an office under the Leading Group, which is attached to the Dean's Office. It is mainly responsible for the formulation, coordination and decision-making of important policies and measures for the professional accreditation of engineering education, and leading the organization and implementation of accreditation.

The Leading Group's office is located in the Management Office of Teaching Quality.

2. The Professional Accreditation Leading Group for Engineering Education has set up a working team, and the team leader is the director of the Dean's Office.

The deputy team leader is the deputy director of the Management Office of Teaching Quality, and the members are composed of the dean of the school/college where the program applying for accreditation is located, the person in charge of the program and the director of related departments. The working team is mainly responsible for the formulation of implementation plans and supporting policies for the professional accreditation of engineering education, and organizing, coordinating and supervising the implementation of the professional accreditation, so as to ensure the smooth development of the accreditation.

The working group's office is located in the Management Office of Teaching Quality.

3. The school/college where the program apply for the accreditation is located shall establish a leading group for its professional accreditation headed by the dean, which is responsible for the planning, guidance, inspection and evaluation of accreditation standards and research, and organizing the internal and external personnel training and the development of education and teaching.

### (2) Promotion

1. It is required to reinforce the awareness of students, faculty members, teaching administrators, graduates and employers so that they can recognize the purpose and significance of professional accreditation, and learn to understand the new



accreditation concept.

2. Based on the University's orientation and professional accreditation standards, it is required to conduct a comprehensive analysis of program training objectives, talent training system, training plans, course offerings, teaching management, support conditions, funding input, etc., and conduct self-assessment and self-inspection.

3. With the concept of professional accreditation, it is required to re-clarify the talent training objectives and graduation requirements of the program, and reconstruct the talent training plan based on the principle of result-oriented.

4. By optimizing the content of the course, improving teaching methods and changing assessment methods, we can deepen the reform of classroom education and improve the quality of classroom teaching. It is required to improve students' engineering competence and achieve the training objectives by promoting the reform of practical teaching.

5. It is required to establish and improve the social evaluation mechanism, graduate tracking and feedback mechanism, teaching process quality monitoring mechanism, equipment management, maintenance update mechanism, etc.



It is also required to evaluate the achievement of training objectives.

6. It is required to establish a management mechanism for continuous improvement, so that the results of quality monitoring and tracking will be continuously improved, and problems can be found and rectified in time.

7. It is required to promote the application of 5 programs for China's engineering education accreditation in 2020, and ensure the application of 2-3 programs be accepted; and promote the application of 3 programs for international professional accreditation in 2020, and ensure the application of 2-3 programs be accepted. It is required to promote other qualified programs to apply for professional accreditation in 2021. In addition, it is required to promote the AACSB business accreditation, and make relevant preparations.

### **V. Schedule**

#### **1. Pre-application**

The secondary schools and colleges select the program to apply for accreditation and submit the Application Report and work program according to the requirements of the Accreditation Sub-Committee.

#### **2. Materials preparation**

The secondary schools and colleges shall organize, modify and improve the Self-assessment Report in accordance with the



requirements of the Accreditation Sub-Committee and standards for professional accreditation, and ensure that there is proof for each statement.

At the same time, it is required to summarize the support materials item by item according to the requirements of the Self-assessment Report. Relevant functional departments of the University shall provide guidance, service and cooperation.

### 3. Formal application by the University

The University has established an accreditation panel to conduct pre-assessment of relevant programs, and form rectification opinions on the basis of reviewing the self-assessment reports submitted by each program, supporting materials and on-site inspections. Relevant secondary schools and colleges shall improve relevant materials based on the rectification opinions of the panel, and submit them to the China Engineering Education Accreditation Association within the specified time.

### 4. On-site inspection



The program whose application is accepted by the Accreditation Association, under the unified coordination of the University and the direct leadership of the school/college, shall do a good job in contact and communication with the program committees of the Engineering Education Accreditation Association, prepare for on-site investigation of experts, and cooperate with the panel for accreditation-related work at the University.

### **VI. Supervision and Management**

1. All paper and electronic versions of relevant materials in the process of application, submission of self-assessment reports and on-site expert inspection shall be reported to the Management Office of Teaching Quality in time.
2. The program applying for accreditation shall communicate the accreditation process with the Management Office of Teaching Quality in a timely manner.
3. After the experts enter the University, the summary shall be done as soon as possible and the paper and electronic versions shall be reported to the Management Office of Teaching Quality.
4. It is required to participate in relevant training and conferences organized and recommended by the Management Office of Teaching Quality.





## **Appendix E - Regulations**

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### **VII. Miscellaneous**

This Plan shall enter into force as of the date of promulgation. The Management Office of Teaching Quality shall be responsible for the interpretation.

December 19, 2019