



## Review

# Talent Development Pathways for Integrating Law and Business in Chinese Universities

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## Abstract

The practice of “integration of law and business” in universities has a history of nearly twenty years in China. With the maturity of China’s market economy system, the cultivation of compound talents of law and business become more and more important in the future development of business majors and law majors in universities. This paper mainly adopts literature research method and induction and summary method to collect the relevant literature of the “integration of law and business” curriculum construction and talent training path in the four platforms, and summarizes and analyzes the specific practices in the university running practice. Through research, it is found that in the past five years, the trend of “integration of law and business” in running schools in domestic colleges and universities has been rising, and many business majors in colleges and universities implement the integration of law and business in related courses such as “Economic Law”, “International Economic Law” and “International Trade Law”. Construction of the team of compound teachers of law and business and emphasis on practical teaching are the core part of the cultivating compound talents of law and business. Combing through the historical practice of the training of complex talents of law and business in domestic colleges and universities is helpful to provide reference and guidance for other colleges and universities to carry out the reform of the integration of law and business education, and is conducive to deepening and improving the training mechanism of complex talents of law and business, and train talents who can truly meet the needs of economic and social development.

**Keywords:** integration of law and business, training of compound talents of law and business, talent training path

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## 1 INTRODUCTION

Law and business have long been boosting social progress and the development of human civilization. Since the 21st century, with the in-depth development of our market economy, it is needed to the combine the majors of

“law” and “business”. Training of complex talents of law and business in universities has become the voice of the times. In September 2018, the Ministry of Education and the Central Political and Legal Affairs Commission of the Communist Party of China (CPC) issued “the Opinions

on the Implementation of the Education and Training Plan 2.0 for Outstanding Legal Talents”, which pointed out that “to enrich students’ cross-professional knowledge and cultivate students’ cross-field knowledge integration ability and practical ability”. In February 2023, the General Office of CPC Central Committee and the General Office of the State Council issued the “Opinions on Strengthening Legal Education and Legal Theory Research in the New Era”, which once again clearly stated that “to promote the cross-integration and development of law, economics, management, statistics and other disciplines, and cultivate high-quality compound legal talents”. With the successive issuance of national policy documents, major universities in China, especially those of finance and economics and political science and law, have successively carried out a trend of “integration of law and business” in school running practice. That is, through the organic combination of “law” and “business” elements in talent training, to break the boundaries between disciplines and adopt interdisciplinary education methods to enhance students’ composite application ability. Through the cultivation of complex talents in law and business, colleges and universities can improve students’ “legal quality” and “business quality”, on the one hand, to enhance students’ competitiveness and meet the needs of economic and social development; on the other hand, to promote the integration of teaching resources in colleges and universities and improve the quality of education.

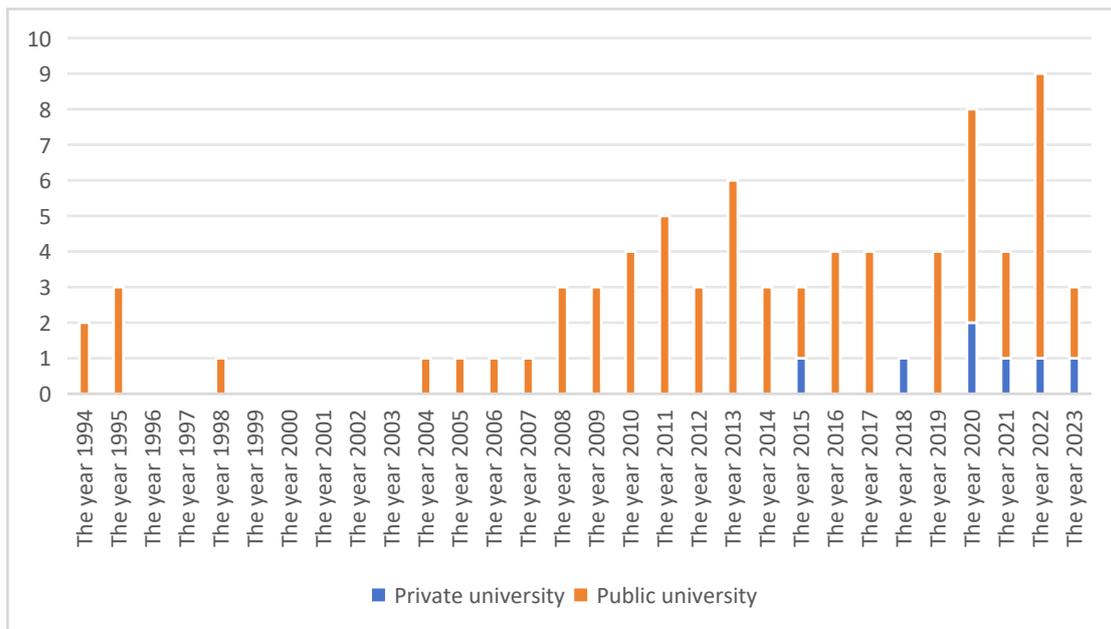
The theoretical study of “integration of law and business” first started in 1994 in China, and its university talent cultivating practice has a history of nearly twenty years. In the past 30 years, many scholars have conducted researches on the “integration of law and business” in different dimensions, some of which are oriented to the needs of certain types of talents in the market (such as foreign trade talents<sup>[1]</sup>, legal talents<sup>[2]</sup>, etc.), some mainly focus on the drawbacks of traditional cultivating of talents in the integration of law and business<sup>[3]</sup>, and some focus on teaching modes and teaching methods (such as case teaching<sup>[4]</sup>, project-based teaching<sup>[5]</sup>, etc.). Some focus on describing a specific project of talent cultivation (such as curriculum construction<sup>[6]</sup>, teaching team construction<sup>[7]</sup>, focusing on practice<sup>[8]</sup>, etc.). In general, these studies have their own focus and strengths, with less overall vision. In order to have a more comprehensive understanding of the specific path of cultivating compound talents of law and business in domestic universities, and to provide guidance for other universities to carry out the reform of the integration of law and business in education, this paper collects the literature resources on the theme of “Integration of Law and Business” from four major platforms. In addition, this paper carefully selected 18 domestic colleges and universities that carry out the practice of integrating law and business in running schools, investigated their curriculum construction and talent cultivating paths of

“Integrating law and business”, systematically sorted out and summarized their numerous scattered school-running practices, hoping to understand the road of integrating law and business in domestic colleges and universities through an overall vision and objective perspective. On this basis, the methodology of the Chinese-style integration of law and business in running schools is formed, so as to constantly deepen and improve the training mechanism of law and business compound talents, and cultivate talents who can truly meet the needs of economic and social development.

## 2 PUBLISHED LITERATURE ON THE THEME OF “INTEGRATION OF LAW AND BUSINESS”

At the 14th National Congress of CPC in 1992, it was decided to establish a socialist market economy and let the market play a decisive role in the allocation of resources. It called for a law-based economy, to protect market competition, maintain the operation of the market economy and stimulate the vitality of market entities. In 2014, the 18th Central Committee of CPC adopted the Decision of “the Central Committee of CPC on Several Major Issues Concerning Comprehensively Promoting the rule of Law in China” (hereinafter referred to as “the Decision”), which pointed out that the socialist market economy is in essence a rule of law economy, and profoundly revealed the internal relationship between the market economy and the rule of law. In the 21st century, the accelerated development of the legalization of the market economy sets higher requirements for the combination of law and business at the conceptual and technical levels, and spawned the “integration of law and business” in China. Under this background, many universities in China have carried out the theme research and school-running practice of “integration of law and business”.

In 1993, Guangdong College of Commerce (now Guangdong University of Finance and Economics) first proposed to integrate the two disciplines of “law” and “business” in order to build a new type of university of law and business to meet the needs of the socialist market economy. In 1994, professor Cheng Xinhe of Sun Yat-sen University published “On the Integration of Law and Business”, which was the first publicly published document on the topic of “integration of law and business” in China. Since then, major universities in China have successively carried out different forms of research on the theme of “integration of law and business”. This paper collects literature resources on the topic of “integration of law and business” from four platforms: CNKI, Wanfang Data Knowledge Service platform, Weipu Chinese Periodical Service Platform and Guangzhou College of Commerce Library, and according to whether the first author belongs to a public university or a private university, maps the number of literatures on “integration of law and business” published by major universities in China from 1994 to 2023 (See Figure 1). As can be seen from Figure 1, there are a total of



**Figure 1. Number of articles on “integration of law and business” published in domestic universities from 1994 to 2023 (Unit: articles).**

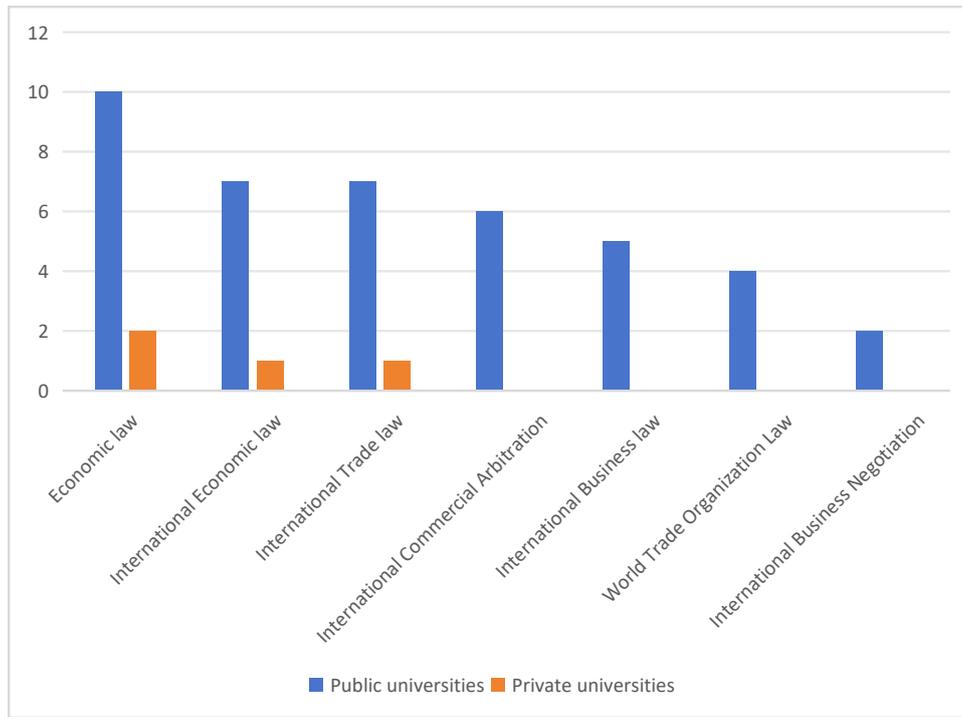
77 papers on the topic of “integration of law and business” in China in the past 30 years, of which 70 are published by public universities, accounting for 91% of the published papers, and 7 are published by private universities, accounting for 9% of the published papers. Among them, from 1994 to 2003, the cumulative number of papers was 6 (6 in public universities, 0 in private universities); from 2004 to 2013, the popularity of relevant research began to rise, and the cumulative number of papers was 28; (28 in public universities and 0 in private universities); from 2014 to 2023, a total of 43 papers have been published (36 in public universities and 7 in private universities). From the perspective of research progress, before 2004, the integration of law and business only remained in theoretical research and had not yet entered into the practice of running schools in colleges and universities. The hot spot of the initial theoretical research is the foothold of the integration of law and business, that is, whether to integrate business on the basis of law, or to integrate law on the basis of business, or to form a new concept of law and business. There are some opinions that support it and others that question it. After 2004, the integration of legal education and business education moved from the background to the forefront and from theoretical research to practical implementation in higher education. At this stage, major colleges and universities have carried out vigorous exploration and practice in the characteristics of running a school, personnel cultivating mode, teaching mode and curriculum system construction of “integration of law and business”. On the whole, the “integration of law and business” in public colleges and universities started early, starting from pure theoretical research, and gradually turned to the practice of university running after 2004. Although there is a break in the process, the research on this topic has been relatively continuous since 2004, and the number of published

documents has shown an overall rising trend. On the other hand, the research and running practice of “integration of law and business” in private universities began in 2015, which started later than that in public universities, and the number and quality of published papers were much lower than those in public universities.

As can be seen from Figure 1, since 2019, the research popularity heat of “integration of law and business” has been rising, reaching its peak in 2022, and the reason is closely related to the external economic environment. On the one hand, the COVID-19 pandemic has dealt a heavy blow to the global economy, China’s economy is under great downward pressure, the economic efficiency of many enterprises has declined, and the demand for traditional talents in the entire market has declined. On the other hand, the trade frictions between China and the US since 2018 have led to significant changes in the international trade landscape. Countries generally tighten border policies and increase inspection and quarantine links, resulting in increased foreign trade risks and more foreign-related legal disputes. In this context, the whole market is in urgent need of a large number of compound talents who understand both operation and management and have legal awareness to avoid business risks and legal risks. In response to the needs of the times, the academic circles and universities in this period also set off the theme of “integration of law and business” research and school-running practice tide.

### 3 CURRICULUM CONSTRUCTION OF “INTEGRATION OF LAW AND BUSINESS” IN DOMESTIC UNIVERSITIES

Curriculum construction is an important guarantee to highlight the educational philosophy and professional characteristics of “integration of law and business”. By



**Figure 2. The number of “integration of law and business” courses offered by universities (unit: number).**

combining business and law knowledge in one course, students can cultivate compound knowledge structure and ability. In practice, which courses should we choose? Only in this way can we better realize the “integration of law and business”. Based on this, this paper makes an in-depth investigation into the interdisciplinary integration of “law” + “business” in major universities in China, and sorts out and analyzes their “integration of law and business” courses. As the “business” major is large and wide, it can be subdivided into many sub-majors, and the “integration of law and business” courses involved are relatively extensive. In order to further clarify the direction, the statistics of “integration of law and business” courses in this section mainly integrate business majors into law courses, and relatively focus on international trade and international business activities. A total of 18 universities were investigated in this paper, which are as follows: Guangdong University of Finance and Economics, Zhongnan University of Economics and Law, East China University of Political Science and Law, Shanghai University of International Business and Economics, Wuhan Institute of Technology, Southwest University of Political Science and Law, Lanzhou University of Finance and Economics, Guizhou University of Finance and Economics, Northwest University of Political Science and Law, China University of Political Science and Law, Central University of Finance and Economics, Gansu University of Political Science and Law, Sanda University, Hebei Vocational College of Political Science and Law, Sichuan University JinCheng College(Now it is Chengdu Jincheng College), Guangdong Peizheng College, Hunan College of Commerce(Now it is Hunan University of Technology and Business), Heilongjiang University of Finance and Economics.

Among them, there are 15 public colleges and universities and 3 private colleges and universities (Sanda University, Chengdu Jincheng College and Guangdong Peizheng College). The courses of “integration of law and business” in these 18 universities are sorted out and summarized. According to the number of courses of “integration of law and business” implemented, a few courses of “integration of law and business” independently carried out by some universities are not counted, and the following seven courses of “integration of law and business” are finally retained (See Figure 2). The specific implementation courses of “integration of law and business” in various universities are shown in Table 1. As can be seen from Figure 2, the courses of “integration of law and business” implemented by domestic colleges and universities are: “Economic Law”, “International Economic Law”, “International Commercial Law”, “International Trade Law”, “International Commercial Arbitration”, “World Trade Organization Law” and “International Business Negotiation” in descending order. Among them, the courses of “integration of law and business” in public colleges and universities are not only diverse, but also extensive, while those of private colleges and universities are relatively limited. In addition, “Economic Law” is the course that carries out the most integration of law and business in both public and private colleges and universities.

From the perspective of the development of legal and business integration courses in business majors, the knowledge system of the three courses of “Economic Law”, “International Economic Law” and “International Business Law” is relatively comprehensive, which not only involves international commercial activities, but also involves

**Table 1. The Specific Implementation of the “Integration of Law and Business” Course in the Universities Investigated**

Integration of Law and Business Courses	Implementing Colleges and Universities
Economic law	Guangdong University of Finance and Economics, Zhongnan University of Political Science and Law, Shanghai University of International Business and Economics, Lanzhou University of Finance and Economics, Guizhou University of Finance and Economics, China University of Political Science and Law, Gansu University of Political Science and Law, Sanda University, Hebei Vocational College of Political Science and Law, Chengdu Jincheng College, Hunan University Of Technology and Business, Heilongjiang University of Finance and Economics.
International Economic Law	Guangdong University of Finance and Economics, Shanghai University of International Business and Economics, Wuhan University of Technology, Southwest University of Political Science and Law, Lanzhou University of Finance and Economics, Northwest University of Political Science and Law, Sanda University, Hunan University of Technology and Business.
International Business Law	Guangdong University of Finance and Economics, East China University of Political Science and Law, Shanghai University of International Business and Economics, Southwest University of Political Science and Law, Hebei Vocational College of Political Science and Law.
International Trade Law	Guangdong University of Finance and Economics, Zhongnan University of Economics and Law, East China University of Political Science and Law, Northwest University of Political Science and Law, China University of Political Science and Law, Hebei Vocational College of Political Science and Law, Chengdu Jincheng College, Hunan University of Technology and Business.
International Commercial Arbitration	East China University of Political Science and Law, Shanghai University of International Business and Economics, Wuhan University of Technology, International Commercial Arbitration, Hebei Vocational College of Political Science and Law, Hunan University of Technology and Business.
World Trade Organization Law	Guangdong University of Finance and Economics, Shanghai University of International Business and Economics, Wuhan University of Technology, Northwest University of Political Science and Law.
International Business Negotiations	China University of Political Science and Law, Wuhan University of Technology.

enterprise operation and financial supervision, so they are offered in many business majors. While “International Trade Law”, “International Commercial Arbitration”, “World Trade Organization Law” and “International Business Negotiation” are more focused on international trade and business activities in the international scope. Comparatively speaking, these three courses are offered more in international economics and trade and international business majors. Therefore, in the specific implementation of the integration of law and business courses, the first three courses have become the main battlefield for many college business majors to carry out “integration of law and business”. Of course, in practice, which courses each university chooses or takes as the starting point to implement the “integration of law and business” should be combined with the research reality of each university, and blindly copying the courses of other universities may lead to the problem of acclimation or isolation of some courses. In addition, the number and proportion of courses set up in the two modules of “Law” and “Business” need to be scientifically demonstrated and combined with practice to continuously optimize the curriculum system.

#### 4 THE TALENT CULTIVATING PATH OF “INTEGRATION OF LAW AND BUSINESS”

From a macro point of view, the talent training goal of the integration of law and business is to cultivate talents

with both legal thinking and business thinking. On the premise of ensuring legitimacy, the cost and benefit of business factors are taken into account at the same time. Specifically, it means the combination of training programs, the integration of law and business culture, the combination of teacher resources, and the compatibility of practice and application<sup>[9]</sup>. Based on the in-depth investigation of the talent cultivating path of “integration of law and business” in the 18 domestic colleges and universities mentioned above, it can be found that the domestic colleges and universities have made great attempts and explorations in six projects, namely, team building of compound teachers of law and business, professional discipline competition, joint establishment of experimental classes of law and business, joint construction of talent training base, tutorial training, and dual degree system of major and minor. See [Table 2](#) for the specific implementation of these major colleges and universities, and this paper will soon elaborate these six projects respectively.

In terms of the construction of the law and business composite teacher team, nine public universities and two private universities (Chengdu Jincheng College and Sanda University) have made a strong attempt. Specifically, the following measures have been taken: To improve the business knowledge structure of law teachers and enrich the legal knowledge structure of business teachers (Gansu

**Table 2. Talent Training Programs of “Integration of Law and Business” in Domestic Universities**

Integration Projects of Law and Business	Implementing Colleges and Universities
Building a team of compound teachers of law and business	Southwest University of Political Science and Law, Guangdong University of Finance and Economics, Lanzhou University of Finance and Economics, Guizhou University of Finance and Economics, Northwest University of Political Science and Law, Gansu University of Political Science and Law, Heilongjiang University of Finance and Economics, Hebei Vocational College of Political Science and Law, Shanghai University of International Business and Economics, Sanda University, Chengdu Jincheng College.
Professional Discipline Competition	Southwest University of Political Science and Law, Central University of Finance and Economics, Guangdong University of Finance and Economics, Lanzhou University of Finance and Economics, Guizhou University of Finance and Economics, Northwest University of Political Science and Law, Wuhan Institute of Technology.
Jointly set up the experimental class of Law and Business	Guangdong University of Finance and Economics, Lanzhou University of Finance and Economics, Guizhou University of Finance and Economics, Shanghai University of International Business and Economics, Gansu University of Political Science and Law, Hebei Vocational College of Political Science and Law, Guangdong Peizheng College.
Jointly build a talent training base	Guangdong University of Finance and Economics, Lanzhou University of Finance and Economics, Southwest University of Political Science and Law, Guizhou University of Finance and Economics, Hebei Vocational College of Political Science and Law, Northwest University of Political Science and Law, East China University of Political Science and Law.
Tutorial system	Southwest University of Political Science and Law, Northwest University of Political Science and Law, Central University of Finance and Economics, Wuhan Institute of Technology, Gansu University of Political Science and Law.
Double major and minor system	Southwest University of Political Science and Law, Guangdong Peizheng College, Lanzhou University of Finance and Economics, Guizhou University of Finance and Economics, Gansu University of Political Science and Law.

Political Science and Law<sup>[10]</sup>, Chengdu Jincheng College<sup>[11]</sup>, Southwest University of Political Science and Law<sup>[9]</sup>, Hunan University of Technology and Business<sup>[12]</sup>); implement “one lesson, two teachers”, introduce law teachers into business classes, and bring business teachers into law classes to share teaching tasks (Gansu Political Science and Law<sup>[13]</sup>, Hunan University of Technology and Business<sup>[12]</sup>, Northwest University of Political Science and Law<sup>[14]</sup>); enhance teachers’ theoretical and practical ability through temporary job training, cross-employment, visiting study, social practice training, qualification access, continuing education, etc. (Lanzhou University of Finance and Economics<sup>[15]</sup>, Northwest University of Politics and Law<sup>[14]</sup>, Southwest University of Politics and Law<sup>[9]</sup>, Heilongjiang University of Finance and Law<sup>[16]</sup>, Hebei University of Politics and Law<sup>[17]</sup>); encourage interdisciplinary research cooperation among teachers (Gan Su Political Science and Law<sup>[10]</sup>, Chengdu Jincheng College<sup>[11]</sup>); introduce teachers with both business and law backgrounds (Northwest University of Political Science and Law<sup>[14]</sup>, Southwest University of Political Science and Law<sup>[9]</sup>); employ senior legal practice experts or business consultants to enter the classroom (Guangdong University of Finance and Economics<sup>[18]</sup>, Shanghai University of Foreign Trade and Economics<sup>[19]</sup>, Hebei University of Political Science and Law<sup>[17]</sup>, Guizhou University of Finance and Economics<sup>[20]</sup>); composite multidisciplinary teachers participate in course design, lesson planning, course implementation, course evaluation, and teaching evaluation (Sanda University<sup>[21]</sup>).

In terms of professional discipline competition, there

are seven public colleges and universities in the survey attempting to form a “teaching - competition - learning” integrated law and business personnel training model through the “competition to promote learning” model. In the specific implementation, some universities tend to “law” discipline competition, For example, Guangdong University of Finance and Economics organized students to participate in the national College student Moot Court competition, legal professional skills competition<sup>[18]</sup>, Central University of Finance and Economics organized students to participate in the “Li Lv Cup” national University Moot Court Competition and “Jessup” International Law Moot Court<sup>[22]</sup>, Lanzhou University of Finance and Economics organized students to participate in the “Ming Li Cup” University legal culture and legal knowledge competition<sup>[15]</sup>. and other university discipline competitions tend to “business”. For example, Southwest University of Political Science and Law primarily focuses on management and business competitions<sup>[23]</sup>, Central University of Finance and Economics organizes students to participate in the “Trade Promotion Cup” international commercial arbitration debate competition<sup>[22]</sup>, Guizhou University of Finance and Economics and Wuhan Institute of Technology organizes students to participate in the “Internet +” National College Student Innovation and Entrepreneurship competition<sup>[20]</sup>. and some university discipline competitions have the integration of “Law and Business”. For example, some colleges and universities organize students to participate in the “National Colleges and Universities Simulation Collective Bargaining Competition” and “International Enterprise Management Challenge Competition”<sup>[14]</sup>. These

competitions require students to comprehensively apply the thinking and knowledge of law and business management in order to achieve excellent results in the competition. However, on the whole, the in-depth integration of law and business events is relatively rare, and has not been effectively verified in the field of talent training<sup>[24]</sup>.

In terms of jointly setting up legal and commercial experimental classes, six public universities and one private university (Guangdong Peizheng College) have set up legal and commercial experimental classes. In 2011, the Ministry of Education issued “Several Opinions on the Implementation of the Plan for the Education and Training of Outstanding Legal Talents”, and decided to jointly implement the plan for the education and training of outstanding legal talents. In 2018, the Ministry of Education’s “Education and Training Opportunities for Outstanding Legal Talents 2.0” emphasized deepening the integration of production and education and jointly cultivating legal talents with Chinese socialism characteristics<sup>[25]</sup>. Under the requirements of these two documents, many colleges and universities in China have successively carried out the construction of legal and commercial experimental classes. The construction ideas of experimental classes can be roughly divided into the following three categories: First, legal and commercial experimental classes set up the training direction of special talents. For example, Guangdong University of Finance and Economics has offers two directions of “Guangdong-Hong Kong-Macao Greater Bay Area Legal Affairs” and “Enterprise Legal affairs”<sup>[18]</sup>. Law major in Lanzhou University of Finance and Economics offers enterprise legal affairs, financial legal affairs, accounting legal affairs, government legal affairs and other characteristic professional directions<sup>[15]</sup>. Second, related majors of colleges and universities are integrated to jointly set up legal and business experimental classes. For example, Guangdong Peizheng University and Guizhou University of Finance and Economics jointly set up experimental classes integrating law majors and related majors of economics<sup>[26]</sup>. Third, universities and enterprises cooperate to set up legal business experimental classes. For example, Guizhou University of Finance and Economics has cooperated with large state-owned enterprises to cultivate outstanding corporate legal talents<sup>[26]</sup>.

In terms of the joint construction of talent training bases, seven public colleges and universities and social organizations jointly build talent training bases. As the national teaching quality standards have certain credit requirements for practice teaching, in practice teaching, in order to highlight the integration of law and business, some undergraduate colleges and social institutions have built a number of talent training bases. There are mainly three types of bases: First, the personnel training base is mainly for legal practice departments. For example, Guangdong

University of Finance and Economics<sup>[18]</sup>, Lanzhou University of Finance and Economics<sup>[15]</sup>, Hebei Vocational College of Political Science and Law<sup>[17]</sup> have established off-campus practice bases in courts, procuratorates, law firms and other practical departments. Second, the talent cultivation base integrates legal elements into corporate operations. For example, Lanzhou University of Finance and Economics has added specialized practice bases for financial regulators, banks, securities companies and other corporate legal affairs<sup>[15]</sup>. Third, the school relies on the campus platform and resources to build practice bases with the community. For example, Guizhou University of Finance and Economics cooperates with enterprises, tax, development and reform, financial institutions, market supervision and other departments to jointly build shared talent joint training base relying on the school’s pioneer park and collaborative innovation center to build an “industry-university-research and application” integrated innovation and entrepreneurship platform<sup>[20]</sup>.

In terms of the training mode of tutorial system, among the universities surveyed, five public colleges and universities have implemented the training mode of tutorial system. Since the integration of law and business education cannot be separated from talents who are familiar with both law and business theory and enterprise practice, and most of the teachers in Chinese universities lack both disciplinary background and practical experience in the cross-integration of law and business. In order to solve this problem, some scholars proposed that through the dual tutorial system, universities and enterprises could jointly participate in the revision of talent training mechanism. In practice, the implementation of tutorial system mainly has the following two kinds: first, double tutorial system. That is, in the process of talents training in the integration of law and business, each student is equipped with an on-campus tutor and an off-campus practical tutor. For example, the Southwest University of Political Science and Law<sup>[27]</sup>, the Northwest University of Political Science and Law<sup>[14]</sup>, and the Central University of Finance and Economics<sup>[22]</sup> have implemented the double tutor system. Some colleges and universities began to implement the “dual tutorial system” when students entered the graduation practice stage, the on-campus tutors provided students with management and academic guidance, and the enterprise tutors provided students with practical skills<sup>[28,29]</sup>. Some colleges and universities implement the “double tutorial system” at the beginning of students’ admission, so that students can get in touch with practice as early as possible and grasp knowledge comprehensively. The on-campus tutors conduct education based on theory and ethics, and the enterprise tutors, as a high-level education stage, pay attention to practical training and the improvement of skills. Both jointly build a training system integrating law and business<sup>[2]</sup>. Second, single tutorial system. Each student is equipped with a tutor, who provides students with

four years of continuous guidance in the whole process, including but not limited to: Course selection, Learning situation guidance, Research topics, Academic guidance, etc. In order to improve students' comprehensive quality. For example, Wuhan Institute of Technology<sup>[19]</sup> and Gansu Political Science and Law<sup>[10]</sup> both implemented this tutorial system. In order to ensure the implementation of the tutorial system, these schools adopt incentive system to strengthen the implementation.

In the dual major and minor degree system, that is, students in addition to major professional courses, according to their own wishes, minor in a different from their own major courses of other professional courses, who complete the required credits and complete two professional degree papers on time, can be awarded two professional bachelor's degrees. There are four public universities and one private university (Guangdong Peizeng University) in the research, which have carried out the exploration and practice of the dual major and minor degree system integrating law and business on campus (See [Table 2](#)).

## 5 SUMMARY AND ENLIGHTENMENT

The integration of law and business education in China is primarily concentrated in colleges and universities specializing in finance and economics, as well as political science and law. In the practice of the integration of law and business in colleges and universities for nearly twenty years, the talent training mode of "integration of law and business" has become clear from the initial doubt, gradually expanded from small-scale pilot to radiation scope, gradually penetrated from public colleges and universities to private colleges and universities, and the talent training projects have become more and more abundant and diversified. The goal of talent training has become more and more clear. After nearly twenty years of educational practice, the integration of law and business education has become an important trend in the current reform of economic, management and legal education.

From the publication of the literature on the theme of "integration of law and business", the theoretical research of "integration of law and business" began in 1994, starting from public colleges and universities, and after 2004, "integration of law and business" have been practice in universities and colleges, and mainly concentrated in public colleges and universities. Since 2015, private colleges have joined the theoretical research and school-running practice of "integration of law and business", but the number of published papers and the quality of journals of private colleges are far lower than that of public colleges. In addition, since 2019, due to the dual impact of the COVID-19 and the Sino-US trade frictions, the market has a huge demand for law-business composite talents. To meet the needs of the times, the tide of "integration of law and business" in university education practice has been rising,

and the number of published documents has shown an upward trend<sup>[30-37]</sup>.

From the perspective of the integration of law and business courses, this paper mainly integrates business majors into law courses, and relatively focuses on international trade and international business activities in the "business" module. Through the investigation of the "integration of law and business" courses in 18 universities, it can be found that the implementation of "integration of law and business" courses in domestic universities is as follows: "Economic Law", "International Economic Law", "International Commercial Law", "International Trade Law", "International Commercial Arbitration", "World Trade Organization Law", "International Business Negotiations". Among them, the types and quantity of courses of "integration of law and business" in public colleges and universities are more than those in private colleges and universities. In addition, due to the relatively comprehensive knowledge system of "Economic Law", "International Economic Law" and "International Commercial Law", these three courses have become the main battlefield for many business majors in universities to carry out "integration of law and business".

From the perspective of talent training path, colleges and universities attach the most importance to the construction of the combination of law and business teacher team, and the talent training mode of the integration of law and business cannot be separated from the combination of law and business teacher team. College teachers should have a solid knowledge structure of law and business. In addition, they pay attention to practical teaching. From the participation of professional discipline competitions, the construction of off-campus talent cultivation bases, the various resource platforms embedded in the law and business experimental classes, and the introduction of off-campus practical tutors in the double tutorial system, all these measures reflect the importance of colleges and universities in cultivating the practical ability of law and business composite students.

In general, after nearly 30 years of theoretical research and 20 years of practical experience in higher education, the training mode of law-business composite talents has become an important trend in domestic higher education reform, as it constantly conforms to the endogenous needs of economic and social development. Under this trend, more and more universities have conceived the consciousness of "integration of law and business". Many of them have long been trapped in the dilemma of education homogenization and social demand diversification, single talent knowledge structure and society favor interdisciplinary knowledge background. These colleges and universities have greater determination to "integration of law and business" education reform. For these colleges and universities,

how to take the road of integrating law and business education reform? It can be seen from the above that some domestic colleges and universities have accumulated valuable experience in the specific course selection and talent training path of the integration of law and business in the past two decades of practical exploration, which provides certain reference guidance for other colleges and universities. Looking back on history, the reform of law and business integration education began in business or political and legal universities, which either have a strong business knowledge or a strong legal knowledge, and have a sensitive sense of the market demand for “Business Talents” or “Law Talents”, laying a solid foundation for the reform of law and business integration education. Taking this as a reference, when other universities carry out the integration of law and business, they should combine their own subject advantages and accurately locate the direction of talent training. Is it focused on “Law” or on “Business”? Or both “Law” and “Business” of the subject knowledge system and practical application ability. In addition, in the implementation of the law and business integration talent training model, although some domestic colleges and universities have given some experience and practices, in practice, due to the different academic background of each college and university, regional economic development and industrial status quo are quite different, and the law and business integration talent training in colleges and universities should give priority to the economic and social development of the region to meet the special needs of regional industries or industries for talents. Therefore, the talent training mode of the integration of law and business is diversified and personalized, and each university should have its own differences. To sum up, universities should adapt to local conditions and proceed from reality when introducing or deepening the talent training mechanism of integrating law and business. In combination with its own talent training orientation, the university’s subject advantages and the needs of regional economic construction for talents, we will formulate and improve the talent training mechanism for the integration of law and business. Cultivate a new era of law and business compound talents who truly meet the needs of society and have both “Legal literacy” and “Business literacy”.

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The authors declared no potential conflict of interest with respect to the research, authorship, and/or publication of this article, and that the research was conducted without any

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### Author Contribution

The whole text from the idea, data search, paper writing, etc, are written by Zhao T alone.

### Abbreviation List

CNKI, China National Knowledge Infrastructure  
CPC, The Communist Party of China

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