



# **CURRICULUM FRAMEWORK**

## **BACHELOR OF ARTS IN PSYCHOLOGY**

***PROGRAM CODE: 7310401***

***Applicable for Cohort 2023-2027 from Academic Year 2025-2026***

*(Released along with Decision No. 460/2025/QĐ-VUNI dated August 11<sup>th</sup>, 2025  
by Provost of VinUniversity)*

***This curriculum framework has been reviewed and developed in  
collaboration by Cornell University***



## Records of changes

Version	Published date	Effective Date	Approved by	Description of changes
1	03/04/2023	03/04/2023	Developed by: Curriculum Review Taskforce Reviewed by: CAS Academic Committee, College Dean; VinUni Scientific and Educational Committee Approved by: Provost (Decision No.104/2023/NQ-HĐT, Dated: 24/03/2023 by the Provost of VinUniversity).	First release
2	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 (Decision No.490d/2024/QĐ-VUNI, Dated: 10/09/2024, by the Provost of VinUniversity)).	Second release: 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.
3	11/08/2025	11/08/2025	Developed by: Curriculum Review Taskforce Reviewed by: CAS Taskforce, Dean of CAS, Accreditation & Quality Assurance Department, Scientific and Educational Committee. Approved by: Provost (Decision No. 460/2025/QĐ-VUNI, Dated: August 11 <sup>th</sup> 2025, by the Provost of VinUniversity).	Third release: Revised Program Learning Outcomes (PLOs) Update VinCore curriculum Updated curriculum roadmap Refined curriculum structure Clarified area of focus choice

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## 1. PROGRAM OVERVIEW

### 1.1 Program Profile

<b>Name of the degree</b>	Bachelor of Arts in Psychology
<b>Name of the program</b>	Bachelor of Arts in Psychology
<b>Program Code</b>	7310401
<b>Vietnam Qualifications Framework Level</b>	6
<b>Length of Program</b>	4 years
<b>Mode of Delivery</b>	Full-time
<b>Language of Delivery</b>	English
<b>Total credits</b>	120 credits (without Minor) 135 credits (with Minor)
<b>Home College</b>	College of Arts and Sciences

### 1.2 Program Purpose

*The mission of the Bachelor of Arts in Psychology 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.*

## 2. PROGRAM EDUCATIONAL OBJECTIVES AND PROGRAM LEARNING OUTCOMES

### 2.1 Program Educational Objectives

*Psychology students who graduate from VinUniversity are expected to be well-rounded individuals with specific knowledge in psychological theory and practice and who align with the values of VinUniversity: (1) Empathy, (2) Exceptional Ability, (3) Creativity, (4) Entrepreneurial Spirit, and (5) Leadership Mindset.*

### 2.2 Program Learning Outcomes

After successful completion of the program, students are able to:

<b>PROGRAM LEARNING OUTCOMES (PLOs)</b>	<b>PERFORMANCE INDICATORS (PIs)</b>
<b>I. KNOWLEDGE</b>	
<b>I.1. General Knowledge</b>	
<b>PLO 1: Apply</b> knowledge of politics, law, sustainability, globalization, culture, and arts and humanities to the field of psychology.	<b>PI 1.1: Provide</b> personal criticism on topics related to politics.
	<b>PI 1.2: Apply</b> knowledge of law and regulations to the field of Psychology.

	<b>PI 1.3: Apply</b> knowledge of sustainability, cross-cultures, and globalization to the field of Psychology.
	<b>PI 1.4: Apply</b> knowledge of arts and humanities to the field of Psychology.
<b>I.2. Foundational Knowledge</b>	
<b>PLO 2: Analyze</b> human psychology by applying psychological knowledge and principles.	<b>PI 2.1: Analyze</b> psychological phenomena using knowledge of the anatomy and functioning of the human nervous system.
	<b>PI 2.2: Analyze</b> behavioral phenomena with an appropriate level of complexity, identifying the interactions between psychological, biological, social, and cultural factors.
	<b>PI 2.3: Analyze</b> the formation and development of personality based on knowledge of human psychological development.
<b>I.3. Professional Knowledge</b>	
<b>Counseling &amp; Educational Psychology Focus</b>	
<b>PLO 3a: Apply</b> psychological knowledge to individual and group situations in counseling and educational contexts. (E.X.C.E.L.)	<b>PI 3a.1: Identify</b> behavioral and mental health conditions in learning settings.
	<b>PI 3a.2: Apply</b> knowledge of the anatomy and functioning of the human nervous system to provide appropriate counseling for psycho-social issues.
	<b>PI 3a.3: Design</b> measurement tools and counseling plans suitable for a diverse group of clients.
<b>Business &amp; Organizational Psychology Focus</b>	
<b>PLO 3b: Apply</b> psychological knowledge to human resource management, communication, marketing, and business activities. (E.X.C.E.L.)	<b>PI 3b.1: Apply</b> psychological knowledge to human-resource management.
	<b>PI 3b.2: Apply</b> psychological knowledge to design communication and marketing strategies in organizational settings.
	<b>PI 3b.3: Apply</b> psychological knowledge to identify and address conflicts.
<b>Non-Focus (For students who choose courses in both foci)</b>	
<b>PLO 3c: Apply</b> psychological knowledge to address challenges of clients.	<b>PI 3c.1: Analyze</b> challenges of clients using psychological knowledge.
	<b>PI 3c.2: Apply</b> psychological knowledge to propose solutions for challenges of clients.

II. SKILLS	
II. 1. Professional Skills	
Counseling & Educational Psychology Focus	
<b>PLO 4a: Apply</b> psychological principles and skills effectively in counseling and educational contexts. (E.X.C.E.L.)	<b>PI 4a.1: Effectively</b> gather information about clients' problems in counseling and educational settings using appropriate methods and tools.
	<b>PI 4a.2: Identify</b> clients' needs through the analysis and interpretation of collected information.
	<b>PI 4a.3: Skillfully</b> select and implement counseling processes and effectively use measurement tools for clients.
	<b>PI 4a.4: Evaluate</b> the effectiveness of psychological interventions, continuously improving quality to achieve optimal outcomes for clients in educational settings.
Business & Organizational Psychology Focus	
<b>PLO 4b: Apply</b> psychological counseling principles and skills effectively for individual and group clients in business and organizational settings. (E.X.C.E.L.)	<b>PI 4b.1: Effectively</b> gather information about clients' problems in business and organizational settings using appropriate psychological methods and tools.
	<b>PI 4b.2: Identify</b> clients' problems through the analysis and interpretation of collected information.
	<b>PI 4b.3: Skillfully</b> select and implement psychological interventions and effectively use designed measurement tools in business and organizational settings.
	<b>PI 4b.4: Evaluate</b> the effectiveness of psychological interventions, continuously improving quality to achieve optimal outcomes for clients in business and organizational settings.
Non-Focus (For students who choose courses in both foci)	
<b>PLO 4c: Apply</b> psychological principles and skills effectively to address challenges of clients.	<b>PI 4c.1:</b> Effectively <b>gather</b> information about clients' problems using appropriate psychological methods and tools.
	<b>PI 4c.2: Identify</b> clients' problems through the analysis and interpretation of collected information.
	<b>PI 4c.3:</b> Skillfully <b>select</b> and <b>implement</b> psychological interventions and effectively <b>use</b> designed measurement tools.

	<b>PI 4c.4: Evaluate</b> the effectiveness of psychological interventions, continuously improving quality to achieve optimal outcomes for clients.
<b>II.2. General Skills</b>	
<b>PLO 5: Conduct</b> research to solve problems and discover knowledge in the field of Psychology.	<b>PI 5.1: Determine</b> research objectives that meet societal needs or contribute to the development of the field.
	<b>PI 5.2: Design</b> research plans using methods appropriate for the research objectives.
	<b>PI 5.3:</b> Properly <b>implement</b> relevant research methods.
	<b>PI 5.4: Collect</b> data and information that meet the requirements of the research objective.
	<b>PI 5.5:</b> Scientifically <b>analyze</b> research data.
	<b>PI 5.6: Draw</b> appropriate conclusions and <b>propose</b> innovative solutions for the application of research results in practice.
<b>PLO 6 (Critical and Creative Thinking Skills): Demonstrate</b> critical and creative thinking skills, and problem-solving skills.	<b>PI 6.1: Generate</b> arguments to formulate and test evidence-based solutions for addressing complex problems in the field of Psychology.
	<b>PI 6.2: Propose</b> innovative psychological interventions in low-resource settings. (E.X.C.E.L.)
	<b>PI 6.3:</b> Systematically <b>solve</b> practical issues in the field of psychology at local, regional, and global scales.
<b>PLO 7 (Teamwork and Leadership Skills): Coordinate</b> and <b>lead</b> diverse teams across disciplines and cultures.	<b>PI 7.1: Demonstrate</b> one's sense of autonomy, judgment, and adaptability when working in diverse teams across disciplines and cultures. (E.X.C.E.L.)
	<b>PI 7.2: Lead</b> and <b>innovate</b> in employment environments. (E.X.C.E.L.)
<b>PLO 8 (Communication and Globalization Skills): Communicate</b> effectively with a range of audiences across cultures.	<b>PI 8.1: Communicate</b> through multimedia formats using written and spoken language.
	<b>PI 8.2: Navigate</b> multicultural and globalized environments with adaptability and respect for both common standards and diverse perspectives. (E.X.C.E.L.)
<b>III. ATTITUDE</b>	
<b>PLO 9 (Ethics, Responsibility): Demonstrate</b> professional ethics and	<b>PI 9.1: Approach</b> local and global challenges in research, professional practice, and civic life with personal integrity and intellectual rigor.

social responsibility as both a professional and a citizen.	<b>PI 9.2. Adhere</b> to ethical standards in psychological practice, research, and community engagement, demonstrating respect for diversity and a commitment to social responsibility.
<b>PLO 10 (Lifelong Learning):</b> Continuously <b>engage</b> in reflection-in-action to identify strengths and areas for improvement, embrace innovation, and proactively seek opportunities for growth and lifelong learning. <b>Demonstrate</b> a lifelong learning attitude to adapt to an evolving professional landscape.	<b>PI 10.1:</b> Continuously <b>engage</b> in reflection-in-action to identify personal strengths and areas for improvement, fostering a commitment to lifelong learning.
	<b>PI 10.2: Engage</b> in self-study, perform well-planned work, and set personal development goals.
<b>PLO 11 (Entrepreneurship):</b> <b>Demonstrate</b> an entrepreneurial mindset, embracing innovation, and proactively seeking opportunities for growth.	<b>PI 11.1: Identify</b> opportunities to innovate within psychological practices by applying entrepreneurial principles.
	<b>PI 11.2: Develop and implement</b> innovative solutions that address emerging psychological needs, leveraging entrepreneurial skills for sustainable impact. (E.X.C.E.L.)

### 3. CURRICULUM STRUCTURE

#### 3.1 Curriculum Composition

No.	Curriculum Components	Number of Credits	Credit Distribution (%/Total Credits)
<b>I</b>	<b>VINCORE</b>	<b>35</b>	<b>29.2%</b>
I.1	Enterprise and Innovation	4	3.3%
I.2	Leadership Mindset	2	1.7%
I.3	Civic Responsibility	2	1.7%
I.4	Ethics	2	1.7%
I.5	Community Service Learning	45 hours	
I.6	Working with the Brain	2	1.7%
I.7	Working with Technology	4	3.3%
I.8	Working with Others	4	3.3%
I.9	Working with the Self	90 hours	
I.10	Integrated Vietnam Studies	11	9.2%
I.11	Sustainability and Global Citizenship	2	1.7%
I.12	Creative Arts	2	1.7%
I.13	Global Experience	0	0.0%



<b>II</b>	<b>PROFESSIONAL EDUCATION</b>	<b>73</b>	<b>60.8%</b>
II.1	College Core Requirement	13	10.8%
II.2	Major Core Requirement	26	21.7%
II.3	Area of Focus	18	15.0%
II.4	Electives	16	13.3%
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 (WITHOUT MINOR)</b>	<b>120</b>	<b>100%</b>
	<b>TOTAL (WITH MINOR)</b>	<b>135</b>	

***Important Note:***

- The Vincore Program has been issued along with the Decision No. 475/2024/QĐ-VUNI, dated September 4, 2024 (first release) & Decision No. 342a/2025/QĐ-VUNI dated June 20, 2025 (second release).
- Credits towards the degree obtained under previous versions of the curriculum framework will count towards the degree under the current curriculum framework so that students will be able to graduate with 120 credits (without a minor). Please consult the Program Director for guidance on credit transfer and recognition.
- Students have the option to obtain a minor in a different area of study offered by CAS or other colleges. **A minor needs to have at least 15 credits that are not already counted towards the major program.** Information about the available minors is provided here: [LINK](#)
- International students are exempted from National Defense Education. However, they are still 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).

### 3.2 Courses and Credit Distribution by Courses

No.	Course code	Name of Courses	Total credits	Credit Hour Allocation		Pre-requisite (s)	Grading system (Letter Grade or Pass/Fail)
				Theory	Practice		
<b>I</b>	<b>VINCORE</b>		<b>35</b>	<b>525</b>	<b>300</b>		
<b>I.1</b>	<b>Enterprise and Innovation</b>		<b>4</b>	<b>60</b>			
	ENTR1022	Agile Innovation and Entrepreneurship	2	30		NA	P/F
	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	30		NA	L
<b>I.2</b>	<b>Leadership Mindset</b>		<b>2</b>	<b>30</b>			
	LEAD1031	Leadership and Teambuilding Boot Camp	2	30		NA	P/F
<b>I.3</b>	<b>Civic Responsibility</b>		<b>2</b>	<b>30</b>	<b>165</b>		
	VCOR1030	National Defense Education			165	NA	P/F
	LAW1010	Introduction to Law	2	30		NA	L
<b>I.4</b>	<b>Ethics</b>		<b>2</b>	<b>30</b>			
	<i>Choose one out of the following courses</i>						
	CAS2010	Applied Ethics	2	30		NA	L
	MANA3021	Business Ethics	2	30		NA	L
	NURS3240	Healthcare Ethics	2	30		NA	L
	TECH1010	Technology Ethics	2	30		NA	L
<b>I.5</b>	<b>Community Service Learning</b>		<b>0</b>		<b>45</b>		
	COSL1010	Community Service Learning	0		45	NA	P/F
<b>I.6</b>	<b>Working with the Brain</b>		<b>2</b>	<b>30</b>			
	THINK1010	Critical and Creative Thinking	2	30		NA	L
<b>I.7</b>	<b>Working with Technology</b>		<b>4</b>	<b>60</b>			
1	CECS1040	Introduction to AI Literacy	2	30		NA	L
2	<i>Choose one out of the following courses</i>						
2.1	CECS1031	Computational Thinking	2	30		NA	L
2.2	CECS1050	Introduction to Data Literacy	2	30		NA	L
2.3	CHS1000	Introduction to Healthcare Informatics	2	30		NA	L
<b>I.8</b>	<b>Working with Others</b>		<b>4</b>	<b>60</b>			

1	ENGL1030	Academic and Professional Writing	2	30		NA	L
2	<i>Choose one out of the following courses</i>						
2.1	ENGL1040	Interpersonal and Multimedia Communication	2	30		NA	L
2.2	MANA1011	Introduction to Managing Skills	2	30		NA	L
2.3	CHS1020	Introduction to Healthcare Communication	2	30		NA	L
<b>I.9</b>	<b>Working with the Self</b>		<b>0</b>		<b>90</b>		
	VCOR1012A/B	OASIS (Orientation, Advising, Skills, Identity & Diversity and Spirit of Pay-it-Forward)	0		45	NA	P/F
	VCOR1021	Healthy Lifestyle 1	0		45	NA	P/F
	VCOR1022	Healthy Lifestyle 2					
<b>I.10</b>	<b>Internship</b>						
		Internship Refer to section III for more details					
<b>I.11</b>	<b>Integrated Vietnam Studies</b>		<b>11</b>	<b>165</b>			
	HASS1010	Marxism-Leninism Philosophy (Philosophy, Science and Society)	3	45		NA	L
	HASS1020	Marxism-Leninism Political Economy (Global Political Economy)	2	30		NA	L
	HASS1030	Scientific Socialism (Politics and Social Change)	2	30		NA	L
	HASS1041/42	Ho Chi Minh Ideology (Vietnam: History and Cultures II)	2	30		NA	L
	HASS1050	History of the Communist Party (Vietnam: History and Cultures I)	2	30		NA	L
<b>I.12</b>	<b>Sustainability and Global Citizenship</b>		<b>2</b>	<b>30</b>			
	<i>Choose one out of the following courses</i>						
	HASS1070	Cross-Cultural Navigation	2	30		NA	L
	HASS1100	Introduction to International Relations	2	30		NA	L
<b>I.13</b>	<b>Creative Arts</b>		<b>2</b>	<b>30</b>			
	<i>Choose one out of the following courses</i>						
	ARTS1030	Arts Appreciation and Application	2	30		NA	L
	PERF1010	Artistic Performance and Application	2	30		NA	L
<b>I.14</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			NA	
<b>II</b>	<b>PROFESSIONAL EDUCATION</b>		<b>73</b>	<b>1095</b>			
<b>II.1</b>	<b>College Core Requirement</b>		<b>13</b>	<b>195</b>			
	CAS1030	First Year Seminar	2	30		NA	L
	STAT1011	Statistics for Social Sciences	3	45		NA	L
	CAS1020	Global Perspectives	2	30		NA	L
	CAS2020	Logic and Scientific Method	2	30		NA	L
	CAS3010	Global Development and Sustainability	2	30		NA	L
	CAS3020	Digital Arts and Sciences	2	30		NA	L
<b>II.2</b>	<b>Major Core Requirement</b>		<b>26</b>	<b>390</b>			
	PSYC1010	Introduction to Psychology	2	45		NA	L
	PSYC2010	Biological Foundations of Behavior	3	45		PSYC1010	L
	PSYC2020	Research Methods in Psychology	3	45		PSYC1010, STAT1011	L
	PSYC2030	Social Psychology	3	45		PSYC1010	L
	PSYC2040	Developmental Psychology	3	45		PSYC1010	L
	PSYC2050	Cognitive Psychology	3	45		PSYC1010	L
	PSYC3010	Forensic Psychology	3	45		PSYC2010, PSYC2050	L
	PSYC3020	Cross-Cultural Psychology	3	45		PSYC2030, PSYC2040	L
	PSYC3031	Personality and Individual Differences	3	45		PSYC2020, PSYC2030	L
<b>II.3</b>	<b>Area of Focus</b>		<b>18</b>	<b>270</b>			
	Students can choose one of the areas of focus or choose a total of 18 credits from both areas of focus for a non-focus pathway.						
	<b>A. Education Psychology Focus</b>		<b>18</b>	<b>270</b>			
	PSYC3040	Introduction to School Psychology	3	45		PSYC2040, PSYC2050	L
	PSYC3060	Child and Adolescent Psychopathology	3	45		PSYC2010, PSYC2040	L
	PSYC3080	Theories of counseling and Psychotherapy	3	45		PSYC2010, PSYC2040	L
	PSYC4010	Child Observation and Assessment	3	45		PSYC3040	L
	PSYC4030	Learning Disabilities	3	45		PSYC3040	L
	PSYC4050	School Consultation	3	45		PSYC3040	L
	<b>B. Business - Organization Psychology Focus</b>		<b>18</b>	<b>270</b>			

	PSYC3050	Organizational Psychology	3	45		PSYC2030	L
	PSYC3070	Psychology of Work Motivation	3	45		PSYC2030, PSYC2050	L
	MARK3010	Consumer Behavior	3	45		PSYC2030, PSYC2050	L
	PSYC4020	Group Dynamics	3	45		PSYC2030	L
	PSYC4040	Employee Stress, Wellbeing and Safety	3	45		PSYC2030	L
	PSYC4060	Psychological Assessment at Work	3	45		PSYC2050, PSYC3031	L
<b>II.4</b>	<b>Electives</b>		<b>16</b>	<b>240</b>			
		Students take 16 credits of free electives from within the program or from any other program (at VinUniversity or accredited partner institutions), of which at least 11 need to provide a letter grade.	16	240			
<b>II.5</b>	<b>Minor</b>		<b>15</b>				
<b>III</b>	<b>PRACTICE / INTERNSHIP</b>		<b>6</b>				
	Students to choose from the Internship pool to accumulate 6 credits in total. A maximum of 3 credits can be completed as a research internship.						
	PSYC4870	Internship Orientation			5		P/F
	PSYC4871	Industry Internship 1	6			PSYC4870	
	PSYC4872	Industry Internship 2	3			PSYC4870	
	PSYC4873	Research Internship	3			PSYC4870	
<b>IV</b>	<b>GRADUATION CAPSTONE</b>		<b>6</b>				
	PSYC4890	Capstone Project	6				
	<b>TOTAL (WITHOUT MINOR)</b>		<b>120</b>				
	<b>TOTAL (WITH MINOR)</b>		<b>135</b>				

### 3.3 Curriculum Block

#### I. VINCORE (35 credits)

##### I.1. CHARACTER (10 credits)

###### I.1.1. Enterprise and Innovation (4)

- Agile Innovation and Entrepreneurship (2)
- Big Ideas: X (2)

###### I.1.2. Leadership Mindset (2)

- Leadership and Teambuilding Boot Camp (2)

###### I.1.3. Civic Responsibility (2)

- Introduction to Law (2)
- National Defense Education (165 hr)

###### I.1.4. Ethics (2)

- Applied Ethics/Business Ethics/Healthcare Ethics/Technology Ethics (2)

###### I.1.5. Community Service Learning (45 hr)

- Community Service Learning (45 hr)

#### II. CAREER (10 credits)

##### I.2.1. Working with the Brain (2)

- Critical and Creative Thinking (2)

##### I.2.2. Working with Technology (4)

- Introduction to AI Literacy (2)
- Computational Thinking/Introduction to Data Literacy/Introduction to Healthcare Informatics (2)

##### I.2.3. Working with Others (4)

- Academic and Professional Writing (2)
- Introduction to Healthcare Communication/Interpersonal and Multimedia Communication/Introduction to Managing Skills (2)

##### I.2.4. Working with the Self

- OASIS (Orientation, Advising, Skills, Identity & Diversity and Spirit of Pay-it-Forward) (45 hr)
- Healthy Lifestyle (45 hr)

##### I.2.5. Internship (refer to III)

- Internship

#### I.3. CONNECTIONS (15 credits)

##### I.3.1. Integrated Vietnam Studies (11)

- Marxism-Leninism Philosophy (3)
- Marxism-Leninism Political Economy (2)
- Scientific Socialism (2)
- Ho Chi Minh Ideology (2)
- History of the Communist Party (2)

##### I.3.2. Sustainability and Global Citizenship (2)

- Cross-Cultural Navigation/Introduction to International Relations (2)

##### I.3.3. Creative Arts (2)

- Arts Appreciation and Application/Artistic Performance and Application (2)

##### I.3.4. Global Experience (Optional & non-credit)

#### II.1. COLLEGE CORE (13 credits)

- First Year Seminar (2)
- Statistics for Social Sciences (3)
- Global Perspectives (2)
- Logic and Scientific Method (2)
- Global Development and Sustainability (2)
- Digital Arts and Sciences (2)

#### II.2. MAJOR CORE (26 credits)

- Introduction to Psychology (2)
- Biological Foundations of Behavior (3)
- Research Methods in Psychology (3)
- Social Psychology (3)
- Developmental Psychology (3)
- Cognitive Psychology (3)
- Forensic Psychology (3)
- Cross-Cultural Psychology (3)
- Personality and Individual Differences (3)

#### II.3. AREA OF FOCUS (18 credits)

Students can choose one of the areas of focus or choose a total of 18 credits from both areas of focus for a non-focus pathway

##### A. Education Psychology Focus (18)

- Introduction to School Psychology (3)
- Child and Adolescent Psychopathology (3)
- Theories of counseling and Psychotherapy (3)
- Child Observation and Assessment (3)
- Learning Disabilities (3)
- School Consultation (3)

##### B. Business - Organization Psychology Focus (18)

- Organizational Psychology (3)
- Psychology of Work Motivation (3)
- Consumer Behavior (3)
- Group Dynamics (3)
- Employee Stress, Wellbeing and Safety (3)
- Psychological Assessment at Work (3)

#### BACHELOR OF ARTS IN PSYCHOLOGY (120 credits)

#### II.4. FREE ELECTIVES/CONCENTRATION (16 credits)

Students take 16 credits of free electives, of which at least 11 need to provide a letter grade.

#### II.5. MINOR (15\* credits)

Students have the option to obtain a minor in a different area of study offered by CAS or other colleges. A minor needs to have at least 15 credits that are not already counted towards the major program

#### III. PRACTICE/ INTERNSHIP (6 credits)

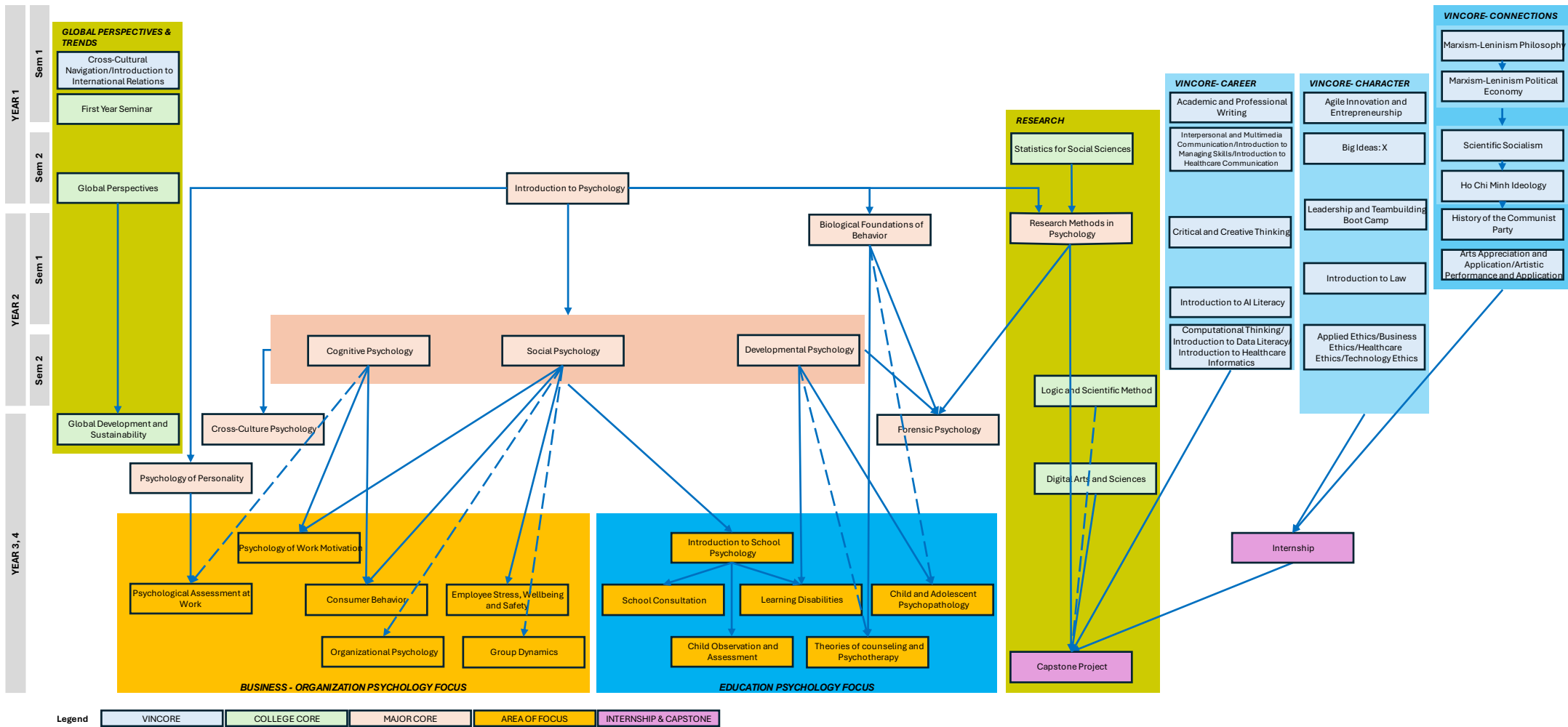
Students to choose from the Internship Pool to accumulate 6 credits in total

- Internship (6)

#### IV. GRADUATION CAPSTONE (6 credits)

- Capstone Project (6)

3.4 Curriculum Roadmap



### 3.5 Cross-Listing Courses

Courses from AY23-24 Curriculum Framework					Cross-listing Courses				
Course Name	Total credits	Prerequisite	Grading System	Course Code	Course Name	Total credits	Prerequisite	Grading System	Course Code
Applied Ethics	2	NA	L	CAS2010	<i>Choose one out of the following courses</i>				
					Business Ethics	2	NA	L	MANA3021
					Healthcare Ethics	2	NA	L	NURS3240
					Technology Ethics	2	NA	L	TECH1010
Computational Thinking	2	NA	L	CECS1031	<i>Choose one out of the following courses</i>				
					Introduction to Data Literacy	2	NA	L	CECS1050
					Introduction to Healthcare Informatics	2	NA	L	CHS1000
Agile Innovation and Entrepreneurship	3	NA	L	ENTR1020 <sup>1</sup>	Agile Innovation and Entrepreneurship	2	NA	P/F	ENTR1022 <sup>1</sup>
Fundamental of Academic Writing	3	NA	L	ENGL1011 <sup>2</sup>	Academic and Professional Writing	2	NA	L	ENGL1030 <sup>1</sup>
Art Courses	1	NA	L	ARTS1010 / MUSI1010 <sup>3</sup>	Arts Appreciation and Application	2	NA	L	ARTS1030 <sup>2</sup>
Community Service Learning	3	NA	P/F	COSL1010 <sup>4</sup>	Community Service Learning	Non-credit	NA	P/F	COSL1010 <sup>3</sup>

<sup>1</sup> Students of cohort 2023 and earlier who completed ENTR1020 are fully recognised 03 credits. In AY25-26, students can take ENTR1020 for the last time, offered by CBM. After AY25-26, students can take 2-credit course of ENTR1022 only.

<sup>2</sup> Students of cohort 2023 and earlier who haven't completed ENGL1011 are required to take ENGL1030 with 2-credit recognition only.

<sup>3</sup> Students of cohort 2023 and earlier can complete half a semester, which is equivalent to the 1-credit course of ARTS1010/MUSI1010.

<sup>4</sup> Students of cohort 2023 and earlier can claim credits or not, depending on the level of coursework submitted to course instructors.



### 3.6 Standard Study Plan

#### Year 1 – Semester 1:

No	Course Code	Course name (English)	Course name (Vietnamese)	Credits
1	HASS1010	Marxism-Leninism Philosophy (Philosophy, Science and Society)	Triết học Mác-Lênin (Triết học, Khoa học và Xã hội)	3
2	HASS1020	Marxism-Leninism Political Economy (Global Political Economy)	Kinh tế Chính trị Mác-Lênin (Kinh tế chính trị toàn cầu)	2
3	ENGL1030	Academic and Professional Writing	Kỹ năng viết học thuật	2
4	VCOR1021	Healthy Lifestyle 1	Lối sống Khỏe mạnh 1	22.5 hours
5	ENTR1022	Agile Innovation and Entrepreneurship	Khởi nghiệp và Đổi mới sáng tạo	2
6	VCOR1012A/B	OASIS (Orientation, Advising, Skills, Identity & Diversity and Spirit of Pay-it- Forward)	OASIS (Định hướng, Tư vấn, Kỹ năng, Bản sắc & Đa dạng, Tinh thần cho đi)	45 hours
7	COSL1010	Community Service Learning	Học tập qua phục vụ cộng đồng	45 hours
8	IDEA1010/11/12	Big Ideas	Ý tưởng lớn	2
9	CAS1030	First Year Seminar	Chuyên đề năm nhất	2
10		Elective	Môn học tự chọn	3
<b>Total</b>				<b>16</b>

#### Year 1 – Semester 2:

No	Course Code	Course name (English)	Course name (Vietnamese)	Credits
1	LEAD1030	Leadership and Teambuilding Boot Camp	Trại huấn luyện kỹ năng lãnh đạo và làm việc nhóm	2

2	HASS1070/ HASS1100	Cross Cultural Navigation/Introduction to International Relations	Định Hướng Liên Văn Hoá/ Nhập Môn Quan Hệ Quốc Tế	2
3	HASS1030	Scientific Socialism	Chủ Nghĩa Xã Hội Khoa Học (Chính trị và Biến đổi Xã hội)	2
4	HASS1041/42	Ho Chi Minh Ideology	Tư Tưởng Hồ Chí Minh (Lịch sử và Văn hóa Việt Nam II)	2
5	VCOR1022	Healthy Lifestyle 2	Lối Sống Khỏe Mạnh 2	0
6	VCOR1012A/B	OASIS (Orientation, Advising, Skills, Identity & Diversity and Spirit of Pay-it- Forward)	OASIS (Định hướng, Tư vấn, Kỹ năng, Bản sắc & Đa dạng, Tinh thần cho đi)	0
7	CAS1020	Global Perspectives	Quan điểm toàn cầu	2
8	PSYC1010	Introduction to Psychology	Tâm lý học đại cương	2
9	STAT1011	Statistics for Social Sciences	Thống kê trong Khoa học xã hội	3
10	VCOR1030	National Defense Education	Giáo dục Quốc phòng	0
<b>Total</b>				<b>15</b>

*Year 2 – Semester 1:*

No	Course Code	Course name (English)	Course name (Vietnamese)	Credits
1	THINK1010	Critical and Creative Thinking	Tư Duy Sáng Tạo và Phân Biện	2
2	HASS1050	History of the Communist Party	Lịch Sử Đảng Cộng Sản Việt Nam (Lịch sử và Văn hóa Việt Nam I)	2
3	ARTS1030\ PERF1010	Arts Appreciation and Application / Artistic Performance and Application	Thưởng Thức và Thực Hành Nghệ Thuật/ Biểu Diễn và Thực Hành Nghệ Thuật	2

4	CAS2010/MANA3021/ NURS3240/TECH1010	Applied Ethics/Business Ethics/Healthcare Ethics/Technology Ethics	Đạo Đức Trong Thực Tiễn/ Đạo Đức Trong Kinh Doanh/ Đạo Đức Trong Chăm Sóc Sức Khỏe/ Đạo Đức Trong Công Nghệ	2
5	CECS1031/CECS1050/ CHSX	Computational Thinking/Introduction to Data Literacy/Introduction to Healthcare Informatics	Tư Duy Máy Tính/ Nhập Môn Hiểu Biết về Dữ Liệu/ Nhập Môn về tin học trong Y Tế	2
6	PSYC2030	Social Psychology	Tâm lý học xã hội	3
7	PSYC2050	Cognitive Psychology	Tâm lý học nhận thức	3
<b>Total</b>				<b>16</b>

*Year 2 – Semester 2:*

No	Course Code	Course name (English)	Course name (Vietnamese)	Credits
1	CECS1040	Introduction to AI Literacy	Nhập Môn Hiểu Biết về AI	2
2	COSL1010	Community Service Learning	Học tập qua phục vụ cộng đồng	0
3	LAW1010	Introduction to Law	Pháp Luật Đại Cương	2
4	CAS2020	Logic and Scientific Method	Tư duy logic và Phương pháp luận khoa học	2
5	PSYC2010	Biological Foundations of Behavior	Nền tảng sinh học của hành vi	3
6	PSYC2040	Developmental Psychology	Tâm lý học phát triển	3
7	PSYC2020	Research Methods in Psychology	Phương pháp nghiên cứu trong Tâm lý học	3
<b>Total</b>				<b>15</b>

*Year 3 – Semester 1:*

No	Course Code	Course name (English)	Course name (Vietnamese)	Credits
1	CAS3010	Global Development and Sustainability	Phát triển toàn cầu và Sự bền vững	2
2	CHSX/ENGL1040/ MANA1011	Introduction to Healthcare Communication/Interpersonal and Multimedia Communication/Introduction to Managing Skills	Nhập môn Giao tiếp trong Chăm sóc Sức khỏe /Giao Tiếp Cá Nhân và Đa Phương tiện truyền thông/ Nhập môn kỹ năng quản lý	2
3	PSYC3010	Forensic Psychology	Tâm lý học tư pháp	3
4	PSYC3020	Cross-Cultural Psychology	Tâm lý học liên văn hóa	3
5	PSYC3031	Personality and Individual Differences	Tâm lý học nhân cách và các khác biệt cá nhân	3
6		Elective	Môn học tự chọn	2
<b>Total</b>				<b>15</b>

*Year 3 – Semester 2:*

No	Course Code	Course name (English)	Course name (Vietnamese)	Credits
1	CAS3020	Digital Arts and Sciences	Nghệ thuật và khoa học số	2
2		Major elective	Môn chuyên ngành tự chọn	3
3		Major elective	Môn chuyên ngành tự chọn	3
4		Major elective	Môn chuyên ngành tự chọn	3
5		Elective	Môn học tự chọn	2
6		Elective	Môn học tự chọn	3
<b>Total</b>				<b>16</b>

*Year 4 – Semester 1:*

No	Course Code	Course name (English)	Course name (Vietnamese)	Credits
1		Major elective	Môn chuyên ngành tự chọn	3
2		Major elective	Môn chuyên ngành tự chọn	3
3		Major elective	Môn chuyên ngành tự chọn	3
4		Elective	Môn học tự chọn	3
5		Elective	Môn học tự chọn	3
<b>Total</b>				<b>15</b>

*Year 4 – Semester 2:*

No	Course Code	Course name (English)	Course name (Vietnamese)	Credits
1	PSYC4870/ PSYC4871/ PSYC4872/ PSYC4873/	Internship	Thực tập	6
2	PSYC4890	Graduation Capstone	Đồ án tốt nghiệp	6
<b>Total</b>				<b>12</b>

## **3.7 Course Descriptions**

### **3.7.1 VINCORE Courses**

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

##### **Credit: 2**

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

Explain how an entrepreneurial mindset supports and accelerates innovation and growth in the contexts of businesses, industries, and countries.

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 Hóá).

Recommend strategies to evaluate the entrepreneurial mindset, values, and behaviors, and to further develop the entrepreneurial mindset, both individually and organizationally.

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.

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.

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

##### **Credit: 2**

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

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

Identify the implications of a big idea for everyday life or a professional setting

Develop a strategy for using a big idea to improve an existing approach or create a new application

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

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

##### **Credit: 2**

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

Define foundational concepts of leadership traits, leadership styles, values, and trends, and their applications to real-life situations, especially in a turbulent world.

Describe and evaluate the differences and similarities between management and leadership, and their application in an organizational setting.

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.

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

Apply basic leadership values and skills through action-based learning, building self, interpersonal, and team leadership during the leadership bootcamp.

### **VCOR1030 National Defense Education**

**Credit:** 165 Hours

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.

Understand basic concepts of national defense and security work.

Understand and practice the fundamental rules and disciplinary regulations in military organization.

Practice the fundamental techniques and tactics of infantry combat

### **LAW1010 Introduction to Law**

**Credit:** 2

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

Explain the history, contemporary nature, and purpose of the Vietnamese legal system, including its key institutions, doctrines, and principles.

Describe and evaluate key differences and similarities between legal system management in Vietnam and internationally.

Understand the mechanisms of legal duty, justification of punishment, and the roles of courts and juries.

Apply fundamental legal rules and principles in a wide range of selected areas of the law, demonstrating critical thinking and ethical considerations.

Develop a mindset of compliance and appreciate the importance of adhering to legal standards in professional and personal context

### **CAS2010 Applied Ethics**

**Credit:** 2

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

Identify and explain a range of ethical concerns across different professional and real-world domains of human interaction.

Apply ethical theories and offer rational justification to moral dilemmas.

Understand the moral stakeholders involved and the ethical obligations required for certain professional standards/codes, as well as the rationale behind them.

Apply ethical theories and offer rational justification to moral dilemmas where no professional standards/codes are established

### **MANA3021 Business Ethics**

#### **Credit: 2**

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

Understand and explain the relevance of values applied to business, such as integrity, accountability, transparency, respect for stakeholders, corporate social responsibility (CSR), fairness, and compliance)

Identify business practices that produce unethical behavior or harm to the individual, society, or environment

Apply relevant ethical theories to moral dilemmas in the context of business

Evaluate different responses to ethical practice in business and justify an opinion based on ethical theory

### **NURS3240 Healthcare Ethics**

#### **Credit: 2**

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

Understand and explain the relevance of principles and values applied to healthcare, medical research, and health policy, covering topics such as respect for patients, beneficence and non-maleficence, justice, and honesty and transparency)

Identify medical practices that produce unethical behavior or harm to patients, the profession, society, or the environment

Apply relevant ethical theories to moral dilemmas in the context of medical treatment

Evaluate different responses to ethical practice in medicine and justify an opinion based on ethical theory

Understand the influence of religious ethics in patient treatment and decision-making

### **TECH1010 Technology Ethics**

#### **Credit: 2**

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

Understand and explain the principles and values applied to technology, including privacy and data protection, algorithmic fairness and bias, digital inclusion, accountability and transparency, sustainability, and ethical AI and machine learning)

Identify uses of technology that produce unethical behavior or harm to users, society, or the environment

Apply relevant ethical theories to moral dilemmas involving technology

Evaluate different responses to ethical practice in technologies and justify an opinion based on ethical theory

### **COSL1010 Community Service Learning**

#### **Credit: 45 Hours**

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

Define and understand the essential components of service learning, including benefits, impact, and key attributes.

Critically reflect on social issues and UNESCO's sustainable development goals (SDGs) with

reference to a planned service project

Plan and implement a service project in accordance with local laws and regulations

Reflect on the outcomes of that service project and how it could have been improved

Develop sensitivity and empathy to local community members



## **THINK1010 Critical and Creative Thinking**

### **Credit: 2**

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

Appreciate the purpose and importance of creative and critical thinking.

Identify, develop, and criticize claims and arguments in accordance with principles of logical reasoning and scientific evidence

Apply creative and critical thinking with supporting tools and techniques for problem-solving.

Embed creative and critical thinking in workplace idea generation.

Build foundations for enhancing individual and team effectiveness.

## **CECS1040 Introduction to AI Literacy**

### **Credit: 2**

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

Understand basic AI principles, including machine learning and neural networks.

Use AI tools like ChatGPT for work and study tasks.

Recognize ethical implications, such as data privacy and algorithmic bias.

Apply AI to improve efficiency and innovation in academic and professional settings.

Design and evaluate user interfaces for better human-AI interaction

## **CECS1031 Computational Thinking**

### **Credit: 2**

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

Identify and analyze problems from life and business in order to determine computational solutions.

Break down problems into logical steps and data requirements.

Use basic data structures and algorithms for problem-solving.

Design simple algorithms and computational models.

Implement solutions using basic programming skills.

Evaluate and optimize computational solutions.

## **CECS1050 Introduction to Data Literacy**

### **Credit: 2**

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

Read, understand, create, and communicate data as information.

Analyze and visualize data using tools like Excel and Python.

Understand the importance of data in business strategy and apply data-driven insights for decision-making.

Develop skills to improve data collection designs and ensure data quality.

Utilize statistical methods and probability to interpret, present and effectively tell stories about data.

## **CHS1000 Introduction to Health Informatics**

### **Credit: 2**

Describe the principles and challenges associated with combining information sciences, data, and the healthcare domain

Effectively utilize Zotero as the software for publishing and managing bibliographies, citations and references for scientific research and writing

Describe the importance of data standards and interoperability in the context of healthcare and health-related fields

Describe the components of an electronic health/medical record system, including interoperability and health information exchanges

Describe the importance of data security and privacy in the context of healthcare and health-related fields

## **ENGL1030 Academic and Professional Writing**

### **Credit: 2**

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

Identify and explain core attitudes, values, and practices of academic culture and how academic writing reflects these.

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.

Evaluate the differences between academic and professional writing in terms of style, purpose, target audience, and techniques.

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...

Use AI to develop, enhance, and revise writing in both academic and professional contexts.

## **ENGL1040 Interpersonal and Multimedia Communication**

### **Credit: 2**

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

Identify and explain the fundamental concepts, scope, and diversity of oral and visual communication.

Identify communication expectations based on an understanding of different professional audiences and contexts and apply this knowledge in delivering communication.

Demonstrate responsible, ethical, and respectful attitudes as the field undergoes disruptive changes fueled by rapid technological advancements.

Develop your own oral communication skills in key situations, from speeches to conversation, discussion, giving feedback.

Grow your skills in developing digital content for multimedia, including presentations, pitches, blog posts, viral videos, podcasts, and basic media management.

## **MANA1011 Introduction to Managing Skills**

**Credit:** 2

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

Apply the SMART technique to define specific, measurable, achievable, relevant, and time-bound goals, ensuring clarity and focus on their objectives.

Develop skills to effectively organize tasks and prioritize them based on importance and urgency, facilitating efficient and systematic progress towards achieving objectives.

Understand how to assign tasks based on team members' individual strengths, skills, and expertise, ensuring optimal use of resources, and enhancing team performance.

Learn to create and manage project schedules, monitor progress, and employ motivational techniques to keep team members engaged and productive, overcoming challenges and maintaining momentum.

Acquire the ability to give professional, accurate, and timely feedback, fostering a positive energy and environment within the team.

## **CHS1020 Introduction to Healthcare Communication**

**Credit:** 2

Demonstrate active listening and verbal and non-verbal communication techniques to enhance professional interactions

Establish trust and rapport demonstrating empathy, respect and professionalism

Identify potential communication challenges such as cultural differences, language and physical barriers and emotional distress

Communicate effectively and be able to receive and give feedback to team members

Reflect on the importance of confidentiality, sensitivity, and respect in all forms of healthcare communication

## **VCOR1012A/B - OASIS**

**Credit:** 45 Hours

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

Cultivate self-leadership, enhancing self-confidence, self-esteem, self-determination, and self-control.

Self-acquire and apply college readiness skills, life-long learning, effectively adapting to academic, social, and personal challenges of university life

Self-develop essential career skills, preparing for personal and professional success.

Embrace community involvement by actively participating in community service, demonstrating a commitment to positive societal impact and a pay-it-forward spirit.

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**

**Credit:** 45 Hours

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

Understand the important principles of a healthy lifestyle, including balanced nutrition, regular physical activity, and mental well-being.

Understand your own health, develop your own personal health strategies, including techniques for managing stress effectively and maintaining a balanced life.

Engage in self-discipline for nutrition, exercise, and rest, and actively participate in various physical and mental well-being clubs at the university.

Recognize the impact of lifestyle choices on long-term health and well-being, and make informed decisions to enhance your quality of life.

Be motivated to promote well-being within communities through various means such as research, awareness campaigns, and participation in health clubs.

### **HASS1010 Marxism Leninism Philosophy (Philosophy, Science and Society)**

#### **Credit: 3**

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

Understand the basic philosophical foundations of Marxism-Leninism, including dialectical materialism and historical materialism

Explain its significance in the development of Vietnam's state ideology and relevance to other

areas of society including history, politics and economics

Know that Vietnamese philosophy features elements of syncretism and be able to describe those elements (e.g., Marxism-Leninism, Confucianism, Buddhism, Daoism, etc.)

Describe, evaluate and compare different answers to foundational philosophical questions such

as "what exists?", "what is knowledge?", and "what is right and wrong?"

Understand and assess different approaches to the nature of science and scientific progress

### **HASS1020 Marxism-Leninism Political Economy (Global Political Economy)**

#### **Credit: 2**

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

Demonstrate an understanding of the complexity of how the world is interconnected through the political economy.

Develop an informed understanding of conceptual terms and theoretical approaches used in understanding the global economy.

Understand the transformation of Vietnam in the context of the global political economy.

Cultivate a critical-minded awareness of major trends in the global political economy.

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)**

#### **Credit: 2**

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

Describe and explain the concepts of politics and social change of Vietnam and around the region, and acquire some lexicon of the subject;

Understand how politics and political systems are key to socio-economic developments, including but not limited to the Marxist-Leninist views;

Understand the ways politics affects economic management, and help determine national success

Compare Vietnam's national development with national efforts elsewhere in Asia;

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

#### **Credit: 2**

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

Know the major events, persons, and historical conditions that 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.

Consider the ongoing transformation of Ho Chi Minh thought and its significance in history and for Vietnam's future.

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

Gain ability to apply historical and cultural knowledge to understanding and analyzing contemporary problems

Present historical evidence-based arguments and conduct probing discussions about challenging historical subjects

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)**

#### **Credit: 2**

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

Know the major events, persons, and historical conditions that led to the creation and development of the Vietnamese Communist Party

Critically review historical artifacts, including textual documents, art, literature, archeology, and accounts of informants.

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

Present historical evidence-based arguments

Explore multiple perspectives about the past, especially the past as understood from the vantage of former historical actors.

## **HASS1070 Cross-Cultural Navigation**

### **Credit: 2**

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

Understand the ways in which individual identities, values, and perceptions and biases are shaped by cultures and different forms of life

Know the theories and practice related to the impact of culture in our daily ecologies in local and global contexts

Identify and understand the intersection of one's own and others' cultural identities

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**

### **Credit: 2**

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

Know the main actors, structures, and processes of international relations

Understand the basic theoretical principles of international relations and compare the competing underlying frameworks on human and social nature

Identify the respective objectives of international organizations in international politics, collaboration, and cooperation

Explore a case study, problem-solving scenario or dilemma involving international relations and devise a strategy/solution supported by theory and solid argumentation

Critically assess alternative strategies and points of view on complex scenarios requiring international relations

## **ARTS1030 Art Appreciation and Application**

### **Credit: 2**

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

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;

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;

Identify how art works are created and processed;

Make a reference to the significance and application of the arts in students' own field of studies and interests;

Analyze Vietnam arts and situate Vietnam arts in the global context.

## **PERF1010 Artistic Performance and Application**

### **Credits: 2**

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

Show improved skill in their chosen artistic field (e.g., music, dance, theatre, visual arts) and express their creativity and individuality through performance(s).

Evaluate and discuss different forms of artistic performance, identifying key elements and techniques, and write reflective assessments on their personal artistic development.

Work well with peers to create and perform artistic pieces, and effectively give and receive constructive feedback.

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. 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.

Plan, organize, and complete an artistic performance project from start to finish, demonstrating good time management and organizational skills.

Understand and apply ethical considerations in artistic performance, including respecting intellectual property and cultural sensitivities, and behave professionally during rehearsals, performances, and collaborative projects.

### **3.7.2 BAP Core Courses**

#### **CAS1030: First Year Seminar**

##### **Credit: 2**

Communicate effectively in both written and oral forms, using the conventions and rhetorical strategies commonly employed in the humanities and social sciences.

Collaborate productively in group settings, demonstrating the interpersonal and analytical skills essential for academic inquiry

Apply foundational research methods, including locating, evaluating, and integrating scholarly sources relevant to topics in the humanities and social sciences.

Construct well-reasoned arguments, drawing on evidence and theoretical perspectives

Analyze and interpret texts, data, and cultural artifacts, demonstrating critical thinking skills and an understanding of diverse approaches used in the humanities and social sciences.

Reflect on their own academic development, identifying strengths and areas for improvement in relation to the skills and habits of mind valued in higher education

#### **STAT1011 – Statistics for Social Sciences**

##### **Credit: 3**

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.

### **CAS1020 – Global Perspectives**

#### **Credit: 2**

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.

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

#### **Credit: 2**

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**

#### **Credit: 2**

This course introduces and elaborates on the concept of development and the role of sustainability. The course would engage the 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**

#### **Credit: 2**

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**

#### **Credit: 2**

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.

### **PSYC2010 – Biological Foundation of Behavior**

**Credit: 3**

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**

**Credit: 3**

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**

**Credit: 3**

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**

**Credit: 3**

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**

**Credit: 3**

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**

**Credit: 3**

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-Cultural Psychology**

**Credit: 3**

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.

### **PSYC3031 – Personality and Individual Differences**

**Credit: 3**

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.

### **3.7.3 BAP Major Electives**

#### **A. Education Psychology Focus**

### **PSYC3040 – Introduction to School Psychology**

**Credit: 3**

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**

**Credit: 3**

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****Credit: 3**

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****Credit: 3**

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****Credit: 3**

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****Credit: 3**

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**

**Credit: 3**

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**

**Credit: 3**

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**

**Credit: 3**

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**

**Credit: 3**

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**

**Credit: 3**

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**

**Credit: 3**

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 test.

### **PSYC4870 / PSYC4871 / PSYC4872 / PSYC4873 – Internship**

**Credit:** 6

The internship program provides students with a valuable opportunity to bridge the gap between academic learning and real-world professional experience. Through this program, students can apply the theories and concepts they've studied in the classroom to practical, hands-on situations within a professional work environment. Internships are conducted off-campus at a business organization selected by the student, pending acceptance into a designated internship program and approval by the college. This immersive experience allows students to explore potential career paths and gain deeper insights into industries and companies they may wish to pursue after graduation. It also serves as a platform for students to enhance their understanding of business management practices and build essential workplace competencies such as communication, teamwork, problem-solving, and adaptability. Throughout the internship, each student is supported by a dedicated team consisting of an industry supervisor and a faculty advisor. These mentors work collaboratively with the student to develop a set of SMART learning objectives—goals that are Specific, Measurable, Achievable, Relevant, and Time-bound. This structured approach ensures that the internship experience is both purposeful and aligned with the student's academic and professional development goals.

### **PSYC4890 – Capstone project**

**Credit:** 6

The final-year capstone project is an empirical project or equivalent reporting on a substantial piece of research that involves the collection of original quantitative, qualitative or mixed methods data, or equivalent alternatives such as computational modeling or secondary data analysis.

