CURRICULUM FRAMEWORK
of VinUniversity General Education Program

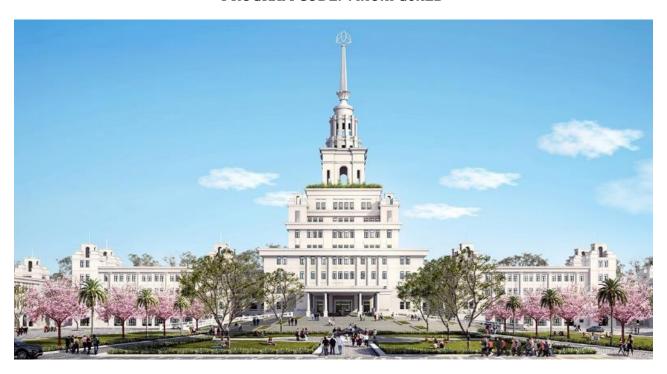|	
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4.1	07/05/2023	07/05/2023	Developed by: GenED committee Reviewed by: Chairman of GenED committee Approved by: Provost	Please see in Appendix: Proposal on the fourth revision of General Education program
4.2	03/01/2024	03/01/2024	Developed by: CAS/SAM Reviewed by: EAC Approved by: Provost	Changes to OASIS and CSL

VINUNIVERSITY

CURRICULUM FRAMEWORK

VINUNIVERSITY GENERAL EDUCATION PROGRAM

Applicable for Cohort 2023

PROGRAM CODE: VinUni GenED

HÀ NỘI - 2024

Contents

1. Program Overview

1.1 Program Description

Name of the progam degree	VinUniversity General Education (GenED)
Program duration	- As an integral component of the undergraduate curriculum. - Common to all undergraduate programs. - All undergraduates will complete the same set of requirements regardless of their major discipline of study.
Total credits/hours	- Credit-bearing courses: 27 credits - Non-credit bearing courses: 45 contact hours *(*) National Defense Education (165 contact hourse) as the requirement of the government and MOET.*

1.2 Program Mission

The GenED program plays an important role in students' overall educational experience, complementing studies in specialist disciplines and other learning opportunities. The overall mission is:

VinUniversity's dynamic, innovative General Education Program (GenED) will develop tomorrow's ambitious leaders by providing the knowledge, skills, competencies, and core values needed to make an impact as professionals, entrepreneurial leaders, and global citizens.

1.3 Program Learning Goals and Program Learning Objectives

The program learning goals and learning objectives are aligned with the VinUni mission, core value and generic graduate attributes (EXCEL: Empathy, Exceptional Capabilities, Creativity, Entrepreneurial Mindsets, Leadership). There are three learning goals and nine learning objectives as below (please note that EXCEL are integrated in those learning goals and objectives):

Program Learning Goal 1 (PLG1): Develops and Nurtures Values

The GenED Program develops and nurtures values that serve as the foundation to build personal and professional achievement and contribution to the community, local and global.

Program Learning Objectives (PLO)/Traits
PLO 1.1: Demonstrate evidence of having the willingness and entrepreneurial mindset to face challenges, channel ambition, and showcase resilience and innovative ways of thinking and/or problem solving through experiences.
PLO 1.2: Build ethical values and consider the ramifications of alternative actions in ethical dilemmas.

PLO 1.3: Explain traditional customs and values including the ability to demonstrate independent experience in civic engagement activities that aid in enhancing a sense of students' and future leadership's civic identity and commitment.

Program Learning Goal 2 (PLG2): Promotes Transferable Skills

The GenED Program promotes transferable skills for success beyond the university.

Program Learning Objectives (PLO)/Traits
PLO 2.1: Identify and examine the influence and assumptions within a given context. Analyze issues with relevant information and evaluate the issues with evidence and reasoning before formulating a conclusion.
PLO 2.2: Develop skills in the areas of language, communication, and evolving technical literacy that influence individuals, groups, and societies.
PLO 2.3: Demonstrate responsible global citizenship through cultural competency and awareness and leadership.

Program Learning Goal 3 (PLG3): Broadens the Horizons of Knowledge and Curiosity

The GenED Program broadens the horizons of knowledge and encourages intellectual curiosity in students.

Program Learning Objectives (PLO)/Traits
PLO 3.1: Gain intellectual breadth that goes across and beyond core academic disciplines (interdisciplinary) and applies to contemporary practices.
PLO 3.2: Illustrate a passion for life-long learning.
PLO 3.3: Approach concepts by thinking with a multi-dimensional lens and interdisciplinary approaches to create and/or extend a concept through the ability to synthesize existing ideas or solutions.

RUBRIC BANKS

#	Name of Rubrics	Mapping with PLG/PLO
1	RUBRIC PLO1.1: RESILIENCE/ ENTREPRENEURIAL MINDSET	PLG1/PLO1.1
2	RUBRIC PLO1.2: ETHICAL REASONING	PLG1/PLO1.2

3	RUBRIC PLO1.3: CIVIC ENGAGEMENT/ EMPATHY	PLG1/PLO1.3
4	RUBRIC PLO2.1: CRITICAL THINKING	PLG1/PLO2.1
5	RUBRIC PLO2.2-1: ORAL COMMUNICATION	PLG2/PLO2.2-1
6	RUBRIC PLO2.2-2: WRITTEN COMMUNICATION	PLG2/PLO2.2-2
7	RUBRIC PLO2.2-3: DIGITAL LITERACY	PLG2/PLO2.2-3
8	RUBRIC PLO2.3: GLOBAL PERSPECTIVES/ LEADERSHIP	PLG2/PLO2.3
9	RUBRIC PLO3.1: KNOWLEDGE AND COMPETENCE/ INTERDISCIPLINARY	PLG3/PLO3.1
10	RUBRIC PLO3.2: FOUNDATION AND SKILLS FOR LIFE-LONG LEARNING	PLG3/PLO3.2
11	RUBRIC PLO3.3: CREATIVE THINKING	PLG3/PLO3.3

Please see Appendix 1 for the Rubric Descriptions.

2. Curriculum structure

2.1 Curriculum Composition

The GenED program comprises of three domains: University Core Requirements, Distributional Requirements and Co-curricular learning with 27 credits as illustrated in the table below.

No	Name of Courses	Total
I	**GENERAL EDUCATION (GenED) ***	**27**
I.1	**University Core Requirement**	**12**
ENGL1011	Fundamentals of Academic Writing	*3*
ENTR1021	Agile Innovation and Entrepreneurship	*3*
LEAD1031	Leadership and Teambuilding Bootcamp	*2*
THINK1010	Critical and Creative Thinking (1) *(waived for MD students)*	*2*
HASS1070	Cross Cultural Navigation (2)	*2*

VCOR1021/22	Healthy Lifestyle 1,2 (3)	*Non-credit required (45 hours)*
I.2	**Distributional Requirement**	**12**
HASS1010	Marxism-Leninism Philosophy (Philosophy Science and Society) (4)	*3*
HASS1020	Marxism-Leninism Political Economy (Global Political Economy) (5)	*2*
HASS1030	Scientific Socialism (Politics and Social Change) (6)	*2*
HASS1041/42	Ho Chi Minh Ideology (Vietnam: History and Cultures II) (7)	*2*
HASS1050	History of the Communist Party (Vietnam: History and Cultures I) (8)	*2*
ARTS1010/MUSI1010	Arts Courses (9) *(Students select one course in the pool, i.e ARTS1010, MUSI1010, ARTS1020A/B)*	*1*
I.3	**Co-curricular Learning (10)**	*3*
VCOR1012A/B	OASIS (Orientation, Advising, Skills, Identity & Diversity, and Spirit of Pay-it-Forward)	*Non-credit*
COSL1010	Community Service Learning	*3*
II	**NATIONAL DEFENSE EDUCATION** *(as required by the Government for Vietnamese citizens)*	***165 hours***

2.1.1 General notes:
(1) Critical thinking course supplements for critical and creative framework. The course is waived for MD students;
(2) Cross-Cultural Navigation supplements for leadership framework, global awareness which play as university core requirements.
(3) To fulfill MOET's requirement of Physical Education and university core requirement. MOET requirement for physical education is a 45 hour course (equivalent to 3 credits) but not counted in total credits.
(4 to 8) to fulfill Vietnam Ministry of Education and Training (MOET)'s requirements on politic and ideology education for Vietnamsese undergraduate students.
(9) Arts courses:
- Students can select either ARTS1010 or MUSI1010 to fulfill the art component requirement.
- For MD program, students must enroll in ARTS1020A/B - Medical Humanities course to fulfill the art component requirement. Students may take other art courses (i.e ARTS1010 or MUSI1010, etc) as elective one(s).

(*) Note for Fourth Revision:

- Instructors for each course are requested to plan activities in their classes that emphasise the application of the material studied to contemporary practices. This has been indicated in the minor amendment to PLO 3.1 and assessment rubric. This can be achieved by selecting suitable examples, case studies, readings, and essay titles that reflect the state-of-the-art developments in their area of professional study.

- The curriculum already contains two compulsory courses in Vietnamese History: (Vietnamese History and Culture 1 and Vietnamese History and Culture 2). To further support the benefits of historical reflection, GenEd students will also be able to take a further course as an elective "Hanoi and the World" (2 credits) from 2023-2024 that allows for a higher degree of understanding of local and global cultures and how they have been shaped by major historical periods (see course description).

- Two courses "Introduction to Psychology" (3 credits) and "Introduction to Sociology" (3 credits) will also be offered to GenEd students as electives in 2023-2024. In addition, to improve the interdisciplinary emphasis of the program, attention to psychological and sociological issues will be reinforced in OASIS and Healthy Lifestyle. We also plan to develop and incorporate a course specifically focussing on Psychology and Sociology in the next 3 years.

2.1.2 Note for international students:

- International students are not required to take ideology courses, including HASS1010, HASS1020, HASS1030, HASS1041/42, HASS1050, however, students can select it as elective courses.

- International students are exempted from National Defense Education. However, they are required to register for at least one of the following courses to make up for NDE:

- History of the Communist Party (Vietnam: History and Cultures I)
- Ho Chi Minh Ideology (Vietnam: History and Cultures II)
- Vietnamese Language

- International students can choose other elective courses to meet the required credits for graduation (for example, at least 120 credits for a 4-year program and at least 180 credits for a 6-year program).

2.2 Course description

ENGL1011- Fundamentals of Academic Writing
Credit: 3
Pre-requisite: NA

Fundamentals of Academic Writing is aimed at refining students' formal academic writing skills through a practical and active approach. The course focuses on much more than simply writing, though, and students will strengthen their core academic literacies and formal communication skills to thrive in other VinUniversity courses and equip themselves with strategies for long-term success in academic and professional communication.

The course begins by focusing on academic writing at the essay level, helping students understand the aspects which make academic writing different from other styles of writing. Students will develop confidence in critically evaluating information and responding with sound argumentation and logical development of ideas. In this early stage of the course, students will strengthen core academic literacies including critical reading, summarizing, paraphrasing, and peer feedback. As the course progresses, the focus shifts towards incorporating secondary research into writing, developing students' abilities to evaluate credible sources and synthesize information with their original ideas to have a voice in the broader academic community and develop authority in communicating ideas to a wider audience. Students will develop essential academic literacies such as searching skills, strategies for reading journal articles, synthesizing information, citing and referencing, reference management, and other secondary research techniques. Finally, students will summarize key information they have found in the form of an academic poster, which is a common medium for visually communicating information in academic contexts.

Fundamentals of Academic Writing places active learning at the core, and every lesson includes practical activities to help students apply these skills. This course follows a process writing approach, which includes drafting, peer and teacher feedback, reflection, and revision before producing the final piece of writing. Working together in interdisciplinary groups, students will present, critique, and revise their work with their peers to build autonomy, write for an audience, and gain confidence as writers.

ENTR1021 – Agile Innovation and Entrepreneurship

Credit: 3

Pre-requisite: None

The purpose of this course is to provide students with a basic understanding of the entrepreneurial and innovation mindset and provide students the opportunity to learn about and develop skills and behaviors correlated with impactful entrepreneurs and innovators. Skills to be developed – through lecturing and in-class discussions, plus coaching on assignments and in-class exercises – include observation of real-world facts, identifying status-quos or problems, identifying core causes leading to status-quos, and to discover original ways to remove causes or to solve problems; networking with people to identify technological contributions, optimizing creativity, seeking feedback, and prototyping or mockup design. The pedagogical outcomes of this course include (i) development of creativity & out-of-the-box thinking, (ii) critical thinking through observation and abstractions, (iii) entrepreneurial mindset and (iv) teamwork on a social or environmental issue. As part of the course all students will engage in a 2-day hackathon to present and

discuss optimization of team's solution to a real-world social or environmental problem. The course is intended for a mix of students from various academic disciplines, such as medicine, nursing, engineering, business, real estate, and hospitality.

LEAD1031- Leadership and Team building Bootcamp

Credit: 2

Pre-requisites: None

This course is designed as a required course for freshmen to help the students' leadership development by introducing the basic concepts of leadership and organizational behavior. This course has one big goal for you: to practice and apply concepts and techniques learned in the class and your life to various scenarios. This course is also intended to provide an overview of leadership trends rather than to emphasize every detail and in-depth review of academic studies. Understanding a landscape of leadership will be possible under the structure of four modules: (1) Leader as a decision-maker, (2) Leader as a problem solver, (3) Leader as a designer, and (4) Leader as a game-changer. A leader in this turbulent world is expected to be a final decision-maker to find a creative solution for difficult challenges and will need to organize a group of people with a formal and informal system. Leadership Development offers a safe place for your learning of leadership. Practice, try, fail, and try again! This is the philosophy of this course.

The Boot Camp instills foundational leadership values and skills into students, while bringing the class together, building lasting cohesion, and creating esprit de corps. Students will learn and apply basic leadership concepts and skills through hands-on and experiential learning. Organized into individual and team-based events, the students will have to work individually and together to solve complex and dynamic problems taken from the military, government, and business sectors. This includes but is not limited to: conducting long distance land navigation, negotiating physical obstacle courses, analyzing leadership case studies, and much more. From developing self-awareness and thinking critically to innovating ideas and displaying resilience, students will learn critical elements of Self, Interpersonal, and Team Leadership. Following this course, students will gain a foundational understanding of key elements of leadership and better understand their strengths and how to effectively work in teams and organizations.

THINK1010- Critical & Creative Thinking

Credit: 2

Pre-requisites: None

Developing your own ideas in a logical and critical manner is an essential part of being a student in higher education. In this course you will learn about the nature of argumentation, how to evaluate arguments, uncover hidden premises, and sharpen your own thinking skills. We will start by looking at the difference between arguments and non-arguments and why being able to present an argument is such an important skill. Then we will look at different kinds of arguments, such as deduction, induction, and arguments from inference to the best explanation. Not all arguments are made equal. Some arguments are irrefutable - others barely convincing - and others still completely misleading. We will look at how you can

assess the quality of an argument and avoid common logical pitfalls. Finally, we will finish by looking at some philosophical puzzles and paradoxes involving logic and reasoning including Hume's notorious problem of induction and the Sorites paradox.

HASS1070 – Cross Cultural Navigation

Credit: 2

Pre-requisite: None

This course aims to equip students an understanding of one aspect of the so-called "global experience" and/or inter-cultural sensitivity, so that students can become knowledgeable about the ways in which individual identities, values, and perceptions and biases are shaped by cultures across the continentals through acquiring knowledge of theories practice related to the impact of culture in our daily ecologies in local and global contexts. In the end, students can identify and understand the inter-sectional of one's own and others' cultural identities in order to reflect on how various cultural concepts apply to your own life, communication and various areas of study.

VCOR1021/22 – Healthy Lifestyle 1, 2

Credit: non-credit, required min 45 hours across Year 1

Pre-requisite: None

"Healthy Lifestyle" is a mandatory and non-credit bearing course of the General Education Program. Undergraduate students are required to enroll in this course to fulfill part of the graduation requirements and are expected to complete it by the end of their first-year study. This course provides the essential knowledge, skills and practicum lessons (exercise/sport classes), whereby students are able to develop a suitable approach in attaining a physically, mentally, socially and spiritually healthy lifestyle.

Specifically, this course provides students with the knowledge to make better choices during their daily routines to build a healthy lifestyle. A healthy lifestyle includes physical wellbeing, psychosocial, and spiritual health. Students receive mentorship that guides and shapes their perspective, showcasing the importance of having a well-balanced life. Components of a healthy lifestyle will be discussed as a process and science that allows students to have a greater understanding of what it takes to achieve their goals for overall wellbeing. Nutrition and diet will be taught to dispel the myths about how and what you should eat to achieve desired health results. Having a healthy mind, healthy body, clarity of thought and the ability to effectively process information are key trademarks of a healthy lifestyle.

This course emphasizes practical application of the learned concepts in order to integrate subject matter into students' current daily routines and throughout life. The majority of coursework will be held in different environments and venues in order to expose students to the many varieties of fitness tools and resources to maintain a healthy foundation.

HASS1010 – Marxism-Leninism Philosophy (Philosophy Science and Society)

Credit: 3

Pre-requisite: NA

Philosophy Science and Society is one of four courses in the General Education Program forming the ideology/national education component required for higher education curriculum as directed by the Ministry of Education & Training, Socialist Republic of Vietnam. These four courses are written to achieve the primary objective of helping students understand core values of both country and university through objective and critical academic lenses in a global context. As these courses will be taught in English to students for whom English is mainly a second language at VinUniversity, each course is designed to be delivered in the spirit of content-based language learning approach to help students both develop English language competency (focusing on speaking, listening and reading) and basic understanding of the content. Philosophy, Science & Society (PSS) provides students with a broad survey of key ideas in Philosophy, its relevance to society and the way we think we understand the world, or to put it broadly, "science." We begin the course with an overview of the role of Philosophy and Metaphysics as we embark on this journey of critically re-examining the way we look at our world. In the second part of the course, we take a deep dive into questions of Epistemology, based on which students can orient and develop their creative thinking, philosophy of humanity and action. We follow up with an exploration of trends that came into being with the "social turn" of epistemology found in the critical works of Thomas Kuhn and later in the burgeoning body of works clustered as Sociology of Science. Following this radical re-thinking, we return to the fundamental questions about humanity posed in Social Philosophy and Ethics, to round up our critical inquiry of the complex relationship among philosophy, science and society.

HASS1020 – Marxism-Leninism Political Economy (Global Political Economy)

Credit: 2

Pre-requisite: NA

Global Political Economy: Vietnam-Region-The World is one of four courses in the General Education Program forming the ideology/national education component required for higher education curriculum as directed by the Ministry of Education & Training, Socialist Republic of Vietnam. These four courses are written to achieve the primary objective of helping students understand core values of both country and university through objective and critical academic lenses in a global context. This course is designed to help students develop a critical lens to understand social reality and social issues, including pressing questions, such as: What is Vietnam's place in the world? What are the opportunities and challenges for Vietnam in the current configuration of the global political economy? To do so, we begin with a brief introduction to the study of political economy, informed by different persuasions in

Marx-Leninism, political science, economic, sociology, anthropology and history. Students will gain a nuanced understanding of this interdisciplinary field through hands-on workshops and exercises on the principles of scientific and logical arguments. The second part of this course will focus on specific issues related to globalization and international integration. In particular, we focus on the role of development, modernization, and regional development in Vietnam's prospects in the world. Our case studies pay special attention to the immediate regions surrounding Vietnam, namely ASEAN, East Asia (in particular, China) and South Asia. In the third and final part of this course, we examine the expressions of global inequality and consider how individuals and communities within Vietnam can move forward in an ever-globalizing world.

HASS1030 – Scientific Socialism (Politics and Social Change)

Credit: 2

Pre-requisite: NA

Assuming a basic, strong, and even pivotal relationship between society and politics, the course Politics and Social Change will guide participants to a deep understanding of that relationship in Vietnam and the wider Asian region in the 20th and 21st centuries. The course explores key concepts of politics and social change, and in explication of those concepts, examine the dynamics of politics and social change in concrete terms.

What can be learned?

Students at the end of course will become familiar with the concepts of politics and social change of Vietnam. Students will also understand and compare Vietnam with national development efforts elsewhere in Asia. Finally, they will become familiar with major political and international relations developments from the 20th century.

The medium of instruction helps students to both develop English language competency (focusing on speaking, and articulation, reading) and discourse skills through continuous practice with classmates and instructor.

Broad outlines

The course begins with a basic appreciation of the concepts of politics and social change, moving into Marxism-Leninism and its application to understanding politics & social change, and extending into how Ho Chi Minh Thought applies Marxism-Leninism and also stands apart as a set of national and contextual ideas and practices. The processes of politics and social change of other countries in the Asia-Pacific are then explored for comparison and contrast.

Medium of learning

The guiding principle for learning at the Vin Uni is active learning. This approach engages students to be active in the learning process with methods that are more than, not without, the traditional base of lectures and tutorials. The instructor or teacher plays the role of facilitator and provides the environment where students responsibly and actively acquire as much as possible, rather than are passively given, the learning points that the course desires.

Participants in this course will learn and share through a mix of lectures, tutorials, non-judgmental journal writing, presentations, and learning to collaborate with others through group projects. The learning environment should be safe, frank, friendly, collaborative, and enlightening.

The weekly lists of readings are divided into two types. Basic readings are recommended, and students should at least complete one for each week. Students who wish to do more can pick up the other basic and optional/additional readings.

HASS1041/1042 – Ho Chi Minh Ideology (Vietnam: History and Culture II)

Credit: 2

Pre-requisite: NA

Vietnam History and Culture since 1858 is continuation of the first period (from ancient time to 1858) and covers the period from 1858 until today.

The main objective of the course is to analyze the development of Vietnam and its people from 1858 when France attacked and colonized VN through two Indochina wars (1946-1965) and (1954-1975) until today as Vietnam reunified and reformed and integrated into international system.

Due to its strategic geopolitical position, Vietnam has long been a global crossroads. So, this course tries to show as much as possible the parallels, interactions between Vietnam history and events and that happened in the world's stage.

The course also aims to reflect Vietnam history and culture through the central figure of Ho Chi Minh (1890-1969), the most famous Vietnamese during this period. His life and career reflected the development of the very period of Vietnam history.

Students are encouraged to do research himself to have broader view, discover new historical details.

HASS1050 – History of the Communist Party (Vietnam: History and Culture I)

Credit: 2

Pre-requisite: NA

The great American humorist and writer Mark Twain once said, "History doesn't repeat itself, but it often rhymes." This course takes as its point of departure the possibility of using those rhymes of the past to better help us navigate our present and future. What lessons can we draw? As future businesspeople, health care professionals, engineers, and computer scientists, these lessons have far more relevance than you may imagine.

Vietnam History and Culture (I) examines Vietnamese history and cultural production from its early origins to 1858 and the French Colonial project. The curriculum is divided into five units. We begin the curriculum by considering the study of both history and culture from theoretical perspectives and consider what these mean in the Vietnamese context. Just what are "History" and "culture"? What does it mean to be Vietnamese? In the second unit, we consider the ancient construction of Vietnamese history and cultural production. The third portion of the course

examines the Lý and Trần dynasties as well as the Ming Occupation. Fourth, we explore the movement of Vietnamese people southward and the Tây Sơn Rebellion. And finally, fifth, we assess the unification of Vietnam under the Nguyễn and what is to come.

Too often Vietnamese are portrayed in history as vessels upon which events happen to them. This course treats the Vietnamese as agents of their history, grappling with big questions and great problems. We also explore the Vietnamese people's historical willingness to learn from and integrate foreign ideas and instruments to further develop the Vietnamese culture. To this end, we will wrestle with questions such as: What are the forces that have shaped Vietnamese identity? What drives the worldview(s) of Vietnamese? How has it been transformed over time?

ARTS1010 – Arts Appreciation

Credit: 1

Pre-requisite: NA

Art Appreciation is a one-credit elective course that provides a general introduction to the visual arts, media, techniques, and history. This course takes on interdisciplinary approaches to equip students with a broad knowledge of the historical, practical, philosophical, cultural, and social contexts of the arts in order to help students gain the ability to articulate their understanding and interpretation of the arts. This course introduces students to aspects of arts research and curation, as well as elements, media, and methods used in creative processes. The application of the arts, especially visual arts in daily life and in the field of business, technology, and medicine is explored in this course. This course also aims to develop students' appreciation for Vietnam arts and visual art forms by providing them with opportunities to explore the diversity and richness of what Vietnam has to offer in terms of the arts.

This course offers students opportunities to learn about how art is created and how it evolves over time; it would cultivate and enrich students' artistic senses, experience, and enjoyment of different forms of arts even if the student is not an artist or does not have an ability to draw/paint. In addition, this course fosters and supports students' development of oral and written presentation and communication, critical and analytical thinking, and multicultural perspectives.

This course does not require students to have any prerequisite experience in art theory or practice. Rather, it is a beginning-level course to help students familiarize themselves with the different types of arts, as well as learn how to observe, appreciate, speak, write intellectually about art. Furthermore, the course helps students to think about how art can be integrated and applied in their daily lives and their own fields of interest.

MUSI1010- Music Appreciation

Credit: 1

Pre-requisite: NA

This course offers students opportunities to learn about how music is created and how it evolves over time; it would enrich students' musical sense, experience, and enjoyment of all types of music even if the student is not a musician. In addition, this course fosters and supports students' development of oral and written presentation and communication, critical and analytical thinking, and multicultural perspectives.

Specifically, students taking this course will have the opportunity to explore the history of music, from the primitive musical forms through contemporary pieces around the world. Forms and genres of music include classical, jazz, theatrical music, gospel, folk, soul, blues, Latin rhythms, country, rock & roll, and hip hop. Various arrays of Vietnamese music (traditional, contemporary, theatrical, V-pop) are also discussed in this course. The course explores the relationship between music and people's everyday life and social movements, and its cultural significance. Digital music and the evolution of the Internet and AI impacting music industry, music distribution, and global music access are also an important part of this course.

This course does not require students to have any prerequisite experience in musical theory or performance; i.e. students are not required to be able to sight-read sheet music, or play any musical instrument. Rather, it helps students become an active and intellectual music listener, as well as it helps students to think further on how music can be integrated and applied in the daily lives and their own fields of interest. This course is delivered in class and outside class environment if appropriate.

ARTS1020A/B- Medical Humanities

"To cure sometimes, to relieve often, to comfort always."

Credit: 1

Prerequisites: Introduction to Professionalism; Communication in Healthcare

Exclusion: Course is only offered to Doctor of Medicine (MD) degree candidates (Year 3-Semester 1 & 2)

Medical Humanities is a yearlong course bringing the arts and science of Medicine together. This is carefully planned as students will be transitioning to clinical internships and they need to understand the importance of humanities in the management of illness and the patient experience. This course will also cover the VinUni attributes, Empathy and creativity.

Building on the professional theme of the MD program, the course aims to enhance the understanding of the role of empathy and compassion in delivering better health outcomes for patients, communities, and population.

Upon the completion of this course, students will be able to:

- ✓ Able to establish the link between humanities and medical sciences.

- ✓ Discuss and interpret the readings in literature, ethics, sociology, history, psychology, and arts as they relate to the practice of medicine.

- ✓ Be able to critically reflect on readings related to health humanities.

- ✓ Appreciate the role of emotions, spiritual and cultural domains in medicine.

- ✓ Apply their learning from the course in delivering compassionate healthcare.

VCOR1012A/B: OASIS - Orientation, Advising, Skills, Identity & Diversity, and Spirit of Pay it Forward

Non-credit

Pre-requisite: NA

OASIS, which stands for Orientation, Advising, Skills, Identity & Diversity, and Spirit of Pay it Forward, is an integral, non-credit-bearing mandatory component of the Co-curriculum Program and plays an important role as one of the graduation criteria.

OASIS is a distinctive signature program of VinUni that holds a registered trademark. Its primary objective is to cultivate a self-leadership mindset and equips students with essential skills, facilitating their transformation from high school students into effective university scholars, responsible global citizens, and be ready for future career. OASIS is implemented in the first 4 years of bachelor's degree to ensure there is enough time for students to reflect

and practice their own self-leadership development, especially in developing essential qualities for work and life, including self-confidence, self-esteem, self-determination, and self-control.

COSL1010: Community Service Learning

Credits: 3

Pre-requisite: none

VinUniversity aims to nurture students to become both competent professionals and responsible citizens making contributions to their professions and the community. Community Service Learning (CSL) provides students with the opportunities to serve the community and to learn how to apply their professional knowledge in bettering the lives of the public. As part of CSL, students must take the 1 credit Introduction to Service-Learning course (equivalent to 15 hours) and fulfill the remaining 30 hours of CSL doing independent volunteer work.

CSL is increasingly recognized as a method for educating students to become socially responsible citizens. Many universities over the world have incorporated CSL in their academic undergraduate programs to varying degrees and in a variety of forms. CSL can be a differentiating factor for VinUni students as they become global citizens. "Service-learning is a form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired academic learning outcomes" (Service-Learning Essentials, Jacoby 2014; pg.2). Note: Activities must primarily take place off VinUni campus and within the community.

All undergraduate students are required to first take the 1-credit bearing course entitled: Introduction to Service Learning and then do volunteer work or continuing education/independent study to complete 30 + hours of an independent CSL activity (i.e., volunteer with a local NGO).

3. APPENDIX
APPENDIX 1 – RUBRIC BANK
RUBRIC PLO1.1: RESILIENCE/ENTREPRENEURIAL MINDSET
Definition: Resilience is defined as the ability to recover from setbacks, adapt well to change, and keep going in the face of adversity.

Criterion	Exemplary	Satisfactory	Acceptable	Below expectation
Persists in finding necessary resources to accomplish goals	Stays on task no matter how difficult it is to find the answers to problems. Evaluates the use of a variety of strategies to solve the problem. Searches for and draws on wide range of resources.	Stays on task when trying to find answers or solutions to problems. Draws on available resources.	Tries to complete tasks when the answers or solutions are not readily available, but gives up when task is too difficult. Gets off task easily. Draws on limited range of resources.	Gives up easily and quickly on difficult tasks. Is unaware of resources.
Demonstrates flexibility and adapts readily to change	Shifts priorities in response to the changing demands of a situation. Plans ahead, but has alternative options in case things go wrong or alternate decisions are made	Shifts priorities in response to the changing demands of a situation. Adjusts resources, tasks, and schedule as needed.	Looks for ways to make changes work rather than identifying why changes won't work.	Clings to the original plan/process when circumstances change
Develops and accesses a system of supports	Easily seeks and offers help according to knowledge of strengths and weaknesses in self and others. Uses interdependence to achieve common goals	Seeks to discover strengths and weaknesses of self and others, and doesn't hesitate to use that knowledge to seek or offer help when needed.	Recognizes strengths and weaknesses of self and others, and offers help once a need is identified.	Works independently without consideration of strengths and weaknesses, rarely asking for or offering help.
Breaks an initially complex task into manageable steps	Independently breaks complex tasks into manageable steps. Sets mini-targets for daily/weekly accomplishments. Frequently evaluates progress along the way, adjusts as necessary, and celebrates wins.	Independently breaks complex tasks into manageable steps. Sets mini-targets for daily/weekly accomplishments. Evaluates progress along the way and adjusts as necessary.	With assistance, can break the larger task into smaller components and schedule their completion.	Task appears so complicated doesn't know where to begin.

| Enjoys learning | Enjoys figuring things out independently. Challenges self o be a lifelong learner. Is curious about the world around them. Looks for problems to solve. | Enjoys learning. Is curious about the world around them. Looks for problems to solve. | Occasionally challenges self to figure things out independently. Is not yet very curious about the world around them. | Is a passive learner. Avoids challenging courses, tasks, readings, asking, "When am I ever going to use this?" |

RUBRIC PLO1.2: ETHICAL REASONING

Definition: Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems. It also requires students to recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identities evolve as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Criterion	Exemplary	Satisfactory	Acceptable	Below Expectation
Ethical Self-Awareness	Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either her/his core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives and Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context and can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context or can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.

Application of Ethical Perspectives and Concepts	Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/ concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/Conce pts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

RUBRIC PLO1.3: CIVIC ENGAGEMENT/ EMPATHY

Definition: Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Criterion	Exemplary	Satisfactory	Acceptable	Below Expectation
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that her/his own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/ discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/ he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.

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Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	Demonstrates independent experience and *shows initiative in team leadership* of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and *team leadership of* civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly *participated* in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has *experimented* with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/ Structures	Demonstrates ability and commitment to *collaboratively work across and within* community contexts and structures *to achieve a civic aim*.	Demonstrates ability and commitment to work actively *within* community contexts and structures *to achieve a civic aim*.	Demonstrates experience identifying intentional ways to *participate in* civic contexts and structures.	Experiments with civic contexts and structures, *tries out a few to see what fits.*

RUBRIC PLO2.1: CRITICAL THINKING

Definition: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Criterion	Exemplary	Satisfactory	Acceptable	Below Expectation
Explanation of Issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, and boundaries undetermined, and/ or backgrounds unknown.	Issue/Problem to be considered critically is stated without clarification or description.
Evidence	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of Context and Assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. Maybe more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's Position	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.

Conclusions and related outcomes	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

RUBRIC PLO2.2-1: ORAL COMMUNICATION
Definition: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Criterion	Exemplary	Satisfactory	Acceptable	Below Expectation
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.

Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

RUBRIC PLO2.2-2: WRITTEN COMMUNICATION
Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Criterion	Exemplary	Satisfactory	Acceptable	Below Expectation
Context of and Purpose for Writing	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.

Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

RUBRIC PLO2.2-3: TECHNICAL LITERACY
Definition: Technology literacy is the ability of an individual, working independently and with others, to responsibly, appropriately and effectively use technology to access, manage, evaluate, integrate, create and communicate information to enhance the learning process through problem-solving and critical thinking

Criterion	Exemplary	Satisfactory	Acceptable	Below expectation
Recognize technology tools	Shows an awareness of and the ability to choose between a multitude of different technologies to select tools appropriate to a need, whether personal or assigned by a professor.	Shows an awareness of and the ability to choose between several different technologies to select tools appropriate to a need, whether personal or assigned by a professor.	Shows an awareness that different technology tools can be used for various purposes, some of which are more academic in nature.	Shows a limited awareness of any technology tools beyond the most popular ones that are used for everyday purposes.
Effectively use a spectrum of basic computer technologies	Demonstrates an ability to effectively use many of the basic computer technologies and many of the features available in them.	Demonstrates an ability to use many of the basic computer technologies and some of the features available in them.	Demonstrates an ability to use many of the basic computer technologies with a limited understanding of all of their features and capabilities.	Demonstrates a limited ability to use several basic computer technologies.

Use of discipline-specific technologies	Demonstrates an understanding that different disciplines rely on different technological tools and have different methods of analysis, and has the ability to name some of the tools important to many of the different disciplines, explain why they are important to those disciplines, and use one or more of them effectively.	Demonstrates an understanding that different disciplines rely on different technological tools and have different methods of analysis, and has the ability to name some of them for certain disciplines and explain why they are important	Demonstrates an understanding that different disciplines rely on different technological tools and have different methods of analysis, but is not able to name them or explain why they are important.	Demonstrates little or no understanding that different disciplines rely on different technological tools or different methods of analysis.
Recognize and adapt to new technologies	Demonstrates competency in the use of a new technology when assigned or required to use it, with excellent results.	Demonstrates basic competence in the use of a new technology when assigned or required to use it, with satisfactory results.	Demonstrates a willingness to try to use a new technology when assigned or required to use it, though the results may be rudimentary.	Demonstrates an inability or unwillingness to use a new technology when assigned or required to use it.

RUBRIC PLO2.3: GLOBAL PERSPECTIVE/ LEADERSHIP

Definition: Global perspectives refer to an individual's awareness of the strengths and limitations of his or her own culture and those of other cultures, of the interdependence amongst countries, and the interconnections amongst the past, present and future.

Criterion	Exemplary	Satisfactory	Acceptable	Below Expectation
Aware of one's own culture	Articulates insights into one's own cultural rules and biases (e.g. seeking complexity; awareness of how one's own experiences have been shaped by those rules; knowledge of how to recognize and respond to cultural biases, resulting in an altered self.	Recognize new perspectives on one's own cultural rules and biases (e.g. avoid looking for sameness; comfortable with the complexities that new perspectives offer).	Demonstrate a low level of awareness of one's own cultural rules and biases (e.g. uncomfortable with identifying possible cultural differences with others).	Demonstrate a low level of awareness of one's own cultural rules and biases (e.g. uncomfortable with identifying possible cultural differences with others).
Recognize Global Issues and Interconnection	Constructs a systematic understanding of the interrelationships in the global system and contemporary and past challenges amongst countries, governments, corporations, NGOs, civil society bodies and individuals.	Recognize the interrelationships amongst global issues and problems based on the interdependence of countries, governments and corporations.	Recognize the interrelationships amongst global issues and problems based on the interdependence of countries, governments and corporations.	Aware of the global issues covered in the media.
Initiate interactions with other cultures	Initiates and develops interactions with culturally different others; suspend judgment in valuing interactions with culturally different others.	Begin to initiate and develop interactions with culturally different others; begin to suspend judgment in valuing interactions with culturally different others.	Express openness to most, if not all, interactions with culturally different others; have difficulty suspending judgment in interactions with culturally different others; aware of one's own judgment and willing to change.	Receptive to interacting with culturally different others; have difficulty suspending judgment in interactions with culturally different others, but unaware of that judgment.

Criterion	Exemplary	Satisfactory	Acceptable	Below Expectation
Make long-term decisions for the benefit of future generations	Makes long-term rather than short-term decisions; feel a sense of responsibility for future generations.	Care about the long-term consequences of one's actions for future generations rather than the short-term benefits.	Recognize that current human choices have an impact on future generations; concerned with benefiting future generations in the short term.	Recognize that current human choices may have an effect on future generations, but unconcerned with benefiting them
Lead a diverse team in multi-cultural context	Be able to lead a diverse team in different projects and initiatives	Be able to lead a small team	Actively participate in different teams/initiatives	Cannot be self-led and/or work with team members

RUBRIC PLO3.1: INTERDISCIPLINARY LEARNING

Definition: The rubric articulates fundamental criteria for student proficiency in a knowledge area, with competency levels that illustrate how students may demonstrate progressively more sophisticated levels of attainment.

Criterion	Exemplary	Satisfactory	Acceptable	Below expectation
Connections to Experience	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view.	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/theories/frameworks of fields of study.	**Compares** life experiences and academic knowledge to infer differences, as well as similarities, and **acknowledge perspectives** other than own.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.
Connections to Discipline	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations **to solve difficult problems or explore complex issues in original ways – focusing on areas of contemporary practice.**	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve problems or explore issues.**	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation **to contribute to understanding of problems or issues.**	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation **in a new situation.**

Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **in ways that enhance meaning**, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **to explicitly connect content and form**, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that **connects in a basic way** what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) **in an appropriate form**.
Reflection and Self-Assessment	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self- awareness).	Describes own performances with general descriptors of success and failure.

RUBRIC PLO3.2: FOUNDATION AND SKILLS FOR LIFE-LONG LEARNING

Definition: Lifelong learning is "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence". An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills (described in this rubric) while in school. (From The European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, from www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf.).

Criterion	Exemplary	Satisfactory	Acceptable	Below Expectation
Curiosity	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject.	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.
Initiative	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.
Independence	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently	Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
Transfer	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.

Criterion	Exemplary	Satisfactory	Acceptable	Below Expectation
Reflection	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.

RUBRIC PLO3.3: CREATIVE THINKING
Definition: Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Criterion	Exemplary	Satisfactory	Acceptable	Below Expectation
Acquiring Competencies	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution or idea that is appropriate to the domain.	Adapt: Successfully adapts an appropriate exemplar to her/his own specifications.	Model: Successfully reproduces an appropriate exemplar.
Taking Risks	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
Solving Problems	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
Embracing Contradictions	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
Innovative Thinking	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.
Connecting, Synthesizing, Transforming	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.