



## Appendix E

# EXAM REGULATIONS AND TEACHING QUALITY ASSURANCE PROCESS



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## 1. Organizational Structure

The teaching management system of University of Shanghai For Science & Technology consists of three layers: University, Schools, and Departments (Teaching and Research Section)

The first layer is comprised of organizations and people responsible for the monitor and management of the University's teaching quality. It includes the Executive President, University's Teaching Guidance Committee, as well as Dean's Office. The Vice President in charge of teaching is responsible for its daily operation. Assisted by functional departments, he/she will coordinate the allocation of University's resources in order to serve the teaching process, manage the teaching progress, and achieve teaching management goals.

With respect to the guiding principles, policies, plannings, and major reform measures of teaching and teaching management, the University's Undergraduate Teaching Guidance Committee will discuss and make the final decision. When necessary, it will be reported to The President's Administrative Meeting for review.

The Dean's Office is a functional department under the leadership of the President that is responsible for the organization and management of the University's teaching work. It is a specialized organization representing the University to manage its teaching quality. It consists of Teaching and Research Section, Educational Section, Practical Teaching Section, General Office, and Admission Office. Its main responsibility is to make teaching quality management plans, to organize the University's teaching schedules and control the teaching operations, to run regular teaching quality researches, to develop and organize teaching quality examinations and evaluations, to guide and manage the teaching work and quality of each School, Department, and Specialty on behalf of the University.

The second layer is comprised of organizations and people in Schools and Departments that are responsible for monitoring the teaching quality. It is primarily comprised of Deans, Department Heads, and Teaching Secretaries. Its main task is to according to the University's educational guiding principles and teaching quality management regulations: provide centralized leadership and management for each School and Department' teaching plans, teaching segments arrangements, and teaching examinations; to organize curriculum schedules; to develop teaching quality research and run teaching quality examinations; to build up teaching fundamentals; to manage teachers' teaching activities; to manage students' studying activities in an effective manner

Teaching and Research Section (Department) is a grass-root teaching organization based on undergraduate specialties. It is responsible for the construction of specialties and curricula and the management functions authorized by the Schools. Its main task is to organize and manage each curriculum's teaching links according to the University and School's teaching quality management goals and teaching planning requirements, including writing textbooks, organizing the teachers' trainings, developing teaching and research activities, conducting teaching reforms, exchanging teaching experiences, examining teaching qualities, receiving



teaching quality feedbacks, supervising and urging the implementation of teaching regulations, managing and aiding students' studying activities.

## **2. Management of Students Studies**

### **2.1 Enrollment and Registration**

(1) New students admitted to the University in accordance with State's recruitment and admission regulations, shall enroll in the University 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.

(2) In the beginning of each semester, students shall enroll in person during the time prescribed by the school 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 the University 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 studies.

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

(3) Full-time undergraduates ordinarily can finish all their academic credits within four years. Students may shorten their studies by one year or extend by two years depending on their specific circumstances subject to the University's teaching resources.

### **2.2 Curriculum Study and Management**

(1) 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.

(2) According to students' circumstances and needs, they may take selective curricula under the guidance of the School and arrange for their own studying process. In principle, each semester students other than those having applied for suspension cannot take more or less than 30% of the total credits set up by the Specialized Training Plan. However, students shall not take less than 15 credits or more than 30 credits per semester.

(3) Students shall register online in person for each curriculum during the period prescribed by the Dean's Office based on relevant curricular studying sequence.



(4) Students who fail to register for a curriculum may not take classes or exams. Students who have been accumulatively absent for over one third of a curriculum’s total hours without any justification will be disqualified for the curriculum’s evaluation.

(5) Each curriculum will conduct its exams by the semester. The types of exams include closed-book written exams, open-book written exams, oral exams, skill practices, etc. Each curriculum may have one or more types of exams.

(6) Each curriculum’s overall exam grades will be recorded in the student files. The overall exam grades are comprised of two parts: regular-time grades and final-exam grades. Regular-time grades are decided by students’ class participation, homework performance, quizzes, and mid-term exam grades etc.

(7) A students’ overall curriculum evaluation is measured by the grade point system. The following table indicated the conversion mechanism between the grade point system (GPS) and the centesimal system (CS):

<b>GPA</b>	<b>Centesimal System</b>	<b>GPA</b>	<b>Centesimal System</b>	<b>GPA</b>	<b>Centesimal System</b>
0	≤59	2.0	70 - 74	3.5	85 - 89
1.0	60	2.5	75 - 79	4.0	90 - 94
1.5	61 - 69	3.0	80 - 84	4.5	95 - 100
<b>GPS</b>	<b>CS</b>	<b>GPS</b>	<b>CS</b>	<b>GPS</b>	<b>CS</b>
0	≤59	2.0	70 - 74	3.5	85 - 89
1.0	60	2.5	75 - 79	4.0	90 - 94
1.5	61 - 69	3.0	80 - 84	4.5	95 - 100

The statistical GPA (Grade Point Average) includes the semester GPA and accumulative GPA as listed in students’ specialty training plan

The semester GPA and accumulative GPA are calculated as the following:

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

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



(8) Students who fail a curriculum in each semester may take make-up exams. The highest score of each make-up exam is 60.

(9) Students who finish a curriculum according to the teaching requirements, but miss exams without authorization or commit fraud in exams, will get a zero grade for the curriculum. Such students shall re-study or retake the curriculum. Cheating students will be disciplined according to details of their cases.

(10) A student who has mastered a curriculum's contents by self-study may file an application. After receiving approval from his/her School's Executive Dean, as well as approval from the School that provide the curriculum (by interview if necessary), he can take the exemption examination. Those who score more than 70 points in the exemption examination will be granted the exemption. Their exam scores will be the overall curriculum performance evaluation and recorded in student files as such. Those who score less than 70 points in the exemption examination will not be granted the exemption. Their exam scores will not be recorded in student files.

(11) If a student fails his/her overall curriculum evaluation, or passes it without totally satisfaction, he/she may apply to retake it. Students who retake a curriculum shall take all the class and exams. Within the prescribed studying period, there is no limit to the type and number of retakes.

### **2.3 Academic Warning and Discontinuation**

(1) Pursuant to the requirement 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.

Academic warnings will be given on every school year. If a student receives two academic warnings, the Dean's Office will send "Notice of Discontinuation Warning" to his/her School.

(2) A student shall discontinue his/her study if he/she:

- Gets another academic warning after the Notice of Discontinuation Warning;
- Fails to file the application to resume study, or the application fails to pass master after review, after his/her academic suspension expires;
- Has been diagnosed in an University-designated hospital as so ill or injured as unable to continue study in the University;
- Leaves the University and fails for two consecutive weeks to participate in teaching activities prescribed by the University, without asking for leave;
- Fails to register during the period set by the University without any justification;
- Apply by himself/herself to discontinue.

(3) A student who objects to the discontinuation decision may according to University regulations file a written appeal to University's Student Appeal Committee, within five



working days of receipt of the decision.

## 2.4 Rewards and Penalties

(1)The University will commend and reward students who have achieved all round progress in moral, intellectual, physical, and aesthetic development, or have outstanding performance in terms of character building, academic standing, technological innovation, body building, as well as social services.

(2)The University will criticize or impose disciplinary sanctions on students who have violated the law, the regulations and disciplines. Any penalty must be strictly based upon facts of the offense and in observance of the University's regulations and disciplines. In the meanwhile, priority must be given to education. It's a fundamental principle to combine education with penalty. Another fundamental principle is to uphold and safeguard students' appeal rights. In mete out punishment to offensive students, decision must be made on the basis of collective discussion and thorough investigation.

(3)There are six levels of disciplinary sanctions: warning, severe warning, recording a demerit, academic probation, compelled discontinuation, expulsion from academic status. Students subject to academic probation may be released from the probation in due course if they make marked progress during the probation period. The probation may be relieved ahead of time if they have outstanding performance or make advanced achievements. If they perform poorly, the probation period may be extended by half a year for ordinary students, and by three months for graduating students. Only one extension is allowed; Students under probation who breach again will receive compelled discontinuation or expulsion from academic status.

(4)A student commits academic fraud during curricular examinations if he/she:

- Asks others to take the exam or take other's exam
- Organizes exam frauds;
- Steals test questions;
- Cheats by using communication equipments;
- Possesses any information relevant to exam contents in any manner during a closed-book examination, whether or not he/she actually browse, read or hear such information;
- Relays or informs on exam-related contents in any manner during the exam, or peep at others' test paper and scratch paper, or make conditions for others to peep;
- Receives another oral warning in the same exam after violating testing disciplines and receiving an oral warning.

Students who commit fraud the first one to the fourth one shall be expelled from academic status; Students who commit other frauds shall be subject to academic probation.



(5)The University shall give warnings or severe warnings to students who violate testing disciplines according to the gravity of the circumstances. A student violates testing disciplines if he/she:

- Brings to the examination room any communication tools, calculators or reference books without authorization;
- Talks to others secretly or makes signs, but is not proven to have relayed or informed exam-related contents;
- Speaks loudly, stand up or move at will, or move the chair in the testing room without authorization after the beginning of the exam;
- Takes the testing paper away from the testing room under a serious circumstance;

(6)Before any disciplinary sanction is given to a student, he/she shall have the opportunity to defend. Students who object to their disciplinary sanctions may appeal to the competent authority within one week of the receipt of the written notices. The competent authority shall review the case and report its opinion to the President in charge or the President's meeting. The competent authority shall inform the appellant of its review decision. Only one review is allowed.

## **2.5 Graduation, Completion and Study at School**

(1)Full-time undergraduates who 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 awarded with registered specialty certificates of graduation.

(2)Students will be allowed to graduate and awarded with bachelor's degrees if they meet the following conditions:

- Observe laws and disciplines, behave properly in the University without receiving any disciplinary penalties;
- Have good mastery of fundamental theories, specialized knowledge, as well as basic skills of their specialties;
- Have the initial capability of conducting practical work or teaching and research work;
- Have an accumulative GPA of 1.8 or higher in their specialized field of study.

(3)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.

(4)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 having studied at college, and awarded with transcripts.





### **3. Teachers' Rules of Practice For Undergraduate Teaching**

#### **3.1 Teaching Qualifications**

(1) Only those who have obtained teaching certificates pursuant to The People's Republic of China Teacher's Law and Regulations on Teacher's Qualifications, or who have met the requirements of teaching qualifications for institutions of higher education, are qualified to teach.

(2) All newly-hired young teachers shall attend pre-job trainings sponsored by the University, and receive rigorous training on all teaching-aid links of their proposed curriculum, e.g., assistance, counseling, problem-solving session, discussion session, experimental session, internship guidance, etc. Those who apply for teaching qualifications must pass trial lectures organized by the School(College) and receive positive evaluations by the Teaching and Research Section, School (College) before they may start to teach the curriculum.

(3) Each semester, the Dean's Office submits the name list of all newly-qualified teachers to the University's Supervising and Guiding Group for Teaching in order to monitor and test their teaching effect.

#### **3.2 Teaching Process**

(1) Teachers shall enter the classroom well and cleanly dressed. They shall behave properly and appear civilized. They shall teach in accordance with the schedule set up by the teaching plan and teaching calendar. They may not change class time and location at will. Teachers shall strictly check on student attendance, make regular examination and analysis on students' participation, educate and supervise students to observe class disciplines, and maintain a orderly class environment.

(2) Teachers shall study the most appropriate methods and ways of teaching, adopt a variety of teaching formats such as elicitation method and discussion method to inspire students' interest and guide their thinking. At the same time of imparting knowledge, teachers shall pay attention to training students' practical capabilities. Teachers shall timely update teaching contents according to the most recent developments in their subjects, make ready relevant teaching tools teaching models as well as other materials, in order to achieve good teaching results.

(3) Teachers shall place emphasis on feedbacks of their teaching effect, listen to student opinions, demands and advice on the curriculum in time, make timely adjustment of their teaching progress according to specific circumstances, improve their teaching methods, and make efforts to balance and coordinate the teaching and studying processes.

(4) Teachers shall assign the proper amount of homework according to teaching requirements, including thinking problems, discussion problems, curricular papers, etc. They shall stipulate homework's contents, frequency and time of delivery, make strict demand on students' independent and earnest work, criticize for educational purposes those who fail to finish



their homework on time, make written records of the quality and quantity of students' homework, and take into account certain proportions (generally 10 to 30 percent) of the homework for the overall curriculum evaluations.

(5) Teachers shall make earnest preparation for experimental classes. Before any student starts an experiment, teachers shall make demonstrates in advance, give concise introduction to the purposes, contents, requirements of the experiment, explain to students the function, operation procedure, and any particular note of the experiment. During the course of an experiment, teachers shall observe the situation, correct students' wrong practice, answer students' questions and help solve problems related to the experiment. Teachers shall strictly demand students complete all required experiment contents and operational trainings in a timely fashion; Teachers shall take necessary safety measures in order to prevent accident from happening.

### **3.3 Curriculum Evaluation**

(1) Curriculum evaluation shall be based on Teaching Programs. Examinations shall place emphasis on testing students' mastery of basic knowledge, basic theories, basic skills, as well as their capabilities of applying their knowledge to analyze and solve problems. Attentions shall be paid to how examinations can inspire students' innovative thinking and cultivate their innovative abilities. Teachers shall grade the examinations fairly and scientifically in accordance with grading standards. The overall final grades shall truly and objectively reflect students' mastery of the curriculum, their studying quality and attitude.

(2) The contents of any examination shall comply with the basic requirements on knowledge and capability set up in teaching programs. There shall be reasonable difficulty and distinguishability in the examination. Each of the following give areas, including basic knowledge, basic theory, basic skill, comprehensive capability, and improved (expansive) capability shall be given certain proportion in the examination. Questions types shall be diversified. In general, examination questions may take a number of the following types: filling the blank, multiple choice, yes or no, short essay, essay, calculating problems, analyzing problems.

(3) At the same time of setting questions, teachers shall lay down grading standards and provide standard answers (for objective tests) or reference answers (for subjective tests) for the examination. For each curriculum, two examinations (A and B) must be made with same degree of difficulty and same amount of contents. After being reviewed by the Director of relevant Teaching and Research Section, they will be submitted to the Dean's Office or School's Teaching Office.

(4) Teachers shall grade in a strict and just fashion without misjudgment. Additions and Deductions must be marked clearly; Teachers shall conduct quality analysis on students' exam results.

### **3.4 Disciplines and Evaluations on Teaching**

(1) Teachers shall stick to their teaching posts without increasing or decreasing teaching time



or other teaching links at will. Without authorization from competent teaching departments, they may not switch classes, stop classes, ask others to take over classes, or change classrooms. If teachers cannot come to their positions under special circumstances, they shall follow the procedures set up by the Dean's Office, apply for permission from the School, and report and put on record the cases to the Dean's Office.

(2) Teachers must start and dismiss classes on time. They may not come to classes late or dismiss classes ahead of time. They shall not smoke during the class, nor use communication equipment such as cell phones.

(3) Teachers shall make strict demand on exam requirements and testing disciplines. They shall not divulge exam contents. After the examination, teachers shall submit curricular examination grades within the prescribed time.

(4) While undertaking the teaching tasks, teachers must strictly follow all of the University's rules and regulations. All teaching materials (including teaching programs, teaching plans, books, tools, exam papers, experiment resources) belong to the University and must be collected, arranged and submitted to Schools (Colleges) in files after teaching is over. However, teachers' related intellectual property rights shall not be infringed upon.

(5) Each School is responsible for evaluating their own teachers. The Dean's Office is responsible for evaluating the overall undergraduate teaching performance of all Schools.

### **3.5 Awards and Penalties**

(1) The University will provide spiritual and material awards for those teachers who respect their work, love the profession of education, and make outstanding achievements in teaching construction, teaching reform and teaching management.

(2) Any incident that causes such negative consequences as affecting normal teaching order or lowering teaching quality, attributable directly or indirectly (without non-irresistible circumstances) to any teacher, teaching assistant, or teaching management personnel (jointly named as a "teaching faculty") is a teaching accident. Depending on their circumstances and consequences, teaching accidents are divided into three classes: class 1, class 2 and class 3. Those who are responsible for each class of teaching accidents shall be penalized accordingly.

- A class 1 teaching accident occurs when a teaching faculty, in the process of curricular teaching (including experiment, interning etc. similarly hereinafter), examination, or management:
  - Is late for classes, exam monitoring, or other teaching tasks for no more than 15 minutes, and fails to take any make-up measures nor report to the competent authority of his/her own accord;



- Is late for classes, exam monitoring, or other teaching tasks for more than 15 minutes, but timely take make-up measures and report to the competent authority of his/her own accord;
- Has for three times in one evaluation year been late for classes, exam monitoring, or other teaching tasks for no more than 15 minutes, but each time timely has taken make-up measures and report to the competent authority of his/her own accord;
- Dismisses any class over 5 minutes ahead of time without any justification;
- Switches classes, asks others to take over class, or changes the time and location of any examination without authority;
- Changes without authority any teaching plan or teaching content, including such items as experiment and internship;
- Uses cellphones or leave teaching locations at will during the course of teaching;
- Affects students' normal exam performance negatively by giving mistaken examinations without causing serious consequences;
- Has an average error rate of over 5 percent in grading students' examinations;

Relevant organization (School, Department, Section) shall criticize and educate those responsible for Class 1 teaching accidents, and circulate a notice of criticism within the organization;

- A class 2 teaching accident occurs when a teaching faculty, in the process of curricular teaching, examination, or management:
  - Is late for classes, exam monitoring, or other teaching tasks for more than 15 minutes, and fails to take any make-up measures nor report to the competent authority of his/her own accord;
  - Stops classes, or shorten teaching hours set up by the teaching plan without authority;
  - Promotes textbooks, teaching materials, or other materials to students in private, and causes negative responses from students;
  - Teaches in a perfunctory and irresponsible manner, causes concentrated complaints from students, and makes no marked changes after education;



- Makes it impossible for students to take examinations or obtain valid scores, due to his/her serious mistakes on testing papers;
- Causes the leaking of exam contents, loss of testing papers, or receives fewer testing papers due to his/her failure to maintain testing papers properly;
- Fails to grade according to grading standards and therefore causes distorted grades for students, or invites students to grade, or has an average grading error rate of over 10 percent causing adverse effect;
- Fails to submit important teaching data such as exam problems and student grades more than five days after the prescribed time without justified reasons, or fails to subscribe to textbooks on time and as a result affects normal teaching order with negative repercussions;

A notice of criticism will be circulated within the entire University for those responsible for Class 2 teaching accidents, who will also get garnishment against their post allowances and be disqualified for applying for higher technical postings for two years;

- A class 3 teaching accident occurs when a teaching faculty, in the process of curricular teaching, examination, or management:
  - Makes illegal speeches or spreads ideas that are in violation of public morals during his/her teaching activities and has baneful influence on students;
  - Divulges testing contents before the examination, practices favoritism and commits irregularities, or commits dereliction of duties that cause baneful influence or serious consequences; or
  - Is responsible for causing serious injuries or major property losses to students in teaching activities.

A notice of criticism will be circulated within the entire University for those responsible for Class 3 teaching accidents, who will fail that year's evaluation, get full or partial garnishment against their post allowances and be disqualified for applying for higher technical postings for three years. The University will also meter out corresponding administrative penalties to serious offenders.

Those who are responsible for teaching accidents may appeal to the relevant organization of the University if they object to their penalties.

#### **4. Teaching Management**



The University's teaching is managed through three levels: University, School (College), Department (Teaching and Research Section). Certain managing methods are taken in order for the University to reach its fixed goal of cultivating talents through teaching.

#### **4.1 Recruitment and Specialty Area Construction**

(1) According to the University's development program and the guiding principles of higher authorities, the Dean's Office (Admissions Office) will propose a draft plan and organizational principles for next year's recruiting strategy. It will also draw up recruiting plans for all specialties of the University, which will be reported to Shanghai Municipal Educational Committee for review, after approved by The President's Administrative Meeting.

(2) Setup and adjustment of specialties shall correspond to the University's educational goals and orientations, and meet the needs of national economic construction, technological progress, and social development. To setup or adjust a specialty, some fundamental conditions necessary for its operation, such as setup funds, classrooms, laboratories, equipments, books, materials, practice places, must be available. In addition, teachers and teaching assistants capable of carrying out the specialty's teaching plan must also be available. They shall depend on assistance from related specialties that have already been established.

With respect to specialty construction, priority shall be given to Schools. Each Specialty Teaching and Research Section (Department) is responsible for implementation. The head of each specialty's Teaching and Research Section (Department) is responsible for drawing up the specialty development plans, as well as training programs for full-time undergraduates. He/she also undertake their construction and implementation

(3) Each School shall establish a specialty evaluation system and specialty entry and exit mechanism, and carry out inspection and evaluation on a regular basis. For those specialty areas with low professional level, or teaching mismanagement, or poor school conditions, or low professional enrollment or post graduation employment difficulties, the admissions shall be reduced or even stopped.

#### **4.2 Training Programs And Curriculum Management**

(1) Training programs are the basis on which undergraduate teaching is conducted. Therefore, once issued they must be followed strictly without being changed at will. If for objective reasons partial adjustment to current training programs is necessary, a school (College) must file to the Dean's Office an "Application To Change Training Programs" together with official arguments and opinions from its Degree Committee. No adjustment will take effect until the application is verified by the Dean's Office and approved by the Executive President in charge of teaching.

(2) Curriculum is put under centralized management by specialized departments, i.e., each School (College) is responsible for managing specific curricula under its command. Curriculum management includes drafting teaching plans, implementing teaching tasks, certifying teachers' qualifications, curriculum construction, reforming each curriculum's



teaching methods, evaluating each curriculum's teaching quality, etc.

### **4.3 Teaching Operation Process Management**

(1)Teaching operation process management is the core of teaching management. It includes the organization, operation and administration of the teaching process. The entire University must be coordinated and unified in order to strictly implement teaching rules and regulations, maintain good teaching orders, and continuously improve teaching quality.

(2)Implementing teaching tasks: In week ten of each semester the Dean's Office shall coordinate with every School (College) to implement next semester's teaching work plan. Each School (College) shall start to implement specific teaching tasks on week twelve of the semester.

(3)Managing Curriculum Selections: Students shall select their curricula on line within the time period set up by the Dean's Office, which draws up and publishes online each semester's curricula catalog (including curriculum numbers, credit hours, teacher numbers, primary teacher names, time, and locations, etc.) according to the specialty training plan. Curriculum selection is done by students themselves, who shall bear all the consequences of failing to select, selecting by mistake, or neglecting to select any curriculum for subjective reasons. Students who fail to give online evaluation to their teachers are prohibited from curriculum selections.

In the 2nd week of each semester, the Dean's Office publishes name lists of each curriculum based on the Modern Teaching Management System. Curricular teachers shall evaluate students according to the name lists. Those who are not on the list are not allowed to take classes or examinations. Students may not drop or change any selected curriculum after The Dean's Office has published its official syllabus.

(4)Managing Curriculum Examinations: Each curriculum's evaluation is done on semester's basis. Evaluations must be given for all compulsory curricula designated as such in specialty training plans. The Dean's office coordinates and arranges for each curriculum's exam time and location.

### **4.4 Managing Examination Rooms**

(1)The organization and arrangement of monitoring each curriculum's examinations are done by the Schools. In principle, there shall be two proctors in each examination room.

(2)Students shall produce their credentials (testing ID, personal ID) in order to enter the examination room. They shall take designated seats and put credentials on the desk for future reference. No one is allowed to take the exam without the credential. Proctors shall check and verify student credentials (testing ID, personal ID) before the start of the examination.

(3)Once the examination starts, proctors shall on no occasion explain or answer questions about substance of the examination. In case students make inquiries about blurred writings on the test paper, proctors shall answer in the presence of all. Proctors may not leave their



posts without authorization. They may not smoke, chat, read books or newspapers, or do anything else. Those proctors who are irresponsible in monitoring their examinations, or engage in malpractices for personal ends, shall be held accountable and face serious consequences.

(4) Test takers shall follow proctors' instruction in the examination room. Otherwise proctors have the power to stop their examination and order them to leave the examination room.

(5) Test takers may not hand in their examination papers until 30 minutes after the examination starts. Students shall answer the questions within the prescribed time without further delay. After the examination is over, proctors shall collect examination papers and scratch papers in sequence. Students shall leave the examination room right after they hand in their examination papers. No examination paper shall be taken out of the examination room without authorization.

#### **4.5 Teaching Quality Management**

##### **(1) The Construction and Execution of Teaching Rules and Regulations**

The University has a fairly complete set of basic teaching management documents: training (teaching) plans, teaching programs, teaching progress tables, teaching calendars, syllabi, semester teaching summaries, etc. The University has also established necessary working systems: rules for managing student status, curriculum evaluation management, regulations for selecting credit-based curricula, regulations on attendance, regulations for collecting student fees, by-laws for student enrollment, trial regulations for minor courses, regulations for granting bachelor's degrees, regulations for recommending excellent undergraduate students to pursue Master's degrees, by-laws for teaching experimental courses, rules for productive practices, rules for managing classrooms, student code of conduct in examination rooms, regulations for penalizing examination rules violators, regulations for proctors, rules for scheduling and adjusting courses, etc. In order to clarify duties and tasks for teachers and teaching management staff members in each teaching segment, to make sure the completion of each teaching task, to guarantee undergraduate teaching quality, the University adopts the post appointment system and promulgated such rules as "University of Shanghai For Science & Technology's Rules For Managing Undergraduate Teaching Work", "University of Shanghai For Science & Technology's Rules For Teaching Undergraduate Students", "University of Shanghai For Science & Technology's Methods For Evaluating Appointed Teacher's Teaching Capabilities", and "University of Shanghai For Science & Technology's Rules for Certifying and Managing Teachers' Qualifications". These rules have made the University's teaching management more scientific, normalized, and systemized.

##### **(2) Supervising the Teaching Quality**

The University has taken effective measures to build up and keep improving a teaching quality supervising system comprised of teachers and their teaching, students and their studying, as well as teaching managers. The system features self-inspiration, self-constraint, and beneficial cycle.





The teaching quality supervising system consists of three parts: the control link, teaching process, and the feedback link. That is, a working system has been established where a group of supervising specialists attend classes to evaluate the teaching quality, colleagues and specialists from the same School or Department attend classes to evaluate the teaching quality, and student information messenger also give evaluation to their. The system upholds the principle of combining on-site evaluation with online evaluation. Evaluation results are linked to teachers' awards, advancement and promotion. Consequently, teaching situations are timely fed back to all safeguard organizations by the three-level quality guarantee system, which in turn makes it easier to supervise and improve. The establishment of a feedback system by student messengers has given full play of student messengers' abilities. The system has encouraged students to participate in teaching management and rule construction, broadened feedback channels of teaching information, and help form an internal evaluation mechanism of teaching quality in which the employer, teachers, and students all partake. In the meanwhile, the three-level quality guarantee system is conducive to understanding students' study styles.

- Goals of the teaching quality supervising system

The University not only clearly specifies goals of the teaching quality supervising system, but also adopts process control of the teaching quality: i.e., it mobilizes and motivates wide participation of teachers and students, University supervising groups, members of the University Academic Committee, as well as colleague specialists within and without the University, managers of all levels, and employers in the process to achieve the goals of guaranteeing and improving teaching quality.

- Setting up quality standards of all major teaching segments

The University first clearly specifies all teaching tasks, including classroom teaching, practical teaching, practical experiment guidance, graduation project (thesis) guidance, etc. It also sets up strict standards. Teachers are required to possess teaching qualifications, speech texts, textbooks, teaching programs, teaching progress plan. They are required to assign and grade student homework, to maintain curricular question banks or two curricular examinations (A and B), to provide grading standards and examination analysis. For graduation project (thesis), the University has specific requirements about faculty advisor qualifications, advice scale, time, and schedule arrangement.

- Setting up a system to clarify feedback channels of teaching quality for each teaching segment

In order to grasp teaching quality situations in each teaching segment, the University set up a series of checking system to supervise, evaluate and improve teaching quality including teaching supervising system, teaching information messenger system, the University's class-attending system where School/Department leaders attend classes on regular basis, as well as setup, mid-term examination, and "double-blind point" evaluation system for graduation projects (thesis).



Effective feedback channels of teaching quality help teaching management departments get information in a timely fashion, which undergoes comprehensive analysis by the Dean's Office and is reported to the University's administration, the Teaching Quality Evaluation Committee, and Schools. The University and Schools (Colleges) will in turn categorize and send evaluation information sent back to its sources (teachers, specialty leaders, and related departments)

Schools (colleges) will send students' teaching evaluation to Teaching and Research Sections, which will in turn send it each teacher after the statistical results are obtained. Information from supervising groups, student forums, and student information messengers will be sent back to related departments, Schools (Colleges) , and teachers after being collected and sorted. Schools (colleges) and Teaching and Research Sections shall evaluate and analyze collected information both quantitatively and qualitatively before sending their evaluation conclusions back to the sources.

- Timely Adjustment of Teaching Quality

The University shall send analyzed evaluation information back to the sources in a timely and direct manner. For a handful of Teaching and Research Sections, their staff members and department that have serious problems and cannot guarantee teaching quality, the University will take forceful adjustment measures to solve the problems. The University will send evaluation information to relevant teachers and their Teaching and Research Sections who receive negative opinions from students on their teaching effect and teaching methods. In addition, the University will also propose adjustment measures and requirements within a finite period.



## Relevant Rules and Regulations

- University of Shanghai For Science & Technology's Rules For Managing Undergraduate Teaching Work
- Teachers' Rules of Practice For Undergraduate Teaching
- Rules for Undergraduate Specialty Construction
- Curriculum Setup and Management Methods
- Working Rules for The Teaching Quality Evaluating Committee
- Regulations for Managing Full-time Student Status Under the Credit-based System
- Rules of Managing Student Status and Certifying Credits for Exchanging Undergraduates
- By-laws for Collecting Credit-based Fees
- Rules for Granting Bachelor's Degrees to Undergraduate Students
- Notice on Publishing "...Trial Regulations for Advancing Undergraduate Students' Graduation Date" and Other Files
- Regulations for Recommending Excellent Undergraduate Students to Pursue Master's Degrees
- By-laws for Full-time Undergraduate Students to Reselect Specialties
- Regulations for Full-time Undergraduate Students to Select Courses
- Rules for Taking Attendance of Full-time Undergraduate Students for Their Study Work
- Rules of Curricular Evaluation for Full-time Undergraduate Students (Trial)
- Draft By-laws of Curriculum Exemptions for Full-time Undergraduate Students
- Student Code of Conduct in Examination Rooms
- Regulations for Penalizing Examination Rules Violators
- Work Book for Laying out Undergraduate Syllabi
- Rules for Constructing and Managing Undergraduate Teaching Laboratories
- Rules for Managing Full-time Undergraduate Students' Experiment Courses
- Rules for Managing Full-time Undergraduate Students' Practical Courses
- Regulations for Full-time Undergraduate Students' Graduation Projects (Theses)
- Trial Regulations for Undergraduate Students' Graduation Projects (Theses)



### Completed Outside the University

- By-laws for Implementing Student Innovation Activity Plan
- Regulations for Undergraduate Students' Innovation Activity Plan
- Regulations for Managing Training Plans
- University of Shanghai For Science & Technology's Rules for Certifying and Managing Teachers' Qualifications (Trial)
- Methods of Evaluating Appointed Teacher's Teaching Capabilities
- Work Regulations for Teaching Monitor and Assistance Groups
- Methods of Evaluating Undergraduate Class Teaching Quality
- Methods of Rewarding Undergraduate Teaching Work
- Rules for Standardizing and Managing Testing Papers (Trial)
- Regulations for proctors
- Methods of Affirming and Treating Undergraduate Teaching Accidents