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Theoretical Logic and Practical Path of Integrating Discipline Inspection and Supervision into Ideological and Political Education in Colleges and Universities

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Abstract: *This paperconstructs an integrated theoretical and practical framework to resolve the practical dilemma of "superficial integration, fragmented coordination, and blurred logic" in integrating discipline inspection and supervision with ideological and political education in colleges and universities[1][2]. Based on materialist dialectics, this paperclarifies the theoretical basis for the dialectical unity between"shaping the form" (institutional shaping) and "casting the soul" (value internalization)[3][4].It further draws on the unique political, practical, and contextual strengths of discipline inspection and supervision[5][6], which provide solidtheoretical support for such integration. Drawing upon these insights, the paper proposes a four-dimensional practice path. It centers on collaborative mechanisms, immersive curriculum design, targeted and individualized education, and closed-loop evaluation. The approach highlights the dual drive of system and culture, as well as a methodological innovation rooted in the unity of knowledge and practice[7][8]. In doing so, it moves integration beyond mere "physical superposition" toward a genuine "chemical reaction"[3][9].It thus offers systematic strategies for building a comprehensive integrity education system[4][10] and fulfilling the fundamental task of moral cultivation in higher education [11].*

Keywords: *discipline inspection and supervision; ideological and political education; integrity education; institutional shaping and value internalization; collaborative education*

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I. Introduction

The quality of talent cultivation in colleges and universities directly shapes the Party's and the nation's future trajectory, as these institutions serve as the primary front for moral education[11]. The new era poses a fundamental question: what kind of people to cultivate, how to cultivate them, and for whom. One important way to address it is to integrate discipline inspection and supervision more deeply into ideological and political education. This means drawing on its institutional achievements, practical resources, and disciplinary culture[3][12]. This endeavor is imperative for advancing thecomprehensive and strict governanceof the Party[13].It is also a strategic project. From the outset, it should guide young students to build a solid ideological defense against corruption and degeneration, helping them fasten the foundational values of life[4][14].

Currently, the integration of discipline inspection and supervision into ideological and political education in colleges and universities has entered a stage of active, practical exploration, with preliminary experience accumulated[15]. However, at the practical level, there is still a widespread dilemma of "form without substance"and "the separation of form and spirit"[3][16]. This manifests as: the content of integrity education is fragmented and its integration into the ideological and political curriculum system is insufficient[1][2]; educational activities tend toward formalization, and the effect of value internalization remains unsatisfactory[17][18]; interdepartmental coordination is weak, and a synergy for talent cultivation has not yet been formed[19]; universities have yet to build long-term and scientific evaluation mechanisms for educational effectiveness[1][20]. The root cause of these issues is that the theoretical level lacks a profound and systematic explanation of the inherent logic, core contradictions, and practical laws of integration work[21]. As a result, practical exploration has, to some extent, fallen into "experience dependence" and "ambiguous pathways"[22].

Therefore, at the theoretical level, this paper seeks to systematically address two fundamental questions:"whyto integrate" and "how to integrate"[9][21]. The paper constructs an integrated framework with three pillars. The first is the dialectical relationship between institutional shaping and value internalization,

which serves as its theoretical basis[3][4]. The second is the disciplinary character of inspection and supervision, which provides logical support[5][6]. The third is collaborative innovation across institutional mechanisms, content carriers, and evaluative methods, which gives the framework its practical orientation. The innovation of this paper lies not only in deepening theoretical cognition, but also in seeking to put forward and justify, for the first time, a "four-dimensional" integration framework that runs through the "theoretical foundation - logical vein - practical path".It provides systematic, principled, logically rigorous and, operable references for Chinese universities to explore distinctive and effective integration pathways.

II. Theoretical Foundation: Grasping the Dialectical Unity of "Institutional Shaping" and "Value Internalization"

To effectively promote the integration of discipline inspection and supervision into ideological and political education in colleges and universities, instrumental thinking must first be transcended to pursue sound theoretical support[21]. Marxist materialist dialectics offers the basic analytical framework for interpreting the inherent laws of this integration project[23]. Drawing on discussions within the academic community regarding the relationship between "form and spirit" in education, this paper argues that effective integrity education is a dialectical, complex system. Within it, "institutional shaping" and "value internalization" are two sides of the same coin—each complements the other, and neither can stand alone[3][4].

"Institutional shaping"is the material foundation of"value internalization"[3]. Materialism holds that matter is primary and consciousness is secondary[23]. "Institutional shaping" refers to objective carriers and tangible regulations such as curricula, institutions, and cultural environments. These build a solid material base and practical arena where integrity values can grow[3][24]. This paper maintains that without a systematic curriculum design, clear student codes of conduct, wholesome online campus environments, and routine warning education, integrity education will remain nothing more than abstract concepts and fail to achieve practical implementation[1][25].

"Value internalization" represents the sublimation of "institutional shaping", moving beyond external discipline toward internal initiative[4]. Dialectics stresses the dynamic, reactive function of consciousness, while emphasizing the determining role of matter[23]. The core of value internalization is precisely this: external norms take root in the student. Norms of integrity, discipline, and responsibility do not remain rules on paper. Through theoretical persuasion, cultural immersion, and emotional resonance, they sublimate into firm inner belief and spiritual pursuit[3][17]. This process focuses on stimulating students' subjectivity[26], aiming to achieve a profound transformation from "I have to be honest" to "I want to be honest"[3][27].

"The integrated cultivation of form and soul" can achieve "unity of knowledge and action"[8]. These two dimensions are not sequential stages buta dialectical unity of interdependence and mutual promotion[3][4]. "Institutional shaping" provides a carrier and a path for "value internalization". The ultimate value of all tangible designs lies in promoting the inner "spirit"[16]. In turn, "value internalization" injects soul and direction into "institutional shaping", ensuring that the external regulations truly edify and inspire [3][16]. Hence, the integration pathway constructed in this paper emphasizes that the sustained interaction and unification of the two, externalization in practice, is the ultimate educational goal: "unity of knowledge and action"[8][28]. This requires that the integration work must warn against two biases: one is "form without spirit", that is, the institutional activities are complete but fail to touch the soul[18]; the other is "spirit without form", that is, empty value talk unsupportedby regular carriers to implement[3][29]. A successful integration must resonate in harmony with rigid constraints and flexible cultivation[30], and work in synergy with"institutional shaping" and cultural "value internalization"[19][31].

III. Intrinsic Logic: Discipline Endowment and Integration Advantages of Discipline Inspection and Supervision

Integrating discipline inspection and supervision into ideological and political education in colleges and universities is not a simple "mechanical grafting of work", but has a profound inherent logic of the discipline [5][32]. As an emerging interdisciplinary discipline with distinct Chinese characteristics, the unique disciplinary endowment of discipline inspection and supervision provides natural advantages and new possibilities for solving the challenges faced by current ideological and political education in colleges and universities, especially integrity education[5][6].

First, the distinct political nature lays the foundation for the value of integration[5][33]. Since its inception, discipline inspection and supervision has carried the major political mission of "to preserve the Party's advanced nature and purity"[13][34]. Its genes are engraved with the "spiritual code of family and nation," closely related to the fate of the country and the interests of the people[5], which naturally makes the knowledge system of this discipline possess a strong value for political guidance[35]. On this basis, the paper argues that integrating inspection and supervision into ideological and political education can transform grand political

narratives into specific knowledge. Narratives of comprehensively and strictly governing the Party and the Party's self-reform[13][33]become something students can perceive, understand, and identify with[12]. By recognizing the inherent links between personal growth, national governance, and national rejuvenation[11][36],students develop a profound family-country sentiment of"upholding integrity and purity"[4][5][27]. This is highly similar to the fundamental point of "consolidating the Party's political strengths and safeguarding the lifeline of talent cultivation" in the ideological and political course[1][37].

Second, the outstanding practicality provides a methodological revolution of integration[8][38]. Discipline Inspection and Supervision is a discipline that originates from practice and serves practice. Its vitality lies in solving real-world anti-corruption problems[5][39]. This characteristic means that knowledge transmission must go beyond the traditional shackles of "emphasizing theory and neglecting practice"[38], which is closely aligned with the goal of "unity of knowledge and action" pursued by ideological and political education[5][8]. From this perspective, the paper identifies a methodological innovation for ideological and political education. The "examination room" should move from the classroom to the broader classroom of society[1][7]. Abstract supervision theory is then tested in practice[39]. By engaging with real problems, students move from cognition to identification, and from identification to conscious action[8][28]. The result is a complete closed loop of "practice–reflection–improvement"[5][38].

Third, the profound locality enriches the integrated content resources[6][16]. Discipline Inspection and Supervision is an original discipline rooted in China's realities and responsive to China's problems[5][32]. Its knowledge system and case resources are deeply rooted in the 100-year struggle history of the Communist Party of China, China's excellent traditional culture, and contemporary Chinese governance practice[4][5][35], which provides extremely rich ideological and political education and refreshing and persuasive "localized" teaching resources[16][27]. Therefore, under the framework of this paper, from the wisdom of ancient supervision, discipline construction in the revolutionary period, to the brilliant achievements of the anti-corruption struggle in the new era, it can become a vivid teaching material to explain "why the Communist Party of China can"[4][35].

IV. Practical Path: Build a Four-Dimensional System of Collaboration, Infiltration, Accuracy and Closed Loop

Based on the above-mentioned theoretical dialectical relationship of "shaping the form and casting the soul", and relying on the unique disciplinary endowment of discipline inspection and supervision, in view of the key shortcomings exposed in the current integration of discipline inspection and supervision into the ideological and political education practice of colleges and universities, this paper innovatively puts forward a four-dimensional practice path system aimed at achieving deep "embedding" rather than superficial "integration". The system runs through systematic thinking and is committed to solving the practical dilemma of "fragmented collaboration, superficial content, extensive methods, and vague evaluation".

The first dimension: Establish a Regular Mechanism of Party Committee Leadership and Multi-Party Collaboration to Achieve Systematic "Institutional Shaping"

To address the dilemma of "fragmented collaboration", systematic "institutional shaping" should be realized via institutional systems and mechanisms. Its core lies in transcending the simple superposition of departmental functions and promoting in-depth cross-departmental and cross-level integration and "chemical reaction" through strong top-level design. This requires the party committees of colleges and universities to earnestly strengthen their main responsibility and build a leadership and coordination mechanism for "comprehensive integrity education" with clear authority and responsibility, and efficient operation. Specifically, several resources must be organically integrated. The inspection and supervision agency brings political supervision advantages. The propaganda department provides cultural leadership. The academic affairs office runs the daily management network. The academic system offers the main course channel. And each secondary college contributes its own professional resources. Together, they enable unified planning and linked implementation of educational goals, resource allocation, and action steps.In the end, an institutionalized collaborative network transforms dispersed "each fighting alone" into efficient, interconnected "collective operations." This provides a solid organizational guarantee and a stable framework for integrity education. It supports both effective implementation and sustainable development.

To achieve the above goals, it is necessary to focus on three aspects: First, strengthen the top-level design and leadership mechanisms, incorporate the integrated work system of discipline inspection and supervision and ideological and political education into the school's career development planning, overall plan for fostering virtue through education, and the framework for exercising full and rigorous governance over the Party, and carry out integrated deployment. Second, improve the institutional guarantee and assessment incentives, formulate a special Integration Implementation Plan, clarify the roadmap and responsible units, and incorporate the actual effectiveness of work into the performance appraisal and party-building job evaluation of relevant departments and colleges, transform "soft requirements" into "hard constraints", and stimulate

endogenous motivation with institutional pressure. Third, promote the integration of on-campus and off-campus resources, actively "introduce" and hire practical experts in discipline inspection and supervision as course consultants or off-campus tutors; take the initiative to "go out" and jointly build a practical teaching base with local commissions for Discipline Inspection, warning education bases, etc., to realize the complementary advantages of theoretical resources and practical scenarios.

The Second Dimension: Develop an Infiltration Carrier of the Trinity of "Course-Culture-Practice" to Integrate "Institutional Shaping" and "Value Internalization"

Promoting the in-depth transformation of integrity education from a scattered and temporary"activity form" to a systematic, curriculum-based "educational form" is key to transforming content fragmentation and effectively internalizing the value concept. Systematic transformation means treating integrity education as an integral part of fostering virtue through education. It calls for full-cycle, panoramic top-level design. Curriculum transformation is the core lever. It requires developing modular courses, preparing standardized resources, and cultivating professional teachers. These must then be deeply integrated into the talent training program and the credit system.

This path advocates building an infiltration carrier of the trinity of "curricula-culture-practice": at the level of deep embedding in the curriculum, not only the core content of integrity education should be systematically integrated into the compulsory courses of ideology and politics, but general elective courses should also be encouraged, such as Introduction to Discipline Inspection and Supervision System and Integrity Culture and Professional Ethics. More importantly, integrity education should be deeply integrated with professional education. Law curricula can embed procedural justice and judicial integrity. Management courses can strengthen business compliance and anti-fraud training. Engineering programs can highlight professional ethics and quality safety. In each case, the professional knowledge of institutional shaping naturally nourishes the professional character of value internalization. At the level of multi-dimensional cultural immersion, it is necessary to go beyond the shallow publicity of the slogan exhibition board and build a multi-dimensional cultural field of "the integration of physical space and cyberspace, knowledge lecture and artistic creation interaction". Campus integrity cultural landscapes and digital exhibition halls should be constructed. Student-led integrity-themed plays, micro-videos, and art creation competitions should be supported. This transforms students from passive audiences into active creators and communicators, achieving value identification through in-depth participation. At the level of practical tempering and sublimation, every effort should be made to create an"experiential ideological and political course" and systematically design practical teaching components. Students should be organized to conduct social surveys on grassroots integrity conditions and participate in volunteer services for promoting integrity culture. When conditions permit, students may be placed in inspection and supervision organs for short-term internships or as integrity observers. There, they feel the majesty of discipline firsthand and realize the value of integrity in a real setting. This ultimately achieves the organic unity of "knowledge, belief, and action."

The Third Dimension: Implement Targeted and Individualized Education by "Focusing on Key Points" and Improve The Targeting of "Value Internalization"

Integrity education must follow the laws of students' cognitive development and the characteristics of the growth stage, abandon the outdated "one-size-fits-all" and "flood irrigation" model, and turn to "precise drip irrigation"(targeted and individualized education) that focuses on differentiation and refinement. This means that the supply of education must accurately match the needs of students at different academic stages, so as to achieve stratified and category-specific application of educational measures. For example, freshmen need grounding in school discipline, school rules, and academic integrity. The focus is on building basic awareness of disciplinary norms. Middle- and senior-year students can combine this with their professional learning, deepening their understanding of professional ethics and integrity risks. Graduates and prospective Party members, meanwhile, should receive stronger education in professional integrity as well as Party spirit, Party conduct, and Party discipline.

The key to targeted, individualized education is to grasp the important turning points in a student's life. At enrollment, the focus is on strengthening awareness of rules and bottom-line thinking, consolidating the first line of defense for behavioral norms. During Party membership cultivation, Party spirit education should be deeply integrated. Students deepen their understanding of Party discipline and rules, and their sense of purpose and mission is reinforced. On the eve of graduation and employment, the "first lesson of professional career" takes center stage. Through case warnings, pre-employment talks, and integrity practice manuals, anti-corruption awareness is instilled in advance. At the same time, educational design also needs to proactively address ideological confusion points. Students may face conflicts of interest and ethical choices in concrete situations: scientific research projects, student organization management, award and merit evaluation, job interviews, and so on. Educational design should intervene proactively. Scenario simulation, case study discussions, and debate salons can provide timely guidance. These help students distinguish right from wrong when confronting real dilemmas, and make sound judgments when integrity is at stake.

The Fourth Dimension: Establish a Closed-Loop Evaluation of "Equivalence on Process and Results" to Drive the Continuous Optimization of the System

A scientific evaluation and feedback mechanism is essential. It ensures that the integration work forms a closed management loop and enables continuous self-innovation. This mechanism must go beyond the simple statistics of the number of activities and participants, and turn to build a comprehensive and developmental evaluation system that integrates the three dimensions of "cognitive acquisition, emotional identity and behavioral performance".

Evaluation content should be multi-dimensional. The cognitive dimension assesses students' knowledge of integrity-related theories and systems. The emotional dimension monitors positive changes in values and attitudes through questionnaires and in-depth interviews. The behavioral dimension deserves the most attention. It observes students' concrete choices in practical activities, simulated scenarios, daily campus life, and even online discourse.Evaluation methods should also be diversified. Qualitative approaches include course papers, research reports, case analyses, personal reflection logs, and behavioral observation records. Smart teaching platforms offer another avenue. They can anonymize and analyze process data—learning input, interaction frequency, and the like—as a supplementary reference. Most importantly, a long-term tracking and feedback mechanism must be established. Explore the establishment of graduate integrity development portfolios, and conduct periodic follow-up assessments of professional behavior to evaluate the long-term effects and spillover value of integrity education. At the same time, results from both formative and summative evaluations must be systematically fed back to relevant departments and teachers. This applies to teaching management, curriculum design, and activity organization. Such feedback enables precise optimization of course content, innovation in teaching methods, and adjustment of activity plans. The outcome is a complete closed loop: teaching → practice → evaluation → feedback → optimization. This cycle drives the entire integration system toward sustained, upward improvement.

V. Conclusions

Deepening the integration of discipline inspection and supervision with ideological and political education in colleges and universities is an "institutional shaping" and "value internalization" project that bears on the fundamental undertaking of educating people for the Party and cultivating talent for the country. This paper argues that the key to success is to deeply grasp the dialectical relationship between the two, and to fully rely on the unique political, practical, and local disciplinary advantages of discipline inspection and supervision to accomplish the leap from theoretical consciousness to practical innovation.

The core contribution and innovation of this paper are mainly reflected in the following three aspects: First, at the theoretical level, it deepens the understanding of the specific connotation and functional mechanism of the dialectical relationship between "institutional shaping" and "value internalization" in the field of integrity education in colleges and universities, so as to provide a solid philosophical and methodological foundation for integration.Second, at the pathway level, a "four-dimensional" practical framework supported by collaborative mechanisms, immersive carriers, precise drip irrigation, and closed-loop evaluation has been built for the first time. This framework transcends the limitations of single measures in existing studies, provides systematic and operable solutions, and bridges the gap from theoretical analysis to practical implementation. Third, at the perspective level, it has fully explored and justified the unique educational value and integration advantages of discipline inspection and supervision as a characteristic discipline, thus opening up new resource channels for the innovation of ideological and political education content and methods.

The "four-dimensional practice path" system constructed in this paper is a systematic response to the current core challenges of integration practice. The framework emphasizes four things. Top-level design and institutional shaping provide organizational guarantees. The three-in-one integration of curriculum, culture, and practice realizes the casting of the soul. Precise guidance at key nodes improves the effectiveness of talent cultivation. And scientific closed-loop evaluation drives continuous optimization of the system.

This path system is not a rigid operation template, but an open and dynamic framework. On this basis, colleges and universities should carry out creative transformation and distinctive development by drawing on their own school characteristics, disciplinary strengths, and cultural traditions. Only by adapting to local conditions and sustaining long-term efforts can an ethos of integrity prevail on campus. It must become the spiritual pursuit and conscious action of generations of young people. This, in turn, lays a solid foundation for cultivating a new generation capable of shouldering the great responsibility of national rejuvenation.

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