

A Probe into the ISSUES Concerning Deploying Authorized Spots for Professional Master Degree Declared by New Undergraduate College

Lishan Xu and Yong Yan

Department of Science and Technology, School of Tourism, Leshan Teachers College, Leshan, Sichuan 614000

Keywords: new undergraduate colleges; declare; authorized spots for professional master degree

Abstract: In recent years, China's professional master degree education is developing rapidly. Combining with the urgent needs of the applied specialized personnel on higher level in current society, based on the urgency and necessity of deploying authorized spots for professional master degree declared by new undergraduate college. This paper analyzed their current problems on disciplinary development layout and service regional economics, and their inadequacies of the construction of mentor team. To deal with these issues, some countermeasures and relevant suggestions are put forward.

Since the implementation of the professional degree educational system in China, the education of professional master degree has developed very rapidly. Up to now, there are 39 kinds of professional degree specialties at the master's level in China, and a total of more than 600,000 masters have been awarded. (China Graduate Admissions Information Network) With Chinese economic construction and social development, there is an urgent needs of the applied specialized personnel on higher level who can creatively engage in practical work. At the same time, according to the "Professional Master Degree and PhD Graduate Education Development Program" and "Checking Methods on Professional Master Degree and PhD Setting and Authorizing", The examination of the professional degree authorization point is based on the corresponding subject, and it is not a necessary condition that whether there have authorized spots for professional master degree and PhD. This provides a good opportunity for new undergraduate colleges to declare authorized spots for professional master degree.

1. The Urgency and Necessity of Declaring a Authorized Sport for Professional Master Degree in a New Undergraduate College

According to the results of the survey on the distribution of authorized sports for professional master degree in the country, the most lacking professional master degree in China is: 0353 police, 0954 forestry, 0553 publication, 0853 urban planning, 1255 library information and other related professional degrees. Among them, only 6 universities have opened 0353 police master degree; only 17 universities have opened 0954 forestry master degree; only 18 colleges have opened 0553 publishing master degree. However, according to a sample survey of existing police officers, forestry workers and publishing workers in China, these practitioners have the phenomenon of "low education, low vocational skills and low technical grade", and there is a extreme lack of the applied specialized personnel on higher level. It can be seen that it is very urgent and necessary to encourage new undergraduate colleges to actively apply for the authorized spots for professional master degree and vigorously cultivate talents of high professional degree.

2. The Shortage of the Authorized Spots for Professional Master Degree Declared by New Undergraduate College

Based on the following aspects: the demand and supply of professional talents, training goal orientation, training programs and models, quality guarantee's condition and so on, "the basic conditions for adding authorized spots for professional master degree" put forward some basic

requirements to universities which would like to apply for authorized spots for professional master degree. Judging from the current development of new undergraduate colleges, although they have formed the basic conditions for the addition of professional master degree, there still are some shortcomings existing in subjects development distribution, service regional economics and the building of the team of supervisors.

2.1 The Subjects Development Distribution is Relatively Scattered and it can't form Unique Advantages and Characteristics

Most of the new undergraduate colleges are developed from established three-year colleges. They involve a wide variety of disciplines. The development of the discipline relies too much on the support and construction of a teaching college, and does not focus on the subject itself. The development of a discipline is not determined by the development of the colleges it depends on, but by the true evaluation criteria for discipline. There is a phenomenon of independent construction between disciplines, and they don't communicate with each other. The resources of disciplines are scattered, and integration development of interdisciplinary is not so emphasized that they can't support each other. In addition, because the administrative division management boundaries of each departments are difficult to break through, it is impossible to integrate the dominant interdisciplinary from a macroscopic perspective. Although the school attaches great importance to the development of disciplines and invests a lot of human resource, material resource and financial resource, it is difficult to construct a discipline with unique advantages and characteristics because of the phenomenon of dispersible layout of disciplines.

2.2 The Cooperation between Schools and Government, Industry (Enterprises) is lacking of deep-going, and it can't Serve Regional Economy Closely

At present, many new undergraduate colleges have begun to actively establish strategic alliances with local governments and large enterprises, sign cooperation and training agreements, set up a cooperation platform for university-Industry cooperation, and serve local economic construction. However, they Cooperation in carrying out scientific and technological research, transformation and promotion of scientific research results, and outputting of talents have not yet been implemented. The agreement was lacking of deep-going, and has not achieved the expected cooperation. Through a sample survey, it is found that the school requires students to study professional theoretical knowledge in school in the first school year, which is the responsibility of the school tutor; the second school year students need go to the local government or industry (enterprise) to learn practical operation and complete the dissertation, responding by the school tutor and the industry (enterprise) tutor. But in the actual process of cultivating students, students rarely go to the industry (enterprise) to participate in practical earning, but occasionally go there to visit and study. It didn't combine the professional theoretical knowledge and practical operation, students just complete the dissertation and get the degree certificate.

2.3 Most Tutors Lack of Rich Teaching and Practical Experience, and cannot Grasp the Quality of the Students Who are Trained

When hiring professional degree graduate tutors, colleges mainly focus on whether the tutor's scientific research achievement reach the standard, and lack of assessment of the tutor's teaching and practical experience. Most of the instructors have strong research capabilities, but lack the necessary social practice experience and practical hands-on ability. They lack of the guiding ability of scientific and technological transformation, so that lead to the disconnection between theory and practice. In addition, the off-campus part-time tutors hired by the school, due to various reasons, are hard to fully devote to the training of professional degree graduate students. Some part-time instructors have rich experience in social practice, but they can't teach students in vivid language in the classroom. Because they have a great lack of teaching experience. Some part-time instructors have strong practical ability, but they cannot combine theory with practice. They only know the consequences and do not know the reason. They cannot give students detailed explanations. The inadequacy of the in-school tutors and off-campus part-time tutors raises new questions for the

training of professional degree graduates, and the corresponding tutor system needs to be established.

3. Countermeasures for Authorized Spots for Professional Master Degree Declared by New Undergraduate College

After a long period of development and precipitation, in the face of the opportunity of the application for the authorized spots for professional master degree, the new undergraduate colleges should focus on the needs of social development for high-level applied talents, combine the needs of the long-term development of local regional economies, consolidate the foundation, give full play to the advantages and characteristics of the school, and insist on regarding applying for the authorized spots for master degree as a task or goal now. Based on this, this paper mainly proposes some countermeasures and related suggestions from the following three aspects.

3.1 Optimize the Subjects Development Distribution and Concentrate on Cultivating the Dominant Disciplines

According to the development of various disciplines , new undergraduate colleges should vigorously integrate discipline resources, realize resource sharing, optimize the discipline structure, highlight the dominate disciplines, concentrate on cultivating applied disciplines, and gradually form combined development of basic disciplines and applied disciplines. At the same time, the development of disciplines should be combined with technological innovation and service, and build an applied discipline group that meets the needs of modern social economic development. In addition, new undergraduate colleges should break the administrative boundaries of the college, carry out integration development of interdisciplinary, and vigorously concentrate human resource, financial resource, and material resource to give priority to the construction of one or two dominant disciplines and one or two supporting groups for disciplines. From the strategy of development, it is necessary to concentrate limited resources, "doing what should be done ,while leaving others alone", adhere to the principles of "give priority to the development of key disciplines, focus on nurturing the development of the key funding of supporting disciplines, and moderately plan the development of general discipline", form a gradient development pattern, and strive to prepare for the construction of the authorized spots for professional master master degree.

3.2 Strengthen Close contact with the Government and the Industry (Enterprise), and Serve the Development of Local Regional Economies

Colleges must strengthen close contact with the government and industry (enterprise), closely follow the special needs of talent accepting units, take "serve special needs, highlight features" as the leading idea, rely on government and industry (enterprise), focus on cultivating practical operational skills, constructing order-based HR training model. The cooperative training agreement signed by the university and the government and industry (enterprise) should make detailed regulations and requirements on demand of cultivating talent, training objectives, training programs and training models. It should take the project form as the link , combine students' professional theoretical knowledge with practice, and continuously strengthen the training intensity of students' practical operation ability. It also should implement the order-based talent training mode so that can serve the local regional economy. At the same time, both ides should establish various practice bases according to their needs, and form a practical training mode that combines the practical teaching base in the school and base for practice outside the school to ensure that the practical requirements of all professional degree graduate students are met. In addition, the examination system of professional qualification certificates is introduced into the practical training mode, so that the organic connection between practical teaching standards and professional standards can be achieved. Graduate students should be required to take the professional qualification certificates to ensure high-quality professional practice. And to better serve the development of local regional economies, it's necessary on ensure the quality of postgraduate.

3.3 Pay Attention to the construction of the Mentor Team and Truly Implement the "Double tutors" Inside and Outside the University

Schools should pay more attention to the training of tutors inside and outside of the university, so that can broaden their practice and teaching vision, gradually improve their ability to practical teaching and classroom teaching. And the "double tutor" system can be implement inside and outside the school. Through the construction of the mentor team, the "double tutor team" of the collaborative unit is established. And it ensure that each master degree student can be guided by both tutors in the same research field inside and outside of the university. At the same time, the establishment of postgraduate tutor system for professional master degree encouraged the school tutors and off-campus part-time tutors to participate in the postgraduate training work. It gives the tutor more autonomy and decided power, so as to arouse the enthusiasm of the tutor to guid graduate students. By improving the learning ability, practical ability and ability of the Master degree graduate students to solve practical problems, lay a good foundation for school to declare the authorized spots for professional master degree.

References

- [1] Statistics and analysis of data from professional master catalog enrollment information network and universities' homepage
- [2] Gan Qin, Service Special Needs, Oriented by professional ability, Innovative Engineering Master's Degree Postgraduate Training Model——Exploration of the "2461" Postgraduate Training Model in Chongqing University of Science and Technology [J]. Degree and Postgraduate Education. 2014(08).
- [3] Yu Aiguo and so on, Problems and Countermeasures in the Development of Professional Degree Graduate Education in Comprehensive Research Universities——Taking Jilin University as an Example[J]. Degree and Postgraduate Education. 2013(01).