

Shanghai University of Medicine & Health Sciences

Academic Affairs Office,

[2022], No. 8

Each college (department, center):

The Measures for Curriculum Construction and Management of Shanghai University of Medicine & Health Sciences (Trial) is hereby printed and distributed to you. Please study it carefully and implement it accordingly.

The Measures for Curriculum Construction and Management of Shanghai University of Medicine & Health Sciences (Trial)

Chapter 1 General Provisions

Article 1: In order to standardize the construction and management of school curriculum, establish a curriculum system that meets the talent cultivation goals of the school, and improve the level of school curriculum construction and management, in accordance with the "Education

Based on the implementation opinions of the Ministry on the construction of first-class undergraduate courses (Jiao Gao No. 8, 2019) and relevant documents in Shanghai, combined with the actual situation of the school, this method is formulated.

Article 2: These measures apply to the construction and management of undergraduate courses in schools, as well as vocational and technical colleges

The construction and management of courses can be carried out in accordance with these measures.

Article 3: the curriculum is the core resource for implementing talent cultivation and is a concentrated reflection of the school's educational philosophy and positioning. Curriculum construction and management are the quality and level of school teaching. The important guarantee is the core element that affects the quality of talent cultivation, an important indicator for measuring the teaching and academic level of schools, and the fundamental guarantee for the quality of talent cultivation in schools.

Chapter 2 Curriculum Management

Article 4: Curriculum is designed to achieve certain educational objectives and to cultivate talents

A learning plan or program based on a series of learning contents, with the fundamental task of cultivating goals and specifications.

Article 5: The ownership of courses shall be subject to the centralized management of the colleges (departments, centers) established. Then, determine the course ownership based on the following principles:

1 Basic courses (or practical courses) with a wide range of courses offered on a school wide or partial basis shall be managed by the corresponding college (department, center) commissioned by the Academic Affairs Office, and such courses shall belong to the commissioned college (department, center).

2 The courses independently offered by the college (department, center) belong to the offering college (department, center).

3 Only a few colleges (departments, centers) offer the same course. If the course content is the same as the teaching requirements, the academic affairs office will entrust the corresponding college (department, center) to manage it according to the subject area of the course.

4 Public elective courses are managed by the offering units, while online elective courses introduced from outside the school are uniformly managed by the Academic Affairs Office.

Article 6: Course management shall be implemented by the affiliated colleges (departments, centers), including:

1 Responsible for organizing the compilation and review of course syllabi. When the course user unit is not the course management unit, the course management unit should seek the opinions of the course user unit after organizing the compilation of the course teaching outline, and the review can only be considered completed after both parties reach an agreement.

2 Responsible for the implementation of teaching tasks for the managed courses and the recognition of teachers' teaching qualifications.

3 Responsible for the selection, review, and subscription of teaching materials for the managed courses.

4 Responsible for evaluating the teaching quality and summarizing the courses managed.

5 Responsible for the course construction and teaching reform of the managed courses.

6 Responsible for the teaching implementation of the managed courses and the management of teaching reform archives.

Article 7: The Academic Affairs Office is responsible for reviewing applications for new or changed courses, and coordinating

and arranging teaching resources such as classrooms and textbooks required for the implementation of course offerings.

1 **Article 8:** Newly established courses and course changes shall be attributed to the college (department, middle school) where the course belongs submit the application and corresponding materials, and after approval by the college (department, center) where the course belongs and the college (department, center) where the course is used, submit it to the Academic Affairs Office for review and approval before setting up or changing the course.

2 Newly established courses. Newly established courses refer to courses that were not previously included in the talent development planCheng; If there are any changes to the course name and hours (total hours and laboratory hours) of the original course, it will also be considered as a newly established course.

3 Course changes. Course change refers to changing the relevant content in the course information or deleting courses that are not suitable for continuing to be offered in the course library (except for changes in course names and hours).

Chapter 3 Curriculum Design

Article 9: When formulating the course study plan for talent cultivation, the specific details of the courses shall be taken into account

The planning, construction, and improvement work are the responsibility of the teaching guidance committees of each secondary college (department, center). While considering the systematicity of this course, attention should be paid to the connection with the content of the previous and subsequent courses; While considering the basic teaching content of this course, attention should be paid to reflecting the cutting-edge knowledge and new developments in modern science and technology related to this course. Each course should have a dedicated course manager, who can have 1-2 main lecturers.

Article 10: Course information includes: course name, course code, course attributes

Credits, study hours (total credits, theoretical hours, practical hours), assessment methods, etc. The information of the same course must be completely consistent in teaching materials and management documents such as talent development plans, teaching syllabi, course

introductions, test papers, and student performance reports.

Article 11: Course names should use standardized terminology and not be abbreviated; The middle of the course name

There should be no spaces between words, Chinese characters, and English characters, and there should be a space between English words.

Article 12: For courses of the same category with significant differences in professional or stage requirements, they should be included in the course

There are differences in the program name and credit requirements to distinguish:

1 Similar courses. Courses with different teaching requirements but similar content should use the same course name, but must be distinguished by uppercase English letters (such as Medical Physics A, Medical Physics B) to avoid using different course names for differentiation.

2 Staged series courses. Continuous courses taught in multiple semesters should be distinguished by Arabic numerals (e.g. Physical Education 1, Physical Education 2).

3 Practical teaching activities should generally indicate the course type (such as experiments, internships, etc.) in the course name, and should not have the same name as the corresponding theoretical course.

Article 13: The course code is a reflection of the main features and attributes of the course, and is a reflection of the course

The carrier of information, the course code is composed of several digits, encoded according to student level, college offering, course serial number, course nature, and course category. The course code is uniformly encoded by the Academic Affairs Office. The course follows the principle of one code for each course, with different codes for different courses.

Chapter 4 Curriculum Construction

Article 14: Each secondary college (department, center) shall compare with the "National Standards for Teaching Quality of Undergraduate Majors in Ordinary Higher Education Institutions" and

take the course function and positioning as the basic basis,

With the cultivation of professional abilities as the core, we continuously promote the refinement and informatization construction of courses, scientifically and reasonably construct a curriculum system for cultivating applied talents, and eliminate the situation of setting courses for individuals and not for anyone.

Article 15: Each secondary college (department, center) shall develop in accordance with the national and regional economic development

The exhibition requirements, subject development, school teaching practice, curriculum system and content should be continuously revised and adjusted, and regularly improved. The course leader specifically promotes the implementation process of course construction.

Article 16 Principles of Curriculum Construction:

1 Combining comprehensive planning with branch promotion. Starting from the needs of professional construction and development, develop a reasonable curriculum construction plan and promote curriculum construction in different departments.

2 Combining highlighting key points with considering general considerations. Focusing on the construction of basic and core courses, comprehensively improving the quality and level of all course construction.

3 Adhere to the combination of curriculum construction and curriculum teaching reform. We will adhere to the comprehensive construction of teaching resources, teaching conditions, and teaching teams around the curriculum, and on this basis, comprehensively promote the reform of teaching content, teaching methods and means, teaching organizational forms, curriculum assessment and evaluation models, etc., integrating "construction" and "reform", strengthening effectiveness, and improving the comprehensive strength and overall level of the curriculum.

4 Build a first-class undergraduate course construction system at the school level, city level, and national level. Give full play to the main role of teachers in curriculum education, comprehensively improve the quality of courses, comprehensively sort out the teaching content of courses through the implementation of first-class curriculum system construction, reasonably increase the difficulty of

courses, expand the depth of courses, realize the transformation of traditional classroom teaching methods to smart teaching and flipped classrooms, create first-class courses with "gender equality", and lead and drive the continuous optimization of the school curriculum system. Through construction, we aim to create a batch of advanced, innovative, and challenging undergraduate courses that combine online, offline, and hybrid virtual simulation experiments and social practice. This will significantly improve the overall level of undergraduate course construction and the quality of course teaching.

Article 17Category of Curriculum Construction:

1 Online top-notch courses (premium online open courses). Focusing on the identification of national quality online open courses and Shanghai quality online courses, adhere to the principle of open sharing, building for use, and take "Internet plus" and other modern education as means to highlight quality, openness, and sharing, and build a high-quality online open course system with rich content, reasonable structure, and comprehensive categories. Encourage the transformation and upgrading of high-quality courses at the original school and city levels.

2 First class offline courses. Mainly refers to face-to-face courses that focus on enhancing students' comprehensive abilities, reshaping course content, innovating teaching methods, strengthening classroom design, enhancing classroom interaction, improving the challenge of course learning, revitalizing classroom vitality, and playing the role of the main battlefield, main channel, and main battlefield of classroom teaching.

3 A first-class blended online and offline course. Mainly refers to the use of appropriate digital teaching tools based on MOOCs, SPOCs, or other online courses, combined with the actual situation of the school, to transform the on campus curriculum, arrange 20% - 50% of teaching time for students to implement online self-learning, and organically combine with offline teaching to carry out flipped classroom and blended learning, creating a blended "golden course" that integrates online courses with classroom teaching in the school. We strongly advocate for the application of blended high-quality online and offline courses based on national level high-quality online open courses and Shanghai's high-quality online courses and MOOCs.

4 A first-class course in virtual simulation experiment teaching. Promote the deep integration of information technology, intelligent technology, and experimental teaching, focus on solving problems

such as the lack of real experimental conditions or practical operational difficulties, involvement in high-risk or extreme environments, high costs, high consumption, irreversible operations, large-scale comprehensive training, etc., and form a higher education information technology experimental teaching system with reasonable professional layout, excellent teaching effects, and open and effective sharing.

5 A first-class course in social practice. With the goal of cultivating students' comprehensive ability, we will promote the close integration of ideological and political education, professional education and social services, cultivate students' awareness and ability to know society, study society, understand society and serve society, and build first-class social practice courses through "Youth Red Dream Building Tour", "Internet+" Undergraduate Innovation and Entrepreneurship Competition, innovation and entrepreneurship, and social practice of ideological and political theory courses. The courses should be non-internship and practical courses included in the talent cultivation plan, equipped with theoretical guidance teachers, have stable practical bases, and students should spend more than 70% of their class hours at the grassroots level to ensure the standardization and sustainable development of the courses.

Article 18Curriculum Construction Content:

1 Develop a curriculum teaching plan and implementation plan (including teaching plan and curriculum ideological and political education plan) based on the curriculum positioning.

2 Determine the course teaching content based on the course teaching plan and select suitable textbooks.

3 Building teaching resources, including basic teaching resources and expanded teaching resources. Basic resources refer to the core resources that can reflect the teaching ideas, teaching content, teaching methods, and teaching process of the course, mainly including course introduction, teaching outline, teaching progress table, lesson plans or presentations, guidance on key and difficult points, homework, reference material directory, and teaching videos throughout the course that reflect the necessary resources for teaching activities; Expanded resources refer to diverse and interactive auxiliary resources that reflect the characteristics of the course, are applied to various teaching and learning processes, support the teaching and learning process, and are relatively mature. Mainly including education outline, case library, special lecture library,

material resource library, subject specific knowledge retrieval system, demonstration/virtual/simulation experiment training (internship) system, test question bank system, homework system, online self-test /Exam system, course teaching, learning and communication tools, and comprehensive application of multimedia technology construction of online courses, etc.

4 Building a teaching team. Build a well-structured and high-level curriculum teaching team around the needs of course teaching, and continuously improve the teaching level of the team.

5 Establish basic teaching conditions, including teaching platforms, teaching instruments and equipment necessary for classroom teaching and experimental practice teaching.

6 Implement curriculum and teaching reforms. Organize course teaching according to the curriculum teaching plan and comprehensively promote teaching reform. Implement teaching content reform, continuously update teaching content, and develop characteristic or three-dimensional teaching materials that are more suitable for the cultivation of applied talents and curriculum positioning; Implement reforms in teaching methods and means, attach great importance to the unique value and advantages of information technology in curriculum resource construction and teaching, optimize the teaching process, and improve teaching effectiveness; Implement reforms in course assessment and evaluation methods, and establish a diversified evaluation model centered on formative assessment and competency assessment; Vigorously strengthen the construction and reform of practical teaching, and focus on cultivating students' practical and innovative abilities.

7 Conduct teaching research. Vigorously carry out teaching research around curriculum construction and teaching reform, and improve the pertinence and practical effectiveness of teaching construction and reform.

Article 19: Newly established courses must have a feasibility report, which shall be submitted by the college (department, center) After the certification of the director of the teaching and research department and other relevant personnel, the professional teaching plan shall be submitted to the teaching guidance committee of the college (department, center) for approval. The feasibility report mainly includes: compliance with the professional talent training plan;

Having a teaching syllabus recognized by the professional leader; Having qualified faculty support; Having hardware conditions, such as equipment, faculty, library materials, training venues, etc; Meet the prerequisite and follow-up requirements for course offerings.

Article 20: Schools shall promote curriculum construction through project approval and construction. School level courses

The project approval process is as follows: the Academic Affairs Office issues a project application guide or approval notice; The course team submits an application to the college (department, center) where they are located; Each college (department, center) reviews course project applications and recommends them; The Academic Affairs Office organizes the review and publishes the approved courses. The approval of curriculum projects at or above the city level shall be organized by the Academic Affairs Office according to the requirements of the project publishing unit, and specific arrangements shall be made for the application and recommendation procedures. Generally, municipal level course projects should be recommended from similar high-level courses at the school level, while national level course projects should be recommended from existing municipal level courses at the school level.

Article 21: The construction period of a course construction project is generally one year, and it expires

Should undergo evaluation and acceptance. Projects that complete construction and reform tasks and achieve construction and reform goals may receive achievement recognition and rewards in accordance with relevant school regulations; For curriculum construction projects that fail to complete tasks and achieve goals on time, the school will impose penalties on the project leader in accordance with relevant regulations. If there are clear regulations on the construction period for curriculum construction projects at or above the city level, they shall be implemented in accordance with the regulations of the project publishing unit.

Article 22: Schools shall establish special funds for educational and teaching reform to support curriculum development

Establish and implement teaching reform work, and establish a performance evaluation mechanism to promote high-quality project construction and efficient execution of funds through evaluating

project completion quality and input-output performance.

Article 23: The achievements of curriculum construction and reform shall be owned by the curriculum group,

But be responsible for the intellectual property rights of the results. The school has the right to use all curriculum construction and reform achievements free of charge.

Article 24: The main purpose of compiling the teaching syllabus for a course is to develop and improve the curriculum outline

Sexual information is required. It mainly includes the reasonable timing of courses offered in the talent cultivation plan, the required courses in the early stage, the educational objectives of the courses, the total class hours, and other information. It is a guiding document for organizing and implementing teaching, and the main basis for lesson preparation, teaching, experimentation (learning), practical ability cultivation, and examination (checking).

Article 25: The compilation of the curriculum and teaching outline shall be unified by the school's academic affairs office

Under guidance, each college (department, center) organizes teaching and research departments (teaching teams) to be responsible for specific writing. The teaching syllabus must be reviewed and approved before it can be used, and it should be revised every 4-5 years in principle. The revision of the teaching syllabus should comply with curriculum standards and implement teaching reforms Revolutionary spirit, combined with the development of disciplines and majors, highlighting teaching priorities, emphasizing interdisciplinary integration, and adhering to the principle of combining scientificity and practicality.

Once the teaching syllabus is determined, it cannot be changed arbitrarily. If it is necessary to make adjustments, it must be reviewed by the teaching guidance committee of the college (department, center) and approved by the school's academic affairs office.

Article 26: Curriculum resources specifically refer to books and papers that reflect subject specific knowledge

Resources such as text, images, audio, video, physical specimens, and related websites. Course resources are the fundamental support and important guarantee for the implementation of course teaching. Each

college (department, center)

We should attach great importance to the construction and management of curriculum resources. The school shall coordinate the construction of a school level teaching resource platform, and all course resources shall be constructed in accordance with the school's standard requirements.

The school encourages and supports teachers to write high-level planning textbooks, application-oriented undergraduate characteristic textbooks, textbooks that fill the gaps in subject majors, and self-written textbooks that are urgently needed for teaching. The compilation, selection and review of school textbooks shall be in strict accordance with the Measures for the Management of Teaching Materials of Shanghai University of Medicine&Health Sciences.

Chapter 5 Curriculum Teaching

Article 27Preparation for Class Opening

1 Teaching organization. Before the teaching begins, the course leader guides the establishment of a course group and clarifies the teaching tasks. The teaching and research department should organize and carry out collective lesson preparation, new teacher trial teaching and other activities as required, regularly organize inspection or observation based lectures, timely check and feedback on classroom effectiveness, and summarize and exchange teaching experience.

2 Lesson plan writing. Teachers should prepare lesson plans based on the teaching syllabus and organize classroom teaching according to the lesson plans. Lesson plans are the main carrier for reflecting teaching design and inheriting teaching experience. The lesson plan should include basic teaching information, key points, difficulties, process arrangement, method design, and post class summary. The classroom summary should present relevant information about the teaching design.

3 Personnel preparation. The teaching staff should possess the corresponding qualifications and meet the relevant requirements of the school. The number of teachers in the course team and the hierarchical allocation of professional titles are reasonable.

4 Develop a teaching schedule. Within one month of assigning teaching tasks, specific implementation plans and teaching schedules shall be formulated based on the teaching implementation plan and syllabus. The main contents include: fixed time (week, month, day, week, section), fixed frequency (class, shift), fixed content (chapter,

topic), fixed method (lecture, internship or apprenticeship, class hours, teaching methods), fixed personnel (main and auxiliary speakers). After being approved by the head of the teaching and research office (teaching team leader), they shall be reported to each college (department, center) and the school.

5 Lesson preparation. Before starting the course, it is necessary to use the teaching syllabus as the basis and textbooks as the main object, actively consult reference materials, select teaching content, and combine with the specific situation of students to achieve the "four preparations" (preparing syllabus, textbooks, students, teaching plans and methods). We should actively carry out blended learning design, gradually develop diversified teaching activities, and improve teaching quality. Lesson preparation should be completed at least one month before the start of the course. There should be collective lesson preparation to evaluate course organization, teaching design, and assessment.

6 Try speaking. Teachers who give new trial lectures, teach new courses, or give new lectures (new teachers who give their first lecture, have a teaching quality evaluation of "C" or below in the previous semester, have undergone training and plan to retake classes, and have made significant adjustments to their teaching content and methods) must give trial lectures. Trial lectures should generally be conducted one month before the start of the course. Before the first lecture of a new teacher and for those whose teaching quality was evaluated as "C" or below in the previous semester, the trial lecture shall be organized by each college (department, center), and the rest shall be organized by the teaching and research department (teaching team). A 5-7 member expert group shall be established for the trial lecture. Those who fail three consecutive trial lectures shall not be allowed to teach the course this semester.

Article 28 Teaching Activities

(1) Theoretical teaching

According to the teaching syllabus, systematically impart basic theories, knowledge, and laws. Classroom lectures aim to achieve clear objectives, emphasis on key points, clear organization, and vivid language; Discussion based teaching strives to be student-centered, task based, and organize teaching activities with dialogue, questioning, and debate as prominent features. Actively encourage diverse teaching reforms such as blended learning and flipped classrooms.

(2) Practical teaching

1 experiment. Carry out design based and comprehensive experiments according to the requirements of the teaching syllabus, with a focus on consolidating knowledge and improving problem-solving abilities. Scientific and reasonable arrangement of experimental teaching should be based on the maximum throughput of the laboratory.

The format of the experimental report should be determined according to the characteristics of the discipline. The number of experiments is less than 4

(Including 4), a single page experimental report can be printed and archived according to the classification of experimental projects;

If the number of experiments exceeds 4, an experimental report should be printed.

2 Internship. Intermediate and above professional title teachers should be arranged to lead and guide students in their internships. Students should complete their internship reports truthfully, completely, concisely, and on time. Those who fail should be ordered to rewrite them.

3 internship. Intermediate and above professional title teachers should be arranged to guide students in internships. Emphasize basic internship training, with a focus on professional qualities and competencies, to cultivate students' ability to independently solve problems. Students should complete internship tasks on time.

Article 29Q&A. Should be conducted through online teaching platforms, lectures, and face-to-face meetings

Through various forms such as streaming, timely resolution of various questions in students' learning and research, and continuous creation of a good learning atmosphere.

Article 30Assessment. According to professional requirements and course nature, the teaching process should include

Various forms of assessment should be arranged in the curriculum, with the aim of promoting student development and teaching students to "learn". Teachers are encouraged to adopt diverse forms of assessment and evaluation methods, strengthen formative evaluation, and improve students' self-learning ability, innovation ability, and

teamwork ability.

Chapter 6 Course Evaluation

Article 31: Course evaluation refers to the examination of the objectives, formulation, and implementation of a course

Whether the educational objectives have been achieved and to what extent, evaluate the effectiveness of curriculum design, and make decisions to improve curriculum construction based on this. Adhere to the guiding ideology of "student-centered", highlight key points, and focus on checking both "good" and "poor" aspects. Pay attention to the guiding role and reflect the requirements for various aspects of course teaching.

Article 32: Course evaluation includes several quantitative evaluation indicators and qualitative evaluation,

Quantitative evaluation indicators are dynamically adjusted based on teaching reform.

Article 33: Course evaluation includes student evaluation, self-evaluation, unit evaluation, expert evaluation, etc.

Article 34: Curriculum evaluation shall be carried out by the school as the main body, with the core courses of each major as the starting point in the early stage, and various courses of the whole school covered in the later stage.

Article 35: Within the **first** 4 weeks of each semester, each teaching unit shall submit self-evaluation and unit evaluation of all courses; Student evaluation and expert evaluation are organized and implemented by the school.

Article 36: The total score of course evaluation is equal to the average score of classroom evaluation multiplied by 20%, the average score of student course evaluation multiplied by 30%, the self-evaluation of the course multiplied by 15%, and the evaluation of the unit that started the course

*15%+expert evaluation * 20%

Article 37: Courses that have been evaluated as excellent (ranked in the top 15% of the school's course evaluation total score) may be exempt from course evaluation for the following two academic years.

Article 38: Course evaluation should adhere to the principles of objectivity and impartiality. Teachers who induce or mislead

students in their evaluation direction should be deemed to teach courses that are "poor".

Chapter 7 Evaluation Application

Article 39: The results of the quality evaluation of undergraduate teaching courses shall serve as the basis for evaluating the allocation of course construction resources, teaching performance of teaching units, and other related work.

Article 40: If one of the evaluation results does not match the facts (such as not being carried out at all)

Despite group discussion based learning or no regular homework assignments, this indicator was given a full score. This evaluation is deemed invalid as a whole.

Article 41: Publish course evaluation results every semester and form a course evaluation report

Tell me.

Article 42: Carry out the "Excellent Course" plan. Excellent courses evaluated for two consecutive semesters

Cheng will be awarded the title of "School Golden Course", and the school will increase its support for the construction of this course, giving priority to recommending and applying for municipal or national quality engineering or teaching reform projects.

Article 43: The average score of student evaluation or expert evaluation within one academic year is as follows:

Give a warning for 'poor'; If the average scores of student evaluation and expert evaluation are both "poor", they will be included in the annual performance evaluation and the performance of the affiliated teaching unit will be deducted as appropriate.

Chapter 8 Supplementary Provisions

Article 44: These measures shall come into effect from the date of promulgation. In the first academic year of trial implementation, the evaluation results shall not be included in teaching performance.

Article 45: The Academic Affairs Office and the Teacher Teaching Development Center are responsible for interpretation.

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