Guidelines for the Development of Undergraduate Program Curriculum Plans at Kunming University (2023 Edition)

The talent cultivation plan is a comprehensive design blueprint through which the institution implements the national education policy,achieves talent cultivation objectives, and meets the required quality specifications; it serves as a guiding document for implementing talent cultivation initiatives,reforming talent cultivation models,organizing teaching activities, and managing the teaching process.To thoroughly implement the spirit of the National Education Conference,the National Conference on Ideological and Political Work in Higher Education Institutions, and the National Conference on Undergraduate Education in Higher Education Institutions in the New Era,to fully implement the guidelines outlined in documents such as" China's Education Modernization 2035"and"The Ministry of Education's Opinions on Deepen- ing Undergraduate Education Reform and Comprehensively Improving the Quality of Talent Cultivation", and in alignment with the university's strategic goal to build a "comprehensive application-oriented high-level university" during the 14th Five-Year Plan period,the university aims to comprehensively deepen undergraduate education reform, focus on establishing a first- class application-oriented undergraduate talent cultivation system, steadily advance first-class undergraduate education, and comprehensively enhance the quality of talent cultivation. Accordingly, the university has decided to initiate the compilation of the 2023 undergraduate major talent cultivation plan, and hereby proposes the following opinions.

I. Guiding Principles

Guided by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, we shall fully implement the Party's education policy,thoroughly carry out the fundamental task of fostering virtue through education,accurately grasp the basic principles of higher education teaching and the patterns of talent development,adhere to the principle of "placing the curriculum at the core",uphold

the "Four Returns" approach,base our efforts on the university's comprehensive,application-oriented, and high-level institutional positioning,implement the talent cultivation philosophy of "student-centered,output-oriented, and continuous improvement", encourage students to study diligently, guide faculty members to devote themselves to teaching and nurturing students, strengthen the awareness of standards, foster a culture of quality and excellence, and solidify the foundation.Strengthening professional expertise,enhancing overall competencies,and strengthening talent cultivation in alignment with national goals.

Innovation Development Strategy,Regional Economic and Social Development, and the alignment with industry and sectoral development needs; to comprehensively enhance the quality of applied talent cultivation and to foster socialist builders and successors who achieve well-rounded development in moral, intellectual, physical, aesthetic, and labor education.

II. Basic Principles

(1) Comprehensive Education across All Dimensions: Integrating the Five Pillars of Education

Adhere to the"three-in-one" educational principle of"value guidance,competency cultivation, and knowledge transmission",and integrate the Core Socialist Values throughout the entire process of teaching and educating students.Improve the curriculum system for ideological and political education,advance the reform of ideological and political courses alongside the reform of curriculum-based ideological and political education, and establish a comprehensive framework of"Three-Comprehensive Education"spanning all faculty members, all educational stages, and all aspects.Thoroughly implement the directives outlined in the documents issued by the Ministry of Education regarding the strengthening of ideological and political education for college students,innovation and entrepreneurship education,national security education,physical education,aesthetic education, and labor education; scientifically design curricula to cultivate a profound sense of patriotism and national identity, nurture noble moral character, foster refined aesthetic taste, develop the work ethic of motivation and action, enhance students 'ability to think about issues across multiple domains and from various perspectives, and comprehensively improve students'ideological level,political awareness, moral quality and overall competence,thereby cultivating new generations capable of shouldering the great mission of national rejuvenation.

(2) Student-Centered, Output-Oriented Approach

Adopting a student-centered approach and an outcome-oriented perspective, we will explore reforms in the talent cultivation model, establish a "learning-centered" curriculum and teaching system along with a learning-outcome-oriented teaching evaluation system, implement reverse design,course development based on demand, employ multi-dimensional evaluation, and pursue continuous improvement. The

educational objectives shall serve as both the starting point and ultimate goal of outcome-oriented education, guiding the formulation of institutional positioning and educational objectives that align with the needs of socio-economic development. The graduation requirements shall act as the bridge for achieving these educational objectives and implementing talent cultivation; top-level design can effectively support the entire talent cultivation process.

Graduation Requirements for Goal Achievement.Following the principles of reverse design and forward implementation,a graduation requirements–curriculum correlation matrix is developed to map graduation requirements to specific courses; by fully implementing the course syllabi, effective course instruction is established, enabling the achievement of course objectives and supporting the fulfillment of both graduation requirements and educational objectives.

(3) Multidimensional Development, Standardized Guidance

Adhere to the principles of education and the patterns of talent development,center student development,align with the characteristics of each discipline and major, and explore reforms in diversified talent cultivation models.Deepen the reform of the credit system, strengthen academic guidance for students, increase the supply of courses, raise the proportion and scope of elective courses,support students in taking cross-disciplinary and cross-major elective courses, and provide students with more space for autonomous learning.Ensure that training programs are aligned with various standards;each major shall conduct thorough research and refer to relevant national or occupational standards, integrate the essence of the "New Engineering," "New Agriculture," "New Humanities," and "New Medicine" initiatives, and undertake the formulation of training programs. Engineering majors shall refer to the"Engineering Education Program Accreditation" General Standards and Supplementary Professional Standards.Teacher education progr-ams shall refer to the relevant national teacher qualification examination standards and teacher education program accreditation standards; other related programs shall comply with their respective accreditation standards.

(4) Integration of Industry and Education, Innovation in Talent Cultivation

Adhere to the integration of industry and education, implement diverse forms of cooperative education, and adopt multi-channel and multi-path collaborative approaches to establish a multifunctional teaching and internship base that integrates student educational internships, innovation and entrepreneurship education practice bases, industry–education– research cooperation bases,teacher training bases,off-campus mentor bases for students, and student employment bases.Explore the establishment of modern industrial colleges,adopting a student-centered approach,a profession-oriented orientation, and a competency-based framework

to further innovate a new mechanism for joint talent cultivation with industries and enterprises, thereby enhancing students' ability to solve complex real-world application problems.

Emphasis should be placed on cultivating students' entrepreneurial and innovative mindset throughout the professional education process, training them in innovative and entrepreneurial thinking, and enhancing their ability to identify and solve problems.

III. Design of Talent Development Programs

(1) Academic Program Duration

1. An elastic academic system is implemented; the standard duration of study is 4 years (for certain majors, it is 5 years), while the total duration of study ~~is 3~~ 8 years(for five- year programs, it is 4 9 years).Wi~~thin t~~he specified duration,students who have completed the required credits stipulated in the training program and met the requirements of the Ministry of Education's"National Student Physical Health Standards" (latest edition) shall be granted graduation.

(2) Semester

1.Each academic year shall feature a"" Two Long Semesters and One Short Semester"structure. The long semester consists of 19 weeks,with, in principle, 16 weeks dedicated to teaching, 1 week for examinations (the examination week is treated as a separate period and is not counted toward the total teaching weeks), and 2 weeks for comprehensive practical training (the first semester includes 2 weeks of military training);the short semester lasts 2 weeks,which will be scheduled during the summer vacation.All semesters must ensure that the 19-week teaching period is fully utilized.

2. The theoretica~~l instr~~uction will be completed during the 1 6 th semester; during the 7th an~~d 8th~~ semesters, the main focus will be on completing the graduation internship(pedagogical internship),graduation thesis(design project)and other related tasks.

3.To facilitate overall coordination across the entire university,in principle, all academic programs within the university shall offer general education courses in the first year. The course schedule for each semester should strive to maintain balance, with approximately 20 credit hours per week being appropriate;the weekly credit hours for lower-year students may be higher,and these will gradually decrease thereafter.

4. Each semester typically includes 3–4 examination-based courses, ~~whi~~le assessment subjects are conducted during class sessions.

(3) Credit Hours

1. Credit Calculation Standards (Table 1)

The type of co- urse	Credit Hour St- andard	Credit Requirem- ents
Theory Cou- rse	16	1
Experim ental lesson	8	0. 5
Comprehensive training, course design, and other practical cou- rses	1 week (16 class hours)	0. 5
Graduation Internship, Education Internship	1 week (16 class hours)	0. 5
Graduation Thesis (Design)	1 week (16 class hours)	0. 5

Note: The minimum credit unit is 0.5 credits; all laboratory sessions within the course are scheduled as separate classes.

2. Graduation Credit Hours and Requirements

(1)The total number of theoretical teaching hours for all specialized courses shall be limited to 2,000 hours. The total theoretical teaching hours refer to the total lecture hours for theoretical courses specified in the professional training plan (excluding laboratory sessions and practical learning hours).

(2) Upon graduation from an undergraduate program, provided that the requirements of the" National Standard for Teaching Quality of Undergraduate Programs in Regular Higher Education Institutions"are met,the total credit hours for humanities and social sciences programs shall not exceed 155 credits, the total credit hours for science, engineering, and physical education programs shall not exceed 165 credits, and the total credit hours for five-year programs shall not exceed 200 credits(for clinical medicine programs, this limit may be slightly higher than 200 credits).

(3) Credit allocation ratio requirements for each major's course modules (Table 2)

The type of co- urse	Course Modules	Credit	Credit Ratio (%)	
			Humanities & so- cial sciences	Process Engineering System
Liberal education	General Education Requ- ired Courses	43. 5	27	25

	General Education Elec- tives	12	8	7
Subject Foundat- ion	Core Required Subjects	/	9	9
Professiona l edu- cation	Professional Required Courses	/	29	29
	Expanded Elective Cour- ses	/	12	10
Practical Educa- tion	Practical Educa- tion	/	15	20
Teachers' educ- ation	Required Course in Teacher Education	13		
	Teacher Education El- ective Courses	2		
	Teacher Education Pr- actice	22. 5		

Note: 1. Except for general education courses, no specific credit requirements will be imposed on disciplinary foundations, professional education, or practical teaching courses; each major may make appropriate adjustments based on its actual circumstances according to the credit allocation ratio.

2. Teacher education programs shall include teacher education module courses, with a total credit requirement of 37.5 credits; this credit proportion shall be included in the overall credit distribution, and for all course modules except the general education module, the proportion may be adjusted appropriately.

(4) Curriculum System

The talent cultivation program's curriculum system is composed of two major components: theoretical instruction and practical instruction,which includes general education,disciplinary foundations, professional education, and practical education—four categories of courses(for specific details, refer to Appendix 1:Undergraduate Program Curriculum System and Specific Requirements of Kunming University).

(5) Framework of the Talent Development Program

1. Program Overview

2. Educational Objectives

3. Graduation Requirements

4. Association Matrix between Educational Objectives and Graduation Requir- ements

5. Graduation Requirements and Curriculum Mapping Matrix

6. Core Disciplines and Major Core Courses

7. Duration of Study and Graduation Requirements

8. Credit-hour ratio

9. Teaching Schedule

For specific requirements, please refer to Appendix 2: Template for the 2023 Undergraduate Program Talent Cultivation Plan of Kunming University.

IV. Requirements for Curriculum Development

(I)All colleges shall organize relevant personnel to conduct a thorough study,utilizing various methods to carry out extensive research on stakeholders (including relevant enterprises and institutions, graduates, current students, etc.) and similar higher education institutions, and to complete corresponding research reports; specifically, the number of enterprises and institutions surveyed shall be ≥10,the proportion of graduates and current students shall be ≥10%,and stakeholders(representatives from enterprises and institutions shall account for no less than 40%,and student representatives shall account for no less than 3 people)shall be invited to participate in the customization of the training program.Regarding training objectives,graduation requirements, and curriculum system,each college shall organize relevant experts to conduct a thorough study,provide arguments, and facilitate coordination.

(II) To ensure teaching standards and quality, each college shall, based on the affiliation of the course's offering unit,fulfill its responsibilities for course development,

and shall not independently alter the course's offering unit. For courses that require other colleges to undertake their delivery, the respective colleges shall proactively collaborate with such other colleges to jointly research and agree upon the teaching content, class hour allocation, and the drafting of the syllabus, thereby enhancing the alignment between the course objectives and the graduation requirements.

(3) For majors participating in the certification process, course offerings and the allocation of credit hours shall be based on the certification standards. For teacher education majors that have already passed the Level II teacher education certification, the training program shall be developed according to the standards of the Level III certification.

(4) The training programs for government-funded teacher education majors, such as Primary Education (General Primary Education), shall be developed according to the training program template specified by the Provincial Department of Education.

(5) The study abroad student training program may refer to these guidelines for implementat- ion, appropriately reducing the total graduation credits, with the total graduation credits controlled at around 100. The core course requirements in the training program shall align with those of the core courses for the same major in China,no political education courses are required,military training is not required,physical education is not required,and English courses are not required, while Chinese language and other traditional Chinese cultural courses must be added.

(6) For majors transitioning from junior college to undergraduate programs, the revision of the curriculum plan shall be completed in synchronization with these guidelines; the total graduation credits shall be limited to 60 credits; ideological and political education courses and teacher education courses shall be uniformly arranged by the university, while other courses shall be determined independently by the respective college.

(7) The courses offered in a micro-major must consist of the core and essential courses of the major,typically comprising 4−6 courses, with credits con~~troll~~ed within the range of 15−20. For double-degree prog~~rams~~, after completing all courses of the micro-major, additional required courses of the major and a graduation thesis(design project) shall be included, with credits controlled within the range of 50−60 credits. If the credit hours obtained by students through the micro-major courses do not meet the requirements for the micro-major, these credits may be replaced by any elective courses specified in the curriculum plan for the primary major.

V. Work Schedule

Time Node	Job placement	Duty Depar tm- ent

November 2022	1. Complete the "Kunming University 2023 Edition Undergraduate Program Talent Training Plan" "Opinions on the Formulation of Student Nutrition Plans" (Draft for Comment), which has been distributed to all colleges for discussion;	Dean's off- ice
	2. Teachers from each academic program shall discuss their opinions on the formulation of the training program (draft for public consultation),compile the feedback opinions, and submit them to the Academic Affairs Office;	All Colleges
December 2022 ——February 2023	1. Based on the feedback received,the opinions regarding the formulation of the training program shall be modified, then submitted to the Teaching Guidance Committee for deliberation; upon approval, the modified version shall be formally issued;	Dean's off- ice
	2. Each major shall conduct the required research and complete the preliminary preparatory work, including the preparation of research reports;	All Colleges
March 2023	1. Each academic program shall complete the preliminary draft of its curriculum plan and submit it to the Academic Affairs Office;	All Colleges
	2. After the preliminary review by the Academic Affairs Office, the office shall provide comments on revisions and feedback;	Dean's off- ice
April 2023	1. Each program shall conduct a professional review, finalize the training program, and submit it to the Academic Affairs Office;	All Colleges
	2. The Academic Affairs Office shall compile the training program and submit it to the Teaching Guidance Committee and the President's Office Meeting for review;	Dean's off- ice

	3. Develop the talent cultivation plan;	Dean's off- ice
May 2023	1. Distribute the printed version of the talent development plan;	Dean's off- ice
	2. Systematic entry of training progr- ams;	All Colleges
June 2023	1. Each academic program shall organize the development of its curriculum framework in accordance with the OBE (Outcome-Based Education) philosophy. Outline.	All Colleges

Attachment: 1. 2023 Edition Undergraduate Program Curriculum System and Specific Requirements of Kunming University

2. Basic Format for the Development of Undergraduate Program Talent Training Plans at Kunming University (2023 Edition)

3. Record Form for Survey of Undergraduate Program Curriculum Plans at Kunming University

4. Review Comments Form for Undergraduate Program Curriculum Development Plans of Kunming University

5. Review Form for Undergraduate Program Curriculum Plans of Kunming University

6. Course Schedule for the 2023 Undergraduate Admission Program for College Graduates at Kunming University