

Xiangcheng Hospital Document No. 2019]30th

Regarding the issuance of "Hunan City University on the revision of undergraduate majors

Notice on the Guidelines for the Talent Training Program

Affiliated units:

“Hunan City University Guiding Opinions on Revising the Undergraduate Major Talent Training Program” was discussed and approved at the president's office meeting on May 9, 2019, and is now issued to you for compliance.

Hunan City University

2019 Year 5 Month 20 Day

Hunan City University About the Revision of Undergraduate Majors Guidelines for Talent Development Programs

In order to deeply implement the spirit of the National Education Conference and the New Era National Undergraduate Education Work Conference, earnestly fulfill the school's educational positioning and talent cultivation goals, deepen the reform of education and teaching, promote the comprehensive development of students' knowledge, abilities, and qualities, and comprehensively improve the quality of applied talent training, in accordance with the "National Standards for Teaching Quality of Undergraduate Programs in Ordinary Higher Education Institutions" (hereinafter referred to as "National Standards"), and in conjunction with the requirements of professional accreditation, the construction of new engineering and new liberal arts, and the comprehensive evaluation of programs, the following guiding opinions are proposed for the revision of the undergraduate talent cultivation plan for the 2019 cohort at our school.

1. Guiding Ideology

Guided by Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era, we earnestly implement the educational policies of the Party and the state, follow the laws of higher education development, fulfill the fundamental task of fostering virtue and cultivating people, actively adapt to the needs of national strategies, social and regional economic development for talent, align with the positioning of applied talent training, fully integrate the new requirements, tasks, and challenges posed by industry (sector) development on undergraduate education in the new era, effectively transform educational concepts, reasonably optimize the curriculum system and teaching content, deepen the integration of industry and education, strengthen innovation and entrepreneurship education, and build a talent training model based on classified training and diversified development to cultivate high-quality applied talents that meet the needs of social and economic development.

2. Basic Principles

(1) Benchmark against national standards, aim for certification

All majors should formulate talent training programs that align with the school's positioning based on the "National Standards," combined with the needs of regional economic and social development and the characteristics of the majors, to create features and highlights. Engineering majors should refer to the "Engineering Education Professional Accreditation" standards and incorporate the connotations of new engineering construction, while other majors should refer to existing professional evaluation (accreditation) standards to reflect the forefront of discipline and professional development.

Output-oriented, aligning with demand

Aligning national and regional economic and social development with industry needs, fully respecting the growth patterns of students, carefully listening to feedback from students and employers, and constructing a student-centered curriculum and teaching system based on learning outcomes-oriented (Outcome-Based Education, OBE) teaching evaluation system. Following the principles of backward design and forward implementation, establish a matrix linking graduation requirements with courses, and implement graduation requirements into specific courses.

(3) Classified training, diversified development

Promote students' autonomous choice and diverse development, classify and cultivate different students to meet their various developmental needs. Encourage qualified colleges to carry out order-based training, set up experimental classes for educational reform, and implement excellent talent training projects, advancing "layered teaching, differentiated training, project-driven, and targeted employment." Establish a multidimensional learning environment to meet students' needs for autonomous and innovative learning, focus on teaching according to students' abilities and personalized training, and pay attention to the combination of commonality and individuality, unity and flexibility, offering personalized courses that align with professional characteristics and adapt to students' overall development. Stimulate students' initiative and enthusiasm for learning, expand students' autonomy in learning, and promote their individual development.

Highlight application and showcase characteristics

Strengthen the overall optimization and design of practical teaching links such as experiments, internships, practical training, course design, social practice, comprehensive graduation training, and extracurricular scientific and technological activities. Enhance the construction of the innovation and entrepreneurship curriculum system, achieve an organic integration of the first classroom and the second classroom, and incorporate innovation and entrepreneurship education into the entire process of talent cultivation. Strengthen school-enterprise cooperation, implement integration of production and education, and collaboratively cultivate talents with industry enterprises through new mechanisms. Schools and enterprises jointly design training objectives, formulate training programs, offer specialized courses closely related to industry and enterprise production practices, and jointly implement the training process to achieve seamless alignment of talent cultivation with the needs of local economic and social development. For qualified majors, implement a "3+1" training model, where practical courses are offered throughout the senior year (or the fifth year for five-year programs), including course design, various internships, and comprehensive graduation training, linking practical teaching links with comprehensive graduation training in a coordinated manner.

(5) Solidify achievements and steadily advance

The achievements of the 2017 version of the talent training program have been realized, continuing to strengthen the "1234" application-oriented talent training system, optimizing the professional knowledge system and core curriculum in

accordance with national standards, further refining the characteristics of the school, and maintaining the stability and continuity of the training program.

3. Key revisions

(1) Actively promote the reform of diversified talent training models

1. Strengthen the "1234" application-oriented talent training system. Each major should highlight the "1234" application-oriented talent training system when formulating talent training plans. That is: taking student ability development as the main line, integrating ideological and political education and innovation and entrepreneurship education throughout the entire talent training process, through basic ability courses, professional ability courses, and development ability courses, to meet the training requirements in four aspects: solid foundation, strong application, distinctive features, and high quality.

2. Carry out professional certification and classified training. Engineering programs with conditions participate in international or industry professional certification to promote professional construction and development through professional certification. Qualified programs implement "New Engineering," "New Liberal Arts," "Excellence Talent Education and Training Program," and order-based training. The experimental classes of the above programs can formulate their own talent training plans, and course credits and hours can be adjusted appropriately based on the school's guiding opinions.

3. Optimize the curriculum system and promote enrollment by major categories. Based on talent cultivation goals and standards, construct a curriculum system that integrates "general education courses, foundational discipline courses, core professional courses, self-directed development courses, and concentrated practical courses" in a clear hierarchy and balanced proportion. Colleges with conditions should enroll and train students by major categories, scientifically setting the course modules and credit requirements during the major category training period (mainly referring to the first and second years), and clarifying the objectives and roles of each course or training segment.

4. Implement the "Golden Course Plan" to promote classroom revolution. Strengthen the construction of teaching information technology, advance the development and application of online open courses, and build a blended teaching model that combines online and offline methods. Promote reforms in teaching methods, encourage the use of flipped classrooms, seminar-style, PBL, and other teaching methods, advance "small class" teaching, guide students in self-management and active learning; further optimize, integrate, select, and update teaching content, eliminate "water courses," and prevent courses designed for specific individuals.

(2) Deepen the reform of basic courses

The basic courses aim to comprehensively improve students' overall quality, specifically including enhancing students' ideological and political levels, moral and cultural cultivation, physical and psychological qualities, as well as the necessary

abilities for international language communication, utilizing modern tools to obtain information, and lifelong learning capabilities.

Ideological and Political Theory Course must strictly implement the Ministry of Education's "Several Opinions on Strengthening the Construction of 'Situation and Policy' Courses in Colleges and Universities in the New Era" (Jiao She Ke [2018]) No.1 and "Basic Requirements for Teaching Work of Ideological and Political Theory Courses in Colleges and Universities in the New Era" (Jiao She Ke [2018]) No.2) to improve teaching effectiveness through diverse information means and other teaching methods, accelerate the reform of process assessment methods, enrich the content of practical teaching activities inside and outside the classroom, and enhance teaching quality. College English courses should be moderately adjusted in credit settings according to training objectives and requirements, combined with students' actual situations and course characteristics, and add elective foreign language courses with diverse professional characteristics for different types of students. College Mathematics and College Physics courses should actively explore reforms in course systems, teaching content, and teaching methods, categorizing courses based on the study requirements of different majors and the needs of different learners, with relevant majors setting their own study levels. College Physical Education courses should innovate teaching models, actively carry out pilot teaching for sports innovation courses and clubs, and include students' participation in sports competitions and extracurricular exercises in performance assessments. Computer Fundamentals courses should explore modularization of teaching content and adopt blended teaching. Military courses should follow the Ministry of Education and the Central Military Commission's National Defense Mobilization Department's "Notice on Printing and Distributing the " (Jiao Ti Yi [2019]) No.1), which stipulates that military courses consist of two parts: "Military Theory" and "Military Skills." **Teaching hours for "Military Theory"**36 hours, worth 2 credits; Training time for "Military Skills"2-3 weeks, actual training time must not be less than 14 days, 112 hours, worth 2 credits.

(3) Strengthen the reform of professional education courses

1. The secondary colleges should construct course groups based on the characteristics of each professional course and the inherent connections between them, unifying the construction of course groups with the development of teaching teams, refining research directions and school characteristics, and investment in teaching equipment.

2. The foundational courses of the discipline should adapt to the overall design concept of training by major categories, with relevant secondary colleges constructing

a shared foundational platform for major categories based on disciplinary requirements and professional foundational knowledge.

3. The core professional courses should balance students' deep learning and engineering application needs, integrating course content to build 8-12 core courses that best reflect the characteristics of this major.

4. Specialized elective courses should fully reflect the school's talent cultivation characteristics, organically integrate educational concepts such as innovation and entrepreneurship, and ideological and political education in professional courses, increase the proportion of elective course credits, and the credits for specialized elective courses should be set at more than twice the required elective credits.

5. In order to meet the individual needs of students for autonomous learning and innovative learning, combined with students' self-planning for future development directions, to expand students' freedom of course selection and achieve personalized training, autonomous development courses are established. All courses offered by each major should, in principle, be open to all students in the school, becoming autonomous development courses for students from other majors.

6. According to the characteristics of talent cultivation and the requirements of professional competence in different majors, scientifically and reasonably design the content of ideological and political education in professional courses, vigorously promote classroom teaching reform aimed at "curriculum ideology and politics," explore the ideological and political education elements contained in various courses and the ideological and political education functions they carry, so that ideological and political education is integrated into all aspects of classroom teaching, achieving an organic unity of ideological and political education and knowledge system education.

4. Graduation Credit Requirements

Graduation credit recommendations: for science and engineering majors, less than 165 credits; for other disciplines, less than 160 credits. Each major can independently determine the minimum total credit requirements for their program according to the "National Standards for Teaching Quality of Undergraduate Programs in General Higher Education Institutions."

Table 1 Different Majors Basic Requirements for Study Hours and Credits

Educational system	Engineering and science majors		Other academic disciplines	
	Total credits	Practical class	Total credits	Practical class
Four years	<165	Not less than 35% of the total credits	<160	No less than 30% of the total credits
Five years	<190	Not less than 35% of the total credits		

Credit calculation method:

- (1) Theoretical teaching is calculated as 1 credit for every 16 class hours. (2)
- Physical education classes are calculated as 1 credit for every 32 class hours. (3)

Laboratory and practical training classes are recorded as 1 credit for every 32 class hours. (4) Practicum sessions arranged in a concentrated manner (internships, design, social practice, public service labor, and military training) are counted as 1 credit per week, based on 32 class hours per credit. (5) The number of class hours for courses is generally arranged in multiples of 8, with the minimum calculation unit for credits being 0.5.

5. Relevant explanations and requirements

1. The programs that adopt joint education between China and foreign countries should align their curriculum system with foreign courses and incorporate the teaching process of foreign education into the undergraduate talent training program.

2. All courses must be categorized by subject under a single college, and the course names and course codes must be standardized. The requirements for course names are as follows: for courses with the same name at different levels or requirements, add uppercase letters A, B, C, D, etc., after the course name to distinguish them, with A being the higher-level, multi-hour course, and B being the next level. Courses that do not end in the same semester should be indicated with (1), (2), etc., after the course name.

3. Course number requirement: According to the course code writing rules of Hunan City University to write.

4. Clearly define the boundaries of courses, especially professional courses, to avoid the repetition of the same content in different courses, which leads to redundant teaching. The course arrangement for each semester should be progressive, balanced, and combine difficulty levels, while also paying attention to the connections between courses. In principle, weekly class hours should be evenly distributed and not exceed 26 class hours.

5. Any remaining matters shall be subject to the provisions of the "National Standard".

Attachment: 1. Implementation Plan for the Revision of the Undergraduate Talent Training Program of Hunan City University

2. 2019 Undergraduate Talent Training Program Template

3. Rules for Writing Course Codes at Hunan City University

Implementation Plan for the Revision of the Undergraduate Talent Training Program at Hunan City University

1. The Academic Affairs Office is responsible for the organization, coordination, and overall management of the revision of the talent training programs for the entire school, proposing principled opinions on the revision of each major's talent training program, and organizing expert groups to evaluate their feasibility.

2. Each department head of the secondary college is the primary responsible person for the revision of the training program and is fully responsible for the revision of the talent training programs of various majors in the college. The college must establish a college-level working group for the revision of the talent training program to unify understanding, gather ideas, conduct extensive research, provide sufficient evidence, draw on and refer to relevant domestic and international talent training programs, and organize consultations and reviews by experts inside and outside the school.

3. The school organizes internal and external experts to conduct evaluations by subject, with each professional leader presenting and being assessed, and the evaluation results are included in the annual performance assessment of each unit.

4. Implemented after organizational review, verification, and approval by the teaching committee.

5. Work arrangements

Time	Work matters	Specific content
early April	Propose a preliminary plan	The Academic Affairs Office proposed the "Revised Guidelines" (Draft for Comments)
April	The college conducts research and puts forward opinions and suggestions	1 Each college revises the training program revision ideas, organizational structure, and work arrangements of its own college 2 Extensive research conducted by various colleges and majors 3 Each college submits the training program research report and opinions and suggestions on the "Revised Guidelines"
	Public curriculum setup	The relevant colleges provide public courses and teaching programs for all majors in the school to choose from when formulating plans
5-June	Issued the "Revised Guidelines"	The Academic Affairs Office will make revisions based on the opinions of the college and organize an expert group to evaluate the "Revised Guidelines" (draft for comments)
	The college system formulates	Each college revises the training programs for each major according to the "Revised Guidance Opinion" (final draft)
	The college organized an external expert evaluation	Each college organizes experts from similar colleges, enterprises, industries, etc. for thorough demonstration
July	Academic Affairs Office Review	Academic Affairs Office Review: Requirements and proportions of class hours and credits for each major module. After review, return to the college for modification.

<p>The Academic Affairs Office organizes internal and external experts to conduct group evaluations by subject</p>	<p>1The school organizes internal and external experts to conduct evaluations by subject, with each professional leader presenting and assessing, and the evaluation results are included in the annual performance assessment of each unit.</p> <p>2Each major makes revisions and submits the final training program</p>
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