

I. Discipline Introduction

Education is a discipline that studies the phenomena and problems of human education and reveals the laws of education and the characteristics of its application. Its content mainly involves a) the relationship between human growth and educational activities; b) the development and organization of learning and educational activities; c) the relationship between education and society; and d) the regularities of educational reform and development. Education is one of the disciplines that gain great social attention, not only because its importance to the spiritual quality of people and the formation of a community with a shared future of mankind, but also because it directly contributes to innovation and sustainable development. Educational research is about accumulating knowledge and constantly expanding the understanding of educational activities. Meanwhile, since education is affected by all kinds of values and interests, policy research is of particular necessity. Moreover, since various objects of educational research, including students, teachers, administrators, parents, and decision makers, are all active agents, the methodological choice in research will directly affect our judgment of the results.

Faculty of Education in Southwest University originated from the Department of Education at Eastern Sichuan Normal College, which was established in 1906. In 1952, during the college and department adjustment, departments of education from nine different universities, including Chongqing University and Sichuan University, were merged into this faculty. Through more than 100 years of development, this faculty of education become one with strong foundation. In 1984, this faculty was authorized to run doctoral degree program. At present, we have multiple platforms for educational research, including the national key discipline Curriculum and Instruction, nationally authorized doctoral degree programs under education, postdoctoral research centers, and the Center for Studies of Education and Psychology for Ethnic Minorities in Southwest China, which is one of the key MOE research base for humanities and social sciences. In addition, we have 13 doctoral degree programs in secondary disciplines including Principles of Education, Curriculum and Instruction, Education for Ethnic Minorities, History of Education, Comparative Education, Higher Education, Preschool Education, etc. We also have 14 master's degree programs and EdD program in running. Starting 2012, our faculty decided to run programs in education that use English as the medium of instruction. Our designs of doctoral and master degree programs have been authorized by MOE. We started to enroll doctoral and master students instructed by English in 2013.

II. Areas of Study

Discipline	Areas of Study
Education	<ol style="list-style-type: none"> 1. Curriculum & Instruction 2. Educational Economics & Management 3. Comparative Education 4. Special Education 5. Principles of Education 6. Preschool Education 7. Higher Education 8. Educational Technology

III. Aims and Objectives

A master student in Education should have a sense of social responsibility and dedication, a wide range of knowledge of humanities and social science, solid and comprehensive knowledge of professional education, a certain ability to independently engage in educational research, the practice of education and teaching reform, a good sense of innovation and academic literacy, and the basic ability to engage in teaching, research, training, management and service of education and related majors. To realize the above objective, a master student in Education must meet the following requirements:

3.1 Knowledge Structure Requirements

- **Basic knowledge of education** that includes educational philosophy, theories of curriculum and instruction, history of education, comparative education; theories of educational management, theories of moral education, educational technology, educational measurements, as well as assessment and statistics.
- **Professional knowledge of the chosen area of interests in education.**
- **Relevant knowledge foundation**, which can come from humanities and arts, social sciences, or natural sciences.
- **Knowledge of Methodologies and methods** that allow developing the independent ability of identifying problem, posing problem and solving problem.
- **Language knowledge** in both English and Chinese. A master student in the English program of education should have the English language competence to read, write, and communicate fluently about academic contents in the discipline. He/she should also master Chinese to a certain degree, passing HSK level three (180 points at least) before graduation.
- **Pedagogical knowledge** that can afford effective educational and instructional activities.

- *In-depth knowledge about Chinese history, culture and society.* With an understanding of the Chinese politics system and diplomatic policies, as well as the mainstream values and public moral standard, one can then form the legal and moral consciousness required by the Chinese society.

3.2 Individual Quality Requirements

- A master student in Education should have the enthusiasm towards the enterprise of education and insist on the scientific spirit and rigorous academic attitudes of seeking truths from facts.
- He/she should be scientific and rigorous in his attitude towards academic work. In research practice, he/she should closely follow the laws as well as academic ethics, moralities, and norms by, maintaining research integrity, avoiding any type of plagiarism, forgery, or fraud.
- A master student in Education should be open-minded and adaptive towards the diversity of culture. He/she should play a positive role in the construction of a respectful community that unites individuals with different races, nationalities and cultural backgrounds.

3.3 Academic Ability Requirements

- Ability of professional learning that allows one to develop a solid knowledge foundation of the discipline and participate in the research work in the area of interests.
- Ability to identify problems worth studying, and then plan, propose, and finally conduct a scientific research project.
- Ability to participate in pedagogical practices and research projects practice.
- Ability to communicate academically, by expressing one's ideas using academic language, in a way that follows academic norms
- Ability to cooperate with others
- Ability to apply educational knowledge, skills and methods indifferent social and cultural contexts.
- Ability to participate in international affairs and global competition

IV. Duration of the Program

The program is flexible in duration. The standard length of this full-time master program is three years, which can be adjusted to up to a maximum of 5 years according to the individual needs.

V. Modes of Supervising and Learning

Diverse approaches are used in the training of master students, including advisor, advisory board, and disciplinary faculty teams. Advisor is in primary charge of fostering a master student. An advisor should provide individualized guidance to a student in various aspects, including learning, research, morality, and life. Advisory board refers to the situation when more than one advisors provide guidance for a student as a group. An advisory board is usually consisting of one advisor and one vice-advisor. Disciplinary faculty teams are consisting of advisors from different fields of disciplines. Using this approach in the process of training master students can help breaking the language barrier and providing group guidance by synthesizing the advantages of Chinese and foreign graduate education.

VI. Compulsory Components

6.1 Coursework

Type	Course code	Course name	Semester	Credit hour	Credit	Assessment type	Note	
Compulsory Course	Common core	1811000001015	Chinese	2	108	3	Exam	
		1811000001016	Chinese culture survey	3	72	2	Exam	
	Disciplinary core	1811040100001	Study on Main Literature	1	36	2	Exam	
		1811040100002	Learning Theory	1	54	3	Exam	
		1811040100003	Educational Methodology: Quantitative Research	1	36	2	Course paper	
		1811040100004	Educational Methodology: Qualitative Research	2	36	2	Course paper	
		1811040100005	Thoughts of Chinese Education	3	54	3	Course paper	
	Area special	1811040100006	Basic Principles of Curriculum and Instruction	2	54	3	Course paper	
		1811040100007	Comparative Education	2	54	3	Course paper	
		1811040100008	Principles of Education	2	54	3	Course paper	
		1811040100009	Educational Administration and Leadership	2	54	3	Course paper	
		1811040100010	Higher Education	2	54	3	Course paper	
		1811040100011	Special Education	2	54	3	Course paper	
		1811040100012	Child Psychological development and Education	2	54	3	Course paper	
		1811040100013	Development of Educational Technology	2	54	3	Course paper	
Electives	1811040100014	Academic Writing	2	54	3	Course paper		
	1811040100015	Educational Statistics & Measurements	3	54	3	Course paper		

	1811040100016	Education Policy	3	54	3	Course paper	
	1811040100017	Economics of Education	3	54	3	Course paper	
	1811040100018	Trends in Contemporary Education	3	54	3	Course paper	
	1811040100019	Hot Topics in Comparative Education	3	54	3	Course paper	
	1811040100020	Foreign Language Learning and Teaching	3	54	3	Course paper	
	1811040100021	Multicultural Education	3	54	3	Course paper	
	1811040100022	Preschool Teacher Education	3	54	3	Course paper	
	1811040100023	Foundations of Educational Technology	3	54	3	Course paper	
	1811040100024	Professional Development of Principal and Teacher	3	54	3	Course paper	
	1811040100025	Higher Education & Intercultural Learning	3	54	3	Course Paper	
	1811040100026	Smart Learning Resources	3	54	3	Course Paper	
	1811040100027	AI in Education	3	54	3	Course Paper	
Additional course for students without a degree in the discipline of education	1810040100001	English for Academic Purposes	1	54	Note: 1. Students who failed the entrance exam in English are required to take English for Academic Purposes. 2. Students without a degree in education are required to take Basics of Education and Educational Psychology.		
	1810040100002	Basics of Education	1	54			
	1810040100003	Educational Psychology	2	54			
Credit requirement	Minimum: <u>31</u> credits With at least <u>25</u> credits from compulsory coursework (including two credits from academic activities and practical training)						

Remark	<ol style="list-style-type: none">1. The course exemption shall be implemented in accordance with the relevant regulations of the university.2. Area special course is compulsory for the corresponding major, and is optional for other majors.3. Students are allowed to select among all the postgraduate-level courses (taught in English) offered by all departments and colleges in Southwest University. This selected course is viewed as the electives.
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6.2 Academic Activities

Academic activities include academic presentation, academic salon, academic forum, academic conference, literature study and literature review. A master student in Education must attend at least 15 academic activities, and give at least three academic presentations. Academic report should be submitted through the graduate management information system within seven working days after the end of the academic activity. The credibility of the academic activities and the student's performance will be assessed by the advisor or group of advisors. Two credits will be assigned to this part of academic work.

6.3 Practical Training

Practical training includes trainings of professional practices and pedagogical practice. All master students are required to participate in at least one type of the practical training. Training of professional practice requires participation in research projects hosted by advisor, advisor group, the student, or other official organizations (formal proof is required). The student's performance in professional practice would be evaluated by the advisor or group of advisors. Training of pedagogical practice requires assisting teaching in various aspects, including providing lectures, grading assignments, supervising experiments or internship, etc. Training of pedagogical practice should last for the full length of a course, including at least 6 credit hours of lecturing, and at least 12 credit hours of other pedagogical activities. The student's performance in pedagogical practice would be evaluated by the course lecturer. Two credits will be assigned to this part of academic work. Students who have more than two years of teaching experience in higher education institutions can be exempted from training of pedagogical practice (formal proof is required).

6.4 Thesis

6.4.1 Condition for applying proposal defense

A master student in Education must pass the mid-term examination before working on his/her thesis. Only with the signature of approval from the advisor, can a student submit a thesis proposal and apply for a proposal defense. The main body of a thesis proposal should be not less than 8,000 words (not including references, appendices, and footnotes, etc.)

6.4.2 Requirements for thesis proposal

A thesis proposal should well align with the applicant's chosen area of interest, bearing salient features of his/her specialty. It should focus on a topic of important academic values and research significance within one's specialty. Besides being independent and original, a proposal should also reflect a holistic understanding of certain object or phenomenon from a specific perspective. And it should provide a state-of-the-art

description of the purpose statement, specific research questions, a thorough literature review, an appropriate theoretical framework, a quality research design, and a precise illustration of its innovation. It should prove its own potential in contributing to the theoretical understanding or practices in the chosen area of interest. The writing should be consistent throughout, to show the individual quality required of a master student candidate in Education.

6.4.3 Types of research appropriate for master thesis

A master thesis can have either an empirical or a theoretical orientation. Synthetical use of multiple research methods such as experimental and semi-experiments, surveys, action research, modeling, qualitative research methods, and so on. Empirical studies that have practical value are especially encouraged. A thesis based solely on literature review, however, is not allowed in principle.

6.4.4 Workload requirement

The duration from proposal defense to thesis defense should be not less than one year. The original data of the thesis such as the experimental data and survey data should be kept for at least 3 years after the degree is awarded. The main body of the thesis should be **above 20000** words in length (not including contents, abstract, footnotes, references, appendices, acknowledgement, etc.).

6.4.5 Requirements of academic standards

Citations in a thesis must be provided in a standardized style. Citations should be based on original literature and first-hand information.

Full respect should be given to existing academic achievements; any academic misconduct of plagiarism, or embezzlement of other people's academic achievements is strictly prohibited. The Chinese language, English language, punctuation, numbers and other foreign languages in the thesis should follow the format requirements regulated by Southwest University. Pay attention to the quality of the dissertation. Any forms of shoddy and low-level duplication shall be avoided. Academic achievements should not be republished.

Students with academic misconduct will be punished in different ways according to the seriousness of the misconduct.

6.4.6 Format requirements

Executed following *Thesis/Dissertation writing and printing requirements for doctoral and master students of Southwest University*.

VII. Quality Control Components and Requirements

7.1 Design a Learning Plan

The learning plan should be jointly designed through discussion between a student and his/her advisor or advisor group, and approved by the advisor or advisor group. It should be completed within one month after enrollment.

7.2 Course Assessment

The assessment methods can be oral presentation, written test or course paper, which can be decided by the instructor. Common core courses should adopt the method of examination. The percentage of examination as the assessment method for disciplinary core courses should be no less than 30%. The minimum requirement for a pass is 75 points out of 100 in professional core course (including disciplinary core course and area special course), and 60 points out of 100 in other courses. The assessment methods of each course should be clearly stated in the syllabus and strictly carried out.

7.3 Academic Activity Assessment

Academic report should be submitted through the graduate management information system within three working days after the end of the academic activity. The credibility of the practical activities and the student's performance will be assessed by the supervisor or supervisor group.

7.4 Practical Activity Assessment

Report on practical activity should be submitted through the graduate management information system within seven working days after the end of the activity. The credibility of the practical activities and the student's performance will be assessed by the advisor or advisor group.

7.5 Mid-term examination

7.5.1 Time

The mid-term examination will generally be arranged at the end of the third semester when the student get all the required credits. If a master student has not gained all the required credits, or has failed to pass one or more required courses, he/she cannot attend the mid-term exam.

7.5.2 Contents of examination

The content of the mid-term examination mainly includes ideological status,

coursework, scientific research ability, academic activities, and physical and mental health status.

- Ideological status: to assess whether he/she has good learning attitude, and rational legal and moral consciousness.
- Coursework: to assess the results of completed courses and credits.
- Scientific research ability: to assess students' participation in scientific research and scientific research ability according to main literature reading and review report. Examine whether the student has mastered the basic theories and professional knowledge, the frontier of the chosen research interests, as well as their ability to apply professional knowledge to analyze and solve practical problems.
- Academic activities: to assess the participation in academic activities.
- Physical and mental health status: to assess whether the student meets the relevant requirements of the school.

7.5.3 Organizational form

A disciplinary exam committee will host the exam. The committee will be responsible for making a detailed plan for the exam, as well as assigning the data, location, approach, coverage and result of the exam. The committee should consist of more than five professors or associate professors or experts with equivalent professional titles from the same discipline or relevant disciplines, with one professor or expert with equivalent title serving as the committee chair. Advisers of students who are attending the exam can be part of the committee, but not the chair.

The mid-term exam committee should be approved by the academic committee of the Faculty of Education before implementing the exam. A secretary should be hired to keep mid-term exam and to fill the form *Southwest University Master Student Mid-term Exam Record*. The detailed recording material should be reviewed by the chair and saved by the secretary to the student's personal profile.

7.5.6 Assessment mode

The mid-term examination can combine paper-based exam and oral exam.

Paper-based exam: Attendee of a mid-term examination should hand in the following material as a self-assessment report:

- Official transcript with grades of all the master level courses the student has taken;

- Summary and reflections on at least 8 academic activities;
- Reading reports on at least 5 academic books and at least 5 academic articles; Reading reports must be relevant to the chosen area of interests and/or the student's thesis research project;
- A description of the research topic intended to propose, a literature review and the initial research design.

Oral exam:

- The committee members would raise questions based on students' participation in academic presentations, readings of main literature, reading of main literature and their research topic intended to propose.
- Students should provide immediate answers to the questions.

7.5.7 Results and application

The results of mid-term examination will be either qualified or unqualified as a master student candidate. Feedback will also be provided according to the content of the exam. Those who are qualified as master candidate can continue to work on the proposed thesis research. Those who do not attend the mid-term exam in time or do not fit the conditions for attending the examination would be considered unqualified. Those who are graded as unqualified on the first mid-term examination can apply for a second chance. If a student is graded as unqualified twice, he/she will be disembroiled from the program.

7.6 Thesis Timeline

7.6.1 Proposal defense

Time: at the end of third semester.

Organizational form: Proposal defense meeting consisting of five to seven professors as an expert group.

Results and application

The research proposal should include statement of research purpose, literature review, conceptual framework, research method, research focus, expected difficulties and innovations, thesis outline, reference and appendices (including questionnaires, interview protocol, coding schemes, consent forms and so on). A thesis proposal should follow the standard format, presenting an appropriate topic, clear research questions, and lucid logic of research. All parts of the proposal should be internally related and in coherence. The

committee should make evaluative decision about a proposal through open defense. The proposal can be evaluated as qualified or unqualified. Those who are evaluated as qualified in proposal defense can continue working on their master thesis. Those who are graded as unqualified have to apply for proposal defense again.

7.6.2 Progress check

Time: at the fifth semester.

Organizational form: The progress check will be organized by the English-taught program expert committee.

7.6.3 Duplicate check

Time: at the beginning of the sixth semester.

Organizational form: Duplicate check will be organized by the English-taught program expert committee.

Results and application: According to the requirement of the school, the duplicate rate shall not exceed 20%. Those who have not passed the duplicate check cannot send their thesis to be reviewed or enter the thesis defense.

7.6.4 Blind review

Time: at the beginning of the sixth semester.

Organizational form: Master thesis will be blindly reviewed by external experts. Its organization will follow the related regulations of Graduate School of Southwest University. A master thesis will be reviewed by two external experts in the field from other higher institutes.

Results and application

- Veto by one vote will be applied to thesis review. Any thesis receiving one vote against defense will be disqualified for a thesis defense for degree. The student can apply for a thesis defense for graduation only or an extension on graduation.
- A student whose thesis has been voted against defense by the two external experts will need to reapply for proposal defense and then be rewrite the thesis, or apply for a thesis defense for graduation only.
- The students should well revise their thesis according to the reviewers' comments and suggestions and hand in thesis revision reports to the defense committee. If a student or his/her advisor wants to file a dispute about the result of the review, the review shall be handled according to the procedures provided by The Southwest University Regulations of Thesis/Dissertation Review and Defense.

7.6.5 Thesis defense

Time: at the sixth semester.

Organizational form: Defense should be implemented according to the procedures provided by *The Southwest University Regulations of Thesis/Dissertation Review and Defense*.

Results and application

Through open defense, the chair of the defense committee should announce or briefly introduce the feedback from the reviewers. The defense committee members should then have a private meeting, evaluating the defense and voting to form a decision. The main agenda and contents of the meeting include:

- Evaluating the quality of the thesis and defense. The defense committee should base their evaluation on the required evaluation items and criteria of thesis, assigning one of the four grades to the thesis: Excellent, Good, Qualified, Unqualified;
- After fully exchanging comments about the defense, the committee members should vote anonymously regarding whether this defense passes and whether a master degree should be conferred;
- Discussing former written decision. In order to be effective, the written decision has to be signed by the chair of the defense committee in order to be effective. The chair of the defense committee should publically announce the committee's decision.

7.7 Requirements for Academic Achievements

In general master students are not allowed to graduate ahead of time. Students who are exceptionally excellent can apply for an early graduation after spending two years in the program. The application has to be approved by the advisor, the Faculty of Education, and the Graduate School of Southwest University. A qualified applicant should meet the following conditions:

- has passed the mid-term examination, or was awarded the title of university-level “Excellent Graduate Student”;
- has published at least 2 academic papers on A journals of the research area previous to thesis defense, which are based on work that constitutes one’s thesis. (Please refer to the related university policy for criteria that define A journals.)

十、培养方案审核意见

所在培养单位学术分委员会意见：

负责人（签名）：

年 月 日

学部学术委员会意见：

负责人（签名）：

年 月 日

学校审核意见：

负责人（签名）：

年 月 日