



# **CURRICULUM STRUCTURE**

**PROGRAM CODE: 7310401**

## **BACHELOR OF ARTS IN PSYCHOLOGY**

**Applicable for the Cohort 2024-2028, Academic Year 2024-2025**

*(Decision No.490d/2024/QĐ-VUNI, Dated: 10/09/2024, by the Provost of VinUniversity)*

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



## Records of change

Version	Published date	Effective Date	Approved by	Description of changes
1.0	24/03/2023	24/03/2023	Developed by Curriculum Review Taskforce Reviewed by: CAS Academic Committee, College Dean; VinUni Scientific and Educational Committee Approved by: Provost	First release
1.1	10/09/2024	10/09/2024	Developed by Curriculum Review Taskforce Reviewed by: CAS Academic Committee, College Dean; VinUni Scientific and Educational Committee Approved by: Provost	Upgrade GenEd to VinCore; Add more guidelines for international students; Add the minor course for Multimedia Communication and Economics programs; Add appendices for mapping of VinUni generic graduate attributes and rubrics for major learning goal.

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## **1 PROGRAM OVERVIEW**

### **1.1 Program Description**

Name of the Program Degree	Bachelor of Arts in Psychology (BAP)
Program Duration	To be completed in 4 years on a full-time basis over 8 semesters
Total Earned Credits	Minimum 120 and maximum 135

### **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 BAP Program is to equip students with basic knowledge of social sciences and humanities in general and psychology in particular, especially knowledge in the fields of social psychology, school psychology, and organizational - business psychology. After completing the program, students are expected to develop soft skills and professional skills in different focuses of psychology including education focus and business and organization focus.

### **1.3 Program Learning Goals and Program Learning Objectives**

#### **Program Learning Goal 1 (PLG1): General knowledge**

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

- PLO 1.1: Knowledge of political theory, history and culture of Vietnam;
- PLO 1.2: Awareness and basic understanding of the political, economic and social systems of Vietnam and also other countries around the world;
- PLO 1.3: Basic understanding of the legal policy system of the State of Vietnam and international law;
- PLO 1.4: Knowledge of physical education and national defense and security.

#### **Program Learning Goal 2 (PLG2): Graduates will have a knowledge of the biological basis of human behaviors**

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

- PLO 2.1: Knowledge of the anatomy and physiology of the nervous system;
- PLO 2.2: Knowledge of high-level physiology of nerve activity;
- PLO 2.3: Application of the above knowledge in explaining the neurophysiological basis of psychological phenomena.

#### **Program Learning Goal 3 (PLG3): Graduates will have a knowledge of the social foundations of psychology**

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

- PLO 3.1: Understanding of the social nature of human psychology and the role of activities, communication, and social culture in the formation and development of human psychology;
- PLO 3.2: Application of understanding of the social basis of human psychology in explaining the social origins of psychological phenomena.

**Program Learning Goal 4 (PLG4): Graduates will have a knowledge of psychological research methods**

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

- PLO 4.1: Understanding of psychological research methods;
- PLO 4.2: Understanding of psychological assessment techniques;
- PLO 4.3: Application of basic research methods in conducting psychological research;
- PLO 4.4: Application of basic assessment techniques in evaluating psychological phenomena.

**Program Learning Goal 5 (PLG5): Graduates will have a knowledge of human psychological and personality development**

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

- PLO 5.1: Understanding of theories of the formation and development of human psychology and personality as a member of society;
- PLO 5.2: Application of the above knowledge in explaining the process of forming and developing personality in general and cultivating one's personality in particular.

**Program Learning Goal 6 (PLG6): Graduates will have a knowledge of the nature and laws of individual and social psychological phenomena**

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

- PLO 6.1: Understanding of the nature and rules of personal and social psychological phenomena;
- PLO 6.2: Application of the above knowledge in explaining personal and social psychological phenomena.

**Program Learning Goal 7 (PLG7): Graduates will have a knowledge in the focus of Business and Organization Psychology (for students choosing the Business and Organization Psychology Focus)**

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

- PLO 8.1: Ability to detect and explain psychological phenomena in the areas of business administration, tourism and advertising;
- PLO 8.2: Understanding of psychological phenomena in human resource organization and management;
- PLO 8.3: Understand and explain psychological phenomena in the context of multicultural and cross-national settings as well as global organizations.

**Program Learning Goal 8 (PLG8): Graduates will have a knowledge in the focus of Education Psychology (for students choosing the Education Psychology)**

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

- PLO 9.1: Understanding of the nature of the consultation process; specific ethical principles of the counseling profession; ability to identify the client's problem(s) and the counselor – client

relationship;

PLO 9.2: Grasp the basic knowledge of individual psychological counseling, group psychological counseling and psychological counseling in educational settings;

PLO 9.3: Knowledge gained of telephone and online consultations.

### **Program Learning Goal 9 (PLG9): Hard skills**

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

PLO 10.1: Professional skills

- Analysis of complex issues and application of psychological and related principles to propose solutions to those issues;
- Design, implementation and evaluation of solutions based on specific requirements.

PLO 10.2: Ability to reason and solve problems

- Skills in reasoning, discovering and solving problems in the field of psychology;
- Independent thinking skills in the process of forming ideas, making decisions, working individually and in groups.

PLO 10.3: Ability to research and discover knowledge

- Ability to solve problems, discover and conduct research in the field of psychology.

PLO 10.4: Ability to think systematically

- Ability to reason and think systematically about practical issues in the field of psychology

PLO 10.5: Creative thinking ability for entrepreneurship

- Having critical thinking and problem-solving skills, entrepreneurship mindset, the desire to explore and be proactive, know how to ask the "right questions", identify emerging problems at different local, region and global scales;
- Having creative and entrepreneurial thinking.

PLO 10.6: Ability to translate knowledge into practice

- Ability to translate knowledge and skills into practice;
- Ability to analyze requirements, propose solutions and implement solutions.

PLO 10.7: Ability to create, develop and be change makers in the profession

- Being creative in the process of performing specific tasks, collecting experience to be able to undertake tasks in different roles.

### **Program Learning Goal 10 (PLG10): Soft skills**

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

PLO 11.1: Personal skills

- Ability to work independently; self-study and explore, perform well-planned work and set one's own development goals;
- Time management skills and appropriate allocation of personal work.

PLO 11.2: Teamwork skills

- Ability to perform teamwork and cooperate well with other members;
- Knowledge sharing and group relationship regulation;
- Ability to work in a variety of groups.

PLO 11.3: Management and leadership skills

- Persuasion, negotiation, active listening and empowerment skills;
- Verbal and non-verbal communication skills;
- Reasoning and ideas organization skills;

PLO 11.4: General and specialized language skills

- Proficient English communication skills in a multicultural and academic environment.
- Ability to utilize specialized English for economics major and solve work-related problems.

PLO 11.5: Other complementary skills

- Proficient in using and exploiting advanced features of information technology for work purposes;
- Proficient in using common office equipment.

### **Program Learning Goal 11 (PLG11): Abilities**

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

PLO 12.1: Confidence, flexibility, risk-taking courage, enthusiasm, passion for creativity, self-respect, cultural understanding...;

PLO 12.2: Willingness to commit to community services as well as country development;

PLO 12.3: Having an entrepreneurial mindset and the ability to self-management as well as be leaders;

PLO 12.4: Ability to work under high pressure and in changing environments;

PLO 12.5: Always maintain credibility and commitment, adherence to rules and regulations of domestic and international businesses;

PLO 12.6: Having professional responsibilities and making sound judgments in your work based on ethical and legal rules;

PLO 12.7: Adherence to the law and work with a high spirit of discipline;

PLO 12.8: Having a healthy and active lifestyle;

PLO 12.9: Responsibility and willingness to contribute to the community and professional field.

## 2 CURRICULUM STRUCTURE

### 2.1 Curriculum Composition

No.	Curriculum Components	Number of Credits	Credit Distribution (%/Total Credits)
<b>I</b>	<b>VINCORE</b>	<b>27</b>	<b>22.5%</b>
I.1	Character	6	5.0%
I.2	Career	6	5.0%
I.3	Connections	15	12.5%
<b>II</b>	<b>PROFESSIONAL EDUCATION</b>	<b>81</b>	<b>67.5%</b>
II.1	College Core Requirement	12	10.0%
II.2	Major Core Requirement	29	24.2%
II.3	Area of Focus	18	15.0%
II.4	Free Electives/Concentration	22	18.3%
II.5	Minor*	15*	
<b>III</b>	<b>PRACTICE / INTERNSHIP</b>	<b>6</b>	<b>5.0%</b>
<b>IV</b>	<b>GRADUATION CAPSTONE</b>	<b>6</b>	<b>5.0%</b>
	<b>TOTAL (minimum)*</b>	<b>120 (135*)</b>	<b>100%</b>

Note: (\*) Students need to fulfill at least 120 earned credits to graduate. They have the option to take up to 135 earned credits within the allowed timeframe without incurring additional tuition fees.

### 2.2 Courses and Credit Distribution by Courses

No.	Name of Courses	Total credits
<b>I</b>	<b>VINCORE</b>	<b>27</b>
<b>I.1</b>	<b>CHARACTER</b>	<b>6</b>
<b>I.1.1</b>	<b>Enterprise and Innovation</b>	<b>2</b>
ENTR1022	Agile Innovation and Entrepreneurship	2
<b>I.1.2</b>	<b>Leadership Mindset</b>	<b>2</b>
LEAD1031	Leadership and Teambuilding Boot Camp	2
<b>I.1.3</b>	<b>Civic Responsibility</b>	<b>2</b>
VCOR1030	National Defense Education	165 hours
LAW1010	Introduction to Law	2
<b>I.1.4</b>	<b>Community Service Learning</b>	
COSL1010	Community Service Learning	45 hours
<b>I.2</b>	<b>CAREER</b>	<b>6</b>
<b>I.2.1</b>	<b>Working with the Brain</b>	<b>2</b>
THINK1010	Critical and Creative Thinking	2
<b>I.2.2</b>	<b>Working with Technology</b>	<b>2</b>
CECS1031	Computational Thinking	2
<b>I.2.3</b>	<b>Working with Others</b>	<b>2*</b>



<b>ENGL1030</b>	<b>Academic and Professional Writing</b> (*Refer the alternative course for AY2024-2025 in curriculum framework of Vincore 1.0)	<b>2*</b>
<b>I.2.4</b>	<b>Working with the Self</b>	
VCOR1012A/B	OASIS (Orientation, Advising, Skills, Identity & Diversity and Spirit of Pay-it-Forward)	45 hours
VCOR1021/22	Healthy Lifestyle	45 hours
<b>I.2.5</b>	<b>Internship</b>	
	Internship Refer to section III.2 for more details	1 term
<b>I.3</b>	<b>CONNECTIONS</b>	<b>15</b>
<b>I.3.1</b>	<b>Integrated Vietnam Studies</b>	<b>11</b>
HASS1010	Marxism-Leninism Philosophy (Philosophy, Science and Society)	3
HASS1020	Marxism-Leninism Political Economy (Global Political Economy)	2
HASS1030	Scientific Socialism (Politics and Social Change)	2
HASS1041/42	Ho Chi Minh Ideology (Vietnam: History and Cultures II)	2
HASS1050	History of the Communist Party (Vietnam: History and Cultures I)	2
<b>I.3.2</b>	<b>Sustainability and Global Citizenship</b>	<b>2</b>
	Choose one out of the following courses	
HASS1070	Cross-Cultural Navigation	2
HASS1100	Introduction to International Relations	2
<b>I.3.3</b>	<b>Creative Arts</b> (*Refer the alternative course for AY2024-2025 in curriculum framework of Vincore 1.0)	<b>2</b>
	Choose one out of the following courses	
ARTS1030	Arts Appreciation and Application	2*
PERF1010	Artistic Performance and Application	2*
<b>I.3.4</b>	<b>Global Experience</b>	
	Students are encouraged to explore short-term study abroad exchange opportunities, facilitated by the Global Exchange Office, to broaden their global understanding and academic experience through partnerships with international institutions	Optional & Non-credit
<b>II</b>	<b>PROFESSIONAL EDUCATION</b>	<b>81</b>
<b>II.1</b>	<b>College Core Requirement</b>	<b>12</b>
CAS1010/IDEA1010/11/12/X	Big Ideas: X (The IDEA1010/11/12 series, titled 'Big Ideas (X)' will have its course code and title defined each semester, allowing the course content to align with the key themes and innovative design concepts)	2
CAS2010	Applied Ethics	2
CAS1020	Global Perspectives	2
CAS2020	Logic and Scientific Method	2
CAS3010	Global Development and Sustainability	2
CAS3020	Digital Arts and Sciences	2

<b>II.2</b>	<b>Major Core Requirement</b>	<b>29</b>
PSYC1010	Introduction to Psychology	2
STAT1011	Statistics for Social Sciences	3
PSYC2010	Biological Foundations of Behavior	3
PSYC2020	Research Methods in Psychology	3
PSYC2030	Social Psychology	3
PSYC2040	Developmental Psychology	3
PSYC2050	Cognitive Psychology	3
PSYC3010	Forensic Psychology	3
PSYC3020	Cross-Culture Psychology	3
PSYC3030	Psychology of Personality	3
<b>II.3</b>	<b>Area of Focus</b>	<b>18</b>
	One Major is required. (Can choose one of the majors offered to BAP in the following):	
	A. Education Psychology Focus	18
	B. Business - Organization Psychology Focus	18
<b>II.4</b>	<b>Free Electives/Concentration</b>	<b>22</b>
	Option 1: Students can take 22 credits of free electives Option 2: Students can take 15 credits hours of one concentration and 8 credits of free electives. Concentration options include Multimedia Communication, Economics or Vietnam Studies.	22
<b>II.5</b>	<b>Minor*</b>	<b>15*</b>
	Students have the option to choose a minimum of 15 credit hours for a minor in a different area of study offered by other colleges.	15*
<b>III</b>	<b>PRACTICE / INTERNSHIP</b>	<b>6</b>
PSYC1871 / PSYC1872 / PSYC1873 / PSYC2871 / PSYC2872 / PSYC2873 / PSYC3872	Internship (Students to choose from the Internship Pool to accumulate 6 credits in total)	6
<b>IV</b>	<b>GRADUATION CAPSTONE</b>	<b>6</b>
PSYC4890	Capstone Project	6
	<b>TOTAL Accumulate at least</b>	<b>120 (135*)</b>

**Note:** The Vincore Curriculum applies for cohort 2024 and onward to replace the GenEd Curriculum, adheres to Decision No. 475/2024/QĐ-VUNI dated September 4th, 2024 by the College of Arts and Sciences.

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

- International students are not 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).

### 2.2.1 BAP majors and their required courses

<b>(1) Education Psychology Focus</b>			<b>Total</b>	<b>Note</b>
<b>No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>18</b>	
1	PSYC3040	Introduction to School Psychology	3	
2	PSYC3060	Child and Adolescent Psychopathology	3	
3	PSYC3080	Theories of counseling and Psychotherapy	3	
4	PSYC4010	Child Observation and Assessment	3	
5	PSYC4030	Learning Disabilities	3	
6	PSYC4050	School Consultation	3	

<b>(2) Business - Organization Psychology Focus</b>			<b>Total</b>	<b>Note</b>
<b>No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>18</b>	
1	PSYC3050	Organizational Psychology	3	
2	PSYC3070	Psychology of Work Motivation	3	
3	MARK3010	Consumer Behavior	3	
4	PSYC4020	Group Dynamics	3	
5	PSYC4040	Employee Stress, Wellbeing and Safety	3	
6	PSYC4060	Psychological Assessment at Work	3	

### 2.2.2 Minors and their required courses

To earn a concentration, students are required to complete a minimum of 15 credit hours.

<b>1. Multimedia Communication</b> CAS offers for all VinUni students			
<b>No</b>	<b>Course code</b>	<b>Course name</b>	<b>18</b>
1	COMM1010	Introduction to Communication	3
2	COMM2010	Introduction to Data Visualization with Tableau	3
3	COMM2020	Fundamentals of Digital Media Production	3
4	COMM2030	Oral Communication	3
5	COMM2040	Introduction to Digital Communication	3
6	COMM2050	Introduction to Public Relation	3

<b>2. Viet Nam studies</b> CAS offers to all VinUni students			
<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

<b>3. Economics</b>			
CAS offers to all VinUni students			
<b>No</b>	<b>Course code</b>	<b>Course name</b>	
			24
1	INTR1010	Introduction to Economics	3
2	ECON1010	Introduction to Microeconomics	3
3	ECON2020	Introduction to Macroeconomics	3
4	ECON2010	Basic Econometrics	3
5	ECON2030	Quantitative analysis and Forecasting	3
6	ECON3010	Intermediate Microeconomics	3
7	ECON3050	Behavior Economics	3
8	ECON3080	Development Economics	3

## 2.3 Curriculum Planner

	CODE	Sem 1	Credits	Note
Year 1	HASS1010	Marxism-Leninism Philosophy	3	VinCore
	HASS1020	Marxism-Leninism Political Economy	2	VinCore
	ENGL1031	Academic and Professional Writing	2	VinCore
	VCOR1021	Healthy Lifestyle 1	0	VinCore
	ENTR1021	Agile Innovation and Entrepreneurship	2	VinCore
	VCOR1012A/B	OASIS	0	VinCore
	COSL1010	Community Service Learning	0	VinCore
	IDEA1010/ 11/12	Big Ideas	2	VinCore
		Minor/Elective	3	ELT
	<b>Total Credit</b>	<b>14</b>		
	CODE	Sem 1	Credits	Note
Year 2	THINK1010	Critical and Creative Thinking	2	VinCore
	HASS1050	History of the Communist Party	2	VinCore
	ARTS1030\ PERF1010	Arts Appreciation and Application / Artistic Performance and Application	2	VinCore
	CAS2010	Applied Ethics	2	VinCore
	PSYC2010	Biological Foundations of Behavior	3	BAP Core
	PSYC2020	Research Methods in Psychology	3	BAP Core
		<b>Total Credit</b>	<b>14</b>	

	CODE	Sem 2	Credits	Note
	LEAD1030	Leadership and Teambuilding Boot Camp	2	VinCore
	HASS1070	Cross Cultural Navigation	2	VinCore
	HASS1030	Scientific Socialism	2	VinCore
	HASS1041/42	Ho Chi Minh Ideology	2	VinCore
	VCOR1022	Healthy Lifestyle 2	0	VinCore
	VCOR1012A/B	OASIS	0	VinCore
	CAS1020	Global Perspectives	2	BAP Core
	PSYC1010	Introduction to Psychology	2	BAP Core
	STAT1011	Statistics for Social Sciences	3	BAP Core
	VCOR1030	National Defense Education (During summer semester - tentatively)	0	VinCore
	<b>Total Credit</b>	<b>15</b>		
	CODE	Sem 2	Credits	Note
	CECS1031	Computational Thinking	2	VinCore
	COSL1010	Community Service Learning	0	VinCore
	LAW1010	Introduction to Law	2	VinCore
	CAS2020	Logic and Scientific Method	2	BAP Core
	PSYC2030	Social Psychology	3	BAP Core
	PSYC2040	Developmental Psychology	3	BAP Core
	PSYC2050	Cognitive Psychology	3	BAP Core
	<b>Total Credit</b>	<b>15</b>		

	CODE	Sem 1	Credits	Note
Year 3	CAS3010	Global Development and Sustainability	2	BAP Core
	PSYC3010	Forensic Psychology	3	BAP Core
	PSYC3020	Cross-Culture Psychology	3	BAP Core
	PSYC3030	Psychology of Personality	3	BAP Core
		Minor/Elective	2	ELT
		Minor/Elective	3	ELT
		<b>Total Credit</b>	<b>16</b>	
	CODE	Sem 1	Credits	Note
Year 4		Major A/B	3	MAJ
		Major A/B	3	MAJ
		Major A/B	3	MAJ
		Minor/Elective	3	ELT
		Minor/Elective	3	ELT
		<b>Total Credit</b>	<b>15</b>	

	CODE	Sem 2	Credits	Note
	CAS3020	Digital Arts and Sciences	2	BAP Core
		Major A/B	3	MAJ
		Major A/B	3	MAJ
		Major A/B	3	MAJ
		Minor/Elective	2	ELT
		Minor/Elective	3	ELT
		<b>Total Credit</b>	<b>16</b>	
	CODE	Sem 2	Credits	Note
	PSYC1871 / PSYC1872 / PSYC1873 / PSYC2871 / PSYC2872 / PSYC2873 / PSYC3872	Internship	6	INT
	PSYC4890	Graduation Capstone	6	GRA
		Minor/Elective	3	ELT
		<b>Total Credit</b>	<b>15</b>	

## **2.4 Course Descriptions**

### **2.4.1 VINCORE Courses**

#### **ENTR1022 Agile Innovation and Entrepreneurship**

**2 credits**

Pre-requisite: None

On successful completion of this course, students will be able to:

1. Explain how an entrepreneurial mindset supports and accelerates innovation and growth in the contexts of businesses, industries, and countries.
2. Evaluate the multifaceted nature of entrepreneurship in Vietnam and internationally, and how it impacts the economy, society, and environment. Have access to insights on VinGroup's governance principles (the 6 Hóa).
3. Recommend strategies to evaluate the entrepreneurial mindset, values, and behaviors, and to further develop the entrepreneurial mindset, both individually and organizationally.
4. Grow your own entrepreneurial mindset and innovation-related skills, including identifying and evaluating opportunities, taking calculated risks, solving problems creatively, communicating effectively, and influencing stakeholder groups.
5. Demonstrate the ability to work productively in teams to collaboratively explore opportunities, generate ideas, and find and communicate solutions to a predefined challenge during the course hackathon.

#### **LEAD1031 Leadership and Teambuilding Bootcamp**

**2 credits**

Pre-requisite: None

On successful completion of this course, students will be able to:

1. Define foundational concepts of leadership traits, leadership styles, values, and trends, and their applications to real-life situations, especially in a turbulent world.
2. Describe and evaluate the differences and similarities between management and leadership, and their application in an organizational setting.
3. Evaluate the multifaceted nature of leadership in Vietnam and internationally, and their impact on work environments, particularly in a VUCA context. Have access to insights on Vingroup's mission, vision, and core values.
4. Develop your own leadership mindset by setting a vision, developing self-awareness, understanding others' perspectives, understanding situational contexts, communicating effectively, and making informed decisions. setting a vision, accepting accountability, understanding self and others' limits, inspiring and motivating others, and creating the collaborative conditions for success
5. Apply basic leadership values and skills through action-based learning, building self, interpersonal, and team leadership during the leadership bootcamp.

#### **VCOR1030 National Defense Education**

**Hours: 165**

On successful completion of this course, students will be able to:

Understand and articulate knowledge of the National Defense and Security policies of the Communist Party of Vietnam.

1. Understand basic concepts of national defense and security work.
2. Understand and practice the fundamental rules and disciplinary regulations in military organization.
3. Practice the fundamental techniques and tactics of infantry combat



**LAW1010 Introduction to Law****2 credits**

Pre-requisite: N/A

On successful completion of this course, students will be able to:

1. Explain the history, contemporary nature, and purpose of the Vietnamese legal system, including its key institutions, doctrines, and principles.
2. Describe and evaluate key differences and similarities between legal system management in Vietnam and internationally.
3. Understand the mechanisms of legal duty, justification of punishment, and the roles of courts and juries.
4. Apply fundamental legal rules and principles in a wide range of selected areas of the law, demonstrating critical thinking and ethical considerations.
5. Develop a mindset of compliance and appreciate the importance of adhering to legal standards in professional and personal context

**COSL1010 Community Service Learning****45 hours**

Pre-requisite: None

On successful completion of this course, students will be able to:

1. Define and understand the essential components of service learning, including benefits, impact, and key attributes.
2. Critically reflect on social issues and UNESCO's sustainable development goals (SDGs) with reference to a planned service project
3. Plan and implement a service project in accordance with local laws and regulations
4. Reflect on the outcomes of that service project and how it could have been improved
5. Develop sensitivity and empathy to local community members

**THINK1010 Critical and Creative Thinking****2 credits**

Pre-requisite: None

On successful completion of this course, students will be able to:

1. Appreciate the purpose and importance of creative and critical thinking.
2. Identify, develop, and criticize claims and arguments in accordance with principles of logical reasoning and scientific evidence
3. Apply creative and critical thinking with supporting tools and techniques for problem-solving.
4. Embed creative and critical thinking in workplace idea generation.
5. Build foundations for enhancing individual and team effectiveness.

**CECS1031 Computational Thinking****2 credits**

Pre-requisite: N/A

On successful completion of this course, students will be able to:

1. Identify and analyze problems from life and business in order to determine computational solutions.
2. Break down problems into logical steps and data requirements.
3. Use basic data structures and algorithms for problem-solving.
4. Design simple algorithms and computational models.
5. Implement solutions using basic programming skills.
6. Evaluate and optimize computational solutions.

**ENGL1030 Academic and Professional Writing****2 credits**

Pre-requisite: NA

On successful completion of this unit, students will be able to:

1. Identify and explain core attitudes, values, and practices of academic culture and how academic writing reflects these.
2. Reflect critically on the differences between academic and opinion writing and apply this understanding in the composition of academic essays, including referencing, quoting, and paraphrasing.
3. Evaluate the differences between academic and professional writing in terms of style, purpose, target audience, and techniques.
4. Develop your clear, concise, and well-structured writing skills, focusing on the most critical documents and situations in academic and professional work such as academic essays, newspaper articles, business reports, proposals, speeches...
5. Use AI to develop, enhance, and revise writing in both academic and professional contexts.

### **VCOR1012A/B - OASIS**

**45 hours**

Pre-requisite: NA

On successful completion of this course, students will be able to:

1. Cultivate self-leadership, enhancing self-confidence, self-esteem, self-determination, and self-control.
2. Self-acquire and apply college readiness skills, life-long learning, effectively adapting to academic, social, and personal challenges of university life
3. Self-develop essential career skills, preparing for personal and professional success.
4. Embrace community involvement by actively participating in community service, demonstrating a commitment to positive societal impact and a pay-it-forward spirit.
5. Regularly reflect on personal growth and practice self-leadership throughout your university life, from the initial enrollment CV to the Individual Development Plan (IDP) and the pre-graduation CV, ensuring ongoing development and readiness for life after graduation.

### **VCOR1021/22 Healthy Lifestyle 1,2**

**45 hours**

Pre-requisite: None

On successful completion of this course, students will be able to:

1. Understand the important principles of a healthy lifestyle, including balanced nutrition, regular physical activity, and mental well-being.
2. Understand your own health, develop your own personal health strategies, including techniques for managing stress effectively and maintaining a balanced life.
3. Engage in self-discipline for nutrition, exercise, and rest, and actively participate in various physical and mental well-being clubs at the university.
4. Recognize the impact of lifestyle choices on long-term health and well-being, and make informed decisions to enhance your quality of life.
5. Be motivated to promote well-being within communities through various means such as research, awareness campaigns, and participation in health clubs.

### **Internship**

Credit: Depending on College Program

On successful completion of the internship, students will be able to:

1. Develop work habits, skills and attitudes necessary for job success
2. Identify, record, and carry out performance objectives (agreed upon by the employer, or supervisor) related to their job assignment

3. Develop communication, interpersonal and other critical skills needed to function successfully in the role and similar roles
4. Develop industry-specific technical skills and knowledge needed to function successfully in the role and similar roles
5. Acquire employment contacts leading directly to a full-time job following graduation from college.

**HASS1010 Marxism Leninism Philosophy (Philosophy, Science and Society) 3 credits**

Pre-requisite: NA

On successful completion of this course, students will be able to:

1. Understand the basic philosophical foundations of Marxism-Leninism, including dialectical materialism and historical materialism
2. Explain its significance in the development of Vietnam's state ideology and relevance to other areas of society including history, politics and economics
3. Know that Vietnamese philosophy features elements of syncretism and be able to describe those elements (e.g., Marxism-Leninism, Confucianism, Buddhism, Daoism, etc.)
4. Describe, evaluate and compare different answers to foundational philosophical questions such as "what exists?", "what is knowledge?", and "what is right and wrong?"
5. Understand and assess different approaches to the nature of science and scientific progress

**HASS1020 Marxism-Leninism Political Economy (Global Political Economy) 2 credits**

Pre-requisite: NA

On successful completion of this course, students will be able to:

1. Demonstrate an understanding of the complexity of how the world is interconnected through the political economy.
2. Develop an informed understanding of conceptual terms and theoretical approaches used in understanding the global economy.
3. Understand the transformation of Vietnam in the context of the global political economy.
4. Cultivate a critical-minded awareness of major trends in the global political economy.
5. Acquire an informed understanding of the rise of China and India and the resulting impacts on Vietnam, ASEAN, and the world.

**HASS1030 Scientific Socialism (Politics and Social Change)**

**2 credits**

Pre-requisite: NA

On successful completion of this course, students will be able to:

1. Describe and explain the concepts of politics and social change of Vietnam and around the region, and acquire some lexicon of the subject;
2. Understand how politics and political systems are key to socio-economic developments, including but not limited to the Marxist-Leninist views;
3. Understand the ways politics affects economic management, and help determine national success
4. Compare Vietnam's national development with national efforts elsewhere in Asia;

**HASS1041/42 Ho Chi Minh Ideology (Vietnam History and Culture II)**

**2 credits**

Pre-requisite: NA

On successful completion of this course, students will be able to:

1. Know the major events, persons, and historical conditions the led to the creation and

development of Ho Chi Minh Ideology and engage Ho Chi Minh Ideology as both a historical and living body of thought.

2. Consider the ongoing transformation of Ho Chi Minh thought and its significance in history and for Vietnam's future.
3. Critically review historical artifacts, including textual documents, art, literature, archeology, and accounts of informants and grasp the historical factors and precedents that relate to contemporary issues
4. Gain ability to apply historical and cultural knowledge to understanding and analyzing contemporary problems
5. Present historical evidence-based arguments and conduct probing discussions about challenging historical subjects
6. Explore multiple perspectives about the past, especially the past as understood from the vantage of former historical actors.

### **HASS1050 History of the Communist Party (Vietnam History and Culture I) 2 credits**

Pre-requisite: NA

On successful completion of this course, students will be able to:

1. Know the major events, persons, and historical conditions the led to the creation and development of the Vietnamese Communist Party
2. Critically review historical artifacts, including textual documents, art, literature, archeology, and accounts of informants.
3. Grasp the historical factors and precedents that relate to contemporary issues and gain the ability to apply historical and cultural knowledge to understanding and analyzing contemporary problems
4. Present historical evidence-based arguments
5. Explore multiple perspectives about the past, especially the past as understood from the vantage of former historical actors.

### **HASS1070 Cross-Cultural Navigation 2 credits**

Pre-requisite: None

On successful completion of this course, students will be able to:

1. Understand the ways in which individual identities, values, and perceptions and biases are shaped by cultures and different forms of life
2. Know the theories and practice related to the impact of culture in our daily ecologies in local and global contexts
3. Identify and understand the intersection of one's own and others' cultural identities
4. Apply knowledge of practice, theory, and personal reflection of different cultures to a particular issue that requires collaboration or cooperation between individuals or groups from different cultural backgrounds

### **HASS1100 Introduction to International Relations**

Pre-requisite: None

**2 credits**

On successful completion of this course, students will be able to:

1. Know the main actors, structures, and processes of international relations
2. Understand the basic theoretical principles of international relations and compare the competing underlying frameworks on human and social nature
3. Identify the respective objectives of international organizations in international politics, collaboration, and cooperation
4. Explore a case study, problem-solving scenario or dilemma involving international relations

and devise a strategy/solution supported by theory and solid argumentation  
5. Critically assess alternative strategies and points of view on complex scenarios requiring international relations

### **ARTS1030 Art Appreciation and Application**

**2 credits**

Pre-requisite: NA

On successful completion of this course, students will be able to:

1. Demonstrate an understanding and appreciation of arts and visual arts in general, including their function, and historical, religious, cultural, social, and environmental contexts and relevance;
2. Understand and define the basic principles of arts, visual arts, and design; explain and analyze a work of art from an informed and objective viewpoint, its physical attributes and formal construction;
3. Identify how art works are created and processed;
4. Make a reference to the significance and application of the arts in students' own field of studies and interests;
5. Analyze Vietnam arts and situate Vietnam arts in the global context.

### **PERF1010 Artistic Performance and Application**

**2 credits**

Pre-requisite: NA

On successful completion of this course, students will be able to:

1. Show improved skill in their chosen artistic field (e.g., music, dance, theatre, visual arts) and express their creativity and individuality through performance(s).
2. Evaluate and discuss different forms of artistic performance, identifying key elements and techniques, and write reflective assessments on their personal artistic development.
3. Work well with peers to create and perform artistic pieces, and effectively give and receive constructive feedback.
4. Clearly communicate the artistic vision and choices behind their performances both verbally and in writing (if required) and develop their skills in presenting artistic work to an audience, including stage presence and audience engagement.
5. Explore and appreciate a variety of artistic traditions from around the world, with a special focus on Vietnamese culture, and place their own artistic work in a wider cultural and historical context.
6. Plan, organize, and complete an artistic performance project from start to finish, demonstrating good time management and organizational skills.
7. Understand and apply ethical considerations in artistic performance, including respecting intellectual property and cultural sensitivities, and behave professionally during rehearsals, performances, and collaborative projects.

### **Study Abroad**

On successful completion of the study abroad program, students will be able to:

1. Develop skills and self-confidence for interacting with people from a different location and culture
2. Competently navigate living, studying and potentially working in a different location and culture
3. Understand how different backgrounds and cultures impact one another's views, values, behaviours, and biases
4. Reflect on how the experience has produced a global mindset and the values of being a global citizen

5. Build life-long connections and a network of partners for academic study, professional and personal life

#### **2.4.2 BAP Core Courses**

##### **IDEA1010/11/12 Series: Big Ideas (X)**

**Credits: 2**

**Prerequisites:** None

On successful completion of this course, students will be able to:

1. Describe and explain a “big idea”, which may be a new solution to a problem, a disrupting technology, or an innovative method or way of doing things
2. Identify the implications of a big idea for everyday life or a professional setting
3. Develop a strategy for using a big idea to improve an existing approach or create a new application
4. Evaluate the application of a big idea, including an assessment of its positive impacts, negative impacts, and mitigating strategies for the theme of the year

##### **CAS1020 – Global Perspectives**

**Credits: 2**

**Prerequisites:** None

This course exposes and engages students with a variety of different global perspectives on important issues of the day. Each week the seminar will be led by a different faculty member or guest speaker who will choose a topic, assign pre-class reading, and organize the class activities. Potential contemporary issues include Chat GPT and AI, the aging crisis, immigration, globalization, the new space race, Industry 4.0, etc.

##### **CAS2010 – Applied Ethics**

**Credits: 2**

**Prerequisites:** None

On successful completion of this course, students will be able to:

1. Identify and explain a range of ethical concerns across different professional and real-world domains of human interaction.
2. Apply ethical theories and offer rational justification to moral dilemmas.
3. Understand the moral stakeholders involved and the ethical obligations required for certain professional standards/codes, as well as the rationale behind them.
4. Apply ethical theories and offer rational justification to moral dilemmas where no professional standards/codes are established

##### **CAS2020 – Logic and Scientific Method**

**Credits: 2**

**Prerequisites:** None

This course introduces students to more advanced topics in reasoning, logic, and the topics of evidence and testing in science. In deductive reasoning students advance in topics in critical thinking to include first-order predicate calculus and modal logic. In statistical reasoning students learn the axioms of probability theory, Bayesian confirmation theory and issues in the confirmation of scientific theories including advanced topics from the Hypothetical-Deductive Method and Falsificationism.

##### **CAS3010 – Global Development and Sustainability**

**Credits: 2**

**Prerequisites:** None

This course introduces and elaborates on the concept of development and the role of sustainability. The course would engage ideas of development from an interdisciplinary and multi-dimensional perspective. The course content aims to answer questions such as: what is development? How does

development happen? What contributes to development? Why do the development stories differ at the country, regional, and global levels? Besides the theoretical explanation of development, practical insights would be provided via real-world exposure, case studies, contemporary reading material, and capstone projects. The course would focus on the interaction and interrelationship between environment and development by exploring the role of sustainability.

**CAS3020 – Digital Arts and Sciences**

**Credits: 2**

**Prerequisites:** None

As more information becomes digitized, researchers can use powerful AI tools to better analyze that data and visualize it for communication. This course introduces students to the main advances in digital humanities, how to code for basic research and scholarship with an eye to potential application in the areas: communications, psychology and economics.

**PSYC1010 – Introduction to Psychology**

**Credits: 2**

**Prerequisites:** None

The goal of this course is to introduce students to the fascinating science of psychology. The field of psychology is incredibly broad, encompassing a wide variety of topics and perspectives, from evolution to morality. The common goal of all psychological science is to understand how the mind and brain interface with the external world to shape behavior. This course is designed to provide students with a basis for thinking about psychological questions and with an overview of the different specialized areas of psychology that students might choose to study in more depth in the future.

**STAT1011 – Statistics for Social Sciences**

**Credits: 3**

**Prerequisites:** None

This course introduces the fundamental concepts and techniques of statistical analysis. The focus is on developing skills in descriptive and inferential statistics, including data collection and analysis, probability theory, hypothesis testing, and regression analysis. Students will also learn how to use statistical software to perform data analysis.

**PSYC2010 – Biological Foundation of Behavior**

**Credits: 3**

**Prerequisites:** PSYC1010

This course is designed to provide students with a general introduction to the underlying biological principles and mechanisms that give rise to complex human behavior. Topics to be covered may include: the anatomical structure of nerve cells and how they communicate, properties of brain organization and function, processing in sensory systems, cognitive neuroscience, and neural and hormonal influences on health and emotion. This course will focus on how emerging methods and approaches are beginning to make it possible for psychologists, computer scientists, statisticians, engineers and biologists to gain an integrated understanding of complex behavior.

**PSYC2020 – Research Methods in Psychology**

**Credits: 3**

**Prerequisites:** PSYC1010

Psychology is the scientific study of thoughts, feelings, and behaviors. In this course, students will learn the critical skills to evaluate others' research and conduct their own scientific research in psychology. This course is essential for becoming a wise consumer of information from sources such as the media, the government, and corporations. This course is also essential for becoming a wise producer of research in psychology. However, all of the material covered in this course applies beyond psychology and the university setting, so the course will improve your ability to

think critically and logically about any topic that you may encounter in other courses, in job settings, and in your daily life.

### **PSYC2030 – Social Psychology**

**Credits: 3**

**Prerequisites:** PSYC1010

The goal of social psychology is to understand how people's thoughts, feelings, and behaviors are influenced by the actual, imagined, and implied presence of others. At the heart of social psychology is the recognition that people are dramatically influenced by social situations. This course will provide students with an overview of research and theory in social psychology. Not only will students learn about interesting, relevant, and timely research findings, they will also learn how social psychologists have discovered this evidence. What makes the social psychological approach to understanding human behavior different than, say, a philosophical or historical approach is that social psychology is a science. It applies the scientific method to the study of the human condition. In this course, students will learn about the psychological science of topics such as attitudes, persuasion, conformity, obedience, perceptions of others, stereotyping and discrimination, romantic relationships, aggression, and helping behavior. The course emphasizes an understanding of important scientific methods, findings, and principles in the field of social psychology, which then applies to everyday life and to broader societal problems.

### **PSYC2040 – Developmental Psychology**

**Credits: 3**

**Prerequisites:** PSYC1010

The focus of this course will be on individual development across life span. At a general level, the course will examine the genetic and biological contributions to individual development, the social contextual contributions, and the interaction between these two general sets of variables. Specific topics will include behavioral genetics, temperament, parent-child relations, sibling relations, peer relations, the self, intelligence, emotional development, and problems of social development (antisocial behavior, depression).

### **PSYC2050 – Cognitive Psychology**

**Credits: 3**

**Prerequisites:** PSYC1010

Cognitive psychology is the study of how we sense and interpret information from the world around us, incorporate this new information with our prior experiences, and determine how to respond to an ever-changing environment. While the main purpose of this course is to introduce students to the scientific study of the mind, students will also begin to understand the central role cognition plays in our everyday lives. The course will proceed in three distinct modules: Attention and Perception, Learning and Memory, and Higher Cognitive Function.

### **PSYC3010 – Forensic Psychology**

**Credits: 3**

**Prerequisites:** PSYC1010, PSYC2010, PSYC2020, PSYC2030, PSYC2040, PSYC2050

Forensic psychology is the application and practice of psychology in the legal system, relating to police/law enforcement, criminal and delinquent behavior, victimology and victim services, courtrooms, and correctional facilities and/or prisons. This course covers a broad spectrum of the various areas that involve law and psychology. The course will depict visual aids that may be graphic (gore, gruesome) in nature to demonstrate various crimes (i.e., rape, homicide, mutilation, and so forth) that a forensic psychologist/psychiatrist would encounter with their job function.



**PSYC3020 – Cross-Culture Psychology****Credits: 3****Prerequisites:** PSYC1010, PSYC2030, PSYC2040, PSYC2050

This course comprehensively reviews important landmarks in cross-cultural research, showing how culture impacts people and human development. The course will emphasize empirical approaches to cross-cultural study and explain the importance of culture in human cognition, language, parenting as well as child development. Students will gain an understanding of interconnectedness, difference, and diversity in a global society. This course examines sociocultural variation in children's development and its implications for working with children and families in educational and other applied settings. It will help students apply an awareness of global issues to consideration of individual or collective responsibilities within a global society. Students will learn to appreciate the ways in which one's behavior, thinking, emotion, language, health/ resilience, and development are cultural products.

**PSYC3030 – Psychology of Personality****Credits: 3****Prerequisites:** PSYC1010

This course involves an introduction to the most important theories on personality to date. The existence of a variety of viewpoints indicates that there is no clear and integrated theory that dominates the field. However, each of these theories can be evaluated according to conventional scientific criteria because all of them claim to be scientific in nature. Therefore, besides giving you an appreciation of the ways in which theorists have conceptualized human personality, the major objective of the course is to place students in a position to evaluate these theories and to decide which ones have merit and are worthy of continuing scientific investigations.

**2.4.3 Major Courses****A. Education Psychology Focus****PSYC3040 – Introduction to School Psychology****Credits: 3****Prerequisites:** PSYC1010, PSYC2030, PSYC2040, PSYC2050

This course is designed to introduce students to the practice and profession of school psychology. Students explore the foundations of school psychology practice, including historical, legal, ethical, and multicultural foundations. They also explore career pathways in school psychology and gain an in-depth knowledge of training, credentialing, and employment contexts. Beyond these foundations, students learn about concepts in assessment and intervention in the academic, social, emotional, and behavioral domains. The course concludes with a discussion of systems-level reform and future directions for the profession. Overall, this course is designed to teach students about the historical and contemporary status of the field of school psychology. The course format will include a combination of lectures, discussions, video presentations, small and large group activities, and case studies to facilitate student learning.

**PSYC3060 – Child and Adolescent Psychopathology****Credits: 3****Prerequisites:** PSYC1010, PSYC2010, PSYC2040

This course is designed to provide an introduction to abnormal child and adolescent psychology. In this course, students will study the causes, maintenance, and treatment of children's behavioral, socio-emotional, and cognitive disorders from a developmental perspective. This perspective examines the course of child and adolescent disorders over time, pays special attention to risk and protective factors, and examines child psychopathology in the context of normal child development.

**PSYC3080 – Theories of counseling and Psychotherapy****Credits: 3****Prerequisites:** PSYC1010, PSYC2010, PSYC2040

This course provides an overview of major theories of counseling and psychotherapy. The goal of this course is for students to gain a working knowledge of major counseling theories, including their central propositions, associated techniques, and applications. This course is designed to help students achieve two key learning goals. The first goal is for students to gain knowledge of major counseling theories. The second goal is for students to learn and practice applying relevant knowledge and skills to case conceptualization.

### **PSYC4010 – Child Observation and Assessment**

**Credits: 3**

**C Prerequisites:** PSYC1010, PSYC2040, PSYC3040

In this course, students will learn how to implement a system of ongoing child assessment. Students will learn about and practice using methods of effective ongoing assessment to improve children's learning. Approaches to engaging children's families and working with colleagues in assessment efforts are also part of the course. This course will provide information and opportunities for individualizing ongoing assessment strategies for children who are dual language learners and children with special needs. Students will learn about tools for screening and understand the process for referrals for more comprehensive evaluations. Students will learn how to use assessment information to adjust teaching for more effective instruction and how to use aggregated data to evaluate and improve teaching for groups of children. Finally, students will learn strategies for continual improvement in the area of child assessment.

### **PSYC4030 – Learning Disabilities**

**Credits: 3**

**Prerequisites:** PSYC1010, PSYC2040, PSYC3040

This course provides an overview of the field of learning disabilities (LD). The focus of the course is on causes, characteristics, assessment, and instructional needs of students with LD. Topical coverage addresses cognitive characteristics that distinguish students with LD in areas of attention, memory, and organization, and the academic needs of students in writing, reading, and math, and social competence. The needs of students with LD across the continuum of educational placements will be examined. Ongoing developments in the field with changing conceptualizations of LD and alternative identification methods to IQ-achievement discrepancy (e.g., RTI) will be covered in depth.

### **PSYC4050 – School Consultation**

**Credits: 3**

**Prerequisites:** PSYC1010, PSYC2040, PSYC3040

Theory and practice of consultation is fundamental to the delivery of mental health services in schools. The course will include models of behavioral and instructional consultation in schools and with families. Assignments will support and facilitate student's understanding of consultation in schools. Emphasis will be on identifying ways to work collaboratively in teams, assess and intervene in problematic behavioral and instructional situations. Issues of race, cultural, linguistic and diversity differences will also be interwoven throughout the course.

## **B. Business - Organization Psychology Focus**

### **PSYC3050 – Organizational Psychology**

**Credits: 3**

**Prerequisites:** PSYC1010, PSYC2030

This course is a graduate/advanced undergraduate level survey of topics relevant to the fields of organizational psychology (OP) and organizational behavior (OB). The objective of the course is to acquaint you with key concepts, theories, and substantive issues relevant to the study and understanding of OP/OB. Although the primary perspective is psychological in nature – that is, we assume that the basic behaving units are individuals – the course also incorporates a multilevel perspective.

**PSYC3070– Psychology of Work Motivation****Credits: 3****Prerequisites:** PSYC1010, PSYC2030, PSYC2050

The course is meant to survey the main motivational theories and to examine the internal forces or influences that direct individual towards goal attainment at work. The focus will be on social-cognitive processes and how situational factors trigger various responses that can then drive behavior. The course explores theories on cognitive determinants of motivation (e.g., goal setting, mindsets, control beliefs), affect processes (e.g., emotions both giving rise to and arising from progress or hindrance in goal pursuit) and valuation mechanisms (e.g., values influence motivation via the processes of goal content, goal striving, and identity development). In addition, we investigate the sociocultural level of motivation. We expand the conceptualization of motivational drive to include external factors such as culturally based knowledge and social interaction as potential motivators.

**MARK3010 – Consumer Behavior****Credits: 3****Prerequisites:** PSYC1010, PSYC2030, PSYC2050

Contemporary approaches to business emphasize the importance of adopting a consumer focus. Marketing, in particular, is a customer-driven function that begins and ends with the consumer—from recognizing his or her needs to ensuring post-purchase satisfaction. In this course students will enhance their understanding of how and why people choose, use, and evaluate goods and services the way they do. While all of us are consumers, our intuitions about our own behavior as well as that of others are often inaccurate. In this class we will use theories developed in marketing, psychology, and other behavioral sciences to better predict how consumers will respond to different marketing activities.

**PSYC4020 – Group Dynamics****Credits: 3****Prerequisites:** PSYC1010, PSYC2030

This course is designed to provide students with an in-depth understanding of group dynamics and how they impact individual behavior and decision-making processes. The course will explore the fundamental concepts and theories of group dynamics, including group formation, communication patterns, roles, norms, cohesion, conflict, and leadership. Students will also examine the various factors that influence group behavior, such as culture, diversity, and power dynamics. Throughout the course, students will engage in a variety of learning activities, including readings, discussions, case studies, and experiential exercises. They will learn to apply their knowledge of group dynamics to real-world situations and develop practical skills to facilitate effective group processes. They will also learn to recognize and overcome barriers to effective communication and collaboration within groups. By the end of the course, students will have a comprehensive understanding of group dynamics and the ability to apply this knowledge to improve group performance and collaboration. They will also have developed critical thinking and problem-solving skills relevant to group processes and decision-making.

**PSYC4040 – Employee Stress, Wellbeing and Safety****Credits: 3****Prerequisites:** PSYC1010, PSYC2030

Organizations and businesses cannot be successful without ensuring the health and safety of their workforce. As employees' health and safety is interlinked with many factors in their work and nonwork environment, there are various approaches in studying and addressing employee stress, well-being, and safety issues (e.g., human factors, public health, counseling, law, etc.). This course will mainly use the "organizational psychology" approach focusing on important psychosocial factors in the workplace that affect employee stress, well-being, and safety. This focus is also intended to help students see the importance of good people management. By fulfilling the course requirements successfully, students obtain fundamental principles and up-to-

date knowledge of how organizations can prevent and manage work stress, as well as enhance health and safety of their workforce. Students will also have a greater understanding of possible prevention and intervention strategies managers and HR professionals can use to minimize the impact of stressors and ensure healthy and safe work environments.

**PSYC4060 – Psychological Assessment at Work**

**Credits: 3**

**Prerequisites:** PSYC1010, PSYC2050, PSYC3030

This course provides an overview of psychological assessment, including psychometrics, test construction, validation, clinical interviewing, and psychological tests. Specific categories of tests that may be covered include intelligence tests, achievement tests, neuropsychological tests, psychosocial and behavioral instruments, career inventories, positive psychological instruments, personality inventories, and projective tests.

**2.4.4 Minors**

The College of Arts and Sciences does not require students to complete a minor. However, pursuing a minor allows you to take advantage of the extensive offerings across the university. There are a few rules to keep in mind when considering a minor. Similar to majors, you must complete all upper-division courses for a minor at VinUni. The minimum credits required for a 4-year program is 120 credits. If a minor is included, the total should be 135 credits (120 credits for the major plus 15 credits for the minor). You may not take any minor requirements on a Pass/No Pass basis, and you must earn a minimum GPA of 2.0 in all courses required for the minor. The requirements for most minors are straightforward. However, just like majors, some minors require careful sequencing of courses. If you have any questions about the requirements for completing a minor, you should consult the advisor in the department offering the minor.

**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 – General knowledge	PLG2 – Graduates will have a knowledge of the biological basis of human behaviors	PLG3 – Graduates will have a knowledge of the social foundations of psychology.	PLG4 – Graduates will have a knowledge of psychological research methods.	PLG5 – Graduates will have a knowledge of human psychological and personality development	PLG6 – Graduates will have a knowledge of the nature and laws of individual and social psychological phenomena.
EMPATHY			✓		✓	✓
EXCEPTIONAL CAPABILITIES	✓	✓	✓	✓	✓	✓
CREATIVITY	✓	✓	✓	✓		✓
LEADERSHIP	✓		✓	✓		✓
ENTREPRENEURSHIP MINDSET	✓			✓	✓	

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

	Program Learning Goals				
Vin Uni Graduate Attributes	PLG7 – Graduates will have a knowledge in the focus of Business and Organization Psychology (for students choosing the Business and Organization Psychology Focus).	PLG8 – Graduates will have a knowledge in the focus of Education Psychology (for students choosing the Education Psychology).	PLG9 – Hard skills.	PLG10 – Soft skills	PLG11 – Abilities.
EMPATHY	✓	✓		✓	✓
EXCEPTIONAL CAPABILITIES	✓	✓	✓		✓
CREATIVITY	✓	✓	✓	✓	✓
LEADERSHIP	✓	✓	✓	✓	✓
ENTREPRENEURSHIP MINDSET	✓	✓	✓	✓	✓

## Appendix 2: RUBRICS FOR MAJOR LEARNING GOALS

### Program Learning Goal 2 (PLG2): Graduates will have a knowledge of the biological basis of human behaviors

PLO 2.1: Knowledge of the anatomy and physiology of the nervous system;

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation
Knowledge of the anatomy and physiology of the nervous system involves understanding the structure and function of the nervous system, including the brain, spinal cord, and peripheral nerves. This includes recognizing how these components interact to control bodily functions and respond to internal and external stimuli.	Demonstrates limited understanding of the basic structures and functions of the nervous system. Struggles to identify major components and their roles.	Shows a solid understanding of the major structures and functions of the nervous system. Can identify and explain the roles of key components and their interactions.	Demonstrates a comprehensive and detailed understanding of the anatomy and physiology of the nervous system. Can integrate knowledge to explain complex interactions and predict outcomes of various scenarios.

PLO 2.2: Knowledge of high-level physiology of nerve activity;

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation
Knowledge of high-level physiology of nerve activity involves understanding the complex processes that govern nerve function, including the generation and propagation of nerve impulses, synaptic transmission, and the integration of neural signals. This includes an understanding of how these processes contribute to overall nervous system function and behavior.	Demonstrates a basic or incomplete understanding of nerve activity. Struggles to explain key physiological processes and their significance.	Shows a solid understanding of the major physiological processes involved in nerve activity. Can explain key concepts and their roles in neural function.	Demonstrates a comprehensive and detailed understanding of high-level nerve physiology. Can integrate knowledge to explain complex interactions and predict outcomes of various neural activities.

PLO 2.3: Application of the above knowledge in explaining the neurophysiological basis of psychological phenomena.

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation
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Application of knowledge in explaining the neurophysiological basis of psychological phenomena involves using an understanding of nerve activity and nervous system anatomy to explain how physiological processes underpin psychological functions and behaviors. This includes linking neural mechanisms to cognitive functions, emotions, and behaviors.	Demonstrates limited ability to connect neurophysiological processes with psychological phenomena. Struggles to provide clear explanations or relevant examples.	Shows a solid ability to apply knowledge of neurophysiology to explain psychological phenomena. Can provide clear and relevant examples that illustrate these connections.	Demonstrates a comprehensive and nuanced ability to apply neurophysiological knowledge to explain complex psychological phenomena. Can integrate multiple aspects of neurophysiology to provide detailed and insightful explanations.
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**Program Learning Goal 3 (PLG3): Graduates will have a knowledge of the social foundations of psychology**

**PLO 3 .1: Understanding of the social nature of human psychology and the role of activities, communication, and social culture in the formation and development of human psychology;**

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Understanding the social nature of human psychology involves recognizing how social interactions, communication, and cultural contexts influence psychological development and behavior. This includes understanding the impact of social activities, norms, and cultural practices on individual and group psychology.	Demonstrates a limited understanding of the social influences on human psychology. Struggles to explain how social and cultural factors shape psychological development and behavior.	Shows a solid understanding of the social nature of human psychology. Can explain how social activities, communication, and cultural contexts influence psychological development and behavior.	Demonstrates a comprehensive and nuanced understanding of the social influences on human psychology. Can integrate knowledge to explain complex interactions between social, cultural, and psychological factors.

**PLO 3.2: Application of understanding of the social basis of human psychology in explaining the social origins of psychological phenomena.**

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Application of understanding the social basis of human psychology involves using knowledge of how social interactions, communication, and cultural contexts influence psychological phenomena to explain the origins and development of these phenomena. This includes analyzing how social environments and cultural	Demonstrates limited ability to apply knowledge of social influences to explain psychological phenomena. Struggles to provide clear or relevant examples.	Shows a solid ability to apply understanding of social influences to explain the origins of psychological phenomena. Can provide clear and relevant examples that illustrate these connections.	Demonstrates a comprehensive and nuanced ability to apply knowledge of social influences to explain complex psychological phenomena. Can integrate multiple aspects of social and cultural contexts to provide detailed and insightful



practices contribute to psychological behaviors and conditions.			explanations.
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**Program Learning Goal 4 (PLG4): Graduates will have a knowledge of psychological research methods**

**PLO 4.1: Understanding of psychological research methods;**

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Understanding psychological research methods involves comprehending the various techniques and methodologies used to conduct research in psychology. This includes knowledge of experimental design, data collection, statistical analysis, and ethical considerations in research.	Demonstrates limited understanding of psychological research methods. Struggles to explain basic concepts and methodologies.	Shows a solid understanding of the major research methods used in psychology. Can explain key concepts and methodologies and apply them appropriately.	Demonstrates a comprehensive and detailed understanding of psychological research methods. Can integrate knowledge to design robust studies and critically evaluate research findings.

**PLO 4.2: Understanding of psychological assessment techniques;**

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Understanding psychological assessment techniques involves comprehending the various tools and methods used to evaluate psychological traits, behaviors, and conditions. This includes knowledge of standardized tests, observational methods, interviews, and the interpretation of assessment results.	Demonstrates limited understanding of psychological assessment techniques. Struggles to explain basic tools and their appropriate uses.	Shows a solid understanding of the major psychological assessment techniques. Can explain key tools and methods and apply them appropriately.	Demonstrates a comprehensive and detailed understanding of psychological assessment techniques. Can integrate knowledge to select appropriate tools, conduct assessments, and interpret results critically.

**PLO 4.3: Application of basic research methods in conducting psychological research;**

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Application of basic research methods in conducting psychological research involves using foundational research techniques to design, conduct, and analyze psychological studies. This includes formulating research questions, selecting appropriate methodologies,	Demonstrates limited ability to apply basic research methods. Struggles to design studies, collect data, or analyze results	Shows a solid ability to apply basic research methods in conducting psychological research. Can design studies,	Demonstrates a comprehensive and proficient ability to apply basic research methods. Can design robust studies, collect and analyze data critically, and

collecting and analyzing data, and interpreting results.	effectively.	collect data, and analyze results appropriately.	interpret results with depth.
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PLO 4.4: Application of basic assessment techniques in evaluating psychological phenomena.

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation
Application of basic assessment techniques in evaluating psychological phenomena involves using foundational assessment tools and methods to evaluate psychological traits, behaviors, and conditions. This includes selecting appropriate assessment techniques, administering them correctly, and interpreting the results accurately.	Demonstrates limited ability to apply basic assessment techniques. Struggles to select appropriate tools, administer assessments, or interpret results effectively.	Shows a solid ability to apply basic assessment techniques in evaluating psychological phenomena. Can select appropriate tools, administer assessments correctly, and interpret results accurately.	Demonstrates a comprehensive and proficient ability to apply basic assessment techniques. Can integrate multiple assessment methods, administer them with precision, and provide detailed and insightful interpretations of the results.

**Program Learning Goal 5 (PLG5): Graduates will have a knowledge of human psychological and personality development**

PLO 5.1: Understanding of theories of the formation and development of human psychology and personality as a member of society;

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation
Understanding theories of the formation and development of human psychology and personality as a member of society involves comprehending various theoretical frameworks that explain how individuals develop psychologically and form their personalities within social contexts. This includes knowledge of key theories and concepts from developmental, social, and personality psychology.	Demonstrates limited understanding of the major theories of psychological and personality development. Struggles to explain key concepts or apply them to real-world scenarios.	Shows a solid understanding of the major theories of psychological and personality development. Can explain key concepts and apply them to real-world scenarios.	Demonstrates a comprehensive and nuanced understanding of theories of psychological and personality development. Can integrate multiple theoretical perspectives to provide detailed and insightful explanations.

PLO 5.2: Application of the above knowledge in explaining the process of forming and developing personality in general and cultivating one's personality in particular.

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Application of knowledge in explaining the process of forming and developing personality involves using theoretical frameworks and concepts to understand and articulate how personality develops over time and how individuals can actively cultivate their own personality traits. This includes applying developmental, social, and personality psychology theories to real-life scenarios.	Demonstrates limited ability to apply theoretical knowledge to explain personality development. Struggles to provide clear or relevant examples.	Shows a solid ability to apply knowledge of personality development theories to explain how personality forms and develops. Can provide clear and relevant examples.	Demonstrates a comprehensive and nuanced ability to apply knowledge of personality development theories. Can integrate multiple theoretical perspectives to provide detailed and insightful explanations and practical strategies for personality cultivation.

**Program Learning Goal 6 (PLG6): Graduates will have a knowledge of the nature and laws of individual and social psychological phenomena**

**PLO 6.1: Understanding of the nature and rules of personal and social psychological phenomena;**

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Understanding the nature and rules of personal and social psychological phenomena involves comprehending the fundamental principles and dynamics that govern individual and group behaviors. This includes knowledge of psychological theories and concepts that explain how personal and social factors influence thoughts, emotions, and actions.	Demonstrates limited understanding of the basic principles and dynamics of personal and social psychological phenomena. Struggles to explain key concepts or apply them to real-world scenarios.	Shows a solid understanding of the major principles and dynamics of personal and social psychological phenomena. Can explain key concepts and apply them to real-world scenarios.	Demonstrates a comprehensive and nuanced understanding of the nature and rules of personal and social psychological phenomena. Can integrate multiple theoretical perspectives to provide detailed and insightful explanations.

**PLO 6.2: Application of the above knowledge in explaining personal and social psychological phenomena.**

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Application of knowledge in explaining personal and social psychological phenomena involves using theoretical frameworks and concepts to understand and articulate how personal and social factors influence psychological	Demonstrates limited ability to apply theoretical knowledge to explain personal and social psychological phenomena. Struggles to provide	Shows a solid ability to apply knowledge of personal and social psychological phenomena. Can provide clear and relevant examples that illustrate these	Demonstrates a comprehensive and nuanced ability to apply knowledge of personal and social psychological phenomena. Can integrate multiple

behaviors and conditions. This includes analyzing how individual differences and social contexts contribute to various psychological phenomena.	clear or relevant examples.	connections.	theoretical perspectives to provide detailed and insightful explanations.
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**Program Learning Goal 7 (PLG7): Graduates will have a knowledge in the focus of Business and Organization Psychology (for students choosing the Business and Organization Psychology Focus)**

PLO 7.1: Ability to detect and explain psychological phenomena in the areas of business administration, tourism and advertising;

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation
Ability to detect and explain psychological phenomena in the areas of business administration, tourism, and advertising involves understanding and applying psychological principles to analyze and explain behaviors, motivations, and interactions within these specific fields. This includes recognizing how psychological factors influence decision-making, consumer behavior, and organizational dynamics.	Demonstrates limited ability to detect and explain psychological phenomena in business administration, tourism, and advertising. Struggles to identify relevant psychological principles or apply them effectively.	Shows a solid ability to detect and explain psychological phenomena in business administration, tourism, and advertising. Can identify relevant psychological principles and apply them appropriately.	Demonstrates a comprehensive and nuanced ability to detect and explain psychological phenomena in business administration, tourism, and advertising. Can integrate multiple psychological principles to provide detailed and insightful explanations.

PLO 7.2: Understanding of psychological phenomena in human resource organization and management;

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation
Understanding psychological phenomena in human resource organization and management involves comprehending how psychological principles and theories apply to the management of human resources. This includes understanding motivation, leadership, team dynamics, organizational behavior, and employee well-being.	Demonstrates limited understanding of psychological phenomena in human resource management. Struggles to explain key concepts or apply them to human resource practices.	Shows a solid understanding of psychological phenomena in human resource management. Can explain key concepts and apply them to human resource practices effectively.	Demonstrates a comprehensive and nuanced understanding of psychological phenomena in human resource management. Can integrate multiple psychological principles to provide detailed and insightful explanations and strategies.

PLO 7.3: Understand and explain psychological phenomena in the context of multicultural and cross-national settings as well as global organizations.

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Understanding and explaining psychological phenomena in multicultural and cross-national settings involves comprehending how cultural and national differences influence psychological behaviors and interactions. This includes understanding the impact of cultural norms, values, and practices on individual and group psychology within global organizations.	Demonstrates limited understanding of psychological phenomena in multicultural and cross-national contexts. Struggles to explain how cultural differences impact behavior and interactions.	Shows a solid understanding of psychological phenomena in multicultural and cross-national contexts. Can explain how cultural differences impact behavior and interactions and apply this knowledge to real-world scenarios.	Demonstrates a comprehensive and nuanced understanding of psychological phenomena in multicultural and cross-national contexts. Can integrate multiple cultural perspectives to provide detailed and insightful explanations and strategies for managing diversity in global organizations.

**Program Learning Goal 8 (PLG8): Graduates will have a knowledge in the focus of Education Psychology (for students choosing the Education Psychology)**

PLO 8.1: Understanding of the nature of the consultation process; specific ethical principles of the counseling profession; ability to identify the client's problem(s) and the counselor – client relationship

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Understanding the nature of the consultation process involves comprehending the steps and dynamics involved in providing psychological consultation. This includes knowledge of specific ethical principles that guide the counseling profession and the ability to identify and address clients' problems while maintaining a professional counselor-client relationship.	Demonstrates limited understanding of the consultation process and ethical principles. Struggles to identify clients' problems or maintain an effective counselor-client relationship.	Shows a solid understanding of the consultation process and ethical principles. Can identify clients' problems and maintain a professional counselor-client relationship effectively.	Demonstrates a comprehensive and nuanced understanding of the consultation process and ethical principles. Can integrate knowledge to provide detailed and insightful consultations, identify complex client issues, and maintain a strong counselor-client relationship.

PLO 8.2: Grasp the basic knowledge of individual psychological counseling, group psychological counseling and psychological counseling in educational settings;

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Grasping the basic knowledge of individual psychological counseling, group psychological counseling, and psychological counseling in educational settings	Demonstrates limited understanding of the basic principles and techniques of individual, group,	Shows a solid understanding of the basic principles and techniques of individual, group, and educational	Demonstrates a comprehensive and nuanced understanding of the principles and techniques of

involves understanding the fundamental principles, techniques, and applications of counseling in different contexts. This includes knowledge of the goals, processes, and ethical considerations specific to each type of counseling.	and educational counseling. Struggles to explain key concepts or apply them to counseling scenarios.	counseling. Can explain key concepts and apply them to counseling scenarios effectively.	individual, group, and educational counseling. Can integrate knowledge to provide detailed and insightful explanations and strategies for various counseling scenarios.
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**PLO 8.3: Knowledge gained of telephone and online consultations.**

<b>Criterion</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
Knowledge gained of telephone and online consultations involves understanding the principles, techniques, and ethical considerations specific to providing psychological consultations via telephone and online platforms. This includes knowledge of the advantages, challenges, and best practices for remote counseling.	Demonstrates limited understanding of the principles and techniques of telephone and online consultations. Struggles to explain key concepts or apply them effectively.	Shows a solid understanding of the principles and techniques of telephone and online consultations. Can explain key concepts and apply them effectively in remote counseling scenarios.	Demonstrates a comprehensive and nuanced understanding of the principles and techniques of telephone and online consultations. Can integrate knowledge to provide detailed and insightful explanations and strategies for various remote counseling scenarios.