

Innovational Research on “City Management” Undergraduate Major Cultivating System

Chenshui Liu^a, Hongmei Yi^b, Lingling Liu^c

Research Department,
Beijing University,
Beijing, China

^alcs@bcu.edu.cn, ^byihongmei@bcu.edu.cn, ^cliulingling@bcu.edu.cn

Abstract--In this paper, the development plan and the talent training mode of the City Management Major is formulated according to the requirements of urban construction and development. It presents its orientation, training goals, major direction design, the basic ability requirements to students, and the course system arrangements for the major of city management. Finally, it analyzes the characteristics of this cultivating system.

Keywords--City management; major; Cultivating System

I. INTRODUCTION

The City Management Major is promising with a very broad prospect [1]. It has much room for further development because of great actual and potential social demand. In reality, the lag of tools in modern cities management revealed the lack of qualified city management professionals. Therefore, training qualified city management professionals is the mission entrusted by the times to City Management Major.

China is currently in the acceleration period of urbanization. It is forecasted that China's urban population will reach 50% of the total population by 2020. The task of city construction will be quite arduous in the near future, which requires us to pay great attention to city management professional education.

As a new Major, City Management Major is not listed in the “Catalog of special field of study” issued by Chinese Ministry of Education. Since the Chinese Ministry of Education has not yet set up a professional steering committee, there is no specific direction and goals for City Management Major in terms of specialty orientation, discipline development and talent training mode in China [2]. Therefore, universities or college mainly can only explore construction and development for City Management Major according to their own characteristics at the moment. Some universities put the City Management Major in Urban Construction and Management School (eg: Yunnan University, East China University of Technology, Anhui City Management College, Shanghai Urban Management Career Technical College), some put it in the School of Public Administration (eg: Chinese People University), and some put it in the humanities college (eg: Zhejiang Forestry College, etc.), and some also put it in the School of Economics and Management (eg: Capital University of

Economics, Shandong Institute of Business economy College etc.) [3].

Therefore, it is necessary to explore and study the disciplinary orientation, construction and development, and personnel training mode for City Management Major in order to make its features more clear. On this basis, the development plan and the talent training mode of the City Management Major can be formulated according to the requirements of urban construction and development. This will further clarify objectives of city management personnel training mode, so that more talents demanded by city management will be trained through the City Management Major [4].

II. DISCIPLINARY ORIENTATION FOR CITY MANAGEMENT MAJOR

Through field research and analysis, it is clear that City Management Major should focus on community service and social management. Considering our school situation, we put this major in public management field. We rely it on public administration and social work majors, and integrate advantages majors of our university such as construction planning major. By sharing internal quality teaching resources in our university, our goal is to bring up application-oriented talents with modern urban management philosophy and management practical ability so that it can meet the requirements of city management modernization and informatization.

III. GOALS FOR CITY MANAGEMENT MAJOR

The training goal of City Management Major is to bring up complex high-level management talents. They should master the basic theory and knowledge of modern management, urban sociology, urban economics, urban construction and management. They should master the basic theory, methods, tools and skills of modern urban construction and management, and have a certain urban construction and management capability. They should be able to do jobs such as planning and management of urban construction, urban community property management, urban development and management in fields such as urban construction department, city administration, urban social organizations, enterprises and institutions of the city, urban communities, education and scientific research departments.

IV. MAJOR DIRECTION DESIGN

"Grand major, multi-direction" is one of the main trends in high education major reform. In this trend, the university can timely adjust its major direction according to changes in the job market under the guide of the 《Catalog of special field of study》 issued by Chinese Ministry of Education. The major may develop in different directions. It can not only remain relatively stable, but also has enough flexibility to adapt itself to society demands changes and the diversity of students individual needs. Students can determine their major direction with flexibility in time. In corresponds with the type of occupation for future management and the basic trend of employment, its basic major direction should include urban management, public services, social management and so on.

V. BASIC REQUIREMENTS FOR STUDENT ABILITY

In addition to professional knowledge, City management major also teaches knowledge of social, political, economic, legal and other aspects. City management professionals not only need to have good qualities such as dedication, enterprising spirit and sense of social responsibility, but also need to have a dialectical and scientific practice methods of work. They should establish modern ideas and awareness of openness, service, competition and cooperation. Also they should have capabilities of social interaction and comprehensive coordination with the masses through oral, written text and other expressions methods.

VI. COURSE SYSTEM ARRANGEMENTS

Specifically, the city management professional curriculum is divided into three modules for teaching. The first one is the theoretical part, mainly to impart some basic knowledge of urban management and planning; the second part is the actual problem analysis period, mainly to impart some methodologies combined with actual cases analysis and solutions; the third part is the elective part, universities should set up large and professional-related elective courses so that students can make choose according to their interest. At the same time, integration between the City Management Major and other Majors should be strengthened; also the practice part should be paid great attention.

Courses in combination module as mentioned above are important methods to solve the contradiction between unity and diversity, maintain the flexibility of curriculum, and train pluripotent talent. According to the goals and specifications of City Management Major, its curriculum module is detailed in Table I, Table II.

TABLE I. CLASS HOURS DISTRIBUTION AND RATE

Hours Distribution		class hours	Rate
public course	<i>Common Compulsory Course</i>	540	23.2%
	<i>least Public Elective Course</i>	240	10.3%
specialized basic course		360	15.5%
specialized course	<i>specialty applying ability</i>	527	22.6%
	<i>specialization manage ability</i>	255	11%
	<i>specialty development ability</i>	405	17.4%
class hours		2327	100%

Note: specialized basic course: it is classified according to the characteristic of the Major.

TABLE II. PRACTICE TEACHING HOURS ALLOCATION TABLE

perceptual practice	Excluding total hours
social practice	22
Curriculum Practice	178
Professional Practice	242
Graduation	88
Graduation design (thesis) and comprehensive training	264
*Innovative practice	10Mark
Practice teaching hours	772
The proportion of the total hours practice teaching	33.2%

Note: perceptual practice, its class hour are not included in the total teaching hours; Innovative practice is marked by its credit score, and its class hour are not included in the total teaching hours; social practice refers to the one week practice part during public capacity building period, which is included in the practice teaching hours .

VII. FEATURES OF THIS TRAINING PROGRAM FOR CITY MANAGEMENT MAJOR

Basic features of this training program for city management major can be summarized as the following aspects:

A. New Service Orientation

The main direction of the service should be confirmed on the basis of local or regional economic construction and social development. In particular, discipline building, professional building and curriculum development should be prepared according to local economic, industrial and technical characteristics and its special cultural resource.

As the basic unit of society development, urban communities are playing an increasingly important role in city management. Also as an important part of urban management, urban community management is of great importance in social management and social services. On the basis of the target of our university (serving the city) and the actual situation of our students, one of our major direction is urban community management.

B. New Major Setting

Major settings are processed according to community demand. When industrial structure adjustments happened and the demand for professionals change, our University can make adjustments on the major structure in time to ensure that personnel training adapt itself to changes in market demand.

C. Strengthen Training Objectives and Specifications

Training Objectives and specifications are mainly reflected in the knowledge, ability and quality structures. The requirement for knowledge structure includes a moderate base and intensive specialized direction. In the curriculum and teaching materials and other basic work areas, particular emphasis are paid on basic, sophisticated and practical knowledge, the relatively strong disciplinary system and the pursuit of the unknown frontier areas are ignored. The requirements for ability structure includes outstanding innovation, entrepreneurship, integrated application of knowledge and practical ability, and strong language skills, ability to cooperate with others and lifelong learning. The requirements for Quality structure includes knowing how to learn, how to get along with others, how to survive and develop. As mentioned above, the training program stresses more emphasis on capacity and quality training and development.

D. New Training Methods

The teaching contents and course system take the professional competence and quality education as the main task, on the basis of which it is to determine the appropriate course content and curriculum. In order to meet variety needs of technology applications and vocational skills, curriculum system is modular structure.

In the teaching process and methods, it is different from training theoretical talent, its teaching process adopt the interactive manner between the theory teaching and practical training, requires the implementation of a combination of production, research and study. University, enterprise or government departments cooperated in talent training. In the practice training process, not only the students 'skills can be trained, but also their professional ethics and interpersonal skills can be raised. Teachers are required to have a high professional level, strong technical and application ability. At the same time, experts on business and society will be hired to bring new knowledge, new ideas, new methods and practices into the students.

E. The Pursuit of Breakthrough

The core of major construction and talent training is that some fields will be withdrawn while the other fields will be entered. The development goals of university development should not blindly pursue big and perfection, the talent training level should not blindly climb high level. Limited resources should be focused and target the special local demands so that there will be some breakthrough in the knowledge structure and ability system, which will result in forming characteristics and creating brands.

VIII. CONCLUSION

In the implementation, the evaluation system combined perfectness with flexibility, qualified teachers are invited, and suitable training basis are established to form our own professional characteristics, strengthen exchanges and cooperation. The city management major of our university is still in its infancy, there is still a long road ahead. This study only solves part of these problems, there are still more questions such as the major concept orientation, training programs, teacher team and training base construction for further studying and solving in the future. We will continue our efforts and strive to improve city management major to a much more high level.

REFERENCES

- [1] Wenjing Li, Exploration Construction of College Urban Management, East China University of Technology (Social Sciences Edition) , NO.1, 2010, pp:110-114,.
- [2] Zhengxiang Wen, Exploration of Urban management undergraduate major education mode, Technology Information, Vol.27, 2008, pp:363-366.
- [3] Yuying Qian, Urban management major training objectives and models, Chinese administration, Dec., 2011, pp:84-87
- [4] Benxiao Zhang, exploration and reflection of Professional training for urban management mode, Journal of Beijing Forest University (Social Sciences) Vol.6 SuPP.1, Apr. 2007, pp:159-161