

Construction and Practice of Curriculum-Based Ideological and Political Education in Business Education under the Paradigm of New Liberal Arts: A “One Core, Four Axes, Dual Integration, Dual Innovation” Framework

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Abstract. Under the context of new liberal arts construction, curriculum-based ideological and political education in business requires deep integration of value guidance and professional education. Based on questionnaire surveys and interview data, this study systematically identifies prominent issues in the current ideological and political education in business, including mechanism coordination, faculty capacity, content alignment, and the gap between knowledge and practice. Integrating interdisciplinary collaboration and practice orientation concepts, this paper proposes a construction model of curriculum-based ideological education characterized by “One Core, Four Axes, Dual Integration, and Dual Innovation.” The model clearly defines the core training objectives as a deep sense of home and country, positive business ethics, strong practical skills, and cross-disciplinary thinking. It promotes the comprehensive integration of ideological and political education with professional education through organizational coordination, faculty empowerment, curriculum redesign, and classroom transformation. This study aims to provide a theoretical foundation and practical framework for constructing the ideological and political education system in business curricula under the New Liberal Arts paradigm, facilitating the cultivation of versatile and high-quality talents.

Keywords: New Liberal Arts; Curriculum-based Ideological Education; One Core and Four Axes; Dual Integration and Dual Innovation.

1. Introduction

Under the background of the construction of new liberal arts, the ideological and political courses of business are faced with problems such as insufficient mechanism coordination, weak teachers' ability, disconnection between the content and the industrial scene, and the separation of students' knowledge and practice, which seriously restrict the synergistic efficiency of ideological and political education and professional teaching. The existing research mainly focuses on macro policy or individual curriculum practice, and lacks the path exploration to promote the system integration from the four dimensions of "organization-teacher-course-classroom", especially the research on the integration mechanism of ideological and political elements and business education logic.

The purpose of this study is to: (1) systematically review the current situation and key difficulties of the ideological and political elements of business curriculum; (2) To construct the theoretical system and logical support of the ideological and political construction of business courses; (3) Explore the path and strategy of embedding ideological and political elements into business teaching. A total of 342 questionnaires were distributed to business teachers and students in three universities in Chengdu, and 305 valid questionnaires were collected. Semi-structured interviews were conducted with 12 teachers and students, and the analysis was carried out from the aspects of mechanism optimization, capacity building, content scene adaptation, knowledge and practice transformation. The research constructs the model of "one core, four axes, double integration, double innovation", puts forward the theoretical framework and practical scheme that can be

promoted, and provides theoretical support and realistic paradigm for the high-quality development of ideological and political science of business curriculum.

2. Literature References

2.1 A Study on the Integration of New Liberal Arts and Curriculum-Based Ideological and Political Education

The Ministry of Education's "Declaration on the Construction of New Liberal Arts" clearly puts forward the "unification of value leadership and knowledge transmission", and requires liberal arts education to strengthen the integration of ideology and politics. The Guideline for the Construction of Civics and Politics in Higher Education Programs further emphasizes the need to "promote the program in a classified manner in accordance with the characteristics of the program", which provides the basis for the top-level design of the Civics and Politics in Business Programs. Under the background of new liberal arts, curriculum civic politics not only requires teachers to integrate the elements of civic politics into professional teaching, but also requires the enhancement of students' sense of social responsibility, national sentiment and innovation ability through interdisciplinary integration and practice-oriented methods [1].

2.2 Research on Curriculum-Based Ideological and Political Education in Business Majors

The research on curriculum-based ideological and political education in business majors has undergone three major stages in China:

Policy-driven exploration period (2016-2018): focusing on macro-theoretical construction, exploring theoretical connotations and parenting logic, and focusing on the theoretical framework of "what and why" [2].

Discipline practice deepening period (2019-2020): the research sinks to the level of specific majors and courses, focusing on the curriculum system, implementation path, etc., focusing on the teaching design of "what to integrate and how to integrate" [3].

Mode innovation breakthrough period (2021 to the present): combined with the "four new" construction, the use of CIPP, OBE and other models to build the "evaluation-improvement" closed-loop, to realize the quality of education monitoring [4], focusing on the "integration of technology and disciplines", focusing on the "integration of technology and disciplines". Technology integration, discipline integration" collaborative innovation.

Although there is no concept of "curriculum ideological and political" in foreign countries, it emphasizes the ethical responsibility in professional education. Noddings[5] proposed "caring ethics"; Grosz et al. [6] practiced "embedded ethics teaching" in Harvard; Lynch [7] advocate the sustainable development and business ethics into the STEM and business courses, the practice of our country can be drawn lessons from for the applied business major to carry out the curriculum education paradigm of interdisciplinary path.

2.3 Research Overview

Most existing studies focus either on the overall promotion of curriculum-based ideological and political education in general colleges and universities or on the practical exploration of a single major or individual course. However, relatively little research has been conducted on the systematic development of such education in business curricula, particularly from the perspective of the four dimensions of organization, faculty, curriculum, and classroom, within the framework of the New Liberal Arts and the principles of cross-disciplinary integration and practice orientation.

This paper focuses on the cross-integration of disciplines, the enhancement of students' ability to apply knowledge, and the cultivation of social responsibility—core emphases of the New Liberal Arts. It addresses the key challenges in implementing ideological and political education in business courses and aims to construct a theoretical model, propose innovative development pathways,

strengthen practical support, optimize the curriculum system, and ultimately enhance the effectiveness of collaborative education.

3. Theoretical Framework

This study adheres to the principle of "observing the right and innovating" in the construction of the New Liberal Arts, focuses on the practical challenges of teaching Curriculum-based Ideological Education in the context of China's economic development, and proposes the construction of a Curriculum-based Ideological Education system based on the "One Core, Four Axes, Dual Integration, and Dual Innovation" framework. This framework is centered on the goal of cultivating high-quality, application-oriented talents in business studies. (Figure.1).

(1) "One core" sets the direction: with the core of cultivating applied business talents with "deep sense of family and country, positive business ethics, strong business practice and active cross-border thinking", Civic and political education is carried out throughout the whole process of business teaching.

(2) "Four-axis" construction and coordination: from the four aspects of "organization-teacher-course-classroom", the ideological and political construction of business curriculum should be systematically promoted. Organization construction is focused on the course education mechanism building, faculty development focus on ideological education, improve the capacity course construction is focused on the course education teaching, classroom building focused curriculum education actual effect.

(3) Breaking Barriers through "Dual Integration": enriching the connotation of curriculum-based ideological education in business studies and broadening students' horizons and thinking dimensions through interdisciplinary integration and the embedding of ideological education into the curriculum.

(4) Strong Momentum through "Dual Innovation": promoting the iterative advancement of curriculum-based ideological education in business through a dual drive of teaching innovation and excellence in educational outcomes.

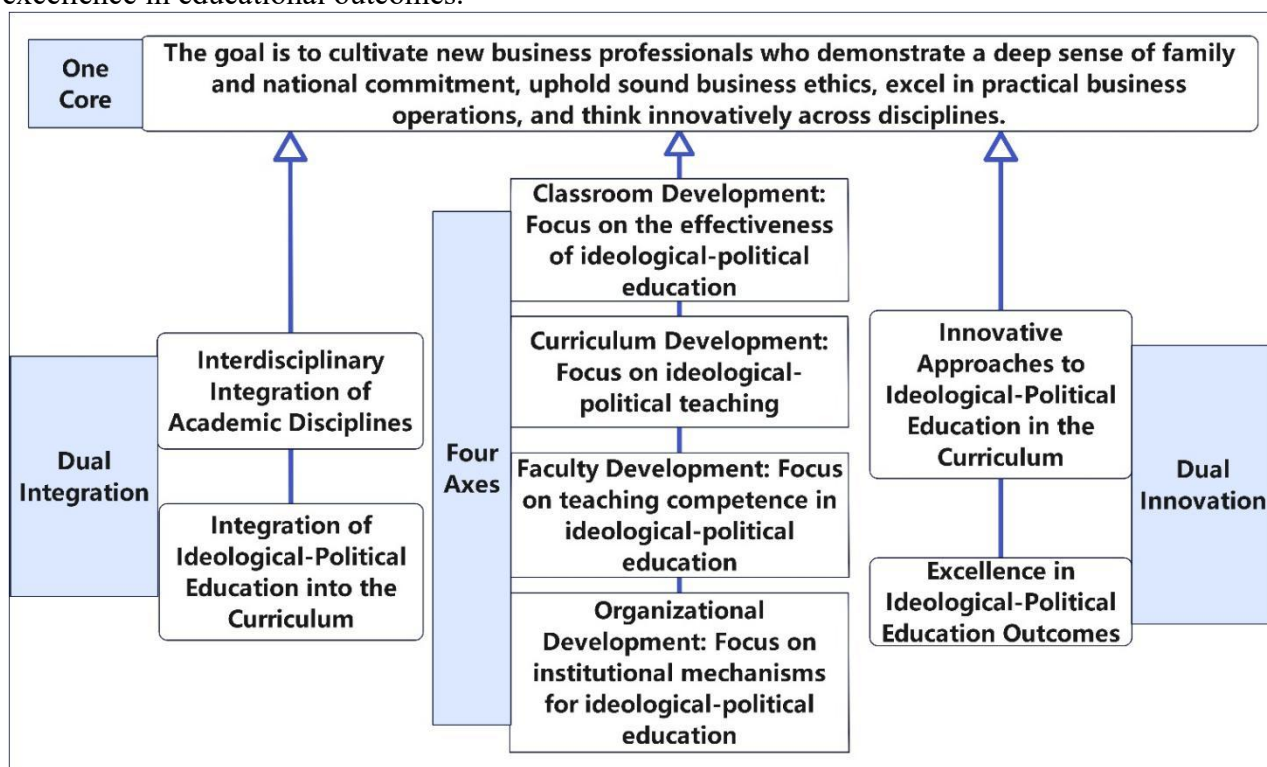


Figure.1 "One Core, Four Axes, Dual Integration, and Dual Innovation" Model for Curriculum-Based Ideological and Political Education in Business Courses

4. Problem Analysis of Curriculum-Based Ideological Education in Business Studies Under the New Liberal Arts Framework

In this study, 342 questionnaires were distributed to teachers and students of business majors in three colleges and universities in Chengdu through a combination of questionnaire surveys and semi-structured interviews, and 305 valid questionnaires were recovered, with a validity rate of 89.2%; a total of 12 teachers and students were interviewed at the same time. Based on the statistical analysis of the valid samples, the following issues are summarized.

4.1 System-Level Issue — Lack of Coordinated Planning in Curriculum-Based Ideological Education

There is a lack of systematic planning and institutional guarantee at the university and college levels, poor synergy among disciplines, majors and courses, and dispersed resource allocation, which makes it difficult to build a diversified, integrated and shared mechanism for Civic Politics in business courses.

4.2 Faculty-Level Challenge — Insufficient Teaching Capacity Among Instructors

Regarding the excavation of ideological and political elements, it remains challenging to accurately identify these elements within the dimensions of business ethics, corporate social responsibility, and national strategy, compounded by a lack of theoretical support and localized case studies. In terms of interdisciplinary knowledge integration, the current design of composite courses such as “Business + Agriculture” and “Business + Culture and Tourism” is insufficient to equip students to address emerging business models and cross-boundary scenarios. This limitation hinders the cultivation of students’ literacy in cross-boundary integration.

4.3 Curriculum-Level Dilemma — Mismatch between Ideological Content and Course Scenarios

There exists a content mismatch in many business courses, which are primarily centered on subject-based knowledge while neglecting alignment with national strategies and evolving industry dynamics. As a result, the integration of curriculum-based ideological and political education with core professional themes remains weak.

Additionally, a structural mismatch is evident in the curriculum system, which continues to rely on traditional functional modules such as marketing and finance. It lacks interdisciplinary modules such as “Business + Agriculture” and “Business + Culture and Tourism,” making it difficult to support the development of integrated disciplines and the cultivation of interdisciplinary, application-oriented talents.

4.4 Student-Level Confusion — Disconnection between Knowledge and Practice in Learning Outcomes

The survey shows that more than 80% of students lack real business practice experience, resulting in an obvious disconnect between value identification, professional understanding and skill application. The specific manifestations are: fuzzy value judgment, lack of systematic knowledge of typical ethical conflicts; weak practical transformation ability, difficult to apply theoretical tools to actual business problems; ethical decision-making tends to be utilitarian, lack of balanced thinking between economic benefits and social values, which affects the effectiveness of the course in educating people.

5. Construction Measures for Curriculum-Based Ideological Education in Business Studies Based on the “One Core, Four Axes, Dual Integration, and Dual Innovation” Framework

5.1 Organizational Development—Addressing the Lack of Coordinated Planning in Curriculum-Based Ideological Education

The core of organizational construction is to take Party building as the leading force, coordinate the three major components of “top-level design, system construction, and resource assurance,” and transform the scattered practices of curriculum-based ideological and political education into a systematic and sustainable governance and implementation mechanism.

(1) Top-Level Design: The Foundation for Building a Scientific Governance Mechanism

A working group led by Party and government officials was established to form a working mechanism characterized by “Party leadership, coordination and linkage, hierarchical promotion, and teacher participation.” This mechanism promotes the institutionalization of curriculum-based ideological education through conceptual recognition. The Implementation Plan for the Construction of Curriculum-Based Ideological and Political Education in Business Courses has been formulated, clarifying the goals of talent cultivation, detailing specific tasks for disciplinary synergy and resource integration, and gradually forming a closed-loop management system of “goals-path-evaluation.”

(2) System Construction: Key to Shaping a Characteristic Education Pattern

The implementation of the “six mechanisms of curriculum ideology” ensures its embedding throughout the entire process: classroom teaching, teaching materials, syllabi, lesson plans, assessment, and evaluation. Considering the characteristics of business majors, an integrated system of “professional courses + ideological and political modules + industry cases” has been developed. Examples include introducing “inclusive finance” in finance courses and embedding “national brands and cultural identity” in marketing courses, thereby achieving synergy between value guidance and knowledge transmission.

(3) Resource Assurance: Essential Support for Normalizing Curriculum-Based Ideological Education Construction

A research center for curriculum-based ideological education has been established and incorporated into the talent cultivation quality assurance system. Special funds are coordinated to support interdisciplinary teaching reforms and faculty capacity building. The processes of supervision and performance feedback are strengthened, integrating the effectiveness of curriculum ideological education construction into job appointments, teaching evaluations, merit assessments, and teacher training. Gradually, a long-term guarantee mechanism with sound systems and efficient operation is being built to ensure the continuous deepening of curriculum-based ideological and political education.

5.2 Faculty Development—Tackling the Insufficient Teaching Capacity for Curriculum-Based Ideological Education

Through the four-dimensional mechanism of “team integration, empowerment, platform building, and demonstration”, we systematically enhance the teaching capacity of business faculty members in curriculum-based ideological and political education.

First, break down the barriers between disciplines and specialties to form an interdisciplinary “Ideological and Political Teaching and Research Community”, and establish a multidimensional collaborative teaching and research mechanism involving professional faculty, ideological and political educators, industry mentors, and social tutors. This promotes deep integration of ideological and political elements with business knowledge and fosters innovative expression of these elements.

Second, establish a “Thematic Seminar” mechanism alongside a four-in-one training system combining thematic training, field research, case development, and practical workshops. This

system aims to improve teachers' political literacy, value guidance, curriculum design, and teaching innovation skills in a structured and targeted manner.

Third, build a regular and diversified platform for exchanges, seminars, and resource co-construction. Set up a "Case Database for Curriculum-Based Ideological and Political Education" and "Model Teaching Resource Packages" to continuously update teaching achievements and promote synergistic knowledge development.

Fourth, strengthen benchmarking by selecting and cultivating distinguished teachers, excellent teams, and exemplary demonstration classrooms. Promote these models through open classes, experience-sharing sessions, and best case selections to foster high-quality development within the curriculum-based ideological and political education teaching ecosystem.

5.3 Curriculum Development—Resolving the Mismatch between Ideological Content and Course Contexts

The curriculum-based ideological and political education of business courses must address the core contradiction of disconnect between teaching content and industrial scenarios. A breakthrough can be achieved by "reconfiguring the curriculum to meet business needs," thereby building an interdisciplinary course group characterized by "ideological and political leadership and scenario-driven design." Through systematic curriculum design, the integration of ideological and political elements with professional knowledge in real-world scenarios can be realized.

(1) Constructing a Dynamic Resource System for Ideological and Political Curriculum

Guided by the demands of regional industries, we develop a dynamic knowledge map for business courses integrating ideological and political education. By incorporating ideological and political elements drawn from real-life contexts such as rural revitalization and the digital economy, a modular resource library is established to provide precise guidance for teachers, ensuring that curriculum content aligns closely with industrial practices.

(2) Innovative Scenario-Based Curriculum Design Methods

Using a "four-dimensional mapping" approach, course objectives are aligned with strategic regional needs, content is reconstructed around agricultural pain points, teaching is driven by industrial projects, and outcomes are evaluated based on service effectiveness. Ideological and political elements are embedded throughout course objectives, content, and practical activities, enabling students to grasp core values such as business ethics and social responsibility in authentic contexts, and synergistically improve their value systems, knowledge base, and skill sets.

(3) Establishing an "On-Campus and Off-Campus Dual-Cycle" Evaluation Mechanism

On-campus evaluation integrates assessments of the achievement of ideological and political objectives with the alignment of professional competencies. Off-campus evaluation involves local governments, industry associations, enterprises, and other stakeholders in assessing program effectiveness, thereby forming a collaborative "program-industry-society" education closed-loop mechanism.

5.4 Classroom Development—Bridging the Gap between Knowledge and Practice in Curriculum-Based Ideological Education

The classroom is the core platform for value transmission and competence cultivation in the construction of curriculum-based ideological and political education in business courses. To bridge the gap between "knowing" and "doing," it is essential to establish a systematic mechanism of "three-classroom linkage plus project-based practice" and build an integrated education system of "learning-thinking-doing." This approach aims to promote the integration and development of students' value identity, professionalism, and practical abilities.

(1) Establish a "Two-Teacher, Three-Classroom" Teaching Environment

Integrate resources from on-campus faculty and industry instructors to create a linkage system spanning the "small classroom (campus) – medium classroom (industry) – large classroom (society)." Incorporate real-world industrial scenarios such as rural revitalization and the digital

economy into teaching, achieving deep integration of ideological and political education elements with professional knowledge through a multidimensional approach combining theoretical lectures, field surveys, and project practice.

(2) Implement Project-Based Teaching Reform

Using real business challenges as the focus, particularly in areas like rural revitalization and urban-rural integration, design a project-based teaching process centered on “problem orientation, teamwork, and results feedback.” Guide students to conduct inquiry-based learning addressing key issues in regional industries, thereby deepening their understanding and appreciation of ideological and political education components such as business ethics and social responsibility through practical problem-solving.

(3) Construct a Practice Closed Loop of “Project Incubation – Competition Refinement – Achievement Transformation”

Leverage platforms such as “Internet Plus” and events like the “Challenge Cup” to facilitate the transformation of classroom learning outcomes into real-world projects. Promote students’ value internalization along the progressive stages of incubation, competition, and social transformation, enabling the seamless unity of knowledge transmission, skill development, and value cultivation through the process of cognition, recognition, and practice.

6. Conclusion

Based on the context of the New Liberal Arts construction, this paper focuses on the practical challenges of curriculum-based ideological and political education in business studies across organizational mechanisms, faculty capacity, curriculum content, and classroom instruction. It proposes a systematic model for curriculum-based ideological education construction centered on the “One Core, Four Axes, Dual Integration, and Dual Innovation” framework. The study finds that by establishing clear talent cultivation objectives, and collaboratively advancing organizational coordination, faculty development, curriculum redesign, and classroom practice, the insufficient integration between ideological and political education and professional teaching can be effectively addressed, thereby enhancing the overall educational effectiveness.

This research not only enriches the theoretical framework of ideological and political education in business courses but also provides a practical paradigm for transforming curriculum-based ideological education from conceptual guidance to systematic mechanisms, with strong applicability and potential for wider promotion. Future studies may expand the sample scope, conduct cross-regional empirical comparisons, and explore the adaptability of the model across different universities and disciplines.

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