

# The Exploration of the Disciplinary Education Model for Undergraduates in Universities under the Perspective of Administering University by Law

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## Abstract

The traditional model of disciplining students in colleges and universities is often management-based, with single means and irregular procedures. In order to achieve standards and rationality in the disciplinary process, it is necessary to fundamentally govern the university according to the law. In the context of the scientific management of the university in accordance with the law, disciplinary education starts from multiple perspectives and constructs a new model of disciplinary education that integrates ideological and political education, psychological health education, career planning, protection of disciplinary procedures, influence period of disciplinary setting, and students' appeal and other redress channels.

## Keywords

Administering university by law, Disciplinary education for students in universities, Due process, Construction of new model.

## 1. Introduction

Administering university by law refers to the act and dynamic process of managing teaching, administrative and student education affairs within the school as a management body under the leadership of the Party Central Committee and in accordance with laws, regulations, departmental rules and internal school rules and regulations, with the goal of institutionalizing, standardizing, routinization and rule of law school management [3]. Disciplinary education is an important part of the management of student affairs in universities and is the main means of correcting student misbehavior in schools, with the aim of "achieving correction by exerting some influence on the student's body and mind, causing him to feel pain or shame and inspiring him to repent" [1].

## 2. Realistic Features of Traditional Disciplinary Education

The purpose of disciplinary education is to help students develop from "individual persons" to "social persons". The traditional model of disciplinary education is unsatisfactory because of its single means, inappropriate scale of measurement and irregular procedures. The root cause of this is the transformation of higher education from elite to mass education, while the disciplinary education model continues to perpetuate the traditional model that arose in the context of an elite higher education and a society with a single set of values, and is no longer adapted to the increasingly complex needs of student management.

### 2.1. The Aim of Discipline Focuses on Management

Traditional disciplinary methods tend to maintain the normal order of education and teaching as the primary purpose, showing the characteristics of management-based and disciplinary

purposes, emphasizing passive intervention afterwards, highlighting the educator-oriented view of student management, which does not adapt to the current student management values of “educating people and moral education first”. This is conducive to the achievement of the manager’s aims, but not to the educator’s aims [8].

## 2.2. The Methods of Discipline is Relatively Simple

The traditional disciplinary education model is usually the “criticism and education → warning → disciplinary punishment → appeal processing” process, which is often based on the student’s disciplinary behavior compared to laws and regulations to make simple treatment, light warning, warning, demerit, serious expulsion, too single and stereotypical and programmed. Such methods are applied in principle without taking into account the psychological factors and the future development of the student, and such a disciplinary tool will only instill awe in the student without making him or her fully aware of the fundamental wrongness of the behavior[9]. Discipline is only the beginning of the evaluation of a misbehavior and is still a long way from fulfilling the responsibility of education.

## 2.3. The Scale of Disciplinary Punishment is Improperly Measured

At present, in the handling of student discipline, under the background of the rule of law, universities can basically achieve proper procedures, sufficient evidence, clear basis and accurate characterization, but if the disciplinary action for students is put into the whole process of their growth and development, the school will reveal the problem of “inappropriate punishment” for a certain disciplinary action for students [10]. On the one hand, many schools have a rule that students who have been disciplined cannot participate in the evaluation of merits and awards, cannot be recommended for postgraduate studies without an examination, or cannot even obtain a degree; on the other hand, *the Archives Act* clearly stipulates that students’ disciplinary records must be filed in the archives, which is likely to have a direct impact on students’ ability to find employment, enlist in the military, and continue their studies. In particular, if the offence or breach of discipline is relatively minor and poses little danger to school order or social order, the direct sanctioning of such a student may lead to negative consequences for the student which are more serious than the disciplinary measure. Such an education would be too costly for the individual student and would be at odds with the idea of “to educate and nurture students” [11].

## 2.4. Disciplinary Procedures Need to be Standardized

In 2005, the Ministry of Education issued *the Regulations on the Administration of Students in General Higher Education Schools*, which for the first time put forward the obligation of “due process” in the process of student administration, specifying procedural requirements such as service, notification and appeal. *The Regulations on the Administration of Students in General Higher Education Schools* (MOE Decree No. 41) was revised in 2016 and formally issued in 2017, in which it was clarified that “schools shall combine education and discipline in giving disciplinary actions to students, commensurate with the nature and severity of their violations. The school’s disciplinary action against students should be based on sufficient evidence, clear basis, accurate characterization, proper procedure and appropriate discipline”. The law reflects the due process control of the exercise of educational disciplinary power, but from the increasing number of educational administrative lawsuits in recent years, the attention to procedural due process in the management of students in colleges and universities is generally low, both in terms of regulatory norms and practical operation, and there are basically no procedural provisions for the management of students in the category of due process, and the proper right of information and representation of students is relatively neglected. In addition, in traditional disciplinary education, there is a lack of clear redress procedures for students who have been subjected to disciplinary action, and it is not uncommon for students’ legitimate

rights and interests to be violated. There is also a lack of avenues for students to have disciplinary action withdrawn for good behaviors.

### 2.5. Disciplinary Outcomes are Not Convincing

After a disciplinary outcome has been decided, different roles may have different views on a particular incident, and the outcome may only satisfy the perceptions of a small number of people and fail to convince the majority of people, resulting in a reduction in the approval of the manager by the majority of people, leading to a reduction in the manager's authority and a possible inability to deal with rebellious and excessive students in the subsequent conduct of work, and an inability to discipline students effectively. Therefore, schools should improve their management systems so that there are rules to follow, and try to refine each thing so that there are measurable standards for results.

## 3. Theoretical Connotation of Discipline Education under the Threshold of School Governance According to Law

The external development model is characterized by meeting external demands, relying on the "input" and "consumption" of educational resources, and pursuing superficial expansion such as quantitative growth, scale expansion and spatial expansion, while the internal development of higher education emphasizes internal demands, using internal factors as the driving force and resources, and relying on scientific thinking, content and methods to pursue deeper development such as structural optimization, quality improvement and strength enhancement.

### 3.1. Definition of Student Disciplinary Education in Higher Education

*The Modern Chinese Dictionary (7th edition)* defines discipline as "to warn by punishment" and *the Dictionary Sea (7th edition, Shanghai Dictionary Publishing House)* defines discipline as "to take as a warning, i.e. to use past failures as lessons". Discipline is different from punishment in that it focuses more on the effect of punishment and the subsequent management and education process, with "punishment" being the means and "discipline" being the effect. Student discipline in higher education is a non-difficult or punitive measure taken by a higher education institution for educational or administrative purposes, in accordance with national legislation and school norms, to place a disadvantageous burden on a student who has breached a specific obligation or failed to meet a prescribed requirement, by a written decision [5]. Disciplinary education for students in higher education is a means to help students develop a correct world view, values and outlook on life, with the aim of educating people, under the premise of procedural propriety and full respect and protection of their human rights and freedoms. Disciplinary education for higher education students is different from that in compulsory education, as university students are at a stage of gradual mental maturity, a critical period for shaping their personality and forming values. It uses "punishment" as a means to achieve the ultimate goal of educating and guiding students.

### 3.2. Legal Basis of Disciplinary Education for Students in Higher Education

Disciplinary education for students in higher education is based on legal theory, and laws and regulations such as the Higher Education Act clearly authorize the right to discipline students in higher education. Article 28 of *the Education Law of the People's Republic of China* clearly stipulates that the school has the right to "manage the school register and impose rewards or penalties on education recipients"; Article 53 of *the Higher Education Law of the People's Republic of China* states that "students of higher education institutions shall abide by the laws and regulations, the code of student conduct and the school's management system"; Article 52 of *the Ministry of Education's Regulations on the Administration of Students in General Institutions of Higher Education* stipulates that "the school shall give criticism, education or

disciplinary punishment to students who have violated the law, violated the rules or breached discipline." The school imposes penalties for student misbehavior, which is an administrative power given to the school as a subject by the State. Based on the identity relationship in education, in order to maintain the normal order of education and teaching, universities and their teachers take disciplinary measures against students who violate certain obligations of compliance with the law, which is not only an important part of the management power of schools and teachers, but also a necessary measure to protect students' right to education. Discipline is a negative sanction for misbehavior that ensures the proper order of the school and upholds the right to education for all students by punishing the order-breaker and repairing the broken rights and obligations.

### **3.3. The Doctrinal Basis of Disciplinary Education for Students in Higher Education**

From a pedagogical point of view, discipline is an important tool in educational activities. It is a practical activity that promotes the socialization of the individual and the individuation of society, and takes place consciously and in a certain social context [6]. As a warning light and corrector of bad behavior, disciplinary education not only helps students to develop socially acceptable norms of behavior, but more importantly, it helps to develop a sense of law and responsibility, allowing students to acquire social norms and moral principles that can then be translated into their own internal laws.

From a psychological point of view, disciplinary education is a very important external force for the psychological development of individual students. The developmental psychology perspective emphasizes that society gives young people the opportunity to suspend their adult responsibilities and obligations, a period known as the 'deferred payment period'. According to Skinner's neo-behaviorist theory of learning, repetitive reinforcement is necessary to achieve educational goals, and disciplinary measures are necessary to exert external pressure on the child to suppress his or her desires and engage in learning. In other words, disciplinary education is an external motivation for students to correct their mistakes, and discipline can inhibit excessive self-inflation, thus creating a tendency to avoid mistakes and preventing them from making the same mistakes again [7].

## **4. Key Points in the Construction of A Disciplinary Education Model from the Perspective of Law**

Disciplinary education in the context of the rule of law is based on *the Regulations on Student Management in General Institutions of Higher Education* (Regulation No. 41 of the Ministry of Education of the People's Republic of China) and the relevant supporting regulations on student management and student handbooks of colleges and universities, and gives full play to the joint efforts of various departments and groups (the joint efforts of the academic affairs office, front-line teaching units, the postgraduate work department, the student work department, the admission and employment office, the youth league committee and other departments, etc.; the joint efforts of classroom teachers, postgraduate tutors, undergraduate tutors, tutors and student work cadres, etc.), to construct the implementation framework of the new model of disciplinary education for college students.

### **4.1. Adhere to Administering University by Law and Establish A Rule of Law Mindset Among Teachers and Students**

Administering university by law is significant and permeates the actual process of student discipline education in universities. The key to adhering to the rule of law lies in firmly establishing a rule of law mindset among teachers and students. Universities should incorporate legal publicity and education into the responsibilities of university teachers,

promote learning and communication among teachers, students and staff through effective forms such as offering relevant law courses, strengthening rule of law publicity and organizing legal knowledge seminars, and actively guide administrators and teachers and students to establish the concept of rule of law and consciously act in accordance with the law. Reforming and innovating the management of disciplinary education for students in colleges and universities, combining basic education laws and regulations such as *the Education Law of the People's Republic of China*, *the Higher Education Law of the People's Republic of China*, *the Teachers Law of the People's Republic of China* and *the Regulations of the People's Republic of China on Academic Degrees*, actively formulating and implementing education management plans, adhering to the principle of legal priority in management and the principle of due process, and standardizing management procedures so that disciplinary education for students in colleges and universities can be standardized and proceduralized. At the same time, it creates a good environment for the rule of law in colleges and universities, allowing college students to gradually cultivate legal awareness and enhance the legal concept of law-abiding and lawfulness in their daily study, life and practice, effectively promoting the reform and innovation of the disciplinary education model for college students and improving the quality of talent training, as well as improving the overall legal literacy of the nation and promoting the rule of law and the university in accordance with the law, with far-reaching effects.

#### **4.2. Based on the Regulations on *the Administration of Students in General Institutions of Higher Education***

In January 1983, the Ministry of Education officially issued *the Measures for the Administration of Academic Registration of Students in Full-time Ordinary Colleges and Universities (83) Teaching Character No. 001*, which stipulates in Article 38 that students who have made mistakes may be subject to criticism, education or disciplinary action, depending on the severity of the circumstances, and that there are six types of disciplinary action as follows: warning, serious warning, demerit, probation, withdrawal from school, expulsion from school. In January 1990, *the Regulations on the Administration of Students in General Higher Education Schools* (State Education Commission Decree No. 7) was issued. Article 62 of the Regulations stipulates that the school may impose criticism, education or disciplinary punishment on students who have made mistakes, depending on the severity of the circumstances, and that there are six types of disciplinary punishment as follows: warning, serious warning, demerit, probation, withdrawal from school, expulsion from school. These regulations remain essentially the same as in the 1983 edition. In September 2005, *the Regulations on the Administration of Students in General Institutions of Higher Education* (Order No. 21 of the Ministry of Education of the People's Republic of China, hereinafter referred to as "*the Regulations*") came into effect, covering many aspects of student rights and obligations, academic registration, campus order and extra-curricular activities, rewards and sanctions, and student appeals, etc. Order No. 21 regulates student administration more comprehensively. After 12 years, in September 2017, *the Regulations on the Administration of Students in General Institutions of Higher Education* (Order No. 41 of the Ministry of Education of the People's Republic of China) was revised and put into effect again. The revised *Regulations* consist of seven chapters and sixty-eight articles. In the 2005 revision of *the Regulations*, the types of disciplinary sanctions are divided into five categories: warning, serious warning, demerit, probation and expulsion, and "due process, sufficient evidence, clear basis, accurate characterization and appropriate sanctions" are included in *the Regulations*; the 2017 revision of *the Regulations* maintains the types of disciplinary sanctions in the 2005 version, but adds provisions for the removal of sanctions, except for expulsion, which is set for a period of 6 to 12 months.



Combing the development of the regulations on student management in colleges and universities for more than thirty years, the management regulations have undergone several relatively important changes: the withdrawal from school as a type of disciplinary action was fade away from the historical stage in 2005, while procedural due process was written into the regulations and an on-campus appeal mechanism was proposed; in 2017, *the Regulations* further improved the appeal mechanism, and the student disciplinary relief mechanism represented by on-campus appeal was gradually improved, while a disciplinary impact period was set. Further analysis of *the Regulations* shows that the disciplinary system of students in China's universities has gradually developed from "emphasizing discipline but not education" to "emphasizing both discipline and education". In 2007, *the Regulations* have made significant progress, reflecting the dialectical relationship between discipline and education, fully demonstrating the concept of human-centered education and facilitating the realization of the aims of education [12].

#### **4.3. To Make Full Use of the Synergy to Achieve the "Three-Whole Education" Requirement**

The "theory of synergy" was coined by Marx and Engels, who in their writings repeatedly referred to "synergy", "total force" and "In their writings, Marx and Engels repeatedly mention the terms 'synergy', 'total force' and 'unity of purpose'". It is clear that Marx and Engels were already aware of the importance of cooperation and collaboration. To give full play to the joint force of disciplinary education in colleges and universities and to realize the requirements of whole-staff education, whole-process education and whole-directional education, i.e. "Three-Whole Education", is to strengthen the construction of disciplinary education mechanism for college students. Firstly, departments such as the Academic Affairs Office, front-line teaching units, the Graduate Work Department, the Student Work Department, the Admissions and Employment Department and the Youth League Committee should cooperate with each other, work closely together, each doing its own job, and form a departmental synergy; groups such as teaching staff, graduate student supervisors, undergraduate student supervisors, counsellors and student work cadres should have clear responsibilities, specific division of labor, close coordination, mutual cooperation and joint management, forming a group synergy and full participation to accomplish the goal of disciplinary education for university students. Secondly, students are allowed to participate in the whole process of disciplinary education, including beforehand: participation in the formulation of regulations and norms governing students in universities, during the process: implementation of discipline for students in universities, and afterwards: relief, appeal and review after students are disciplined [13]. The participation of students in the whole process of disciplinary education is not only an important part of the building of a bright campus environment based on the need for procedural justice in the rule of law, but also conducive to the positive interaction between the school, teachers and students in the process of disciplinary education, which serves as a warning and education for students, prevents students from violating school-level school rules, and has a re-education effect on the disciplined students.

#### **5. The Construction Path of a Disciplinary Education Model for Undergraduates in Higher Education**

With the principles and methods of ideological and political education as the mainstay, it integrates the knowledge and techniques of various disciplines such as law, ideological and political education and mental health education, moderately considers the legality of disciplinary actions, reasonably restricts the right to discipline, sets up remedial measures for the withdrawal of disciplinary actions, explores the effective intervention of four methods: ideological and political education, mental health counselling, career planning and pedagogy,

establishes a database of corrective discipline, and builds a new model of “discipline - education - guidance - reset” disciplinary education. The model is based on the “three strict” disciplinary education philosophy of “strict management, serious treatment and strict correction”, which insists on guiding students to correct themselves. At the same time, ideological and political education, psychological health education, professional career planning and other timely intervention, disciplinary security procedures, disciplinary sanctions conditional withdrawal of the impact period as one of the disciplinary education mechanism, the construction of “prior warning - disposal - remediation afterwards” the whole process of positive education model, the abolition of the disciplinary approach to students a punishment set for life, the discipline of students, adhere to the combination of education and discipline, to ensure that the nature of violations, disciplinary behavior and the degree of fault appropriate [14].

### **5.1. Effective Intervention in Ideological and Political Education - Prior Warning Mechanism**

The root cause of students’ disciplinary behavior is often a deficiency in values and a lack of awareness of rules. The impact of multiple values brings confusion to students’ minds and the purpose and importance of ideological and political education is to guide the correct values.

Ideological and political pedagogy demands that while it advocates motivation, it also advocates critical education. The process of ideological and political education is “the unity of education for shaping and education for transformation”. The spiritual world of each student is made up of both positive and negative elements, and the nature of the two elements is different, so is the nature of the teaching. In cases where negative factors are taking shape and the “sedimentary” barriers are high, education must be targeted and, if necessary, given a strong jolt and, moreover, given more time and a number of iterations. Ideological and political education plays an extremely important role in the pre - and post-disciplinary education system. Students may have occasional deviations in their thinking when faced with a positive circumstance, but they are graded on different levels in order to correct themselves, and are then disciplined on different levels, with “guidance” as the main focus and “punishment” as an aid, but they need to be observed over a long period of time, and if they repeatedly deviate, the type of factor is re-judged. In most cases, the two factors converge, and in these cases, the five states of knowledge, emotion, faith, will and action are harmonized, and different measures are taken in different biased situations.

From a methodological point of view, student ideological and political educators can start with several strategies of values guidance, rules awareness development, establishment of students’ self-management awareness and interpretation and training of student management regulations. Teaching core values is an important part of students’ ideological and political education. Successful teaching of core values can reduce disciplinary infractions at the source. Developing awareness of rules and regulations, and interpreting and training students on administrative regulations, can let students clarify that the nature and consequences of disciplinary actions and strengthen students’ awareness of the legal system, discipline and responsibility.

From an institutional point of view, ideological and political education appears in the initial stage of the disciplinary education system, mainly based on the interpretation of the university’s administrative regulations, including the regulations on the administration of disciplinary sanctions, the implementation methods for the award of bachelor’s degrees and the code of practice for examinations. The school has implemented the “Five Ones” counsellor work system, i.e. once a week in class Gathering, once a week in the students’ class, once a week in the students’ dormitory, once a year in the school year with each student face to face, and once a year in the school year with the students’ parents. The aim is to enable counsellors to have more opportunities to communicate with students in terms of ideas and emotions, so that

the guidance of life and values can be accomplished in a subtle process over time, so that students fundamentally recognize and accept the core socialist values and immature disciplinary behavior can naturally be reduced from the root.

Targeted ideological and educational counselling and individual or intensive educational work can be organized for students who show disciplinary behavior. The content of the education includes the nature of the disciplinary behavior, the harmful consequences of the disciplinary behavior, analysis of the reasons for the disciplinary offence, and discussion of ways to correct it. This is a crucial part of the education process and cannot be a superficial lecture. Educators must explore the deep-seated reasons why students make mistakes, really care about their state of mind, fundamentally persuade students to recognize the mistakes of their own behaviors, and choose a reasonable, legal and proportionate form of discipline according to the specific individual behavior, as well as guiding them the path to corrective action.

Helping students to reflect deeply on their behavior. The educator should analyze the reasons and review the incident together with the student in the light of the student's actual situation and the facts, and adopt a reasonable educational method and approach to help the student understand the nature of his or her own behavior and mistakes, and achieve the final aim of making the student reflect deeply. The right way of teaching is to put the teacher and the student on an equal footing, to avoid the teacher being in a position of superiority and blaming and preaching to the students, but to combine moral education with the solution of the students' practical problems. Set the facts, reason, say the basis, persuade people with reason, and move with emotion, so that students who violate discipline truly realize their own mistakes in thinking and behavior from the heart to avoid similar incidents from happening again.

Strengthen the follow-up education of students who have violated discipline. A contact person is identified for the disciplinary student to provide continuous follow-up education to the disciplinary student, and the contact person is regularly informed of the disciplinary student's thinking and implements individual support measures [15]. Firstly, a written reporting system should be established. Students who have been disciplined should regularly report in writing on their recent thinking and goals for improvement, and the support contact person should give advice and suggestions to the students who have been disciplined.

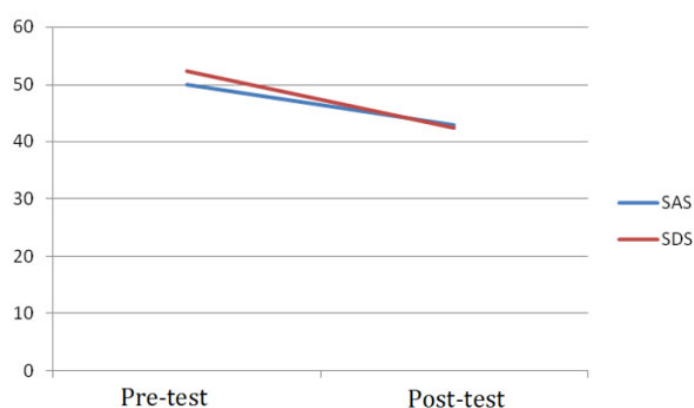
## **5.2. Effective Interventions in Psychological Counselling - Focus on Psychological Repair**

The intervention of psychological counselling is to help the disciplined student to build up a social support system. All forms of discipline in the short term tend to lead students into psychological conflict dilemmas, such as negative denial of self, feelings of inferiority and consequent psychological depression. In some cases, students may even resort to self-harm or deliberate injury to vent their anxiety, which can easily have serious irreversible effects on their own personal safety and that of others. This makes it necessary to intervene in mental health education and even to intervene in psychological crises, to help students move from initial self-deprecation to self-acceptance, to treat their strengths and weaknesses correctly and to face their reality with a normal mind. The university relies on a three-tier psychological support system of class - college - university to intervene in the disciplinary education process of students at a hierarchical level. In class, dorm leaders and psychologists pay attention to the emotional reactions and behavior of students who have been disciplined and fill in the class "mood thermometer"; In the College, counsellors pay close attention to the emotional changes of students and the behavioral changes they bring, talk to students, treat them with patience and love, analyze their current situation and future development with them, eliminate their worries and anxieties, stabilize their emotions and prevent them from acting out; In the university, the Mental Health Education and Counselling Centre establishes psychological

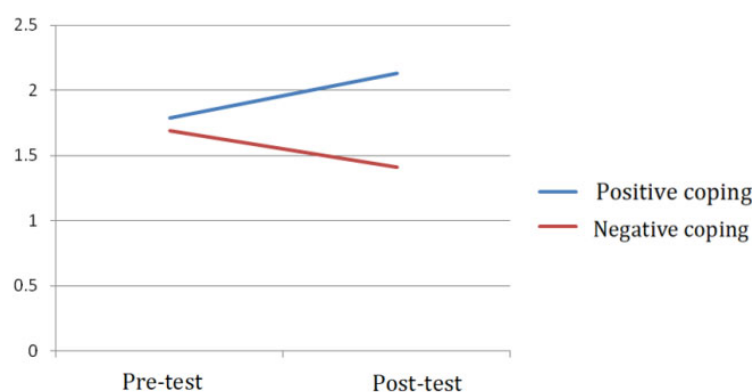


profiles of disciplinary students, conducts psychological counselling and uses group counselling techniques to give disciplinary students support and assistance.

Group counselling generally involves setting up the following procedures: self-introduction → situation review → full assessment of impact and threats → reflection and analysis → resource mobilization and active response → summary and gratitude. Group discussions and mutual support are mainly used with a view to educating, reassuring and encouraging students. In this paper, author randomly organized a test for 100 university students at school and the data from the pre-corps measurement of the students showed that the majority of the students were in some state of anxiety (SAS=50.03, SD=8.06) and depression (SDS=52.36, SD=11.27). The situation was alleviated to some extent through group counselling, see Fig. 1, which achieved some reassurance and emotional relief. In terms of coping styles, the students used more positive coping styles and less negative coping styles, see Fig. 2. The results show that the group support has to some extent mobilized the participants' resources and motivated them to cope more positively with their current problems.



**Figure 1.** Comparison of anxiety and depression before and after tests



**Figure 2.** Comparison of coping tendency before and after test

In terms of misconceptions about examinations, before group counselling, there were still some misconceptions among students, such as “getting caught cheating is because of bad luck”, “getting caught cheating is because of bad technique”, “bringing equipment and materials into the examination room without using them should not be considered cheating”, etc. After the group counselling, the students reached a consensus such as “I have to work harder from now on”, “I’d rather fail than try to cheat again”, “be sure to review” and so on. The group counselling also covered topics such as relationships with parents, rejection, remorse, boundaries and rules, the examination system, shame, life planning, self-orientation, and integrating and using resources. Everyone spoke positively, encouraged each other and exchanged and offered a

number of practical solutions, such as running for class president, working hard to get a new GPA and winning awards at school level or above, which created a good atmosphere of group support and achieved the effect of relieving emotions and building up the right perspective.

### **5.3. Effective Intervention in Career Planning - Focus on Lifelong Development and Self-improvement**

The root cause of students' disciplinary behavior is the confusion and disorientation caused by the impact of multiple views of life and values, a lack of proper understanding of self and society, and a deviation from the right and wrong judgement of things. In addition to the psychological pressure, confusion about the future is also a problem that students have to deal with when they are in disciplinary situations. Therefore, to correct a student's disciplinary behavior, he or she must be ideologically helped to find the right way forward that really suits him. The purpose of career planning intervention is to carry out career goal education and guide the disciplined student to clarify his life goals. Career planning is a dynamic process that helps people to set goals and bring hope so that they can break through internal and external barriers to personal development, develop their potential and ultimately achieve self-actualization [16], which is the main purpose of career planning. The university conducts career planning for students with disciplinary problems, using techniques such as personality exploration, interest exploration, skill exploration and value exploration, and one-to-one counselling activities such as the MBIT Career Personality Test, the Hollander Career Interest Island Test, and the "Write Your Own Growth Book" to guide students with disciplinary problems to plan their careers, help them form a correct self-concept, find the coordinates of their lives, establish a correct outlook on learning, and find their own direction of endeavor. In the process of career planning intervention, the first is to strengthen the disciplinary students' awareness of career planning, so that each student can be aware of the importance of career planning let students to their own career development direction and positioning clear, so that college students in theoretical learning at the same time, their own potential can also be fully explored, and thus their own competitive advantage clear. The second is to guide university students scientifically in their self-assessment. Students who have been disciplined are often accompanied by incorrect self-assessment: an over-evaluation of their own abilities or an over-exaggeration of their personal abilities. Self-assessment is an important element of career planning and choice for students, and rational self-assessment in career planning helps students who have been disciplined to regain an objective self-understanding and reinvent themselves. The third is to integrate career planning into the life and learning process of students in breach of discipline, to establish a sound and layered career planning education system, and to guide students to establish a correct career outlook and to apply their studies. At the same time, students should be actively encouraged and guided to participate in various organizations such as student unions and societies at different levels, such as classes, grades, departments and schools, to enhance their personal abilities through participation in student activities; disciplinary students should be involved in practical activities through the organization of professional apprenticeships and internships, social practice, volunteer activities and targeted vocational experience activities to enhance the vocational adaptability of university students.

Through the intervention of career planning, once disciplinary students have a correct plan and clear goals for their academic life, they will devote their energy to self-breakthrough and improvement, so that they can naturally correct their mistakes at root and develop for the better.

### **5.4. Effective Intervention in Education Law - Focus on Procedural Justice and Post-event remedies**

Effective disciplinary education must be carried out as a precondition of administering university by law, and the effective intervention of educational laws and regulations is

particularly important. In the early days, disciplinary education ended with disciplinary action, but with the deepening of the concept of “people-oriented” education, universities have begun to actively consider incorporating more humane elements into disciplinary education, such as setting up a certain degree of relief mechanism to give students the opportunity to correct their mistakes and return to the fundamental responsibility of educating people and allowing students to grow and become successful.

The first is that the treatment is reasonable and lawful, and the disciplinary treatment level is appropriate. In this part, educator can go through the aforementioned process, and then decide the level of treatment according to the student's disciplinary circumstances and the comprehensive score of various performances in disciplinary education, fully considering the reasonableness and legality of the punishment as well as the student's acceptance level, so as to reduce the student's resistance.

The second is a fair procedure and a system of academic warnings. For disciplinary offences that do not reach the level of a warning, a “red and yellow card warning system” is implemented, requiring students to reflect deeply on each warning and to keep an eye on them. Adopt a service elimination system that requires disciplined students to participate in public service activities and volunteerism. For example, the Tsinghua University student management system and the requirement for violators to assist in traffic enforcement programs after traffic violations in some areas. For students who have made more serious mistakes but have a good attitude towards them, they are given a chance to be lenient by being allowed to follow the class on a trial basis and having their sanctions reduced for good behaviors during the trial period.

The third is to provide post-event relief and set a period of influence on the sanction. The Ministry of Education's Decree No. 41 further proposes that “except for the sanction of expulsion, the sanction given to a student shall generally be set for a period of 6 to 12 months, at the expiry of which it shall be lifted in accordance with the procedures prescribed by the school. After the removal of the sanction, the student's access to recognition, awards and other rights and interests shall no longer be affected by the original sanction”. The “period of influence of a sanction” is an important addition to the new regulations, closely related to students' rights. It specifies the legal consequences arising during the period of influence of a sanction and the procedure for lifting the period of influence of a sanction, but it must be clear that the concept of “lifting the period of influence of a sanction” is different from the concept of “withdrawing a sanction”. After the period of influence of the sanction has been lifted, the student's rights and interests such as receiving recognition and gaining distinction are not affected by the original sanction, which can promote a positive attitude to correcting the student's mistakes. However, the original sanction remains in place and is not withdrawn, and must still be entered into the school's records and the student's own file in accordance with the regulations. The revocation of a sanction is a rejection of the original decision based on the fact that the original sanction was not established or was based on errors.

The rules governing student discipline in higher education should include procedural provisions for disciplinary sanctions and include a hearing procedure to fully guarantee the right of students to defend and challenge their case, so that students have a law to follow in terms of post-event remedies. Establish a committee to deal with student disciplinary complaints, take collective disciplinary decisions on serious offences after hearing, and monitor teachers' general disciplinary behavior on a daily basis. At the same time, the specific procedures of the complaint mechanism are clarified to ensure that the channels for student complaints are open and to improve the work related to Administering university by law.

## 5.5. Establishing a Corrective Disciplinary Database - Post-Event Regulation and Long-Term Attention

With the rapid development of the information age, technologies such as cloud computing and big data analysis have also provided effective carriers and analysis tools for disciplinary education. The database includes basic information about the student, the disciplinary information, the moral performance of the student's academic life each semester, the award or re-discipline situation, the correction situation, and can be tracked to the student's further education, employment and career development after graduation. This information is entered into software that interfaces with the university's academic management system, student management system and employment system, and is regularly maintained and updated to keep track of students over time.

After the establishment of the corrective discipline database, the school will use students with good correction results as models and encourage students who have made mistakes to self-correct, but in the process of demonstration, the psychological state of other students should be strictly controlled, so as to eliminate the idea that students are not afraid of making mistakes, and to establish an educational model that is "strict in management "but" lenient in self-correction". When setting up the database, it is important to correct students' attitudes and eliminate the misconception that it does not matter if they make a mistake, and that post-event remedies are aimed at students who have made mistakes and have a good attitude, while students who "exploit loopholes" are dealt with seriously. In addition, the information in the database can be analyzed as a whole, and models can be built to analyze the behavioral habits, educational methods and effective factors that promote correction of students with good correction results, providing scientific data and conclusions that are beneficial to the further development of disciplinary education, the enhancement of universities' ability to govern by law, and the continuous improvement of the model and mechanism of disciplinary education for university students. It is important to note that when setting up a corrective disciplinary database, special attention should be paid to cyber security, protecting the privacy of students and not releasing information about them without their consent when analyzing data and publishing results.

## 6. Conclusion

Based on the basic idea of governing the school according to the law, it integrates ideological and political education, career planning education and group psychological counselling, together with "due process" disciplinary sanctions, giving students a period of influence on the sanctions and the opportunity to make reasonable representations to withdraw them, and formulating individual and targeted disciplinary programs, thus building a new model of disciplinary education that is more scientific and comprehensive. This model is conducive to the principle of people-centered education, helping students who have broken the rules and guiding them to correct their mistakes and strive for excellence through their own efforts, in order to ultimately achieve the fundamental purpose of discipline "educating people".

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