



# **CURRICULUM FRAMEWORK**

*PROGRAM CODE: 7340101*

## **BACHELOR OF BUSINESS ADMINISTRATION**

**Applicable for the Cohort 2020 -2024**

*This curriculum framework has been reviewed and validated by  
Cornell University*



**Records of change:**

<b>Version</b>	<b>Published date</b>	<b>Effective Date</b>	<b>Approved by</b>	<b>Description of changes</b>
3	24/10/2023	24/10/2023	Developed by CBM academic committee Reviewed by: Program Director Approved by: Interim Dean	-Changing GenEd requirements for BBA & BSHM curriculum to match with corresponding versions of GenED programs. -Adding one more internship track -Adding three graduation tracks -Removing some prerequisite of concentration courses -Updating course descriptions & list of minors
3.1	06/2/2024	06/2/2024	Developed by CBM academic committee  Reviewed by: Program Director Approved by: Dean & Provost	- Changing the Appendix 1: Mapping of Vinuni EXEL graduate attributes and learning goals

*CURRICULUM STRUCTURE\_Bachelor of Business Administration*  
**TABLE OF CONTENTS**

<b>1. PROGRAM OVERVIEW .....</b>	<b>4</b>
1.1.Program Description.....	4
1.2 Program Mission.....	4
1.3 Program Learning Goals and Program Learning objectives.....	4
<b>2. CURRICULUM STRUCTURE .....</b>	<b>6</b>
2.1 Curriculum Composition.....	6
2.2 Courses and Credit Distribution.....	6
2.3 BBA Concentrations and Their Required Courses.....	9
2.4 Minors and their required courses .....	10
2.5 Curriculum Planner.....	14
2.6 Course Descriptions .....	16
2.6.1 General Education Courses .....	16
2.6.2 College Core Courses.....	22
2.6.3 Discipline Core Courses.....	25
2.6.4 Concentration courses .....	26
2.6.5 Internship courses.....	31
2.6.6 Graduation courses .....	32
<b>3. APPENDICES .....</b>	<b>34</b>
Appendix 1: MAPPING OF VINUNI GENERIC GRADUATE ATTRIBUTES AND LEARNING GOALS .....	35
Appendix 2: RUBRICS FOR EACH LEARNING GOALS .....	36

## 1. PROGRAM OVERVIEW

### 1.1. Program Description

Name of the Program Degree	Bachelor of Business Administration (BBA)
Program Duration	To be completed in 3.5 or 4 years on a full-time basis over 8 semesters
Total Credits	120

### 1.2 Program Mission

*The overall aim is to provide students with the best education – the right knowledge, skills, expertise, and experiences so that upon graduation they can attain meaningful careers with accelerated advancement opportunities.*

*The mission of the BBA Program is to provide undergraduate students with a well-rounded quality English-based business education to become competent business professionals, leaders and entrepreneurs with integrity who are critical thinkers and aspire to move Vietnam to a respectable position in the world.*

### 1.3 Program Learning Goals and Program Learning objectives

**Program Learning Goal 1 (PLG1): Graduates will have an understanding of ethical action, integrity, responsibility and the obligations of being entrepreneurially-minded business professionals.**

#### Program Learning Objectives (PLO)/Traits

PLO 1.1: Have an awareness of ethical principles and practices of entrepreneurially-minded business professionals

PLO 1.2: Identify issues of integrity and appropriate courses of action in a business setting

PLO 1.3: Have an understanding of the role and responsibilities of being an entrepreneurially-minded business professional

**Program Learning Goal 2 (PLG2): Graduates will have independence of mind in decision making and opinion forming, working either individually or within a team.**

#### Program Learning Objectives (PLO)/Traits

PLO 2.1: Have an understanding of the importance of individual opinion for a business professional

PLO 2.2: Be capable of leading and participating in teams to achieve tangible outcomes

PLO 2.3: Demonstrate effective interpersonal communication skills

PLO 2.1: Have an understanding of the importance of individual opinion for a business professional

**Program Learning Goal 3 (PLG3): Graduates will have a knowledge of the broad business environment and specific business specialties and an applied understanding of their integration in business generally.**

#### Program Learning Objectives (PLO)/Traits

PLO 3.1: Exhibit a detailed understanding of core business knowledge

PLO 3.2: Exhibit a detailed understanding of business-specialty knowledge

PLO 3.3: Be capable of modeling the soft skills required in business

**Program Learning Goal 4 (PLG4): Graduates will be capable of identifying, analyzing and evaluating business data from diverse sources in decision making.**

**Program Learning Objectives (PLO)/Traits**

PLO 4.1: Be capable of applying evidence-based reasoning

PLO 4.2: Apply interdisciplinary knowledge appropriately in a business context

PLO 4.3: Have an understanding of the roles of fact, supposition and assumption in the decision-making process

**Program Learning Goal 5 (PLG5): Graduates will have an understanding of the role of Vietnamese history and culture in the evolution of the Vietnamese business environment.**

**Program Learning Objectives (PLO)/Traits**

PLO 5.1: Have a broad understanding of the structure of the Vietnamese business environment

PLO 5.2: Have an awareness of how Vietnamese history and culture impact upon the Vietnamese business environment

PLO 5.3: Exhibit an understanding of the relationship between Vietnamese political structures and the structure and operation of Vietnamese businesses

**Program Learning Goal 6 (PLG6): Graduates will have a broad understanding of the Vietnamese economy its relativity to all economies in the Asia Pacific Economic Cooperation (APEC) region including the US, China, Japan and ASEAN.**

**Program Learning Objectives (PLO)/Traits**

PLO 6.1: Demonstrate an awareness of the key characteristics of APEC economies

PLO 6.2: Have an understanding of the interaction of the Vietnamese economy and all APEC economies.

PLO 6.3: Exhibit an awareness of the differences between the structure of the Vietnamese economy and the structures of APEC economies

## 2. CURRICULUM STRUCTURE

### 2.1 Curriculum Composition

No.	Curriculum Components	Number of Credits	Credit Distribution (%/Total Credits)
<b>I</b>	<b>GENERAL EDUCATION</b>	<b>27</b>	<b>22.5%</b>
I.1	University Core Requirement	10	8.3%
I.2	Distributional Requirement	17	14.2%
I.3	Co-curricular Learning	0	0%
<b>II</b>	<b>NATIONAL DEFENSE EDUCATION</b>	<b>0</b>	<b>0%</b>
<b>III</b>	<b>PROFESSIONAL EDUCATION</b>	<b>93</b>	<b>77.5%</b>
III.1	College Core Requirement	33	27.5%
III.2	Discipline Core Requirement	12	10%
III.3	Concentration Requirement	15	12.5%
III.4	Electives/Minor	18- 24	15%-20%
III.5	Internship	3-9	2.5%-7.5%
III.6	Graduation Thesis/Capstone	6	5%
	<b>TOTAL(minimum) *</b>	<b>120</b>	<b>100%</b>

Note: (\*) Students need to fulfill at least 120 credits to graduate. Students can study up to 132 credits of the program without paying extra tuition fees.

### 2.2 Courses and Credit Distribution

No.	Name of Courses	Total credits/hours
<b>I</b>	<b>GENERAL EDUCATION (*)</b>	<b>27</b>
<b>I.1</b>	<b>University Core Requirement</b>	<b>10</b>
ENGL1010	Academic English 1 (1)	3
ENGL1020	Academic English 2	3
ENTR1020	Agile Innovation	2
LEAD1020	Organizational Behavior (3)	2
LEAD1030	Leadership Boot Camp	45 hours
VCOR1021	Healthy Lifestyle 1 (4)	22.5
VCOR1022	Healthy Lifestyle 2 (4)	22.5
<b>I.2</b>	<b>Distributional Requirement</b>	<b>17</b>
HASS1010	Marxism-Leninism Philosophy (Philosophy Science and Society) (5)	3
HASS1020	Marxism-Leninism Political Economy (Global Political Economy) (6)	2
HASS1030	Scientific Socialism (Politics and Social Change) (7)	2

HASS1041	Ho Chi Minh Ideology (Vietnam: History and Cultures II) (2)	2
HASS1050	History of the Communist Party (Vietnam: History and Cultures I) (2)	2
LAW1010	Introduction to Law (8)	2
ARTS1010\MUSIC1010	Arts group (Art or Music Appreciation) (9)	1
CECS1030	Computational and Algorithmic Thinking	3
<b>I.3</b>	<b>Co-curricular Learning</b>	
VCOR1010A/B	First Year Experience - OASIS	45 hours
ENTR1010	Entrepreneurship Initiatives	45 hours
GLEX1010	Global Experience	45 hours
COSL1010	Community Service Learning	45 hours
<b>II.</b>	<b>NATIONAL DEFENSE EDUCATION</b>	<b>165 hours</b>
VCOR1030	NATIONAL DEFENSE EDUCATION (10)	
<b>III.</b>	<b>PROFESSIONAL EDUCATION</b>	<b>93</b>
<b>III.1</b>	<b>College Core Requirement</b>	<b>33</b>
ACCT2010	Introduction to Financial Accounting	3
ACCT2020	Introduction to Managerial Accounting	3
MARK1010	Marketing	3
LAW2010	Business Law	3
MANA2020	Business Communication Skills for Managers	3
ECON1010	Introductory Microeconomics	3
ECON1020	Introductory Macroeconomics	3
MANA3020	Business Ethics	3
FINA3010	Corporate Finance	3
MANA3010	Organizational Behavior and Human Resource Management	3
STAT1010	Introduction to Business Statistics	3
<b>III.2</b>	<b>Discipline Core Requirement</b>	<b>12</b>
CISM2030	Spreadsheet Modeling for Business	3
MANA4010	Strategic Management	3
STAT2020	Business Statistics	3
OLSM3010	Operations Management	3
<b>III.3</b>	<b>Concentration Requirement</b>	<b>15</b>
<i>One concentration is required. Students can choose any one among all concentrations offered to BBA; or can propose an individually designed concentration. Following is the list of concentrations offered by BBA. Details of concentration courses are listed in part 2.3.</i>		
	1. Finance	
	2. Marketing	

	3. Entrepreneurship	
	4. Business Analytics	
<b>III.4</b>	<b>Electives/Minors requirement</b>	<b>18-24</b>
	It is recommended that students should take from 18-24 credits of elective\minor courses to meet the minimum requirement of credits for graduation (120 credits). The following is the list of minors offered to BBA students. The list of minor courses is presented in part 2.4.	
	1. <i>Hospitality and Tourism</i>	15
	2. <i>Business Essentials</i>	15
	3. <i>Business Analytics</i>	15
	4. <i>Marketing</i>	15
	5. <i>Entrepreneurship</i>	15
	6. <i>Finance</i>	15
	7. <i>Healthcare Management</i>	15
	8. <i>Artificial Intelligence</i>	15
	9. <i>Communication</i>	15
	10. <i>Viet Nam studies</i>	15
<b>III.5</b>	<b>Internship requirement</b>	<b>3-9</b>
GENB0870	Internship Orientation (required for all students)	10 hours
<i>Students must complete at least one internship track listed below.</i>		
<b>Track 1: Business Internship</b>		<b>3</b>
GENB2870	Business Internship 1 <i>Pre-requisite: GENB0870</i>	1.5
GENB3870	Business Internship 2 <i>Pre-requisite: GENB0870</i>	1.5
<b>Track 2: Work-placement program</b>		<b>9</b>
GENB4870	Industrial Placement <i>Pre-requisite: GENB0870</i>	6
GENB3871	Internship Integrated Training	3
<b>III.6</b>	<b>Graduation requirement</b>	<b>6</b>
<i>Students must complete one graduation track listed below.</i>		
<b>Track 1: Business Plan</b>		<b>6</b>
GENB4891	Business Plan Description: A start-up project. <i>Pre-requisite: GENB2870 &amp; GENB3870</i>	
<b>Track 2: Graduation Thesis</b>		<b>6</b>
GENB4890	Graduation thesis Description: a research-based thesis <i>Pre-requisite: GENB2870 &amp; GENB3870 &amp; GPA&gt;3.6</i>	
<b>Track 3: Capstone project (11)</b>		<b>6</b>
GENB4892	Capstone project Description: A project report Embedded component of work-placement program (GENB4870 & GENB3871).	
	<b>TOTAL</b>	<b>120</b>



**Note:**

(\*) The GenED Curriculum adheres to Decision 17/QĐ-VUNI dated 20/7/2020 on the establishment of the General Education program of VinUniversity.

(1) - must be taken in the first year, preferably offered in the second semester after Pathway students finish their study and meet the English language entry requirements.

(2) - to fulfill Vietnam Ministry of Education and Training (MOET)'s requirements for 2 courses: (i) Ho Chi Minh ideology, and (ii) History of the Vietnamese Communist Party.

(3) - As part of the VinUni Leadership Development Excellence. The OB course is a key element of the leadership program and the first year experience.

(4) - to fulfil MOET's requirement of Physical Education. MOET requirement for physical education is a 3 credit course (45 hours) but not counted in total credits.

(5, 6, 7, 8) - to fulfil MOET's requirements on ideology & law education.

(9) Arts courses: Students can select either ARTS1010 or MUSI1010 to fulfill the art component requirement.

(10)- to fulfil MOET's requirement for National Defense Education, with 165 contact hours.

(11)- Student who wants to do capstone project, must register for Industrial Placement (GENB4870) & Internship Integrated Training (GENB3871).

**(\*\*)For international students:**

- International students are required to take ideology courses, including: History of the Communist Party, Ho Chi Minh Ideology, Scientific Socialism, Marxism-Leninism Political Economy, Marxism-Leninism Philosophy (In line with Decision No. 494/QĐ-TTg, issued on June 24, 2002, by the Prime Minister).
- International students are exempted from National Defense Education (in line with Circular 30/2018/TT-BGDĐT issued by the Ministry of Education and Training on December 24, 2018). Students may select other alternative courses (ie. Vietnam: History and Cultures I/II; Vietnamese Language; or other electives); to meet the required credits for graduation (at least 120 credits for a 4-year program and at least 180 credits for a 6-year program).

**2.3 BBA Concentrations and Their Required Courses**

Finance			Total
No	Course Code	Course Name	15
1	ACCT3030	Financial Statement Analysis	3
2	FINA3020	Advanced Corporate Finance	3
3	FINA4010	Futures, Options, and Financial Derivatives	3
4	FINA4040	Portfolio Management	3
5	FINA3030	Behavioral Finance	3

Marketing			Total
No	Course Code	Course Name	15
1	MARK4040	Marketing Research	3
2	MARK3010	Consumer Behavior	48923
3	MARK3020	Digital Marketing	3
4	MARK4010	Brand Management	3
5	MARK4020	Retail Strategy	3

<b>Entrepreneurship</b>			<b>Total</b>
<b>No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>15</b>
1	MANA3100	Entrepreneurship and Small Business Management	3
2	MANA3110	Corporate Entrepreneurship	3
3	MANA3120	Social Entrepreneurship	3
4	MANA3130	Entrepreneurial Finance	3
5	MARK3020	Digital Marketing	3

<b>Business Analytics</b>			<b>Total</b>
<b>No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>15</b>
1	BANA3020	Introduction to Programming and Python (Cross-listing with COMP1010)	3
2	MATH1040	Business Mathematics	3
3	CISM2010	Database Concepts and Skills for Big Data	3
4	BANA4040	Predictive Analytics	3
5	BANA4020	Computational Machine Learning for Business Analytics	3

## 2.4 Minors and their required courses

<b>1. Hospitality and Tourism</b> <i>CBM offers to all students</i>			<b>Total</b>
<b>No</b>	<b>Course code</b>	<b>Course name</b>	<b>15</b>
1	HADM1000	Introduction to Hospitality & Tourism Management	3
2	HADM1010	Fundamentals of Foodservice Management	3
3	HADM2010	Revenue Management Principles and Practices	3
		<i>Elective courses - Students can choose 2 courses from the below list</i>	
4	MARK1010	Marketing	3
5	HADM1020	Fundamentals in Hotel Operations	3
6	MARK3020	Digital Marketing	3
7	HADM3030	Hospitality Planning and Development	3
8	HADM3020	Sustainable Development Practices in Hospitality and Tourism	3

<b>2. Business Essentials</b> <i>CBM offers to All students</i>			<b>Total</b>
<b>No</b>	<b>Course code</b>	<b>Course name</b>	<b>15</b>

1	MANA1010	Introduction to Business Management	3
2	ACCT2010	Introduction to Financial Accounting	3
3	MARK1010	Marketing	3
		<i>Elective courses - Students can choose 2 courses from the below list</i>	
4	ECON1015	Managerial Economics	3
5	ACCT2020	Introduction to Managerial Accounting	3
6	FINA2010	Financial Management	3
7	LAW2010	Business Law	3
8	MANA3030	Organizational Behavior	3
9	BANA3050	Management Information System	3

<b>3. Business Analytics</b> <i>CBM offers to All students</i>			<b>Total</b>
<b>No</b>	<b>Course code</b>	<b>Course name</b>	<b>15</b>
1	BANA3050	Management Information System	3
2	BANA3010	Data Driven Analytics	3
3	OLSM3010	Operations Management	3
		<i>Elective courses - Students can choose 2 courses from the below list</i>	
4	ACCT2020	Introduction to Managerial Accounting	3
5	MARK1010	Marketing	3
6	BANA4010	Data Communication & Visualization	3
7	CISM2020	Big Data Management for Revenue Enhancement	3
8	BANA4040	Predictive Analytics	3

<b>4. Marketing</b> <i>CBM offers to All students</i>			<b>Total</b>
<b>No</b>	<b>Course code</b>	<b>Course name</b>	<b>15</b>
1	MARK1010	Marketing	3
2	MARK3010	Consumer Behavior	3
3	MARK3020	Digital Marketing	3
4	MARK4010	Brand Management	3
5	MARK4100	Marketing Strategy	3

<b>5. Entrepreneurship</b> <i>CBM offers to All students</i>			<b>Total</b>
<b>No</b>	<b>Course code</b>	<b>Course name</b>	<b>15</b>
1	ACCT2010	Introduction to Financial Accounting	3
2	MARK1010	Marketing	3
3	ENTR3010	Entrepreneurship Perspectives	3
		<i>Elective courses - Students can choose 2 courses from the below list</i>	

4	FINA2010	Financial Management	3
5	MANA3110	Corporate Entrepreneurship	3
6	MANA3150	Designing New Ventures	3
7	MANA3130	Entrepreneurial Finance	3
8	FINA3010	Corporate Finance	3

<b>6. Finance</b> <i>CBM offers to All students</i>			<b>Total</b>
<b>No</b>	<b>Course code</b>	<b>Course name</b>	<b>15</b>
1	ACCT2010	Introduction to Financial Accounting	3
2	FINA2010	Financial Management	3
3	FINA3010	Corporate Finance	3
		<i>Elective courses - Students can choose 2 courses from the below list</i>	
4	FINA3030	Behavioral Finance	3
5	FINA4010	Futures, Options, and Financial Derivatives	3
6	FINA4040	Portfolio Management	3
7	FINA3100	FinTech: Shaping the Financial World	3

<b>7. Healthcare Management</b> <i>(CHS offers for CBM students)</i>			<b>Total</b>
<b>No</b>	<b>Course code</b>	<b>Course name</b>	<b>15</b>
1	HQIS4052	Healthcare Quality Improvement and Safety	3
2	NURS4330	Environmental Health	3
3	HESP3042	Health Economics-Health Systems-Health Policy & Law	3
4	NURS2210	Essential Concepts of Health	3
5	GENB4893	Capstone Project – Healthcare Management	3

<b>8. Artificial Intelligence</b> <i>(CECS offers for BBA students)</i>			<b>Total</b>
<b>No</b>	<b>Course code</b>	<b>Course name</b>	<b>15</b>
1	BANA3020	Introduction to Programming and Python	3
2	MATH1040	Business Mathematics	3
3	COMP2050	Artificial Intelligence	3
4	COMP3020	Machine Learning	3
		<i>Students can choose 1 course from the list</i>	
5	COMP3040	Computer Vision	3
6	COMP4020	Natural Language Processing	3
7	COMP4040	Data Mining and Big Data Analytics	3

<b>9. Communication</b> (CAS offers for all VinUni students)			<b>Total</b>
<b>No</b>	<b>Course code</b>	<b>Course name</b>	<b>15</b>
1	ENGL1011	Fundamentals of Academic Writing (students from AY20-21 and AY21-22 may use Academic English 1 to meet the pre-requisite.)	3
2	COMM1010	Introduction to Communication	2
3	COMM2010	Introduction to Data Visualization with Tableau	2
4	COMM2020	Fundamentals of Digital Media Production	2
5	COMM3010	Social Media Management	2
6	COMM1020	Oral Communication	2
7	HASS1070	Cross-Cultural Navigation	2
8	COMM4890	Capstone Project	2

<b>10. Viet Nam studies</b> (CAS offers to all VinUni students)			<b>15</b>
<b>No</b>	<b>Course code</b>	<b>Course name</b>	<b>15</b>
1	HASS1041	Vietnam History and Culture 1	2
2	HASS1050	Vietnam History and Culture 2	2
3	VIET1010	Vietnamese Language 1 (International Students)	3
4	ECON4011	Economic Growth and Development in Vietnam	3
5	HASS1091	Politics of Vietnam	3
6	ENTR4011	Entrepreneurship and Leadership	3
7	VIET4890	Capstone Project	2

2.5 Curriculum Planner

	YEAR 1			YEAR 2			YEAR 3			YEAR 4	
	SEM 1	SEM 2	Summer	SEM 1	SEM 2	Summer	SEM 1	SEM 2	Summer	SEM 1	SEM 2
<b>GENED CORE</b>	OASIS/ Healthy Lifestyle1/ Academic English 1/ Agile Innovation/ Introduction to law/ HASS-1	Healthy Lifestyle2/ Academic English 2/ Organizational Behavior/ Leadership Bootcamp/ HASS-2/ Computational and Algorithmic Thinking/	National defense education Community Service Learning	HASS-3/ HASS-4	HASS-5		Arts Appreciation	Global experiences			
<b>Credit (27)</b>	<b>10</b>	<b>10</b>		<b>4</b>	<b>2</b>		<b>1</b>				
<b>BUSINESS COLLEGE CORE</b>	Introductory Microeconomics/ Introduction to Business Statistics	Introductory Macroeconomics		Marketing/ Introduction to Financial Accounting/ Organizational Behavior and Human Resource Management	Corporate Finance/ Introduction to Managerial Accounting/		Business Communications Skills for Managers	Business Ethics/ Business Law			
<b>Credit (33)</b>	<b>6</b>	<b>3</b>		<b>9</b>	<b>6</b>		<b>3</b>	<b>6</b>			
<b>DISCIPLINE CORE</b>		Business Statistics Internship Orientation		Spreadsheet Modeling for Business	Operations Management			Strategic Management			
<b>Credit (12)</b>		<b>3</b>		<b>3</b>	<b>3</b>			<b>3</b>			
<b>CONCENTRATION 1</b>					Course #1		Course #2 Course #3	Course #4		Course #5	
<b>Credit (15)</b>					<b>3</b>		<b>6</b>	<b>3</b>		<b>3</b>	
<b>CONCENTRATION 2/ Minor</b>					Course #1		Course #2 Course #3	Course #4		Course #5	
<b>Credit (15)</b>					<b>3</b>		<b>6</b>	<b>3</b>		<b>3</b>	
<b>ELECTIVES</b>										Course #1 Course #2	Course #3

<b>Credit (9)</b>										<b>6</b>	<b>3</b>
<b>INTERNSHIP</b>						Internship #1			Internship #2		
<b>Credit (3)</b>						1.5			1.5		
<b>GRADUATION</b>											Graduation thesis
<b>Credit (6)</b>											6
<b>Credit Hours (120)</b>	<b>16</b>	<b>16</b>		<b>16</b>	<b>17</b>	<b>1.5</b>	<b>16</b>	<b>15</b>	<b>1.5</b>	<b>12</b>	<b>9</b>

**Note:**

- ✓ This is one possible plan for reference only. The real course list might differ by semester.
- ✓ Students should follow the study plan suggested by the College to ensure academic pace and progress.

## 2.6 Course Descriptions

### 2.6.1 General Education Courses

#### **ENGL1010 Academic English 1 & ENGL1020 Academic English 2**

**Credit: 3 credits\course**

**Pre-requisites:** 6.5 IELTS; 79-93 TOEFL iBT; or 175 B2 CEFR, or successful completion of Pathway Intermediate

The overall goal of the course is to develop students' English language competence and academic skills that enable them to be self-directed, independent learners in their disciplines at all colleges in VinUni, where English is the medium of instruction. Students in this program have the opportunity to sharpen their 4 English language skills (Reading, Listening, Writing, Speaking), and to refine their academic critical thinking skills, research skills, formal presentation skills and other oral communication skills.

#### **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**

**Credits:** 1

**Prerequisites:** 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.

### **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.

### **LEAD1020 Organizational Behavior**

**2 credits**

*Pre-requisites: none*

This course introduces students theoretically and practically to key facets of leadership in organizations. It lays the foundations for students' preparation to being influential leaders who can effectively work in local and global teams. The course covers aspects of self-leadership through developing self-awareness, critical thinking, resilience, and developing a global mindset. It develops interpersonal leadership through addressing perspective taking and feedback management, and strengthens team leadership skills through conflict management and ideation management. Students develop skills through theoretical lectures, case study analysis, individual and team assignments, and self-reflection.

### **LEAD1030 Leadership bootcamp**

*Non-credit (45 hours)*

*Pre-requisites: none*

The intensive Boot Camp prior to first year instills foundational leadership values and skills into incoming 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.

### **LAW1010 Introduction to Law**

**2 credits**

*Pre-requisites: none*

This course is an introduction to the concept and role of law in which the main themes are 'what is law' and 'how does law work in contemporary society'. For an overview, this course considers the nature of the rule of law and its relationship with morality, ethics, politics, human rights and decision making through a critical exploration of topical issues. The course content is organized into 4 components. The first part focuses on the notions of law, rules and legal systems to explore the law itself in social context and equip students with knowledge of different styles of states and national legal systems all over the world. Then, an introduction to Vietnamese civil law will be presented to help students gain familiarity with fundamental concepts of rights, obligations, entitlement, etc. as well as issues relating to contract formation, implementation and remedies in

accordance with Vietnamese law. The third part analyzes law in a global context to examine legal relationships between subjects of international law, with respect to both private and public international law. Finally, students will delve deeper into different means of settling dispute, either at municipal courts or other international forums worldwide. On such a basis, students build a general knowledge of the law that will serve as a helpful foundation for understanding how the law interacts with other disciplines that they study and pursue in the future.

Different learning techniques will be utilized throughout the course including seminar style lecture, in-class discussion and group exercises with realistic or hypothetical cases to enable student to critically think and analyze like a lawyer. At the end of the course, students will have opportunities to engage themselves in a moot court competition to solve a civil dispute where they assume different roles of judges, lawyers, bailiff, claimant and respondent.

### **CECS1030 Computational and Algorithmic Thinking**

**3 credits**

***Pre-requisites: none***

Introduction to computational and algorithmic thinking for students with no computing background. Explains computer organization, networks, and architectures. Emphasizes understanding of key computational concepts such as abstractions, algorithms, efficiency, correctness and the basics of visual programming. Covers the main principles of algorithmic problem solving, such as iteration, recursion, searching, and sorting, and concepts such as concurrency and randomness. Introduces the main principles of artificial intelligence and data science. Discusses computational thinking in economics, medicine and healthcare, neuroscience, and sports, and examines security, privacy, and ethical concerns. In laboratories, students solve computer science problems, with the guidance of staff.

### **VCOR1010A/B – First Year Experience – (OASIS)**

**Credits:** Noncredit, 45 hours

**Pre-requisite:** NA

First Year Experience course (FYE) is a mandatory, non-credit bearing course of the General Education Program. It is offered through the students' residential colleges/dormitories, in collaboration with the General Education Program Committee. FYE is a foundational course aimed to equip the first-year students with a proper understanding of the general nature, value, and requirement of university education. It is designed to assist students to successfully navigate through their new experience of university learning. It also forms a solid basis of support from which students may further develop their personal and professional excellence in the university.

### **ENTR1010 Entrepreneurship Initiatives**

**Non-credit/45 hours**

The entrepreneurship education program is a framework which provides undergraduate and graduate students with the knowledge, skills, and mindset to be successful not just in the context of a new venture but in a broad number of settings. While critical thinking and problem solving skills are developed, the program also emphasizes tools required to "ask the right questions" and identify new issues at local, regional, and global levels. Through a combination of multi-disciplinary coursework, labs, and co-curricular activities, students are exposed to entrepreneurship, business, and economics issues with emphasis on issues affecting innovation ventures. Students learn using case studies, self-assessments, experiential exercises, readings, discussions, papers, and group activities. The core section of the program is accessible to students of all ages and backgrounds. Topics in this section include ideation, product development, team building, and finance for new ventures. Co-curricular activities in this section include making, hackathons, pitching, incubation, mentorships, internships, and company visits. Advanced students will focus on new ventures in specific industries including media, energy, health care, hospitality, and technology. Graduate level students will further focus on managing

entrepreneurship in large organizations such as global corporations or cities. In addition to the co-curricular activities in the core section, advanced students also have access to acceleration and commercialization labs.

### **COSL1010 Community Service Learning**

#### **Non-credit/45 hours**

This activity is to develop compassion for others and to promote environmental responsibility through personal connection to the natural world. Community Service Learning offers VinUni students the opportunity to work and make a difference with a local community, while reflecting and putting their experiences in context within a university course (Possibility to be integrated into the Determinants of Health course - 3 credits). These partnerships strategy provide opportunities to integrate meaningful community service with learning experience, for students to enrich valuable experience, to increase their civic responsibility, their awareness of the social and political life of their community, and thus, contribute to strengthen their city, country and more.

### **GLEX1010 Global Experience**

#### **Non-credit/45 hours**

The component is to expose students to different environments, cultures, histories, ways of life; form a basis for reflecting on students' understanding of their own social, cultural, environmental and political settings; and their discipline and/or profession- how it relates to the world, how and why it works as it does, its strengths and weaknesses, how it is practiced in different physical and socio-cultural settings, what the constraints are in different socio-cultural settings, and where it is headed. There are multiple ways for students to meet this requirement like Semester abroad/Community Service learning abroad, cross culture experiences, overseas summer program, etc.

## **2.6.2 College Core Courses**

### **ACCT2010: Introduction to Financial Accounting**

**Credits: 3**

**Prerequisites:** *ECON1010*

Comprehensive introduction to financial accounting concepts and applications. Focuses primarily on recording and communicating financial information for use by external users such as investors, creditors, and regulators, and is intended to provide a basic understanding of the accounting cycle, elements of financial statements, Generally Accepted Accounting Principles. (GAAP), International Financial Reporting Standards, and financial statement interpretation (IFRS). Topics include accounting for inventory, receivables, depreciation, bonds, equity, and cash flows.

### **ACCT2020: Introduction to Managerial Accounting**

**Credits: 3**

**Prerequisites:** *ACCT2010*

This course introduces the basic concepts, analyses, uses, and procedures of accounting and control used by internal company managers when they are faced with planning, directing, controlling, and decision-making activities in their organization. Topics covered focus on the relationship between strategy and decision-making, and include product and service costing, budget setting, decision-making, profitability analysis, pricing, and performance measurement.

### **MANA2020: Business Communication Skills for Managers**

**Credits: 3**

**Prerequisites:** *None*

This course aims to introduce students to business communication theories and principles used to conduct field research and to produce a business consulting report/plan and a variety of

business documents. Drawing on business and management theories such as Porter's five-force model, SWOT analysis, and business plan/report writing strategies, students will learn how to manage a team project and conduct market research in a defined sector and market. In so doing, the course provides students with opportunities to explore how to use English as a market research tool for inquiry, learning, innovative thinking and communicating within their chosen industry.

**LAW2010: Business Law**

**Credits: 3**

*Prerequisites: None*

Business law is a section of code that is involved in protecting liberties and rights, maintaining orders, resolving disputes, and establishing standards for the business concerns and their dealings with government agencies and individuals. Every state defines its own set of regulations and laws for business organizations. Similarly, it is also the responsibility of the business concerns to know the existing rules and regulations applicable to them. Business law plays a vital role in regulating business practices in a country. Every business concern, either large-scale or small-scale, is bound to comply with their respective legal regulations.

The aim of this unit is to enhance students' understanding of how business law is applied to the running of a business organisation. Students will gain knowledge of business law and examine the impact of the law on business operations and decision making. Throughout the unit students will identify legal solutions available to business owners and assess their suitability. Their experiences in this unit will help them better understand the different areas of law that apply. They will be able to illustrate the impact of the law on normal business operations and when registering a company and inviting shareholders to invest in it. They will gain an understanding of the law in relation to market abuse and director responsibilities. Students will be able to recognise the application of employment law between employers and employees.

**ECON1010: Introductory Microeconomics**

**Credits: 3**

*Prerequisites: None*

This course is to provide an overview of microeconomics for business students for the first year. This is a basic and foundational course in microeconomics to support students majoring in business and management to access specialized subjects for the next school year, and also to help students remember, understand, and apply microeconomic knowledge to the decision-making process in management, the role of microeconomics in business administration. Students are equipped with the fundamentals of microeconomics to understand issues of economic activities in relation to the market and firm's behavior. Topics may include the supply and demand, market efficiency and government interventions, production decisions, market structure, the organization of industry, and the impact of microeconomic variables on economic activity and business decision making.

**ECON1020: Introductory Macroeconomics**

**Credits: 3**

*Prerequisites: None*

This course is to provide an overview of macroeconomics for business students for the second year. This is a basic and foundational course in macroeconomics to support students majoring in business and management to access specialized subjects for the next school year, and also to help students remember, understand, and apply macroeconomic knowledge to the decision-making process in management, the role of macroeconomics in business administration. Students are equipped with the fundamentals of macroeconomics to understand issues of aggregate economic activity in relation to the level, stability, and growth of national income. Topics may include the determination and effects of unemployment, inflation, balance of payments, deficits, and economic development, and how these may be influenced by monetary, fiscal, and other policies and the impact of macroeconomic variables on economic activity and business decision making.

**MANA3020: Business Ethics**

**Credits: 3**

**Prerequisites:** MANA3010 and ECON1010

This course focuses on ethical problems in business and organizational contexts. Topics include basic concepts of business and business ethics, the practices of business ethics to each type of stakeholders, and the challenges of business ethics. Students are expected to perform hands-on analysis with case studies. The course also aims to enable students with analytical and communication skills through in-class group activities that help address ethical problems in practice.

**FINA3010: Corporate Finance**

**Credits: 3**

**Prerequisites:** ACCT2010

This course focuses on practical applications related to financial decision making. Topics include the time value of money, bond and stock valuation, capital-budgeting decisions, the cost of capital and the capital-structure decision. Students are expected to perform hands-on analysis with case studies. The course also aims to help students develop analytical and communication skills through in-class group activities.

**MANA3010: Organizational Behavior and Human Resource Management**

**Credits: 3**

**Prerequisites:** None

This course provides a one-term introduction to basic organizational behavior concepts and their application in contemporary organizations. The field of organizational behavior focuses on issues related to human behavior and interpersonal relations within an organization. The course will include conceptual frameworks, case discussions, and skill-oriented activities. Topics include diversity in organizations, attitudes and job satisfaction, emotions and moods, personality and values, perception and individual decision making, motivation, group behavior, work teams, communication, leadership, power and politics, conflict and negotiation, the structure and culture of organizations, and organizational change.

**MARK1010: Marketing**

**Credits: 3**

**Prerequisites:** None

This course provides a comprehensive understanding of marketing and an opportunity to practice applications of marketing frameworks to real business problems. Students will explore concepts and theories of marketing and examine marketing tools to improve business decision makings. Topics including strategic marketing planning, marketing environment, marketing mix, customer behavior, etc. will be addressed. By adopting a combination of various interactive activities such as discussions, case studies, and group projects, the instructor will challenge students to apply marketing frameworks taught in the class into analyzing real business environments, and further derive creative solutions. Through these, students will not only gain knowledge but will develop creative thinking capabilities that can lead to better business decision-making.

**STAT1010: Introduction to Business Statistics**

**Credits: 3**

**Prerequisites:** College Algebra

This introductory business statistics course is taught from the perspective of solving problems and making decisions within business contexts. Students learn introductory probability, as well as how to gather data, evaluate the quality of data, graphically represent data, and apply some fundamental statistical methodologies. Statistical methods covered include: estimation and hypothesis testing relating to one- and two-sample problems of means, simple linear regression, and multiple regression. Excel is used as the statistical computing software and the class uses a very hands-on approach.



### 2.6.3 Discipline Core Courses

#### **CISM2030: Spreadsheet modelling for business**

**Credits: 3**

**Prerequisites:** ACCT2020 or FINA 3010

Spreadsheet Modeling for Business course is developed as a deeper exploration and model-based approach to quantitative decision making within a spreadsheet platform. The course uses primarily Microsoft Excel as a business analytics tool for problem solving and decision making. It focuses on applied cases of various financial and business models using the spreadsheet tool. This data-driven course will introduce students to the most complex functionality available in Excel. Key topics will include data management, data visualization, financial modeling, forecasting, optimization, PivotTables, and simulation. The course will also help students develop an Excel application using Macros and Visual Basic for Applications (VBA) programming.

#### **MANA 4010: Strategic Management**

**Credits: 3**

**Prerequisites:** None

This course develops concepts and analytical frameworks for creating sustainable competitive advantage. The perspective adopted is that of the general manager who has overall responsibility for the performance of the firm or of a business unit within the firm. Such a manager needs to understand the basis for the current performance of the firm and to identify those changes (inside or outside the firm) that are most likely to affect future performance adversely or that provide opportunities for the firm to improve its performance. The manager must then use the firm's resources to formulate and implement strategies to compete successfully in its new environment. The strategy must define the scope of the firm's activities, the logic through which the activities result in better performance, and what it is about the firm that allows it to better carry out those activities than its competitors.

The complexity of today's (and tomorrow's) competitive environment dictates that strategy cannot be the domain of top managers alone. In particular, functional specialists and mid-level managers will be challenged increasingly to think strategically when confronting day-to-day issues, and to ground operational contributions in the strategic realities of the business. Our aim is to increase your ability to take the initiative and assume a leadership role in your company, no matter what your formal position might be. One way to do this is through cultivating the ability to make well-grounded and uncommonly insightful recommendations as to how the business actually is or should be competing. In order to capture the pragmatic, action-oriented nature of the general manager's job and the complexity of the general manager's milieu, this course is taught through the case method. We will supplement case discussions with readings, lectures, and conceptual analyses. A central goal is for you to develop your own personal synthesis and approach for identifying and solving key strategic problems facing a business.

#### **OLSM 3010: Operations Management**

**Credits: 3**

**Prerequisites:** College Algebra and STAT1010

Operations Management can broadly be defined as generating outputs from inputs in the optimal manner, where "optimal" depends on the situation and can, for example, indicate "at the lowest costs", "at the highest quality", "the fastest", etc. Firms can create a competitive advantage through proficient Operations Management. To do so, each firm must recognize and establish the strategic role of its operations within the organization, and it must execute this operations strategy in an efficient and effective manner. This course examines the strategic role of Operations Management, and we will discuss specific tools and techniques that any firm can use for the implementation of its strategic goals.

Beyond learning about a selection of concepts, tools, and techniques for managing operations, we hope that this course will help you form a new perspective – a perspective that focuses on the process by which organizations produce and deliver products and services. From this perspective, you may

change the way you look at all types of business such as traditional companies, restaurants, hospitals, airlines, consulting companies, and government agencies. This outlook usually leads to a better appreciation of how much the overall competitiveness of these businesses depends on the way their operation systems are managed. Or said in other words, one becomes more sensitive to the strategic power of the operations function, and to the opportunities to create sustainable competitive advantage through effective operations.

Operations management decisions, despite their seemingly technical nature, are not the province of functional specialists. All managers – in finance, marketing, human resources, etc. – must understand how these decisions are made, and they must initiate, guide, and facilitate many of them themselves. A proficient understanding of operations management is mandatory in virtually all careers. For example, an investment banker who is savvy in operations management is more likely to spot the risks and opportunities inherent within a given set of market conditions. Similarly, a marketing manager who is well-versed in operations management is more capable of developing product concepts that leverage (rather than conflict with) established processes. As a final example, a finance manager is better able to evaluate proposals for capital investment and evaluate the longer-term prospects of a company relative to its competition.

All firms have an operations management function that transforms inputs into outputs. For example, in a hospital, the inputs are sick patients, and the outputs are (hopefully!) cured patients. In the 21st century, we have witnessed many companies entering and quickly dominating global markets through superior capabilities of their production and operations systems. They have managed to offer consistently better quality and service at lower prices and introduce more new products. These firms have truly optimized their transformation process – we will develop a framework that we will use to analyze a firm’s business process flows. Then we will examine how the firm can best manage its supply chain (its interactions with upstream suppliers and downstream customers).

### **STAT2020: Business Statistics**

**Credit: 3**

**Prerequisites:** STAT1010

Business statistics is a course that is designed to give you the basic tools of collecting, analyzing, presenting, and interpreting data. In the business community, managers must make decisions based on what will happen to such things as demand, costs, and profits. These decisions are an effort to shape the future of the organization. If the managers make no effort to look at the past and extrapolate into the future, the likelihood of achieving success is slim.

In this course, the students are introduced to business statistic techniques to facilitate them in pursuing further study in business, economics, and finance. The course covers the concepts of: different sources and types of data, quantitative analysis in business - descriptive statistics, probability, discrete and continuous random variables, hypothesis testing, regression analysis – and the basic procedures in problem solving.

#### **2.6.4 Concentration courses**

##### *1. Finance concentration courses*

### **ACCT3030: Financial Statement Analysis**

**Credits: 3**

**Prerequisites:** ACCT2010

The course will focus on developing a framework for analyzing financial statements to make business decisions. The framework is intended to enhance the ability to qualitatively and quantitatively assess financial information. Goals of the course include learning to read financial statements for relevant information, understanding the impact of a business' accounting choices and estimates, analyzing financial ratios and cash flow measures and financial statement projection. Cases are incorporated in class discussions and assignments in order to illustrate concepts and allow students to apply financial statement analysis in practices.

**FINA3020: Advanced Corporate Finance**

**Credits: 3**

**Prerequisites:** ACCT2010

The course focuses on the practical concept of corporate financial management including short-term and long-term investment and financing. It covers issues in the valuation of financial assets including fixed-income securities, equities, and a target firm. In addition, the course covers special topics including working capital management, introductory content of mergers and acquisitions, financial derivatives, and international financial management. Case studies may be utilized to examine, analyze, and integrate corporate decision-making.

**FINA4010: Futures, Options and Financial Derivatives**

**Credits: 3**

**Prerequisites:** FINA3010

Students will learn about the basic derivatives such as forward, futures, swap, and option contracts in this course. The topics discussed in this course will include the concepts, pricing, and hedging of these derivatives.

**FINA4040: Portfolio Management**

**Credits: 3**

**Prerequisites:** FINA4010

Portfolio management is the center of modern investment. This course provides an in-depth discussion of various investment vehicles, different measure of return and risk, and the risk-return trade-off one faces when it comes to portfolio management. In this course, students will learn how to use Excel to form their optimal portfolio. This course also introduces students to the fundamental concepts of options and futures and how to use these financial derivatives to manage the risk of the portfolio.

**FINA3030: Behavioral Finance**

**Credits: 3**

**Prerequisites:** FINA3010

This course is designed to provide students with both theoretical and practical understandings of behavioral finance. This course introduces the concepts of psychological biases and how such biases affect the financial decisions of investors, fund managers, as well as firm managers, and ultimately lead to market anomalies. The ultimate goal is to allow students to effectively make financial decisions.

*2. Marketing concentration courses*

**MARK4040: Marketing Research**

**Credits: 3**

**Prerequisites:** MARK1010

This course explores the strategies and analytical techniques employed to address both classical and contemporary problems faced by retailers. Case study analysis provides a principal pedagogical approach. Cases come from a broad spectrum of retailing sectors: food, mass, fashion, on-line, international, etc. Project required. Selected retail executives will participate.

**MARK3010: Consumer Behavior**

**Credits: 3**

**Prerequisites:** MARK1010

When does spending money give consumers happiness, not emotional pain? Why are many female-targeted products sold at a higher price than male-targeted ones? What makes a default option so

important than other options available to consumers? The consumer mind is often called a black box; it is not easy to fully understand how they think, feel, and (consciously and unconsciously) respond to market information. This course is designed to take you a step closer to the consumer black box and explore fascinating, multi-faceted aspects of consumer psychology and behavior.

Unlike standard economics has assumed, consumers often make erroneous forecasts and have biases that may eventually lead them to suboptimal decisions. Furthermore, their seemingly irrational behaviors, such as a heavy reliance on emotions, on simple heuristics, or on the prominent cues in the environment, are known to be surprisingly systematic and predictable. In order to give you a rich understanding of how the consumer mind works, this course will take you through a journey focusing on core psychological and social issues of consumer behavior—what motivates people (not) to purchase, influences on consumer perceptual processes and sensory experience, design thinking approach to consumer insights, individual differences in consumption, how consumer memory works and is distorted, how to engineer behavioral changes, how to increase consumer happiness through spending, how to create meaningful engagement with AI, robots, and evolving social media, and so forth.

This course will give you an ample chance to reflect on your own motivations and behaviors that might have usually gone unnoticed. This course thus aims to make you a savvier consumer in your own day-to-day life, and a manager and public policy maker who truly understands how to better design marketing strategies and policies to influence consumer behavior.

**MARK3020: Digital Marketing**

**Credits: 3**

*Prerequisites: MARK1010*

Digital marketing is the backbone of today's economy, and brands are placing more emphasis than ever on digital marketing. This course helps students understand how the digital economy works and develop the critical insights needed to succeed in e-commerce and digital marketing. This course provides the foundational knowledge and marketing perspective needed to successfully execute digital marketing activities in businesses of various types and sizes. The course provides participants with the theoretical understanding they need to adapt to the many changes while equipping them with the skills they need to perform their daily tasks. Upon completion of the course, participants will have a more comprehensive understanding of the fundamentals of the new digital marketing landscape and will acquire new skills, concepts, and tools to help them create, distribute, promote, and evaluate products and services digitally.

**MARK4010: Brand Management**

**Credits: 3**

*Prerequisites: MARK1010*

This unit aims to introduce concepts and strategies for management of brands by enterprises. The course allows the students to develop skills to build and manage brands for carefully targeted markets and audiences. Besides, the course equips students with knowledge and skills of managing brands in various business contexts. The unit will also introduce key factors such as culture and ethics that impact brand management. Students will apply this knowledge in practical, realistic contexts and develop creative solutions to business problems.

**MARK 4020: Retail Strategy**

**Credits: 3**

*Prerequisites: MARK1010*

This course is a three-credit course for College of Business and Management students. Marketing (MARK1010) is a prerequisite course for this course. This course provides a comprehensive understanding of retailing and an opportunity to practice applications of retailing tools to real retail problems. Students will explore concepts and theories of retailing and examine diverse retail phenomena. Topics include store operations, merchandising, layout, location, pricing, trend analysis, visual merchandising, etc. By adopting a combination of various interactive activities such as discussions, case studies, and group projects, the instructor will challenge students to

apply knowledge taught in the class into analyzing real business environments, and further to derive creative solutions. Through these, students will not only gain knowledge but will develop creative thinking capabilities that can lead to better retail decision-making.

### 3. *Entrepreneurship concentration courses*

#### **MANA 3100: Entrepreneurship and Small Business Management**

**Credits: 3**

Prerequisites: None

This course is intended to distinguish between entrepreneurship and small business management. Emphasis will be placed on the integration of key management principles from prerequisite courses. A real-world case study will be used as the lens through which students will develop an operational business plan. Readings, videos and other reference materials from practitioners, academics and business leaders will be used to make the class reflective of and relevant to the current business environment.

#### **MANA 3110: Corporate Entrepreneurship**

Credits: 3

Prerequisites: None

This is an introductory management course covering the management of technology and innovation in established firms; along the way, we will explore what lessons large firms can learn from startups as well. This course is designed for students who may someday work in roles that require them to apply entrepreneurial thinking in order to launch new products and business models to capture new markets and evade disruption. Students taking this course will receive an understanding of how to incorporate aspects of entrepreneurship into their work in established firms to better discover and exploit valuable opportunities.

We will start by examining how industries are transformed by new technologies and how these patterns of industrial change generate both opportunity and high rates of firm failure. We will then examine technology companies such as Netflix, Google, Adobe, Eli Lilly, etc. and explore the questions: Why do some technology leaders fail, and how do technology innovators successfully take on and replace incumbent firms? We will also explore how to design and lead innovative organizations and teams to develop new products and identify opportunities for new products and market segments; we will also discuss effective strategies for managing intellectual property. Depending on the pacing of the class, we may also invite a number of guest speakers to our lectures.

#### **MANA3120: Social Entrepreneurship**

Credits: 3

Prerequisites: None

The course is applicable to multiple aspects of social enterprise including - for profit companies and start-ups, non-profit or self-funding organizations and people who want to act more entrepreneurially from within larger NGO's, non-profits or socially oriented businesses. This course is also for those who seek to learn the relevant tools (e.g. design thinking) and strategies for entrepreneurship and innovation to ameliorate major, global, social challenges.

#### **MANA 3130: Entrepreneurial Finance**

Credits: 3

Prerequisites: None

The course helps build skills, frameworks and knowledge in entrepreneurial finance. The skills and frameworks are similar to those employed in traditional corporate finance, but are, of necessity, more focused on cash flow, returns and recognizable value. The context of entrepreneurial finance is different than that of traditional corporate finance. Most companies are at a relatively early stage of maturity and, by definition, are not publicly listed on exchanges. Entrepreneurial Finance is of growing importance every year, both domestically and internationally.

**MARK3020: Digital Marketing****Credits: 3****Prerequisites:** MARK1010

Digital marketing is the backbone of today's economy, and brands are placing more emphasis than ever on digital marketing. This course helps students understand how the digital economy works and develop the critical insights needed to succeed in e-commerce and digital marketing. This course provides the foundational knowledge and marketing perspective needed to successfully execute digital marketing activities in businesses of various types and sizes. The course provides participants with the theoretical understanding they need to adapt to the many changes while equipping them with the skills they need to perform their daily tasks. Upon completion of the course, participants will have a more comprehensive understanding of the fundamentals of the new digital marketing landscape and will acquire new skills, concepts, and tools to help them create, distribute, promote, and evaluate products and services digitally.

4. *Business Analytics concentration courses***MATH1040: Business Mathematics****Credits: 3****Prerequisites:** Three years high school mathematics, including trigonometry and logarithms.

This course is an introduction to single and two variable calculus. It covers and expands material presented in the last years of high school. It includes limits, continuity and differentiation as well as integration of algebraic functions. The 3 hours of class time are divided into 2 components: lectures and recitation. The lectures cover the course theory in a classroom setting that includes demonstrations and in class activities. In the recitation, the class follows a problem-based learning approach to connect theory to practical applications.

**BANA3020: Introduction to Programming and Python****Credits: 3****Prerequisites:** None

(Cross-listing with COMP1010)

Programming and problem solving using a popular programming language. Emphasizes principles of software development, style, and testing. Topics include procedures and functions, iteration, recursion, arrays and vectors, strings, an operational model of procedure and function calls, algorithms, exceptions, object-oriented programming, and GUIs (graphical user interfaces). Weekly labs provide guided practice on the computer, with staff present to help. Assignments use graphics and GUIs to help develop fluency and understanding.

**CISM2010: Database Concepts and Skills for Big Data****Prerequisites:** None

This course introduces the principals and functions of relational database management systems (DBMS) and their business application. Students will explore both logical and physical database designs and develop a clear understanding of the concepts and terminology related to DBMS. A small relational database will be designed, and students will learn to run SQL queries. Students will learn a set of skills to describe what happened in the past using queries, descriptive statistics, data visualization, and some data mining techniques.

**BANA4020: Computational Machine Learning for Business Analytics****Credits: 3****Prerequisites:** BANA3020

Computational Machine Learning for Business Analytics is an essential course for any student interested in understanding the power of machine learning techniques and applying them to the real-world business problems. This course provides students with an introduction to the fundamental concepts behind machine learning algorithms, as well as their application to a variety of use cases within the context of business analytics.

Learn and apply key concepts of modeling, analysis and validation from machine learning, data mining and signal processing to analyze and extract meaning from data. Implement algorithms and perform experiments on images, text, audio, and mobile sensor measurements. Gain working knowledge of supervised and unsupervised techniques including classification, regression, clustering, feature selection, and dimensionality reduction.

**BANA4040: Predictive Analytics**

**Credits: 3**

Prerequisites: STAT2020

The course aims to give students an understanding of modern data analytics methods and a heuristic theoretical justification of their use at an intermediate level. The methods are useful in a range of business applications including marketing and finance. The course will teach you about statistical methodology, you will get an intuitive understanding of the theory and ideas behind the methodology, and you will learn how to apply the methods to business data using the Python computer package. By the end of the course, you should be able to start reading some of the academic literature employing modern data analytics methods to address business problems.

### 2.6.5 Internship courses

**GENB0870 - Internship Orientation**

**None credit- 10 hours**

*Prerequisites: None*

The internship orientation course is designed to provide students with basic understanding and skills to succeed in their summer internships and make them remarkable learning experiences. By taking this course, students will learn (1) how to search for suitable internship opportunities that are most beneficial for their future careers, (2) how to apply for and successfully get an appropriate internship offer, (3) how to adapt to different working environments, perform well during their summer internships and build their professional network. Furthermore, they will be well informed about the learning outcomes and assessment of the summer internship course. The completion of this internship orientation course is compulsory for all CBM students in order to take summer internships.

**GENB2870 - Business Internship 1**

**Credit: 1.5 credits**

**Pre-requisite: GENB0870**

Timeframe: 480 hours (12 weeks)

The summer internship offers students opportunities to explore and expose themselves in the real working environment. Via the internship, students would apply academic knowledge and skills to solve problems of the company while allowing them to try out their career choice. Internship is carried out under the guidance of an on-site supervisor and the supervision of an assigned faculty, who in combination with the student, will create a framework for learning and reflection.

**GENB3870 - Business Internship 2**

**Credit: 1.5 credits**

**Pre-requisite: GENB0870 & GENB2870**

Timeframe: 480 hours (12 weeks)

The summer internship offers students opportunities to explore and expose themselves in the real working environment. Via the internship, students would apply academic knowledge and skills to solve problems of the company while allowing them to try out their career choice. Internship is carried out under the guidance of an on-site supervisor and the supervision of an assigned faculty, who in combination with the student, will create a framework for learning and reflection.

**GENB4870 - Industrial Placement**

**Credit:** 6 credits

**Pre-requisite:** *None*

**Co-requisite:** GENB3871 & GENB4892

The internship course is designed to provide students with a comprehensive and enriching experience that will enhance their practical skills and employability through hands-on experience and exposure to real-world work environments. Throughout the course, students will be supervised by industry and faculty supervisors, who will provide guidance and support to help prepare them for their future career. The program includes internship and training components, which are conducted by the industry and faculty supervisors. The experience and skills acquired in this program would make the student more competitive and visible in the job market.

**GENB3871 - Internship Integrated course**

**Credit:** 3 credits

**Pre-requisite:** *None*

**Co-requisite:** GENB4870 & GENB4892

The Internship Integrated Course is a concise online program designed to support students in preparing for their internships. This course provides valuable resources, guidance, and practical skills to enhance the internship experience and maximize professional development.

## 2.6.6 Graduation courses

**GENB4891 - Business Plan**

**Credit:** 6 credits

**Pre-requisite:** GENB2870& GENB3870

The course is designed for students who want to start their own venture solely or with a partner(s) can launch their own business while being supervised and mentored by an experienced entrepreneur faculty member. The student will be expected to provide a business and launch plan that includes measurable objectives from creating and testing a Minimum Viable Product (MVP) to getting beta and playing clients along implementing different marketing and sales strategies and tactics to grow the business. If the business requires outside capital the student will be required to put together an investor presentation. At the end of the internship the student will have launched the product/service or have learned that the idea isn't viable. If the student is already operating the business the same documents will be required except for a capital raising plan unless they plan to raise outside funds. This experience, regardless of the outcome, will prepare the student for intrapreneurial opportunities with larger organizations and make them more versatile to tackle almost any job in any organization.

**GENB4890- Graduation Thesis**

**Credit:** 6 credits

**Pre-requisite:** GPA: minimum 3.6 & GENB2870& GENB3870

In the graduation thesis course, the student demonstrates the acquisition of research competences. The research topic is relevant to the concurrent issues in the business world. The student will work individually under the supervision of faculty advisors to derive a research proposal, structure, and implementation. After submission of the thesis, the student will need to prepare for the viva which is an oral examination offering the student a chance to discuss his/her work with a panel of experts. The course offers comprehensive experience of an academic research process from identifying the appropriate research questions and structuring the approach to address them. It is designed for high-achieving students who aspire to continue academic pursuits after graduation. Upon completion of the course, the student will gather sufficient knowledge and skills to conduct research while developing systemic and critical thinking skills.



**GENB4892 - Capstone Project**

**Credit:** 6 credits

**Co-requisite:** GENB4870 & GENB3871

The Capstone project gives student opportunities to apply knowledge acquired during the program to a practical project in a realistic setting. During the project, students engage in the entire process of real-world problem identification, problem solving, and presentation of solutions or recommendations to a committee of academic and industrial examiners. Students will work in a group of 02 to 05, each group works in the same host company, under the supervision of an academic faculty who directs, monitors, and evaluates the entire work placement experience and outcomes of the student.

### **3. APPENDICES**

**Appendix 1:** Mapping of VinUni generic graduate attributes and learning goals

**Appendix 2:** Rubrics for each learning goals

**Appendix 1: MAPPING OF VINUNI GENERIC GRADUATE ATTRIBUTES AND LEARNING GOALS**

	Program Learning Goals					
Vin Uni Graduate Attributes	PLG1 - Graduates will have an understanding of ethical action, integrity, responsibility and the obligations of being a business professional.	PLG2 - Graduates will have independence of mind in decision making and opinion forming, working either individually or within a team.	PLG3 - Graduates will have a knowledge of the broad business environment and specific business specialties and an applied understanding of its integration in business generally.	PLG 4 - Graduates will be capable of identifying, analysing and evaluating business data from diverse sources in decision making.	PLG 5 - Graduates will have an understanding of the role of Vietnamese history and culture in the evolution of the Vietnamese business environment.	PLG 6 - Graduates will have a broad understanding of the Vietnamese economy and its relativity to global economies.
EMPATHY	✓		✓		✓	✓
EXCEPTIONAL CAPABILITIES		✓	✓	✓	✓	✓
CREATIVITY		✓		✓		
LEADERSHIP	✓	✓			✓	✓
ENTREPRENEURSHIP MINDSET	✓	✓			✓	✓

## Appendix 2: RUBRICS FOR EACH LEARNING GOALS

**Program Learning Goal 1 (PLG1): Graduates will understand ethical action, integrity, responsibility and the obligations of being entrepreneurially minded business professionals.**

PLO 1.1: Have an awareness of ethical principles and practices of entrepreneurially minded business professionals.

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation
Identify ethical principles and practices for application: Identify the relevant ethical principles and practices for the situation.	Fails to exhibit an awareness of ethical principles and practices nor their potential incidence in business.	Exhibits an awareness of ethical principles and practices and their potential application in business.	Demonstrates a clear understanding of ethical principles and practices and their consistently correct application in business.

PLO 1.2: Identify issues of integrity and appropriate courses of action in a business setting.

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation
Identify situation when integrity issue arises and action to be taken to maintain integrity: <i>Distinguish situations in which an integrity challenge arises and the relevant integrity action for application in the situation.</i>	Fails to exhibit an awareness of situations giving rise to integrity issues nor the potential actions required to maintain integrity in business.	Exhibits an awareness of situations giving rise to integrity issues and the potential actions required to maintain integrity in business.	Demonstrates a clear understanding of situations giving rise to integrity issues and the requisite actions required to maintain integrity in business.

PLO 1.3: Have an understanding of the role and responsibilities of being an entrepreneurially-minded business professional

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation
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Rationalize the role and responsibility of the entrepreneurially-minded business professional in the situation where a challenge to professionalism occurs: <i>Consider range of outcomes and logically comprehend.</i>	Fails to exhibit an awareness of the role and responsibility of the entrepreneurially-minded business professional nor the possible courses of action should a challenge to professionalism occur.	Exhibits an awareness of the role and responsibility of the entrepreneurially-minded business professional and the possible courses of action should a challenge to professionalism occur.	Demonstrates a clear understanding of the role and responsibility of the entrepreneurially-minded business professional and the appropriate course of action should a challenge to professionalism occur.
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**Program Learning Goal 2 (PLG2): Graduates will have independence of mind in decision making and opinion forming, working either individually or within a team.**

PLO 2.1: Have an understanding of the importance of individual opinion for a business professional

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation
Rationalize the application of independence of mind in a situation where independence of mind may be required: <i>Consider range of option and logically comprehend.</i>	Fails to understand or model independence of mind in situations where required.	Understands and models independence of mind in situations where required.	Logically comprehends and actively models independence of mind in situations where required.

PLO 2.2: Be capable of leading and participating in teams to achieve tangible outcomes

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation
Apply team skills to making collective decisions: <i>Articulate principles and practice of team work to decision making.</i>	Demonstrates a lack of contribution to the team and does not facilitate a collaborative team environment.	Demonstrates a contribution to the team and facilitates a collaborative team environment.	Demonstrates an active contribution to the team and positively facilitates a collaborative team environment.

PLO 2.3: Demonstrate effective interpersonal communication skills

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation
Exhibit an awareness of the effectiveness of verbal and non-verbal communication skills applied: <i>Consider the impact of verbal and non-verbal communication upon the recipient.</i>	Fails to demonstrate verbal and non-verbal communication skills.	Demonstrates verbal and non-verbal communication skills.	Effectively applies verbal and non-verbal communication skills.

**Program Learning Goal 3 (PLG3): Graduates will have a knowledge of the broad business environment and specific business specialties and an applied understanding of their**

**integration in business generally**

PLO 3.1: Have a comprehension of core business knowledge

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Comprehends core business processes such as accounting, economics, finance, information processing technology, management, marketing and quantitative methods: <i>Articulate the basis of such core business processes.</i>	Fails to understand the core business processes nor their interactions.	Understands each business process and appreciates that interactions exist between each.	Logically comprehends each core business process and fully understands their respective interactions.

**PLO 3.2: Exhibit a detailed understanding of business-specialty knowledge**

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Comprehend business specialties, occupation and strategy: <i>Articulate the basis of such business specialty principles.</i>	Fails to understand key business specialty principles nor their interactions.	Understands business specialties and appreciates that interactions exist.	Logically comprehends each business specialty principle and fully understands their respective interactions.

**PLO 3.3: Be capable of modelling the soft skills required in the business environment and profession**

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Comprehend the practice of presentation, co-operative working, public speaking, persuasion and influencing and leadership skills: <i>Demonstrate such skills.</i>	Fails to demonstrate soft skills in professional interactions.	Demonstrates soft skills in professional interactions.	Effectively applies the full range of soft skills in professional interactions.

**Program Learning Goal 4 (PLG4): Graduates will be capable of identifying, analyzing and evaluating business data from diverse sources in decision making**

**PLO 4.1: Be capable of applying evidence-based reasoning**

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Identify, analyze, evaluate and rationalize evidence and draw conclusions from such evidence: <i>Present a logical route from identification to conclusion which is evidentiary based.</i>	Fails to identify, analyze and evaluate evidence in order to draw rationally based conclusions.	Capable of identifying, analyzing and evaluating evidence in order to draw rationally based conclusions.	Confidently synthesizes evidence to draw rationally based conclusions.

**PLO 4.2: Apply interdisciplinary knowledge appropriately in a business context**

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Identify, analyze and rationalize relevant discipline knowledge to draw inter-disciplinary conclusions in a business context: <i>Consider range of discipline knowledge and logically comprehend.</i>	Fails to understand knowledge from relevant disciplines nor that interactions exist.	Understands knowledge from relevant disciplines and appreciates that interactions exist.	Logically comprehends knowledge from relevant disciplines and fully understands the various interactions.

**PLO 4.3: Have an understanding of the roles of fact, supposition and assumption in the decision-making process**

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Identify and rationalize the contribution of each of fact, supposition and assumption to decision making: <i>Consider range of fact, supposition and assumption and logically comprehend.</i>	Unable to distinguish facts from suppositions from assumptions nor to address the relevance of each in decision making.	Ability to distinguish facts from suppositions from assumptions and exhibit awareness of the relevance of each in decision making.	Capable of practically distinguishing facts from suppositions from assumptions and consciously considers relevance of each in decision making.

**Program Learning Goal 5 (PLG5): Graduates will have an understanding of the role of Vietnamese history and culture in the evolution of the Vietnamese business environment**

**PLO 5.1: Have a broad understanding of the structure of the Vietnamese business environment**

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Comprehend the interaction of the Vietnamese economy and the Vietnamese business environment: <i>Articulate the economic/capital/financial markets interaction in contemporary Vietnam.</i>	Fails to understand the role and contribution of the economy, capital and financial markets to the business environment in Vietnam nor that interactions exist.	Understands the role and contribution of the economy, capital and financial markets to the business environment in Vietnam and appreciates that interactions exist.	Logically comprehends the role and contribution of the economy, capital and financial markets to the business environment in Vietnam and fully understands the various interactions between each.

**PLO 5.2: Have an awareness of how Vietnamese history and culture impact upon the Vietnamese business environment**

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Comprehend the role of colonial market structures and contemporary government structures on the contemporary business environment: <i>Identify colonial market structures and contemporary government structures and assess their role in today's business environment.</i>	Fails to understand the contributions of colonial market and contemporary government structures to Vietnam's business environment nor that interactions exist.	Understands the contributions of colonial market and contemporary government structures to Vietnam's business environment and appreciates that interactions exist.	Logically comprehends the contributions of colonial market and contemporary government structures to Vietnam's business environment and the various interactions between each.



PLO 5.3: Exhibit an understanding of the relationship between Vietnamese political structures and the structure and operation of the Vietnamese business environment

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation
Comprehend the role of Vietnamese central government and local government in the regulation and operation of businesses: <i>Identify government's role in today's real estate market regulation and operation.</i>	Fails to understand the contributions of central and local government to Vietnam's business environment nor that interactions exist.	Understands the contributions of central and local government to Vietnam's business environment and appreciates that interactions exist.	Logically comprehends the contributions of central and local government to Vietnam's business environment and the various interactions between each.

**Program Learning Goal 6 (PLG6): Graduates will have a broad understanding of how the Vietnamese economy relates to all economies in the Asia Pacific Economic Cooperation (APEC) region including the US, China, Japan and ASEAN**

PLO 6.1: Demonstrate an awareness of the key characteristics of APEC economies

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation
Comprehend the characteristics of the Vietnamese economy in the APEC economies: <i>Articulate the role of the Vietnamese economy in the APEC economies.</i>	Fails to understand the characteristics of the Vietnamese economy in the APEC economies nor that interactions exist.	Understands the characteristics of the Vietnamese economy in the APEC economies and appreciates that interactions exist.	Logically comprehends characteristics of the Vietnamese economy in the APEC economies and the various interactions between each.

PLO 6.2: Have an understanding of the interaction of the Vietnamese economy and APEC economies.

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation
Comprehend the structure and operation of the Vietnamese economy in APEC economies: <i>Articulate the real estate, capital and financial markets structure and operation in western countries.</i>	Fails to understand the structure and operation of the Vietnamese economy in APEC economies nor that interactions exist.	Understands the structure and operation of the Vietnamese economy in APEC economies and appreciates that interactions exist.	Logically the structure and operation of the Vietnamese economy in APEC economies and the various interactions between each.

PLO6.3: Exhibit an awareness of the differences between the structure of the Vietnamese economy and the structures of APEC economies

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Comprehend the structure, operation and interaction between the Vietnamese economy and APEC economies: <i>Articulate the overlaps and gaps between the Vietnamese economy and APEC economies.</i>	Fails to understand the respective structures and operation of the Vietnamese economy and APEC economies nor that interactions exist.	Understands the respective structures and operation of the Vietnamese economy and APEC economies and appreciates that interactions exist.	Logically comprehends the respective structures and operation of the Vietnamese economy and APEC economies and the various interactions between each.