

# Management Measures for Undergraduate Course Design at Hunan City University

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## Chapter One General Principles

**Article 1** The undergraduate course design teaching aims to achieve students' learning outcomes, focusing on cultivating students' ability to solve complex engineering problems. By utilizing its comprehensive and outstanding practical characteristics, it integrates relevant knowledge from core professional courses with practical activities, enabling students to meet graduation requirements such as the ability to comprehensively apply knowledge, analyze and solve problems, and use modern tools, guiding students' individual development and achieving a comprehensive enhancement of overall quality, professional competence, and practical ability.

## Chapter Two Basic Requirements

**Article 2** The objectives of the undergraduate course design should support the relevant standards of the undergraduate program graduation requirements, cultivate students' correct design thinking, a practical work style that connects theory with practice, a serious and pragmatic scientific attitude, and a spirit of teamwork and innovation that is courageous in exploration. Through course design, further consolidate and deepen the professional theoretical knowledge learned by students, and cultivate basic skills such as theoretical calculation, structural design, engineering drawing, application of standards and specifications, literature review, computer application, and report writing.

**Article 3** The teaching of undergraduate course design should reflect the function of practical education, integrating "ideological and political education" throughout the teaching process, focusing on students' labor education, and fully leveraging students' initiative in combination with teachers' tailored instruction and strict requirements. Strengthen students' engineering skills training, innovative thinking training, and improve students' ability to independently analyze and solve problems, achieving a combination of theory and practice, as well as inheritance and innovation.

## Chapter Three: Topic Requirements

**Article 4** The topics for undergraduate course design should meet the requirements of the course syllabus.

(1) The course design topic is generally proposed by the supervising teacher and implemented after approval by the respective college.

(2) The topic selection should align with the course objectives, focusing on the cultivation of innovative abilities, enabling students to achieve a relatively comprehensive training. The topic selection for engineering and technology majors should conform to the principles of engineering education, emphasizing the development of students' ability to solve complex engineering problems.

(3) Focus on the integration of theory and practice, prioritizing topics that are closely related to production, scientific research, laboratory construction, etc., and have practical application value.

The difficulty and workload of the course design topics should be suitable for the students' knowledge and ability levels, allowing them to have a full workload within the specified time and to complete it through effort.

## Chapter Four Requirements for Supervising Teachers

Article 5 Qualifications and requirements for teachers guiding undergraduate course design.

(1) The instructor for the course design must have an intermediate or higher professional title or a master's degree or higher. Each college should provide necessary training or guidance for teachers who are undertaking guidance work for the first time, and they may only be allowed to undertake guidance work after passing the review by the teaching and research office and the college.

(2) The instructor drafts the task book, formulates the guidance plan, compiles the course design guidance book, and specifies the necessary reference materials to enable students to complete the tasks within the stipulated time. The task book should reflect the design content of complex engineering problems and keep pace with the requirements of the times.

(3) Each standard class is required to have more than one guiding teacher, and the number of students each guiding teacher supervises should not exceed 25. Weekly tutoring should not be less than 12 class hours/week, and the guidance time must be scheduled in advance in the timetable, distributed evenly and reasonably, and strictly followed according to the timetable. In the course design and teaching process, teaching should be tailored to the individual, encouraging innovation, guiding students to take the initiative in learning, and focusing on the cultivation of innovative abilities.

(4) The guiding teacher should design and implement assessment methods and evaluation criteria based on the achievement of course objectives, carefully review all content of the students' course design, evaluate it meticulously, and provide reasonable assessments. The evaluation results should objectively reflect the achievement of professional graduation requirements, and the teacher must not arbitrarily lower the standards for students.

(5) Organize materials according to the archiving requirements for course design teaching materials of each college and standardize the archiving. After the course design is completed, evaluate the achievement of graduation requirements and formulate continuous improvement measures.

## Chapter Five Student Requirements

Article 6 Students undertaking undergraduate course design should meet the following requirements:

(1) Under the guidance of the teacher, fully understand the course design objectives, clarify the role of course design in achieving relevant graduation requirements, and prepare for achieving the objectives; be able to evaluate one's own learning effectiveness and assess the teacher's teaching activities in reference to the course objectives or graduation requirements.

(2) There should be a spirit of diligent thinking, courage to innovate, and hard work in research, with an emphasis on cultivating one's own awareness of innovation and engineering. Those who engage in fraudulent behaviors such as plagiarizing others' work or having others design on their behalf will receive a failing grade and will be subject to corresponding penalties according to the school's relevant regulations.

(3) Master the basic theories and knowledge of course design, strive to ensure clear concepts, reliable data, accurate calculations, reasonable designs, well-functioning experimental software programs, drawings that meet standard requirements, and standardized writing of design specifications.

(4) Strictly observe study discipline, adhere to the schedule, and must not be late, leave early, or skip classes. If unable to continue studying due to personal matters or illness, a leave of absence must be requested. Those who do not request leave or attend classes without permission will be treated as skipping classes. If the number of skipped classes reaches a certain amount, it will be handled according to the relevant regulations in the student handbook.

(5) Take care of public property, maintain environmental hygiene, and ensure the safety, civility, hygiene, and cleanliness of the design room or laboratory. It is strictly prohibited to engage in activities unrelated to course design in the design room or laboratory.

## Chapter Six: Organizational Management

Article 7 The course design work is managed at the secondary level by the school and the college.

Article 8 The Academic Affairs Office represents the school and is responsible for the overall coordination of the curriculum design for the entire school, fulfilling the following duties:

(1) Responsible for providing macro guidance on the teaching of course design throughout the school.

(2) Responsible for formulating and improving management systems related to the course design phase.

(3) Coordinate to resolve various issues that arise during the course design process.

(4) Inspect the course design process, quality, and management work.

Article 9 The college is responsible for the management of the course design in this college and shall perform the following duties:

(1) Formulate the management rules for the college course design, develop the teaching syllabus and guidelines for the course design, and create specific implementation plans and related arrangements for the course design.

(2) Responsible for the online scheduling of course design in this college and the arrangement of supervising teachers.

(3) Supervise and inspect the progress and quality of course design.

(4) Organize and archive the course design materials properly.

#### Chapter Seven: Grading Evaluation

Article 10 The assessment of the course design must be strict and standardized. Based on the quality of the student's design proposal, documentation, drawings, programs, calculations, works, etc., as well as the defense (oral examination) situation, a comprehensive evaluation of the student's course design grade will be conducted.

Article 11 The grades for undergraduate course design are divided into five levels: Excellent (90-100 points), Good (80-89 points), Average (70-79 points), Pass (60-69 points), and Fail (below 59 points). Those who fail must redo the course design.

#### Chapter Eight: Archive Management

Article 12 The course design teaching documents include the course design task book, design specification, student grade registration form, course design situation analysis form, etc.

Article 13 The results of the course design and related materials are the responsibility of the college where the student is enrolled to keep.

#### Chapter Nine Supplementary Provisions

Article 14 This method shall come into effect from the date of publication and shall be interpreted by the Academic Affairs Office. The original "Management Measures for Curriculum Design of Hunan City University" (Xiangcheng Institute of Education Document [2015] No. 03) is hereby abolished.

