



## Appendix F

### Official Documents about Learning Rules and Examination Regulations in English Language



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## **Management Regulations of Full-time Students' Study Status under Credit System for University of Shanghai for Science and Technology**

### **USST Article 【2009】 No. 102**

#### **Chapter One General Regulation**

**Article One** To ensure students' learning rights, regularize student status management behavior, maintain university's educational teaching order, these regulations have been formulated in accordance with the provisions of the laws and regulations set up by the higher education law of the People's Republic of China and management regulations of common colleges and universities by the ministry of education, combing with the specific circumstances of the implement of credit system of the university.

**Article Two** The student status management referred here is the management of students registered in the school education management, including admission qualification review, presentee registered, students' academic achievement management, students' school registration changes, graduation qualifications examination and degree awarded qualification examination etc.

**Article Three** The present provisions shall apply to the full-time undergraduates with the basic length of schooling for four years. The student status management of students who possess the basic length of two years' schooling for full-time second bachelor's degree, undergraduate students starting from specialized subject, and full-time higher vocational students with the basic length of schooling for three years, shall be handled with reference to these regulations.

**Article Four** Academic Affairs Office is in charge of full-time students'



status management.

## **Chapter Two Enrollment and Registration**

**Article Five** Fresh students admitted to the university in accordance with national recruitment and admission regulations, shall enroll on time with admission letters and other required documentations. If the student cannot enroll on time for whatever reasons, he or she shall ask for leave from the university for a maximum period of two weeks. The student will be deemed to have forsaken the enrollment qualification if he or she does not ask for leave or exceeds the term of the leave without justified reasons such as irresistible forces.

**Article Six** During the three months after fresh students registered, the university will review students' admission qualification in accordance with national admission regulations. Students who passed the qualification review are able to register with approval and get their student statuses. Students who failed the qualification review shall be dealt with differently under different conditions or even cancel their admission qualification. For those fresh students who obtained their student statuses through forgery or personal favoritism and fraud, no matter when, once it is verified, their student statuses will be cancelled instantly. If the circumstances are flagrant, the case shall be submitted to relevant departments for investigation.

**Article Seven** For those fresh students who are ill and are diagnosed to be not suitable to attend school classes by second class above hospital specified by the university, their student statuses are able to be retained for one year under Academic Affairs Office's approval. Retainment of admission qualification equals no student status. In the course of admission qualification retainment, students that recovered after treatment of



rehabilitation can apply for admission to the school. After diagnosed by the school designated hospital and confirmed to comply with the examination requirements, students are able to deal with admission formalities into the new students sequence after the school review of qualifications.

**Article Eight** In the beginning of each semester, students shall enroll in person during the time prescribed by the university to acquire and maintain their student statuses. Those who cannot enroll on time shall comply with enrollment suspension procedures, otherwise they will be deemed absent without leave. Those who fail to pay tuition according to regulations, or otherwise fail to meet enrollment requirements shall not be enrolled. If a student fails to enroll without any justified reasons after two weeks of the new semester, he/she will receive a warning of discontinuation. If he/she remains un-enrolled till the fourth week of the new semester, he/she will be treated as having automatically discontinued his/her studies.

Students from poor families may apply for loans or other types of financial aid, and enroll after finishing all application procedures.

**Article Nine** Students that need to extend their length of schooling should register by semester or year during the extension.

### Chapter Three Length of Schooling

**Article Ten** The basic length of schooling for full-time undergraduates lasts for four years. Length of schooling for second bachelor's degree and bachelor's degree starting from specialized subject is two years. Basic length of schooling for full-time higher vocational students is three years.

**Article Eleven** Students are entitled to appropriately extend or shorten their length of schooling according to their own conditions and school teaching resources permission. Basic length of schooling for four years can



be shortened a year or extended for two years , while basic schooling length for three years is allowed to be shortened for two years and basic schooling length for two years is able to be extended one year.

Regardless of length of schooling for students to fulfill all credits prescribed by professional training plan, when they graduated, the schooling length shown in the diploma is the basic one in accordance with fixed length of schooling to the degree level.

**Article Twelve** Length of Years to extend schooling includes time for schooling suspension. As far as those students who shorten or extend their length of schooling ought to go through application procedure one semester in advance.

#### **Chapter Four Assessment and Performance Record**

**Article Thirteen** Students shall take courses from the university's specialty training plans, and take examinations of each educational teaching segment (hereafter "curriculum") to earn corresponding credits and grades that will be recorded in their transcripts and pigeonholed in their student files.

**Article Fourteen** Each curriculum will conduct its exams by the semester. Curriculum design and graduation design (thesis) are generally evaluated by defense mode. Assessment result will be evaluated by centesimal system or hierarchical system.

**Article Fifteen** Methods to evaluate theoretical curriculum includes closed-book written exams, open-book written exams, oral exams, skill practices etc. Each curriculum may have one or more evaluation methods.

**Article Sixteen** Each curriculum's overall rating scores will be recorded in the student files. The overall rating scores are comprised of two



parts: regular-time grades and final-exam grades. Regular-time grades are decided by students' class participation, homework, quizzes and mid-term exam grades etc. In principle, regular-time grades take 30 to 50 percent of overall rating scores while final-exam grades cover 50 to 70 percent. If the overall rating scores reach 60, students passed the exam, which assures students to get the correspondent curriculum credits. Students' ideological and moral assessment and appraisal should be based on the College and University Students' Code of Conduct, proceeding in forms of personal summary, democratic appraisal by both teachers and students.

**Article Seventeen** Courses taken or retaken by students and assessment scores shall be both recorded in their school enrollment files. However, as for the overall score table to be recorded in the students' school enrollment files, only the highest scores of each subject that they get their credits will be registered.

**Article Eighteen** Students' overall curriculum evaluation is measured by the grade point system. The following table indicates the conversion mechanism between the grade point system (GPS) and the centesimal system (CS):

GPA	Centesimal System	Level	GPA	Centesimal System	Level
0	≤59	F	3.0	80~84	B
1.0	60	D	3.5	85~89	B +
1.5	61~69	C	4.0	90~94	A
2.0	70~74	C +	4.5	95~100	
2.5	75~79	B -			

**Article Nineteen** The statistical Grade Point Average (GPA) refers to the



semester GPA and accumulative GPA as listed in the students' specialty training plan. The semester GPA and accumulative GPA are calculated as follows:

$$\text{Semester GPA} = \frac{\sum(\text{current semester course grade point} \times \text{course grade})}{\text{Current semester course credit}}$$

$$\text{Accumulative GPA} = \frac{\sum(\text{current semester course grade point} \times \text{course grade})}{\text{Accumulative course credit}}$$

Semester GPA is the method to evaluate students' studying performance in each semester, while accumulative GPA is adopted to assess students' studying performance during their time of schooling.

The statistical GPA functions as the basis for students to reelect specialty, take second major, apply for advanced standing and scholarship, evaluate excellence and obtain the bachelor's degree.

**Article Twenty** Students who fails to pass exams for chosen course are allowed to attend the make-up examination in which 60 equals passing the exam.

**Article Twenty-One** When students had finished a course according to teaching plan, however quit the exam without authorization or cheat in examination, they will get a zero for the course evaluation and get the disciplinary penalty depending on the circumstances. If the student cannot attend examination for whatever reasons, he or she is allowed to attend the make-up examination at the assessment semester after the course when they get approval for delay test. The result of delay test is comprised of the same evaluation components as stated in Article Sixteen. There is no delay test for practical courses.

**Article Twenty-Two** Students who cannot attend the activities prescribed by the specialty training plan on time shall ask for leave in advance and get



approved, otherwise once they are absent from one third of the single course periods without any reason, they will be deprived the qualification of the course evaluation. Being absent without approval, students will be given the disciplinary punishment if they did not accept the re-education.

## **Chapter Five Course Exemption, Course Retaking, Subsidiary Course**

**Article Twenty-Three** If students have grasped one course' teaching contents through self-study, they are entitled to apply for the course exemption by themselves to the teacher in charge. After getting approved by the college dean and the recognition by the college providing the classes (interview when necessary), students can attend examination for course exemption according to academic affairs department's arrangements. Students with advanced standing test scores of 70 points or more are allowed to be exempted from taking the course and the scores they get will be recorded to their own enrollment files as their overall rating scores and they are able to obtain its course credit. In addition to the first semester, there is no separate proposition of advanced standing test. Therefore, freshmen are supposed to attend the final examination.

**Article Twenty-Four** No advanced standing test of the following courses:

Ideological and political theory courses, military and sports courses, all practical courses.

**Article Twenty-Five** Despite of the overall rating scores with failing or just passing, students who have any dissatisfaction with the scores will be allowed to apply for retaking the course. These students shall attend the whole course learning and assessment and their overall rating scores comprises of the same elements of Article Sixteen. There is no limit of the



number and frequency of retaking course during the prescribed length of schooling.

**Article Twenty-Six** Students who are capable of learning spare courses are allowed to apply for taking the second major bachelor's degree course set by the university or the second professional course (minor professional) set by other universities. Specific method for taking course shall be stipulated separately .

**Article Twenty-Seven** Students may take courses provided by other universities according to the agreement between universities.

## **Chapter Six Specialty Reselection, Specialty Change and University Transfer**

**Article Twenty-Eight** The university carries out the specialty reselection system. In the second, fourth and sixth semester, undergraduates who meet the major reselection requirements of colleges and university are allowed to apply for professional reselection. Specific provisions can be referred to the *By-laws for Full-time Undergraduates to Reselect Specialties*.

**Article Twenty-Nine** Approval of specialty change occurs when students meet the following circumstances:

- (1) Students indeed possess expertise and if they reselect and change their majors, they are able to bring out the best in the reselected profession;
- (2) Students shall change their specialties if they have been diagnosed in an university-designated hospital as so ill or physically disabled as unable to continue studying the original specialty but able to go further study in other specialties set by the university;
- (3) Students do have some special difficulty so that they cannot



continue their study without specialty change. Under such circumstances, they are allowed to transfer into specialties which requires the same or lower score of university entrance examination, or transfer to another university to go further study. Students who fit the above mentioned situation are able to submit application of specialty change to the college at the beginning of the third semester. During the period of the schooling in the university, students can change their specialties for once.

**Article Thirty** Disapproval of specialty change occurs when students meet the following circumstances:

- (1) Students who are pursuing for the second major bachelor degree and are undergraduates starting from specialized subject;
- (2) Targeted-area students or students commissioned trained students who did not get the approval of the entrusting party for their specialty change;
- (3) Students who had not paid all the tuition and other fees prescribed by the university

**Article Thirty-One** In accordance with the development and change of social demand of talents, the university is entitled to appropriately adjust students' specialties with their consent.

**Article Thirty-Two** Students are supposed to finish study in the university. If they are so ill or specially difficult as to unable to continue the study in the university, they are allowed to apply for transferring to other universities.

**Article Thirty-Three** Students under the following circumstances are not allowed to transfer:

- (1) Students who registered for schooling without one semester;



- (2) Students who transferred to the one-level above university than the one-level below university in the city where recruitment is located or from lower educational level to the higher educational level;
- (3) Targeted-area students or students commissioned trained students who did not get the approval of the entrusting party for their specialty change
- (4) Students who should be dropped out of the university
- (5) Without justifiable reasons

**Article Thirty-Four** Students are allowed to deal with transfer procedure after the former university obtains the approval of justifiable reasons for transfer from the local provincial administrative department of education. Cross-provincial transfer students will be entitled to go through transfer procedure only after mutual agreement on transfer terms achieved between move-out provincial educational administrative department and its corresponding move-in department.

**Article Thirty-Five** Students themselves are supposed to submit the application of specialty reselection or transfer to the college. If the specialty reselection takes place in the university, students shall be recommended by the former college to the college that they are about to take their new specialties and get approved, then the reselection should be examined and approved by the president. As for students who transfer to other universities, they should submit the application for getting the approval by the department in charge apart from consent of the two universities.

## **Chapter Seven Suspension of Schooling and Readmission**

**Article Thirty-Six** When students are studying in the university, they



are allowed to stop off school because of illness, personal affairs or other special reasons after being approved. During the period of schooling suspension, students' studying status will be retained.

**Article Thirty-Seven** Student who is under the following circumstance should conduct suspension of schooling:

- (1) Students who have been diagnosed by the second tier hospitals and above as so sill as to suspend school for treatment or their time to recover takes up more then one third of the whole class hours for the semester;
- (2) Students who asked for leave for more than one third of the whole class hours of the semester according to attendance checking
- (3) Students who apply for suspending school by themselves or are regarded by the university as they should temporarily be absent from school.

**Article Thirty-Eight** Time for suspension from school is calculated by semester, therefore, within the prescribed length of schooling, students can be approved to suspend their studying for two consecutive years, but the accumulated time shall not exceed two years. Undergraduates with the second major bachelor's degree and the starting point from specialized subject are allowed to stop off school for one year in consecutive but should not exceed one year in accumulation.

**Article Thirty-Nine** Students ought to submit application for schooling suspension. Students who apply for suspension due to illness are allowed to suspend schooling only after they obtain the written decision paper after the approval and record of the academic affairs office. In the case, students are supposed to submit the medical certificate given by the second tier and above hospitals and opinions by university health department.

**Article Forty** Students who study abroad at their own expenses are



entitled to apply for keeping their study status for one year at the same time when they are handling the procedures of dropping out of school. Students' study statuses will be canceled if they do not go through formalities of readmission after the expiry of keeping study status.

**Article Forty-One** Students are supposed to leave school after finishing all formalities of suspension. The university retains their study status and admission files. Within the period of suspension, students cannot enjoy the treatment of those who study at school. If they get sick, the medical expenses are dealt with in accordance with university's relevant regulations.

**Article Forty-Two** The university takes no responsibility of any accidents happened during students' suspension and their study status retainment period.

**Article Forty-Three** For students who participate in the Chinese People's Liberation Army (including Chinese People's Armed Police Forces), the university will keep their study status till one year after they retire from military service.

**Article Forty-Four** Students shall promptly apply for readmission of schooling after the expiry of suspension. For students that suspend from studying due to illness, they shall first provide diagnosing materials issued by the second tier and above medical organizations to prove that they have recovered to being able to study normally, then go through the review by the university health department, get consent from college dean and approval of academic affairs office, and finally obtain readmission qualification. Applications for readmission should be submitted one week before the new semester starts. Students who fit the requirements of readmission are able to handle relevant procedures to being reenrolled with readmission notice issued by the academic affairs office.



## **Chapter Eight Academic Warning and Discontinuation**

**Article Forty-Five** In accordance with the requirements of each specialty's training plan, undergraduates shall earn no less than 25, 60, and 100 credits after their first, second and third school years respectively. Those who fail to meet the requirement will receive an academic warning. The academic affairs office send the notice of academic warning to the school that the student is studying and let the school notice the student. If a student receives another academic warnings again, the academic affairs office will send a notice of discontinuation warning to the school.

**Article Forty-Six** Academic warnings will be given on every school year. Students who get academic warning will be not entitled to apply for specialty exemption, taking classes in advance, pursuing for minors and will lose qualifications for any other awards application. Within the period of academic warning, students shall adjust their studying plan appropriately in order to retake or gain the required credits to complement the specialty training plan promptly.

**Article Forty-Seven** Students shall discontinue their study if they:

- (1) An undergraduate who gets another academic warning after receiving the Notice of Discontinuation Warning;
- (2) Vocational students whose failing credits amount to 10 or more even after the make-up examination of the studying course in one semester. Academic Affairs Office will send the Notice of Discontinuation to the school which shall deal with the situation accordingly;
- (3) Students fail to file the application to resume study or the application fails to pass after review, after their academic suspension expires;



- (4) Students that have been diagnosed in an university-designated hospital as so ill or injured as unable to continue study in the university;
- (5) Students who leave the university and fail to participate in teaching activities prescribed by the university for two consecutive weeks without asking for leave;
- (6) Students who fail to register during the period set by the university without any justification;
- (7) Students that apply by themselves to discontinue

**Article Forty-Eight** Higher vocational students repeat a grade on conditional admission.

**Article Forty-Nine** Students who have serious illegal indiscipline and had been given the punishment of expelling from school should discontinue their study.

**Article Fifty** If student discontinuation happens, the school submits a written advice enclosed with relevant materials after review to the academic affairs office and students' affairs department for examination, finally submit to the university management board meeting for verification. After students are approved to drop out from school, their study status will be cancelled immediately and the information should be submitted to the Shanghai Education Committee for the record. Students who voluntarily apply for discontinuation shall fill in the application form for discontinuation. Getting the approval of the school and the academic affairs office, students shall deal with relevant formalities.

**Article Fifty-One** For college dropouts, they are supposed to conduct procedure to leave school within two weeks when the discontinuation decision has been made. Violation to the expiry time will lead to voluntary



withdrawal with no drop-out graduation certificate, certificate of completion and no incompleteness certificate in future. The school where the student is studying is responsible for dealing with his or her residential migration procedures. The student's registered permanent residence will be returned to the residence where his or her family lives together with his or her student files. The security department, accompanied with the college, is entitled to order the student to leave the university within a deadline. The parent or guardian shall be responsible for the claim of students who are diagnosed as mentally ill or having other illness which cannot accord with the standard of medical standard (including accidental disability).

**Article Fifty-Two** Students who object to the discontinuation decision may lodge a written complaint to the university's student appeal committee within five working days of receipt of the decision according to the university regulations.

## **Chapter Nine Graduation, Completion and Incompletion**

**Article Fifty-Three** Full-time undergraduates who are qualified in morality, intelligence and physique and have completed all contents provided in registered specialty training plan within the prescribed time, passed tests and earned corresponding credits shall be allowed to graduate and be awarded with registered specialty certificates of graduation.

**Article Fifty-Four** Undergraduates who require graduation in advance are supposed to hand in the application one semester before the time to conduct graduation procedures to the school. After getting the consent of the school dean, the application will be submitted to the academic affairs office for examination and approval. As for students who extend their length of schooling, they will be charged according to the credits during the



extension period and the university will no longer provide accommodation.

**Article Fifty-Five** Bachelor degree shall be awarded to any university student who is allowed to graduate and meet the requirements for awarding degree regulated by the *Trial Rules for Granting Bachelor's Degree to Undergraduate Students*.

**Article Fifty-Six** Students who have not completed all contents provided in registered specialty training plan within the prescribed time, but have earned more than 90% curricular credits of the plan, shall be allowed to complete their studies and awarded with certificates of completion. Students who withdraw after studying more than one year in the university, but have not earn enough credits to complete their studies, will be treated as incompleteness and be awarded with transcripts.

**Article Fifty-Seven** Students who have not graduated within the basic length of schooling shall apply for retake courses within the prescribed time length of schooling. Being approved, students that earned prescribed credits are able to apply for graduation certificate and students that fits the conditions of awarding degree are entitled to be awarded bachelor degree. The dateline of the graduation certificate or degree certificate shall be written as the date when the certificate is issued.

**Article Fifty-Eight** As far as those students who completed the registered specialty study and minor specialties study which meets the demand of the minors are concerned, they will be awarded the completion certificate of minor specialties. Students who meet the qualification of second major study will be awarded the graduation certificate of second specialty.

**Article Fifty-Nine** For students who are enrolled against national admission regulations, the university is entitled to award no academic certificate and diploma; if the academic certificate and diploma had already



been awarded, the university shall retrieve the certificates and report to the Shanghai Education Committee to declare its invalidity.

**Article Sixty** If graduation certificate, completion certificate, transcript and academic certificate are lost or damaged, the university shall issue correspondent certificate to prove through students' application.

## **Chapter Ten Supplementary Provisions**

**Article Sixty-One** Students are allowed to take part in interschool communication by the approval of academic affairs office. The credits they earned in universities home and abroad will be admitted in accordance with relevant agreement. Student status management of students from Hong Kong, Macaw and foreign countries shall be handled with reference to these regulations.

**Article Sixty-Two** The "above" and "below" in the regulation includes the figure.

**Article Sixty-Three** Students with any disagreement to the decision of study status made in accordance with the regulation are entitled to lodge a complaint. Specific measures therefore shall be formulated separately.

**Article Sixty-Four** If these provisions concerning students' study status are not accomplished, except otherwise stipulated by the university, will be suitable for the relevant national laws, regulations and policies of study status.

**Article Sixty-Five** Academic Affairs Office is entitled to explain under president's authorization.

**Article Sixty-Six** These provisions shall go into effect on the date of promulgation. If any conflict between the original regulations and these provisions happened, these rules shall prevail.



## **Management Regulations for USST Full-time Undergraduates' Graduation Design/Thesis**

USST Teaching Document 【2007】 Article No.29

### **Chapter One General Regulations**

Article One Regulations are formulated in accordance with the *Management Regulations of Full-time Students' Study Status under Credit System for University of Shanghai for Science and Technology* in order to strengthen and regulate the teaching procedures for graduation designs(hereinafter referred to as graduation design) and guarantee the quality of personnel training.

Article Two Graduation design is the last important and comprehensive step for practical teaching, an important process for furthering professional study. Apart from this, it is a comprehensive summary of results for students' learning, study and practice. As a full-scale examination of the cultivation effect on students' overall qualities and abilities of practice, graduation design is at the same time a crucial basis of certification for students' graduation and degree authentication.

Article Three Graduation design is arranged as a whole by the university according to students' period of schooling. Only students who achieved over 90 percent of credits required by main courses training plan are allowed to get access to the section of graduation design.

Article Four Organizations of Graduation Design Implementation

1: The leading group for USST graduation design is comprised of the group leader who is USST teaching principal and its members who are the teaching chancellors of different colleges and some related people in



charge. The leading group is responsible for guiding the overall management of graduation design, solving relevant common problems appeared during the process of graduation design implementation and organizing some conferences for communicating experience.

2: The leading group for school graduation design includes the group leader who is the dean responsible for teaching and group members acting as heads of teaching and research sections. It is charged with examination of graduation design procedures in respective schools, mid-term examination, urging the execution of the regulation provisions conducted by the specialty teaching and research sections.

## **Chapter Two Goals and Requirements of Graduation Design**

Article Five Teaching goals for graduation design are to cultivate students' abilities of analyzing and dealing with practical problems with their learnt foundational theories, professional knowledge and basic skill, and to encourage students to carry out basic engineering training and enable them to achieve the preliminary skill of theory research.

Article Six Graduation design enables students to be involved in the comprehensive training and scientific research ability necessary for professional technicians. Students are mainly cultivated for the following abilities:

- 1: Abilities of investigation, literature consultation and materials retrieving
- 2: Abilities of theoretical analysis, design or experimental plan formulation
- 3: Abilities of experimental research, choice of testing method
- 4: Abilities of designing, calculating and drawing
- 5: Ability of technical and economical analysis
- 6: Ability of computer application



7: Abilities of simulating abstraction, data coping and comprehensive analysis

8: Abilities of writing technical papers, academic thesis, design instruction and foreign abstracts

Article Seven Relevant professional teaching and research offices or institutions are supposed to arrange practical teaching steps such as graduation internship, professional course design and large-scaled comprehensive experiments before the teaching section of graduation design starts for the purpose of quality guarantee. Within the period of graduation design implementation, case-by-case and individualized method of instruction should be followed to widen students' scope of knowledge and cultivate their innovative abilities. For students who are able to study more, they are allowed to take part in their supervisors' scientific activities and commence their graduation design in advance.

### **Chapter Three Graduation Design Syllabus**

Article Eight Schools and teaching and research divisions shall formulate graduation design syllabus respectively in accordance with their own specialty training goal and teaching requirements. Based on the characteristics of the specialties, the syllabus should illustrate the general requirements, contents, project types, time arrangement and grades testing mode etc of the graduation design.

Article Nine Types of graduation design can be scientific research, engineering design and social investigation etc according to requirements of different specialties.

### **Chapter Four Graduation Design Instructors**



**Article Ten** Teachers with above mid-level titles are supposed to be appointed as supervisors of graduation design. It is feasible to select teachers with master degree and entry-level titles to implement graduation design under the help and guidance of teachers with above mid-level titles. If the project is related to other different units, it is possible to hire a few of technicians from other units or the part-time teachers of our university to guide students' graduation design, however, specific teachers should be appointed by professional teaching and research sections to contact with these teachers and learn the progress of the projects.

**Article Eleven** Supervisors must make a clear explanation of the projects, put forward specific requirements, introduce references and examine students' listed outlines with serious attitude. They should meet students at least once per week, finish guiding all the procedures of finalizing projects, design plans and theses for each student and fill in the *Handbooks of Recording Supervisors' Guidance for Graduation Design*.

**Article Twelve** The number of students for each supervisor should not be too much. There are no more than 8 students for specialties related to science, technology and arts, and no more than 10 students for specialties linked to economy and management. Supervisors with preliminary titles are supposed to guide no more than 2 students.

## **Chapter Five Project Selection of Graduation Design**

**Article Thirteen** Project selection of graduation design should meet the requirements of the graduation design syllabus. The chosen projects should not only be able to adapt themselves to the practice of current economic construction and social development but also strengthen engineering



training and theoretical innovation according to the cultivation objectives of their own specialties.

Article Fourteen Project selection of graduation design shall meet the basic teaching demands. The titles of graduation design should mainly be of medium and small size and the amount appropriate which makes students able to finish the basic tasks in the given time or obtain phased achievements without causing too much free time for students because of few tasks and failing to meet the teaching requirements.

Article Fifteen Projects for graduation design can be derived from production practice, scientific research, laboratory and course construction or technological reserve. There should be no less than 70% of comprehensive projects combing production practice with scientific research and a few of self-prepared projects which meet teaching requirements.

Article Sixteen Groups for examining projects in respective schools are supposed to maintain a strict standard in order to guarantee the depth and width of the chosen projects and ensure that each student has one project. If the projects are so large that they call for two or several students' cooperation, these projects must be decomposed into several small tops and assigned to students clearly, thus students' different abilities are emphasized and trained during the process of graduation design.

Article Seventeen Students choose their graduation projects through the combination of supervisors and self-choice and they are supposed to be aware of the various projects before the end of seventh semester. Supervisors should carefully fill in the Assignment of Graduation Design in accordance with the property and contents of the projects and the requirements of the syllabus after students have finalized their projects.



More than eight Chinese and two foreign references should be consulted when graduation design is implemented.

**Article Eighteen** Schools should fill out the setting-up cards after their students' implementation of graduation design projects and meanwhile finish the summary sheet of graduation design project titles in order to submit to the practical teaching section of USST Academic Affairs Office for the record. If the original projects or the content of assignment need to be changed for some reason, it is necessary to make clear explanation to the dean of professional teaching and research section/institute and report to the corresponding school for approval.

### **Chapter Six Time Arrangement of Graduation Design**

**Article Nineteen** In order to ensure the completion of graduation design task, the time for design should not be less than 14 weeks (including graduation internship).

**Article Twenty** Graduation design is normally arranged in the seventh and eighth semester, among which the pre-work preparation including task assignment, project identification will be handled with within the seventh semester while the project design, paper writing, defense and performance evaluation will be conducted in the eighth semester.

### **Chapter Seven Appraisal and Evaluation of Graduation Design**

**Article Twenty-One** Undergraduates are required to independently finish one thesis or graduation design instruction, i.e. the specification of thesis, design introduction and graph paper, which can be independently prescribed in graduation design syllabus by each specialty.

Contents of graduation design are as follows:



- 1: Significance and effect of graduation design task
- 2: Principle of plan identification and mechanism specification
- 3: Calculation process of design
- 4: Experiment such as experimental equipments/ arrangements/ plans/ main procedures/ statistics calculation and charts etc.
- 5: Comparative analysis and conclusion of design
- 6: Chinese and Foreign thesis abstract with around 500 words, attached with necessary statistics, forms, a set number of charts and reference bibliography etc.

Article Twenty-two Requirements of graduation design writing are lists as succinct language, clear contents, rigorous argumentation, reliable data, having theory, calculation, analysis and conclusion. Graduation design should possess distinct arrangement, smooth and fluent unity and coherence in writing, correct punctuations and clear chart. Graduation design should be printed by computer according to the *Trial Writing Norms of USST Full-time Undergraduates' Graduation Design*.

Article Twenty-three If undergraduates finalize their graduation design, their scores and remarks will be given after comprehensive evaluation through review, appraisal and defense sections.

Article Twenty-four Undergraduate's graduation design should be reviewed by their supervisors. Supervisors are supposed to write suggestions and remarks after they carefully review the following aspects:

- 1: Academic level, applied value, argument set-up, materials selection, experimental ability, general knowledge application ability and other practical abilities of various instruments linked to undergraduates' graduation design.



2: Working attitude, style of study, respect paid to supervisors, teamwork spirit etc during the period of undergraduates' graduation design.

Article Twenty-five Marking appraisal of undergraduates' graduation design is normally conducted by specially-assigned person of professional teaching and researching office/institute. The appraisal person is required to possess the qualification of graduation design guidance and be the teacher who takes part in the graduation design project defense as far as possible.

The marking appraisal of graduation design is mainly related to the following aspects listed as the evaluation of undergraduates' implementation of the contents prescribed in the *Assignment of Graduation Design*, merits and demerits of the graduation design, undergraduates' grasp level of fundamental theory, knowledge, and basic skills, performance of independent working, organizational management and innovation ability etc, then the appraisal marks will be issued.

Article Twenty-six Double-blind appraisal system is adopted by the University of Shanghai for Science and Technology to evaluate graduation design. Before the graduation design defense starts, USST Academic Affairs Office will extract part of graduation designs made by undergraduates majoring in certain specialties at random and send designs to experts outside USST for double-blind appraisal. The graduation design appraised as disqualified, the score for the undergraduate will be recorded as 60 points and the student shall attend the review defense occurred in a large-group defense organized by the school that the student belongs to.

Article Twenty-seven In principle, the defense section is compulsory in the process of graduation design. Under special circumstances, individual graduation design is allowed to be evaluated directly for final score after



supervisor's review when respective school deans proposed written plan to the Teaching Affairs Office and get the final approval given by the Academic Affairs Office.

#### Article Twenty-eight Graduation Design Defense

1: Schools are responsible for the organization of graduation design defense. Leading groups for defense that are founded by respective schools are in charge of the organization, coordination, unification of defense requirements, standard of evaluation for graduation design defense. Several defense groups are allowed to be set up in different specialties/academic directions by relevant teaching and researching office or institutes. The defense group is composed of more than 3 (including 3) persons in odd number. Teachers with deputy senior title hold the post of the leader of defense group. The task of defense group lies in the unification of defense requirements, evaluation standard execution, defense conduct and graduation design score assessment.

2: Information such as the defense order and relevant items concerning the defense should be announced to students one week before graduation design defense commences.

3: Undergraduates' grades will be assessed by the defense group at the end of their thesis defense and the scores for the overall evaluation of their graduation design will be assessed according to the comprehensive evaluation of the graduation design or thesis given by the defense group. Evaluation of defense grades includes information concerning two aspects, i.e. statement of design or thesis key points in prescribed time and Q&A performance.

4: Graduation design defense shall proceed in public.



Article Twenty-nine Professional teaching and researching office or institutes shall comprehensively assess undergraduates' graduation design in accordance with the following ration in which teacher's review accounts for 40%, evaluation score 25% and defense grade 35% in which the three grades should be recorded by centesimal system. To prevent the result becoming a bit high or loose, the professional achievement ratio of the same specialty should be appropriately controlled that the excellent (90 points over) proportion is generally no more than 15% and the good (80 points over) proportion is no more than 60%.

Article Thirty Theses evaluated as excellent and unqualified are required to be reviewed in the large group defense organized by the schools.

Article Thirty-one Plagiarism and copying others' academic achievements are prohibited, otherwise the graduation design shall be recorded as zero. Graduation design will be evaluates as flunked if the undergraduates finish the design overdue without any cause.

Article Thirty-two Undergraduates who fails their graduation design are required to redo the design, in which the design redo shall be executed according to *The Specific Enforcement Regulation for USST Full-time Undergraduates Course Taking*.

Article Thirty-three After undergraduates' graduation design comes to the end, schools are expected to handle with the recommendation of excellent graduation design on time. Designs shall be recommended as excellent according to the following criteria which are listed as:

1: able to be adopted to fulfill the needs of productive research and laboratory construction;



2: parallel to the level that the design can be presented or published in academic conferences held in and outside the university;

3: showing independent opinions and high-qualified

Excellent graduation designs should be attached with an abstract of 4000 words or so. Graduation designs, together with the electronic document will be submitted to the practical teaching section of the USST teaching affairs office. The university will handle with the editing of the USST Excellent Graduation Design/Thesis Assembly.

Article Thirty-four Schools are responsible for keeping undergraduates' graduation designs for five years. Files like the Evaluation Form for Graduation Design/Thesis Grades are archived.

Article Thirty-five USST Academic Affairs Office is in charge of the macro-management and quality control of the graduation design. After the graduation design work of the year finishes, specialists are organized to randomly check the quality of those graduation designs.

## **Chapter Eight Supplementary Articles**

Article Thirty-six *Writing Norms for USST Full-time Undergraduates' Graduation Design (Experimental Version)* shall be stipulated separately.

Article Thirty-seven Teaching section of graduation design made by specialties of arts and foreign languages shall be handled with reference to these regulations while the specific requirements of the specialties are allowed to be prescribed separately according to its graduation design syllabus.

Article Thirty-eight Relevant provisions concerning teaching section of graduation design made by full-time students from higher vocational college shall be executed with reference to these regulations.



Article Thirty-nine USST Teaching Affairs Office is responsible for the explanation of the regulations under the authorization of the president.

Article Forty The management regulation shall go into effect on the day of its promulgation after getting the approval by the board meeting of university headmaster. If any conflict between the original related regulations and these management regulations appears, these regulations shall prevail. The original *Trial Writing Norms of USST Full-time Undergraduates' Graduation Design* shall be repealed at the same time.



# Documents in USST

## USST Teaching Documents (2010) No.16

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### **Measure to Evaluate Undergraduate Classroom Teaching in USST**

As classroom teaching is the main part of teaching activities in university, strengthening the supervision of how well classroom teaching is performed is helpful to promote teaching innovation and classroom teaching quality. In order to fulfill the function of monitoring teaching quality, accelerate the scientification, standardization and institutionalization of university teaching management, and guarantee the goal achievement of talent training, the measure is therefore stipulated in accordance with related regulations of *Regulations for USST Undergraduate Teaching Management*.

#### **I Evaluation Objectives**

The objectives of classroom teaching evaluation are to monitor teaching process, discover and remove factors that affect teaching quality, implement what teaching innovation really is and enforce what has been achieved in it, inspire and encourage teachers to improve teaching and become voluntarily engaged in teaching, learn about, convey and communicate information on teaching. Therefore, by enhancing process management of classroom teaching, teaching skills, effect and quality can be ensured and improved. Furthermore, a good style of teaching and learning is able to be established and the quality of classroom teaching improves.

#### **II Evaluation Subjects**

Classroom teaching evaluation aims at course instructor and full-time undergraduate classroom teaching courses on theories as well as practices except internship, graduation design or thesis and its instruction.

#### **III Evaluators**



Those who participate classroom teaching evaluation are constituted of students, undergraduate teaching supervision group, peer experts and leaders in teaching from colleges. The rating proportion is 50%、30%、20% respectively.

#### **IV Evaluation Index**

Evaluation index are stipulated for theoretical, practical courses in addition to PE courses. See the No.1, No.2 and No.3 attachment for detail.

In consideration of online application, the online evaluation index is adjusted appropriately. See the No.4 attachment for detail.

#### **V Evaluation Methods**

Online evaluation and optional class visiting are adopted to evaluate classroom teaching quality.

1. Students can evaluate teachers online four weeks before they select courses each semester. Personnel from Academic Affairs Office are responsible for collection and compilation of the related statistics.

2. Undergraduate teaching supervision group adopts optional class visiting to evaluate. They are supposed to fill out the form of classroom teaching quality evaluation after optional class visiting and report to Academic Affairs Office at the end of each semester for record's sake.

The subjects of supervision group's evaluation can be divided into the key evaluation ones and normal evaluation ones. The key evaluation ones are chosen by Academic Affairs Office and colleges, and the others can be chosen according to the supervision group's will.

3. Evaluation by Peer Experts and Leaders

Peer experts and leaders in teaching also adopt optional class visiting to evaluate and fill out the form of classroom teaching quality evaluation, which is organized and implemented by each college. Evaluation results will be reported to Academic Affairs Office at the end of each semester for record's sake.

#### **VI Results**



At the beginning of each semester, Academic Affairs Office is supposed to collect the evaluation statistics from students, undergraduate teaching supervision group, peer experts and leaders and get the final results based on each part's proportion.

The evaluation results can be ranked as excellent( $\geq 90$  grades),good(80 ~ 89 grades),average(60~79 grades) and unqualified( $< 60$  grades).

## **VII Feedback of Evaluation Results**

1. Dean's office is supposed to sort all the evaluation statistics into records and feedback to each college, which ought to be made public within a certain range in an appropriate way and be known to the teachers concerned.
2. The evaluation result of classroom teaching quality is an important index adopted by college to assess undergraduate teaching and serves as a vital criterion for teachers' teaching excellency appraisal, award evaluation and professional title promotion.
3. Teachers who rank the last 20 in the evaluation will be informed in a written form by Dean's office and urged to improve teaching methodology and quality by the college concerned.
4. Teachers who rank the last 20 again in the evaluation within 2 years will be evaluated by supervision group and peer experts and temporarily forbidden to teach if he or she proves unqualified.
5. Teachers who are temporarily forbidden to teach are obliged to apply in person to the Academic Affairs Office if they want to continue teaching. Only when they are proven to be qualified after the evaluation given by the Teaching Quality Evaluation Committee, they are allowed to carry on giving classes.

## **VIII、 Other Terms**

1. Academic Affairs Office is entitled to explain the measure.
2. The measure will take effect as of the date of promulgation.

**University of Shanghai for Science and Technology**

**March 31, 2012**



## Appendix 1

# Teaching Evaluation Form for Undergraduate Theoretical Courses

(Teacher's Form)

**Instructor :** \_\_\_\_\_ ; **Professional Title :** \_\_\_\_\_ ; **Department :** \_\_\_\_\_ ;

**Course Code :** \_\_\_\_\_ ; **Course Name :** \_\_\_\_\_ ; **Course Nature :** \_\_\_\_\_ ;

**Grade & Major :** \_\_\_\_\_ ; **Class Time :** Year \_\_\_\_ Month \_\_\_\_ Day \_\_\_\_, Week \_\_\_\_\_, Class \_\_\_\_\_ ;

**Class Locations :** Campus \_\_\_\_\_ Building \_\_\_\_\_ Room \_\_\_\_\_ ;

**Student attendance :** Required attendance: \_\_\_\_\_ people , Actual attendance: \_\_\_\_\_ people, Late: \_\_\_\_\_ people, Attendance: \_\_\_\_\_, Ratio of late people: \_\_\_\_\_

NO.	Terms for Evaluation	Full Score	Test Score
1	Be enthusiastic and modest in teaching; use normal, accurate language and writing.	10	
2	Teacher should have affection for his lessons, be infectious when teaching and be able to draw students' attention, be concise and fluent.	10	
3	When explaining key and difficult points, teachers are able to explain profound theories in simple language, attract students' attention and inspire their innovative idea.	10	
4	Be concise in words, logical in teaching, clear in thought, better if be refined, simple and innovative.	10	
5	Good preparation for lessons and teaching plans, be familiar to textbook contents, giving lectures without referring to teaching plans.	10	
6	Informative lessons, appropriate schedules, suitable width and depth.	10	
7	Novel teaching contents, concise explanation of the extensions of the basic theories, applications of fundamental principles and development of basic	10	



	theories, theory and practice combination.		
8	Heuristic teaching methods to inspire students to think more, ask more and improve in thinking skills cultivation.	10	
9	Fostering their interest and evoking enthusiasm towards lessons and spiritual interactions among teachers and students.	10	
10	Using various teaching medias effectively and vivid teaching contents, improving teaching efficiency, presenting clear blackboard writing.	10	
<b>Full Score</b>		<b>100</b>	

Textbook selection :

- textbook which has received provincial awards
- “The Tenth Five-year Plan”、The Eleventh Five-year Plan”、“The 21st Century”teaching materials
- Original materials or photocopying materials
- Recommended teaching materials of the National Teaching Guidance Committee
- New materials (publications in recent three years)
- Self-compiling materials (including network-aided teaching courseware) 、 lecture notes
- Chinese Edition of original teaching materials
- Other materials

**Analysis of instructor’s teaching:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Analysis of students:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Opinions and suggestions:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Appraiser:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## Appendix 2

### Teaching Quality Assessment Form of Undergraduates' Practical

Course

(for teachers' use)

Instructor: \_\_\_\_\_ Professional Title: \_\_\_\_\_ Department: \_\_\_\_\_  
 Course Code: \_\_\_\_\_ Course Name: \_\_\_\_\_ Course Nature: \_\_\_\_\_  
 Grade & Major: \_\_\_\_\_ Class Hour: \_year\_month\_day, day of the week, class section  
 Classroom: \_\_\_\_\_ Students' attendance: \_\_due attendant, \_\_actual attendant, \_\_  
 latecomer

Serial Number	Evaluation Contents	Score	Grade
1	Linking theory with practice, emphasizing cultivation of students' innovation awareness/research ability/team work spirit	10	
2	Earnest lesson preparation, adequate contents, lecture outline, teaching plan which reflects practical teaching process, careful counseling and homework correction	16	
3	Following teaching plan, novel teaching contents, accurate concept, logical thought, emphasizing key and difficult teaching points, typical example	12	
4	Skillful explanation, correct demonstration, clear station of operation process, proper organization, and good grasp of practical teaching process	16	
5	Standard teaching language, precise expression, neat writings on blackboard, conspicuous board picture, visual teaching method	12	
6	Respecting, caring for and understanding students, paying attention to students' quality education, cultivating students' ability to self-teach and self-practice, embodying democratic teaching, activating classroom atmosphere	12	
7	Unifying teaching practice, emphasizing ideological education, strictly managing, having sense of organizational discipline, appealing teaching materials, good classroom order	12	
8	Taking good care of and safely using equipments and devices for teaching, paying attention to guide students to care for teaching devices	10	
Total		100	



Analysis of instructors' teaching: \_\_\_\_\_

Analysis of students' practice: \_\_\_\_\_

Opinions and Suggestions: \_\_\_\_\_

Appraiser: \_\_\_\_\_

Date: \_\_\_\_\_



Appendix 3:

## Teaching Evaluation Form for Undergraduate Physical Education Courses

(Teacher's Form)

**Instructor:** \_\_\_\_\_; **Title:** \_\_\_\_\_; **Department:** \_\_\_\_\_;

**Course Code:** \_\_\_\_\_; **Course Name:** \_\_\_\_\_; **Course Nature:** \_\_\_\_\_;

**Grade & Major:** \_\_\_\_\_; **Class Time:** Month \_\_\_ Day \_\_\_ Year \_\_\_\_, **Week** \_\_\_\_, **Class** \_\_\_\_\_;

**Class Locations:** **Campus** \_\_\_\_\_ **Building** \_\_\_\_\_ **Room** \_\_\_\_\_;

**Student attendance:** **Required attendance:** \_\_\_\_\_ people, **Actual attendance:** \_\_\_\_\_ people, **Late:** \_\_\_\_\_ people, **Attendance:** \_\_\_\_\_, **Ratio of late people:** \_\_\_\_\_

NO .	Terms for Evaluation	Full Score	Test Score
1	Curriculum design which themes in "Health first" and the development of students, clear, specific and workable teaching objectives which reflect diversified teaching requirements	15	
2	Earnest course preparation, practical and logical teaching plans that reflect teaching process	15	
3	Teaching in accordance with the teaching plan, scientific, innovative, diverse and practical teaching methods and procedures	12	
4	Accurate, refining and vivid explanations, correct orders and demonstrations, natural body gestures, compact and orderly teaching process	12	
5	Teachers possessing unique insights, quick thinking and good adaptability, infectious and personalized teaching methods	12	
6	Respecting, loving and understanding students, focusing on quality education, fostering students self-learning, self-training ability and teaching democratization.	12	
7	Combing ideological and moral education, be strict in requirements and management, be organized and disciplined in classes, following classroom disciplines and reflecting body build-up and people educating.	12	
8	Reasonable, safe and clean site equipment arrangement	10	



<b>Full Score</b>	<b>100</b>	
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**Analysis of instructor's teaching:** \_\_\_\_\_

\_\_\_\_\_

**Analysis of students' practice:** \_\_\_\_\_

\_\_\_\_\_

**Opinions and Suggestions:** \_\_\_\_\_

\_\_\_\_\_

**Appraisal:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## Appendix 4.

**Students' Online Teaching Evaluation Indicators**

<b>Object</b>	<b>Evaluation Number</b>	<b>Evaluation Contents</b>	<b>Weight</b>
Normal Courses	<b>1</b>	Devotion to their work, teaching and dropping classes punctually, do not change the courses arbitrarily or be substituted by others;	0.15
	<b>2</b>	Sufficient course preparation with abundant and updated information reflecting dynamic state of the subjects;	0.2
	<b>3</b>	Paying attention to the key and difficult points, rendering accurately and logically;	0.2
	<b>4</b>	Diversified and enlightening teaching methods, be artistic, paying attention to the cultivation of students' ability and encouraging innovation;	0.3
	<b>5</b>	Be strict with students, maintaining classroom discipline and building a warm class atmosphere;	0.15
Practical Courses	<b>1</b>	Devotion to their work, teaching and dropping classes punctually, do not change the courses arbitrarily or be substituted by others;	0.15
	<b>2</b>	Sufficient course preparation, key and difficult points focus, accurate and logical expression;	0.2
	<b>3</b>	Correct demonstration, clear explanation of the operation procedure, proper control of the practical teaching procedure;	0.3
	<b>4</b>	Combination of theory with practice, cultivation of students' innovation awareness, research ability and team cooperation spirit;	0.2
	<b>5</b>	Be strict with students, maintaining classroom discipline and building a warm class atmosphere	0.15
PE Courses	<b>1</b>	Devotion to their work, teaching and dropping classes punctually, do not change the courses arbitrarily or be substituted by others;	0.15
	<b>2</b>	Substantial contents, clear explanation of the essential of practice with the focus on key and difficult points;	0.2
	<b>3</b>	Standard word of command, correct demonstration, good guidance and natural teaching manner;	0.3
	<b>4</b>	Scientific teaching, body build-up and people educating with the focus on cultivation of physical fitness and personality;	0.2



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	<b>5</b>	Be strict with students, maintaining site order and building a warm class atmosphere	0.15
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## **Rules for Managing Undergraduates' Practical Course Teaching Process for University of Shanghai for Science and Technology**

USST Teaching Article 【2011】 No.7

Practical teaching is an important part of teaching work in higher education and plays a vital part in cultivating students to link theory with practice and deepening their learning and application of theoretical knowledge. By means of practical teaching, students are trained of being able to conduct scientific experiment and engineering practice, are inspired to think autonomously and innovatively, and are cultivated to do scientific research rigorously and possess team work spirit.

For the purpose of scientifically organize practical teaching, standardizing process of practical teaching, strengthening teaching regulation of practical courses, improving practical teaching quality, the management measures are hereby formulated:

**Article One** Corresponding syllabuses should be formulated to fit practical courses including teaching experiment, teaching practice, curriculum design, graduation project, which are specified in the teaching plan. Teachers who are responsible for those practical courses must strictly organize teaching contents according to syllabus, carefully arrange practical projects, seriously direct students to complete practice teaching task.

### **Article Two Administrative Provisions of Instructional Experiments**

(1) Instructional experiments are divided to two types, i.e. in-class experiments and independent subject experiments. Students should be aware of previewing relevant materials or instruction to learn the principle, procedures and methods of experiment. With respect to innovative and



comprehensive experiment, students need to adequately prepare the experimental design, carefully choose equipments and materials to improve the experiment efficiency.

(2) Students should enter laboratory on time according to the group division. After entering into the laboratory, students need to strictly abide by regulations and operating standards and obey instructors' teaching arrangements to insure the safety of experiment. For those students who break the rule of experiment or operate instruments against rules and ignore teachers' persuasion, instructors are entitled to stop their operation or compel them to leave the lab.

(3) During the experimental procedures, students are supposed to fully develop their subjective initiative, operate seriously and ask actively for good experimental record and experimental report completion. Students who do not attend experimental practice without permission are not allowed to do make-up experiment. Students who cannot finish the experiment on time due to approval of leave application ought to complete the experiment at the specified time given by instructors. If students cannot finish their in-class experiments, they are prohibited to attend examination of the course that the experiment is embedded in. Failure of the in-class experiment equals the failure of the consequent course.

(4) Instructors are requested to earnestly instruct students to operate the experiment, pay attention to guide and inspire students to think dependently and cultivate students' ability to analyze and solve problems as well. Besides, instructors need to carefully correct students' experimental report and reasonably evaluate students' experimental course by combining their conditions of doing experiment and experimental report contents.

### **Article Three Management regulations of teaching practice**



(1) Teaching practice includes: observation practice, professional basis practice, specialty practice, production practice, graduation practice and social practice. Various kinds of practice training are designed to foster students' abilities to do engineering practice, adapt to society, understand and apply professional knowledge. Students are supposed to fully know the purpose, goal, contents, procedures and requirements of the practice before it starts, and make full preparations for practice.

(2) Various practices need to be finished in different places and environments due to different kinds of practice. Therefore, students are demanded to strictly follow the rules and operating instructions of different practice places, obey arrangements and requirements of instructors including enterprise supervisors, aiming to practice safely. If students are conducting practice in companies, they should comply with companies' code of conduct. If students leave their post without permission or violate regulations as they please, instructors have every right to order the stop of their practice. In case that any damage or loss is caused, students must assume their respective liabilities accordingly.

(3) When students are attending the off-campus practice, traffic safety must be paid great attention to. Schools or colleges should try to arrange tools for transportation as the conditions permit. Students who are taking part in accommodation practice off campus must look out the surrounding environment, food health and property safety. Students do need to reflect the hidden dangers to instructors as soon as they notice them.

(4) If students want to personally contact practice place and finish the practical course, applications should be submitted to the college or school to obtain the "letter of introduction" issued the college or school. In such case, students are responsible for their safety during the practice. The



information of the fixed practice base needs to be provided to college instructors one week before the practice begins. During the period of practice, it would be better for students to actively contact their instructors, strictly obey principles of practice base, respect instruction personnel in enterprises and consciously maintain the school reputation.

(5) Students are supposed to earnestly record practice contents and what they had learned from the practice, effectively complete the tasks and requirements proposed by instructors. At the end of practice, practice report needs to be timely and earnestly finished according to the recorded practice contents combining with professional knowledge. Comments and time sheets given by practice bases should be handed in to instructors. The result of practice course is failing if students are off duty without permission, the asking for leave taking more than one-third of the total practice hours, practice report plagiarism or practice stop due to violation of regulations, then the examination result is failing too.

(6) Before practice commences, instructors are expected to make practice mobilization, clarify the practice purpose, goal, requirement, notice and assessment method etc. In the course of practice, supervisors should assign a specified volume of exercises or idea exchange, check the practice record, earnestly correct students' practice exercises, direct them to complete the writing of practice report in high quality. As far as students who conduct practice separately concerned, instructors ought to contact them actively to know about their practice in time. As the practice comes to an end, assessment and evaluation of students' practice achievements need to be completed timely. Scores of students' practical courses should be reasonably evaluated in accordance with their practice completion, contents of practical report and comments given by enterprise supervisors.



#### **Article Four Regulations of Course Design**

Relevant specific regulations of teaching management of course design shall be formulated by colleges or specialties respectively.

#### **Article Five Regulations of Graduation Design**

Graduation design is a comprehensive section of teaching practice. Detailed teaching management regulations regarding graduation design should be made into practice according to the *USST Management Regulations of Full-time Undergraduates Graduation Design (Thesis)*.

**Article Six** There is no re-examination for practical courses. Students who fail in these practical courses can retake the practical classes or choose to take other classes inside the same courses group. However, there are several points which must be paid attention to, i.e. knowledge connection between the chosen practical course and corresponding theoretical course, or specialty requirements between the chosen practical classes and latter chosen ones, time for the chosen classes, overall credit requirements of the same course group. If necessary, students are supposed to consult related professional supervisors or specialty principal.

**Article Seven** Academic Affairs Office is entitled to make explanation of the rules under president's authorization.

**Article Eight** The management regulation comes into effect since the date of its publication. If such regulation is in conflict with relevant rules, the regulation shall prevail. Original *Rules for Managing Full-time Undergraduates' Experiment Courses* and *Rules for Managing Full-time Undergraduates' Practical Courses* shall be repealed at the same time.



## Work Specification for USST Undergraduate Teaching

Teachers play the leading roles in higher education, which regards talents cultivation as the fundamental task and teaching as the basic central work. According to the far-seeing plan to found the first-class university of science and engineering in China, cultivate the engineering, application and management-oriented talents possessing international view and high qualities, the university reformulates the *Work Specification for USST Undergraduate Teaching* to further clarify teachers' responsibility in each undergraduate teaching procedure, enhance teaching process management and standardize teaching behavior, increasingly improve talents cultivation quality on the basis of scientific, standard and institutional teaching.

### General Provisions

**Article 1** Teachers shall adhere to the correct political orientation, carry out national policy for education, love the teaching career, perform the duties as a teacher with a highly responsible attitude to the country and students, undertake teaching tasks actively and work hard to cultivate the high-quality talents with all-round development as well as capacity of creativity and practice, meeting the demands of 21<sup>st</sup> century development.

**Article 2** Teachers shall be the model of virtue and example for students with noble work ethic, hard-working attitude as well as good moral character, appearance, language and behaviors.

**Article 3** Teachers shall earnestly perform the rights and duties prescribed by *Teachers Law of People's Republic of China* with establishing student-based teaching concepts, actively guiding students to learn by themselves, focusing on the cultivation of students' innovative and creative



abilities. Teachers are supposed to not only care about students but also be strict with students through rigorous requirements, management and evaluations.

**Article 4** Teachers shall rigorously conduct scholarly research, study assiduously, innovate bravely, research and reform actively, increasingly improve academic and teaching abilities, attach great importance to construction of academic specialty, curriculum as well as teaching material to raise the teaching quality.

## Chapter I Course Teaching

**Article 5** Only those teachers who have obtained the teaching license or be qualified as a teacher for higher education institution in accordance with the relevant regulations stated by *Teachers Law of the People's Republic of China* and *Regulations for Qualifications of Teachers* are allowed to give classes in higher education institution. The methods to identify and manage teaching qualification of a teacher shall be specified separately. Part-time teachers employed outside USST shall possess the medium-grade professional title or above. Detailed requirements and operation standards shall be specified separately.

**Article 6** Broadly speaking, the teaching work includes not only daily teaching parts such as theoretical teaching, practical teaching, graduation design or thesis guidance, homework and contest tutoring, but also various kinds of curriculum, laboratory construction and educational reform.

**Article 7** Without objective reasons, teachers shall unconditionally accept and successfully complete the teaching assignments prescribed by the school.

**Article 8** Professors or associate professors are obliged to assume



teaching jobs for undergraduates.

**Article 9** The teachers who did an unsatisfactory job in the evaluation organized by the undergraduate teaching supervision group or university-college administrative department, and teachers who are proved to be unqualified in teaching quality, students' attendance rate and satisfaction rate shall be immediately suspended to teach and be urged to improve teaching ability effectively.

## Chapter II Lesson Preparation

**Article 10** Lesson preparation plays a vital role in teaching implementation. Therefore, teachers are supposed to earnestly study teaching plan, make clear the importance of current lesson to the training plan and teaching process as well as its link with the pre-courses, parallel courses and follow-up courses.

**Article 11** Before preparing their lessons, teachers shall try to know students' learning basis and existing knowledge structure. On one hand, teachers are supposed to earnestly study the basic requirement, get familiar to the course system, scope as well as basic contents of the current course; on the other hand, they should actively track the latest frontier development of the course to timely update the teaching plan and courseware.

**Article 12** In terms of textbook choice, classic and excellent ones should be given high priority to, which fits the requirements of the teaching syllabus. Teachers shall intensively dig into the textbook to master the intrinsic logic relationship and structural system, correctly comprehend relevant theories and concepts, clarify the key points and difficult points of each chapter, widely read relevant literature and reference book to ensure that the teaching contents are advanced, scientific and systematic.



**Article 13** Teachers shall draw up the *Process Table of the Teaching Plan* on basis of the university teaching calendar so as to reasonably distribute periods of course giving, experiment, internship as well as discussion.

**Article 14** Teachers are required to fully master and use the E-System of the educational administration management information to timely maintain personal information. Every teacher who has classes for the undergraduates should establish personal course website within the “Classes Resource Center” to present students with completed modules and full contents.

### **Chapter III Theoretical Teaching**

**Article 15** Theoretical teaching serving as the basic form and central part runs through the whole teaching process. Teachers are supposed to arrange the teaching contents in accordance with professional teaching plan, teaching syllabus and teaching schedule of the academic specialty.

**Article 16** In the classroom shall the teachers dress neatly with good manners, speak Chinese Mandarin (except for courses that specially required to be taught all in a certain foreign language and Chinese-foreign cooperatively-run courses), write standard Chinese characters and present with succinct language.

**Article 17** In the first class shall the teachers make an appropriate self-introduction to enhance mutual understanding of each other, illustrate the specific requirements for the course, briefly introduce the teaching planning and basic contents, including the importance of the homework, experiment, quiz and examination to this course and each of their proportion in the total scores.

**Article 18** Teachers shall give classes in accordance with the teaching schedule and calendar without randomly changing class time and venue. They should pay strict attention to students’ class attendance with checking



and analyzing the attendance rate regularly, urge students to obey classroom rules and maintain classroom order.

**Article 19** Teachers shall employ the most appropriate teaching methods such as heuristics and discussion to inspire and guide students for the purpose of knowledge imparting and abilities cultivation. Teachers are required to update the teaching materials in line with latest achievements of the subject, weave courseware as well as teaching models to get good teaching result.

**Article 20** Teachers shall pay attention to the teaching efficiency feedback while timely listen to students' opinions, requirements and advice on the teaching to adjust the class schedule and improve teaching so that teaching benefits teachers as well as students.

#### **Chapter IV Extracurricular Instruction and Assignments**

**Article 21** Extracurricular instruction plays a vital role in the teaching activities, which mainly refers to the teachers' advice to students on how to set up learning plans, preview, review and consult literature.

**Article 22** In addition to face-to-face way of instruction, teachers shall flexibly employ other on-line channels such as campus network and course resource center to coach students and answer their questions.

**Article 23** Teaching assistants who are not officially qualified to teach are required to attend lectures given by other qualified teachers, actively participate in the open class of different levels, and study the tutorial together with the lecturer to learn teaching methods. After the tutorial should the teaching assistants report the common questions to the lecturer to unify the teaching with tutorship and ensure the quality of teaching.

**Article 24** Based on teaching requirements, teachers shall assign certain homework including question, discussion and class papers to the students



by specifying contents, frequencies and deadline as well as requiring them to finish assignments seriously and independently.

**Article 25** Homework correction is part of teaching load. Teachers shall correct the students' homework timely and seriously while return the undesirable homework, criticize those who delay the homework and specially record the widespread problems for further explanation or training.

The teacher shall record the quantity and quality of the students in a written form for being taken account into their overall scores by a certain percentage(usually 10~30%)

## Chapter VI Practical Teaching

**Article 26** As an equally important teaching means as the theoretical teaching, practical teaching plays important roles in cultivating and improving students' abilities of putting theories into practice, carrying out scientific research, observing phenomena, analyzing law of things and improving creativity. Practical teaching includes experimental classes, various teaching practice and social practice etc.

**Article 27** In accordance with the *Regulations for USST Full-time Undergraduates Experiment Teaching*, teachers shall strictly organize classes on requirements prescribed by the experiment teaching syllabus without arbitrarily reducing experiment projects and contents.

**Article 28** Teachers shall conscientiously carry out the preparation work for experiment. Before students start to conduct experiment, teachers are supposed to demonstrate and concisely illustrate the purpose, contents and requirements of the experiment as well as the function, operating procedures and precautions of the instruments.

**Article 29** During the experiment teachers shall observe how students



operate, timely correct their wrong operations, explain experimental phenomenon and solve puzzling problems. In addition, teachers should ask students to finish the prescribed experiment contents and operation training while urge them to obey the *Experiment Rules for USST Full-time Undergraduates* and adopt necessary protective measures so as to prevent any accidents.

**Article 30** Teachers shall attach great importance to update teaching contents and improve teaching methods, enhance cultivation of students' abilities of innovation and operational ability as well as actively set up some comprehensive, design-oriented and innovative experiments.

**Article 31** As an important part of practical teaching, internship including graduation internship covers wide range of working fields with complicated steps. Therefore, each college shall positively offer coordination support and experienced teachers (or invite professional personnel from internship units) to provide guidance. Various internships shall comply with the rules of *Management Regulations for USST Full-time Undergraduates Teaching Practice*.

**Article 32** Instructors shall assess students' internship training and submit corresponding scores based on checking and reviewing their practice notes and report promptly.

**Article 33** Teachers shall design curriculum according to teaching plan and syllabus, select design topic or inform students of course design range in advance. Furthermore, teachers should be responsible for relevant checking, supervising and assessment.

## Chapter VI Graduation Design /Thesis

**Article 34** Graduation design or thesis is considered as the significant summary of students' undergraduate course learning, overall inspection of



their domain professional knowledge and comprehensive ability as well as important index to review their eligibility for graduation and qualification for degree application. In consequence, instructors shall offer guidance strictly following rules stated in *Management Regulations for USST Full-time Undergraduates' Graduation Design (Thesis)*.

## Chapter VII Course Assessment

**Article 35** Course assessment is considered to be an important method to evaluate students' academic records as well as teachers' teaching quality. Evaluation of each course and teaching procedures prescribed in teaching plan which include military training, work class, experiment, teaching practice, production practice, graduation practice or design, moral class etc should be carried out at the end of each semester.

**Article 36** Course assessment shall be performed on basis of *Teaching Syllabus* by focusing on evaluation of students' master of general knowledge, theories and skills as well as abilities to analyze and solve problems through putting knowledge that they have learned into application. Influence of inspiring and cultivating students' innovative thinking and ability should be paid great attention to.

**Article 37** Teachers shall check test papers according to scoring criterions to give fair scores which objectively reflect students' master of the course as well as their learning quality and attitude.

**Article 38** Specific measures to rate the academic scores shall be formulated separately by Teaching Affair Office. However, in the premise of meeting basic requirements of teaching syllabus, teachers are encouraged to reform the evaluation methods based on classes.

## Chapter VIII Teaching Work Disciplines and Assessment



**Article 39** Teachers shall not spread any messages against the Chinese Communist Party's basic line, principles and policies as well as ideas endangering the country. Propaganda activities against social morality are not allowed.

**Article 40** Teachers shall stick to their teaching post and shall not arbitrarily increase or decrease class hour and other teaching procedures. Without permission granted by Teaching Affairs Office, teachers are not allowed to arbitrarily switch, suspend, ask other teachers as substitutes and change classroom. For teachers who cannot show up to give classes on time with special reasons shall apply for approval of the college and submit filing requirement to the Teaching Affair Office for record.

**Article 41** Teachers shall ensure all classes punctually without showing up late, leaving early, smoking and using communication devices such as cell phone during the classes.

**Article 42** As invigilators, teachers shall fulfill their line of duty according to “Working Rules for Invigilators in USST” by obeying the requirements and rules of the examination, not leaking exam contents and reporting students’ scores within the stipulated time after the exam.

**Article 43** Teachers shall implement regulations and rules stated by the university while assuming their teaching duties. All teaching materials including syllabus, teaching plan, textbook, courseware, examination paper, experiment materials belong to the school and need to be collected and filed by the college for record after the teaching assignment implemented. However, the legal intellectual property still belongs to the relevant teachers.

**Article 44** The university assesses the quality of undergraduate teaching in accordance with *Evaluation Measures for USST Undergraduate Teaching Quality*. Class evaluation by peer experts/leaders and teaching supervision



group, combining with students' evaluation, consists of the comprehensive evaluation of teachers' teaching quality.

**Article 45** Colleges shall be in charge of teaching assessment for teachers while the Teaching Affairs Office supervise the general evaluation of graduate teaching work conducted by colleges.

### **Chapter IX Reward and Punishment**

**Article 46** Teachers who love teaching career and obtain outstanding achievements in teaching construction, reform and management shall be rewarded by the university. Detailed methods shall be stipulated separately.

**Article 47** Teachers who violate teaching disciplines shall be punished according to *Identification and Treatment Methods for USST Undergraduate Teaching Accidents*.

### **Bylaws**

**Article 48** The work specification shall come into force on the day of its promulgation and the Teaching Affairs Office is entitled to explain. *Duties of the Undergraduate Teachers in USST (trial)* (USST Teaching Document [2004] No.12) and *Work Specification for Teaching in USST (trial)* (USST Teaching Document [2004] No.13)"shall be repealed at the same time.

**University of Shanghai for Science and Technology**

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