

Exploration on the Construction of General Education Curriculum System Under the New Business Concept in School of Business

Yinhua Yao^{1,*} Tingting Yang²

¹School of General Education, Xi'an Eurasia University, Xi'an, Shaanxi 710065, China

*Corresponding author. Email: yangtingting@eurasia.edu

ABSTRACT

This thesis introduces the "new business" concept and its requirements for business talent training, analyzes general education curriculums of benchmarking business schools in US and UK, and finally puts forward some implications on how to reconstruct the general education curriculum in business school. Qualitative analysis with literature method, investigation method and case analysis method are employed. The general education curriculum system of business schools should break the limitations of arts and science and should stress students' values, moralities, mindset and comprehensive abilities. It should cover the courses in humanities, social science and natural science. And the system should provide a wide and solid foundation for students' later professional development.

Keywords: general education curriculum system, new business concept, construction

I. INTRODUCTION

What is "New Business" concept? In 2018, Wu Yan, Minister of education pointed out that the innovation and development of higher education is imperative, and the construction of "New Engineering, New Medical, New Agriculture and New Liberal Arts" should be comprehensively promoted. Later, "New business" is put forward. It is a new concept to carry out economic management education under the concept of "New Liberal Arts", "New Business" could be a kind of interdisciplinary education with new ideas, new models and new methods. It stresses the important role general education played in Business Education.

Till now, there is no unified authoritative definition of "new business", while it can be seen from the following discussion.

On December 14, 2018, The Inaugural Meeting of the New Business Construction and Internationalization Alliance of Colleges and Universities was held in the library of Beijing Foreign Studies University. At the meeting, Ge Jianxin, Secretary of the International of the Central University of Finance and Economics, hold that "new business" should respond to the challenges brought by science, technology, society and economy on the basis of the existing business development. At

present, the business school has already had the necessity of reform.

On the afternoon of March 30, 2019, The Seminar on "New Business: Concept, Connotation and Realization Path" and the first meeting of the Teaching Steering Committee of Business Administration Major in Colleges and Universities of the Ministry of Education in 2019 was held in Shanghai University of International Business and Economics. At the meeting, Professor Qi Jiayin of Shanghai University of International Business and Economics believes that "new business" should highlight the four "New": New thinking, New rules, New theory and New tools. Compared with the traditional business, "new business" is a cognitive revolution of educational thinking and a remodeling reform project of business education (Qiu Wenhan, 2019).

"New business" focuses on social development and changes and faces the future, which is a new talent training concept. "New business" personnel training should follow the development law of new business, not only to meet the needs of business people to grasp the theoretical system of knowledge, but also to form a corresponding relationship between business curriculum content and business practice activities, so as to meet the requirements of talent training under the new curriculum theory and era background (Mao Qing, 2018). In general, the future "new business" talents should embody the compound, innovative and applied characteristics (Zheng Yi, Wang Huimin, 2018).

*Fund: This paper is the research result of "Research on the Construction of General Education Curriculum System under the "New Business" Concept — Taking Xi'an Eurasia University as an Example", the 2019 Education and Teaching Research Reform Project of Xi'an Eurasia University, (Project No.: 2019YB007).

II. LITERATURE REVIEW

Through the analysis of foreign literature, it is found that the United States and the United Kingdom are the most advanced countries in higher business education abroad, so scholars' researches on business curriculum are mostly concentrated on the United States and Europe and other countries. In this paper, I mainly list the two typical countries of the United States and the United Kingdom business curriculum content. Generally speaking, the content of business courses in the United States is as follows: undergraduate education adopts the credit system, with a four-year schooling system. The course consists of general education courses, elective courses, professional basic courses and professional core curriculums, of which general education courses account for 45%, and the other three account for 20%, 25% and 10% of the total credits respectively. American business schools attach great importance to general education, the broad foundation of business, and the fundamental cultural courses. At the same time, they closely combine business with Arts (Arts and Science), and emphasize the proper settlement of relationship between width and depth of curriculum, that is, to balance the relationship between general education and business professional education. General education in business generally accounts for 45% - 50% of the total credits, including courses in communication skills, quantitative (Quantitative) skills, humanities, social sciences, natural sciences, etc., with a wide range of subjects and emphasis on communication skills and working with people (Lv Yilin, Han Xiao, 2007).

The content of business courses in European countries has its own characteristics. For example, the British undergraduate education system is three to four years. Different from the situation in the United States, core business courses are offered in the lower grades, and there is no unified arrangement. It is up to the majors to decide which courses to offer, but there are fewer general courses. In addition, business courses in Europe as a whole focus on practice, thus schools will provide students with internship opportunities, and students must participate in social practice.

Some scholars try to make a comparative study on the curriculum implementation of some famous foreign business schools. Taking Harvard, Wharton and Sloan as the research objects, Wolfe makes a detailed comparative analysis of the curriculum implementation characteristics of the famous American business schools. On the one hand, they pay attention to the learning and application of the required basic knowledge, on the other hand, they pay attention to the cultivation of students' personality and focus on students' morality and responsibility. Taking the United States, Britain, Japan and Australia for examples, George F. Dreher and Katherine C. Ryan introduced the

current situation and trend of the construction of business disciplines in foreign countries, and proposed that the future development direction of business curriculum should be extensive and specialized, the talent training specifications will be integrated, and the curriculum content will be market-oriented and internationalized.

In terms of the researches on the curriculum system of domestic business schools, Lv Yilin pointed out in the paper "Comparative Study on the Curriculum Structure and Setting of Domestic Foreign Business Schools", that foreign business schools attach great importance to the cultivation of students' comprehensive quality, such as leadership ability, coordination and communication ability, team spirit, environmental adaptability, innovation ability and good business ethics Etc. The intersection, combination and mutual penetration of Humanities and Social Sciences and Natural Sciences are the leading trends in the development of contemporary science. The current situation of the development of higher education in the world shows that the infiltration of Arts and Science has become a major aspect of curriculum design.

However, due to the long-term division of Arts and Sciences in China, the current business curriculum, the combination of Arts and Science is not enough, which to a large extent restricts the formation of students' complete knowledge structure. In order to ensure the all-round development of students' knowledge and ability and the formation of scientific attitude, higher education of business should strengthen the infiltration of Arts and Science as soon as possible.

III. GENERAL EDUCATION CURRICULUM SYSTEM OF BENCHMARKING BUSINESS SCHOOL

Hult International Business School, MIT Sloan School of Management, Wharton Business School and Bristol Business School are selected to be the benchmarking because they have rich experience and gain high popularity around the world.

Hult International Business School believes that students will do more than study business, they'll experience the world, shape the future, and learn about their biggest asset — themselves." They connect the students with the world and the future. Their curriculum is composed of core programs, Specialization, leadership skills and Practical Experience. The core programs are our focus. The "Table I" shows the topics that the core programs concentrate on and the abilities behind the topics, such as: Creative problem solving, critical thinking, design thinking, ethics, future societies etc.

TABLE I. CORE PROGRAMS OF HUIT INTERNATIONAL BUSINESS SCHOOL

<i>Core programs</i>	Sample Topics: Accounting Business Law Economics Entrepreneurship Finance Global Strategy Management Marketing Socially Responsible Business Statistics & Analytics	Creative Problem Solving Critical Thinking Design Thinking Emerging Technology Ethics Future Societies International Politics Negotiation & Conflict Resolution Presenting & Communicating Psychology
----------------------	---	--

The second benchmarking is MIT Sloan School of Management. Their undergraduate programs are our focus. The MIT Sloan undergraduate program provides an academic experience where students learn how to bring business perspectives to their technical and quantitative expertise. The program is designed to provide students with a deep understanding of management education grounded in the scientific method. The programs emphasize management for the science-minded, and are community-based. There is a course named Explorations in Management designed for 1st year students so that they can learn Sloan majors from a macro angle. Commercial civilization and social policy is a typical general education course which is required for four years.

The next one is Wharton School. Their slogan is "Explore ideas, think strategically, make an impact." Wharton is willing to give students the tools and knowledge to change the world. Their curriculum not only covers the latest knowledge, but also helps students get the skills they need to put their ideas into

action. Students will learn how to analyze the environment, work in a cohesive team, think of creative, effective, and efficient solutions to problems, and map out the best ways to implement strategy. At 1st year, Wharton has introductory courses in economics, critical writing, and calculus. At Wharton, students shape the curriculum to work for themselves, and they have the opportunities to study arts and science, engineering, nursing, communications, education, government administration, law, social policy and more flexible curriculum, which will offer you a broad vision and interdisciplinary knowledge. At Wharton, the gateway course focus on leadership. Apart from their normal curriculum, they have lots of research programs and interdisciplinary study. Wharton aims to broaden student's global perspective and cross-culture perspective in global economy, business, and society.

The last benchmarking is Bristol Business School. Bristol is known for its interdisciplinary study, cross field study and joint degree. Here is one of 1st year curriculum (see "Table II") and some courses.

TABLE II. ONE OF 1ST YEAR CURRICULUM AND SOME COURSES

Unit name	Unit code	Credit points	Status
Fundamentals of Accounting and Finance 1	EFIM10005	20	Mandatory
Fundamentals of Accounting and Finance 2	EFIM10006	20	Mandatory
Economic Principles 1	EFIM10010	20	Mandatory
Mathematical and Statistical Methods 1	EFIM10008	20	Mandatory
Plus units totalling 40 credit points from the following:			
Globalisation and Development	ECON10053	20	Optional
Economic Principles 2	EFIM10007	20	Optional
Global Business Environment	EFIM10012	20	Optional
Open units available outside the School	OPEN	40	Optional
Certificate of Higher Education		120	

There are some courses such as: Business Ethics and Sustainability, Group Dynamics and Learning, Internationalization of business, Marketing, Innovation and Digitization, Organizational Culture, Values and Organizational Identity, Strategic Management . Joint honors includes Economics and politics and Philosophy and economics.

IV. DISCUSSIONS

New business is a necessity of social development. It has broken the limitations of different concentrations, such as: financial management, accounting, international trade etc. These concentrations share lots of business fundamental knowledge, skills and academic literacy. Lu Yilin, a famous scholar, pointed out that the curriculum structure and setting, related to whether the knowledge structure of students in business schools is reasonable and complete, to a large extent, have become one of the important factors of the quality of business school education. "New business" tends to foster interdisciplinary-cultivated and interdisciplinary applied talents in industry-oriented approach, mainly engaged in jobs related to economy and trade. In addition to good business skills, business talents required to have a keen global vision, a strong sense of social responsibility, good humanistic quality and good team spirit, and are quick to seek opportunities and are good at creating markets (Yang Hong and Xiao Hongyan, 2014).

Implications obtained from the benchmarking business schools are as follows: firstly, general education curriculum should cover the courses in Humanities, Social Sciences and Natural Sciences.

Because they are the foundation of profession learning. According to Objectives of Business and Administration talents, the common required and major-related general education course should be constructed and the number of the courses is flexible, for instance, Commercial Civilization and Social Policy of Sloan Business School. Courses such as Commercial civilization, Asian business history, etc. might be provided. The common course would be great significance for students' values and morality building. Besides, courses in humanities should be constructed systematically, and these courses should be extensive and selective, but the number of course selected is fixed and required. Secondly, Under the New business concept, Business and Administration talents are required to have team work spirit, intercultural communication abilities, critical thinking abilities, quantitative analyses abilities, social responsibilities and world vision, therefore, the Freshman Seminar on various social issues are of great necessity. And the programs, project or workshop focused on certain abilities are of great importance. Thirdly, high-quality students-support services should be offered , such as: academic writing, career orientation, psychological consultation, community culture etc. Lastly, good internship, social practice, international communication or exchange are as much as possible (see "Table III").

TABLE III. SUGGESTED GENERAL EDUCATION CURRICULUM SYSTEM OF BUSINESS SCHOOL

	General Education Curriculum System of Business School				
Topics	Humanities	Social science	Natural Science		
1 st year	Selective Courses:	Common required and major-related Course: Commercial civilization; Quantitative Analyses; Asian business history , Etc.	Selective interdisciplinary Courses: Biological Basis of Behavior; Magic universe; Mathematics and Art Etc.	seminar	Students Supported Services; Social practice
2 nd year	Intercultural			Programs Project Workshop	
3 rd tear	Communication;				
4 th year	Art appreciation; Critical inquiry; Etc. (certain credits are required)				

V. CONCLUSION

"New business" is a concept put forward in response to the rapid social development. Under "New business" concept, we should reconstruct the traditional business subjects, integrate new technologies into business courses, and provide comprehensive interdisciplinary education for students with new ideas, new models and new methods. The new business curriculum system will be a reform in the sense of paradigm transformation.

References

- [1] Lv YiLin, Han Xiao. A Comparative Study on the Curriculum Structure and Setting of Foreign Funded Colleges in China [J]. China University Teaching,2007(1):26-28.
- [2] Yang Hong, Xiao Hongyan. Reflections on the Curriculum Construction of General Education Based on the Cultivation of Business Talents [J]. Contemporary Teaching forum, 2014, (6): 48-54
- [3] George F. Dreher and Katherine C. Ryan. Evaluating MBA—Program Admissions Criteria: The Relationship Between Pre-MBA Work Experience and Post-MBA Career Outcomes[J]. Research in Higher Education,2002(6): 727-744.

- [4] New Business Encyclopedia [EB / OL] (August 30, 2019) [September 10, 2019]. <https://baike.baidu.com/item/%E6%96%B0%E5%95%86%E7%A7%91/23225733>.
- [5] The "new business" Construction and Internationalization Alliance of Colleges and Universities was Established in Beijing - Focusing on the Construction and Development of "New Business Subjects" (EB / OL). (2018-12-18) [2019-09-10]. People's Network - Beijing Channel: <http://www.renmin.com/bj.people.com.cn/n2/2018/1218/c82841-32421993.html>.
- [6] Qiu Wenhan, President of University of Economics and Trade, Discusses the Direction of "New Business" Transformation [EB/OL] (March 31, 2019) [September 10, 2019] // web.observer.com/news/detailed=142103.
- [7] Mao Qing. Innovative Exploration of "New Business" Talent Training — Review of "Exploration and Innovation of Business Talent Training — Practice of School of Business Planning, Chongqing Business University (2015)" [J]. China Education Journal, 2018 (07): 145
- [8] Zheng Yi, Wang Huimin. Research on the Collaborative Education Mechanism of Higher Vocational Education in the New Era of Internet Plus Occupation [J]. Mechanical Vocational education, 2018 (06): 34.