

The Influence of the Introduction and Development of Aacsb Certification System on Business Curriculum Setting--Taking Business School, University of Shanghai for Science & Technology as an Example

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Abstract: In recent years, with the development of the times, more and more international certifications and standards have been introduced and developed. Among them, the certification system represented by AACSB, which has high quality of business certification and a long history, has set off a boom in major universities, followed by a substantial reform of the teaching system and methods. In this paper, taking University of Shanghai for Science and Technology as an example, the author thinks more about the improvement of curriculum. The purpose is to objectively analyze the international educational experience, evaluate and certify the quality of professional words, find out the existing gaps and shortcomings, and help domestic business schools to improve the curriculum and cultivate high-level international business talents for the society.

1. Introduction

With the development of globalization, more and more schools have begun to work towards the strategic goal of internationalization, and have actively introduced a well-developed certification system abroad, among which AACSB is one of the most representative certification systems, which can reflect higher education quality. Based on mission orientation, it evaluates the abilities of teachers and students from different aspects through quantitative assessment criteria, and proposes to assess the quality and projects of education on a level-by-level basis, and evaluate the teaching mechanism and internal management of schools. At the same time, it is also required that the curriculum system of the school should keep pace with the times, be updated and improved constantly, and best meet the needs of the times and the iterative replacement of the business environment, which has caused the upsurge of college application and certification in recent years. The implementation of AACSB helps to think about how to establish a more effective educational assessment mechanism, so as to adapt the internationalization of AACSB certification to localization and play a more important role in the road of domestic business schools going international, and make domestic colleges and universities constantly think and improve the curriculum model, so as to achieve effective and accurate quantification and assessment of educational achievements.

2. Importance of Aacsb Certification Standard for Teaching Quality Evaluation System and Curriculum Setting

2.1 Development Background of Aacsb Certification Standard

The development process of AACSB in China has gone through three main stages. At the beginning of the 20th century, the recovery and development of Chinese economy increased the market demand for commercial talents, and AACSB began to enter China at this time (2001-2007). Due to the lack of experience and teachers, there is still a big gap between the development of business schools in Chinese colleges and universities and the international ones. Domestic colleges and universities have made comprehensive and meticulous corrections to certification items from school development strategy to scientific research and management of students, so that Chinese colleges and universities have started to develop internationally, and AACSB has entered the stage of certification growth in China. After that, AACSB chose to sign cooperation with the Ministry of Education, which promoted its rapid development (from 2012 to now). The entry of AACSB certification system into China has injected new strength into the cultivation of domestic business talents and the development of business environment.

2.2 Research on Aol Teaching Guarantee System

Establishing clear goals and missions, improving and perfecting AOL's education quality assurance system, and building sufficient teachers are the prerequisites for successful certification and enhancing the competitiveness of colleges and universities. By analyzing and examining whether the college has an effective system, it is the guarantee to set up a correct and reasonable mission and make full use of the allocated college resources. The key to successfully implement AOL's teaching quality assurance system is to use international management ideas to improve undergraduate teaching level. However, due to the lack of experience and qualifications in professional education quality assurance system, there are many shortcomings, which lead to conflicts and contradictions between traditional teaching concepts and AACSB certification standards. Chinese universities should adjust the traditional teaching concepts in real time to adapt to the international development.

2.3 Characteristic Curriculum Setting Based on Aacsb Certification System

There is a close relationship between curriculum setting and teaching quality, and the standards based on teaching evaluation system should be fed back to the adaptive changes of teaching, curriculum design and localization. The learning quality assurance system should be reflected in the specific requirements and improvement of teaching, select the courses that best reflect the training characteristics and objectives, adopt various teaching modes and methods to carry out international teaching, and design the teaching content that is truly applicable to the system with the help of the advanced concept of AACSB, so as to drive the transformation of domestic commercial talents to internationalization.

2.4 Influencing Factors of Teaching Quality through Aacsb Certification

The training mode of Chinese business talents has its inherent characteristics and limitations. The process of introducing and developing AACSB certification should be from copying Westernization to combining with native countries, from emphasizing theory to paying attention to practice. The problems of simple curriculum structure and lack of school and local characteristics in

teaching contents in some colleges and universities reflect that AACSB certification must be linked with the quality of education in colleges and universities. The new curriculum model of colleges and universities should reflect on the shortcomings of tradition, design and select teaching courses that keep pace with the times, and carry out internal and external evaluation and continuous revision in the process of implementation, so as to train business talents that truly meet the local and contemporary standards while following the international pace.

3. Aacsb-Based Curriculum Setting of Business School, University of Shanghai for Science & Technology

After passing the AACSB international certification, the Business School, University of Shanghai for Science & Technology has been setting up the curriculum according to the AACSB standards, making the high-quality AACSB certification system for its own use, and developing the education and talent training mode in line with local characteristics.

Table 1 Aacsb 2020 Guiding Principles and Standard 4

3.1	The content provided by the school is current, relevant, forward-looking, and globally oriented, which is consistent with the project capability goal, mission, strategy and expected results. The course content uses current and emerging technologies to cultivate agility.
3.2	Schools manage courses through assessment and other systematic review procedures to ensure applicability, relevance and ability.
3.3	School curriculum promotes innovation, experiential learning and lifelong learning mentality. Curriculum should have a positive social impact.
3.4	School curriculum promotes meaningful learner-to-learner and learner-to-teacher academic and professional participation.

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Since 2019, international economics and trade majors have added courses on WTO and trade rules, innovation and entrepreneurship practice, finance majors have added courses such as artificial intelligence foundation, portfolio management, financial management simulation experiment, insurance business simulation experiment and securities investment simulation experiment, management science majors have added practical courses such as machine learning course design and system simulation practice study, and information management and information systems majors and business administration (Sino-US cooperation) majors have added data mining courses. The above courses are in line with the current background of global integration, big data, etc., and meet the expectations of enterprises and society for the practical ability of college students, which reflects the forward-looking and global orientation of the curriculum of Business School, University of Shanghai for Science & Technology, and meets the requirements of AACSB for curriculum content.

Standard 3.2 Schools manage courses through assessment and other systematic review procedures to ensure applicability, relevance and ability.

The college has built a four-in-one teaching quality assurance and monitoring system, including routine evaluation, special evaluation, on-campus evaluation and off-campus evaluation, and specially set up a teaching quality evaluation office, which summarizes the above-mentioned four-party evaluation and diagnosis opinions and makes improvement suggestions, so that the Education Department and other functional departments and secondary teaching units can better

formulate and implement teaching tasks. In order to continuously monitor the teaching quality, the school has convened 21 retired teachers to form a teaching supervision group, which evaluates teachers' teaching attitudes, teaching contents, teaching methods and teaching effects in various forms, pays close attention to every detail, and gives substantive suggestions for teaching loopholes. In addition, the school has also established a database of basic status of undergraduate teaching, which provides powerful data support for continuously and dynamically improving teaching quality.

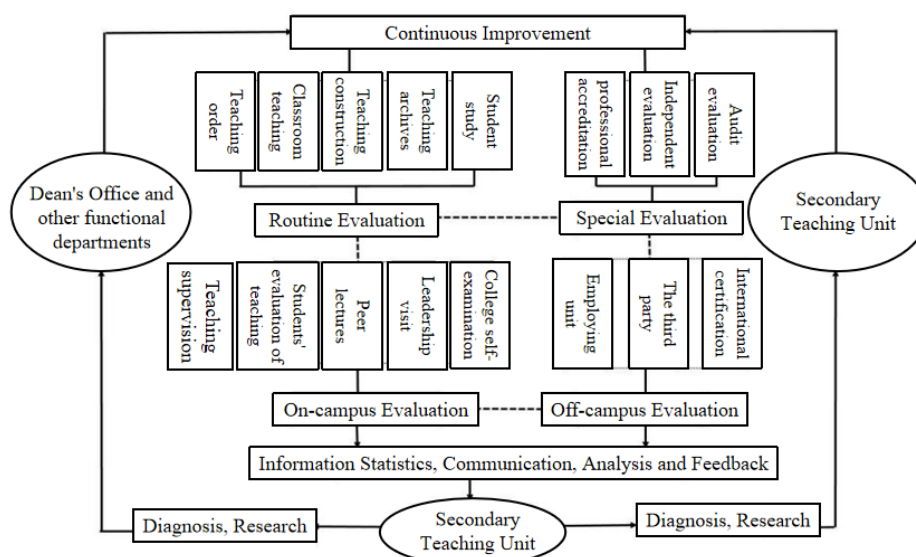


Fig.1 Teaching Quality and Monitoring System (from the Undergraduate Teaching Quality Report of University of Shanghai for Science and Technology in 2018-2019)

Standard 3.3 School curriculum promotes innovation, experiential learning and lifelong learning mentality. Curriculum should have a positive social impact.

The college has independently researched and established a new teaching mode of integrating scientific research and teaching. At present, the school has offered 108 courses of scientific research projects, covering all majors including business majors. Incorporating scientific research results into teaching content can stimulate students' interest in scientific research, lay a solid foundation for postgraduate education, and help students to study a field deeply and continuously, which is in line with the requirements and standards of AACSB for promoting students' lifelong learning. At the same time, the school has also joined extra-curricular experiments, team speeches, extra-curricular papers and other dimensions to inspect and evaluate students' achievements, so as to promote students' diversified development.

Standard 3.4 School curriculum promotes meaningful learner-to-learner and learner-to-teacher academic and professional participation.

The college promotes small class teaching and inquiry teaching. Classroom activities are diverse, including case analysis, discussion, small papers, debates, etc. These activities are conducive to strengthening exchanges and cooperation between students and collision of viewpoints, thus achieving the effect of exchanging needed goods. At the same time, due to the small number of classes, teachers can pay more attention to individual students, thus promoting the communication between lecturers and learners, which not only enables teachers to adjust the classroom rhythm in time and teach in a targeted manner, but also achieves the purpose of teaching and learning, and meets the requirements of AACSB for the participation of both sides.

4. Conclusion

Through case study, this paper investigates the influence of AACSB certification on the curriculum of Business School, University of Shanghai for Science & Technology, which mainly includes the following four aspects:

1) Promote the establishment of courses that meet the requirements of the current era background, emerging technology and global orientation, which is conducive to cultivating cutting-edge talents that meet the requirements of the times.

2) Improve the curriculum evaluation and evaluation system. Curriculum evaluation is the key factor to improve teaching quality. A perfect evaluation system is helpful to find out and correct the loopholes in teaching, and help teachers learn from each other.

3) Promote the innovation of school curriculum. Under the background of globalization and internationalization, the traditional teaching mode centered on teachers and books has already shown its shortcomings. How to improve students' active learning in courses and cultivate high-quality creative talents is a problem worthy of consideration in colleges and universities.

4) Curriculum setting that promotes interaction between learners and between learners and professors. The communication between learners is paid more and more attention, which can break the limitation of thinking and produce thinking from different angles. The interaction between teachers and students is conducive to correcting the deviation in concept understanding and carrying out targeted teaching, breaking the relationship between control and obedience in traditional education in the past, facilitating the two-way communication of information between teachers and students and establishing equal status.

By further study AACSB, this paper provides a reference framework for the curriculum of business subjects, provides forward-looking and guiding advice for the curriculum of colleges and universities, and helps to improve the level of running schools in colleges and universities.

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