



## FRM11. PROGRAM SPECIFICATION

**Program name:** Bachelor of Arts in Economics

**Academic year:** 2025 - 2026

*This program specification is designed for prospective students, current students, academic staff, and potential employers. It provides a summary of the programs' main features and expected learning outcomes that a typical student might achieve if he/she takes full advantage of the learning opportunities provided. Detailed information on the teaching and assessment methods, course expected learning outcomes and content can be found in the course specifications **through the link at the end of this document**. Detailed information on the university's regulations can be found on the website: <https://policy.vinuni.edu.vn/>.*

*This program specification is relevant to students entering **[2025-2026]***

Program Director

A handwritten signature in black ink, appearing to be 'Lê Duy Anh'.

**Dr. Lê Duy Anh**



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## Section A. Admissions/ Management Information

1	Title of program:	Bachelor of Arts in Economics
2	Program code:	7310101
3	Vietnam Qualifications Framework level of award	Bachelor's degree – level 7
4	This program specification is relevant to students entering	AY 2025–2026 (Cohort 6)
5	Awarding institution:	VinUniversity
6	Administrative college:	College of Arts and Sciences
7	Website of program:	<a href="https://cas.vinuni.edu.vn/undergraduate/bachelor-of-economics">https://cas.vinuni.edu.vn/undergraduate/bachelor-of-economics</a>
8	Final award title:	Bachelor of Arts in Economics
9	Job titles of graduates:	<p>Career prospects in the following fields:</p> <ol style="list-style-type: none"> <li>1. Consulting Firms: Advising businesses and organizations on economic strategies and market dynamics.</li> <li>2. International Organizations: Addressing global economic challenges and policy issues.</li> <li>3. Academic and Research: Contributing to scholarly work and advancing economic research.</li> <li>4. Government and Regulatory Agencies: Shaping and implementing economic policies and regulations.</li> </ol>
10	Competency of program graduates: (according to the DACUM competency set or national, regional or international professional competency framework)	<p><i>Needs to be coordinated with OBE experts and aligned with the original VinUni–Cornell documents</i></p> <p><i>E.g.</i></p> <ol style="list-style-type: none"> <li>A. Researching</li> <li>B. Idea generation</li> <li>C. Designing</li> <li>D. Using graphic design tools</li> <li>E. Market development</li> <li>F. Project Management</li> </ol>

		<i>G. Human-to-human relations</i> <i>H. Using means of production</i> <i>I. Personal competencies</i> <i>J. Personal qualities - attitude - behavior</i> <i>K. Creativity</i>															
11	Admission criteria: (according to the regulations of the Ministry of Education and Training, and of university)	<table> <tr> <th>Attribute</th><th>Key Aspects</th><th>Criteria</th></tr> <tr> <td>Ability</td><td>Scores, Skills, Accolades, Prizes, Demonstration</td><td>Does the student have strong academic potential to be successful in a rigorous, demanding and fast paced program at VinUni? In addition to academics, do they have a remarkable or impressive ability in some other field such as sports, music, art, entrepreneurship, etc.? Is this evident in their prior accomplishments or activities? Do they have a track record of success of high performance. During the interview, did they demonstrate that ability in some way?</td></tr> <tr> <td>Aspiration</td><td>Goals, Dreams, Inspirations, Targets, Plans, Role-Models</td><td>Does the student have a passion for what they want to study? Do they have a goal in mind? Do they want to have a positive impact on the world? In what way? Is it authentic? Have they demonstrated that they venture outside their comfort zone to reach a little higher, try new and difficult things, take on challenges, not take the easy path?</td></tr> <tr> <td>Commitment</td><td>Resilience, Risk-Taking, Self-Reliability</td><td>Does the student challenge himself/herself? Have they participated in competitions, sports? Have they taken challenging courses in high school? Have they shown that they have grit and determination to stick to a goal and work hard at accomplishing it? Did they overcome some adversity to succeed despite challenges?</td></tr> <tr> <td>Creativity</td><td>Problem-Solving, Uniqueness, Communication and</td><td>Does the student demonstrate an out of the box thinking? Do they use innovative methods to solve problems or tackle a project? Can they express themselves creatively through different kinds of method or medium?</td></tr> </table>	Attribute	Key Aspects	Criteria	Ability	Scores, Skills, Accolades, Prizes, Demonstration	Does the student have strong academic potential to be successful in a rigorous, demanding and fast paced program at VinUni? In addition to academics, do they have a remarkable or impressive ability in some other field such as sports, music, art, entrepreneurship, etc.? Is this evident in their prior accomplishments or activities? Do they have a track record of success of high performance. During the interview, did they demonstrate that ability in some way?	Aspiration	Goals, Dreams, Inspirations, Targets, Plans, Role-Models	Does the student have a passion for what they want to study? Do they have a goal in mind? Do they want to have a positive impact on the world? In what way? Is it authentic? Have they demonstrated that they venture outside their comfort zone to reach a little higher, try new and difficult things, take on challenges, not take the easy path?	Commitment	Resilience, Risk-Taking, Self-Reliability	Does the student challenge himself/herself? Have they participated in competitions, sports? Have they taken challenging courses in high school? Have they shown that they have grit and determination to stick to a goal and work hard at accomplishing it? Did they overcome some adversity to succeed despite challenges?	Creativity	Problem-Solving, Uniqueness, Communication and	Does the student demonstrate an out of the box thinking? Do they use innovative methods to solve problems or tackle a project? Can they express themselves creatively through different kinds of method or medium?
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			Expressiveness		
12	Length of program and mode of study:	<p><b>Number of credits:</b> 120 credits (without Minor) 135 credits (with Minor)</p> <p><b>Length of program:</b> 4 years (full-time)</p> <p><b>Mode:</b> face-to-face (campus-based)</p> <p><b>Start month:</b> September</p>			
13	Language of delivery:	English			
14	Graduation requirements:	Achieve the required number of accumulated credits			
15	Transfer to and from other programs, opportunities for further education, opportunities to acquire additional professional licenses and certificates:	<p><b>Transfer policy:</b> Students are allowed to transfer to another program based on the university regulations.</p> <p><b>Opportunities for further education:</b> Upon completion of the program, students can pursue post-graduate degrees in programs such as Master's or PhD programs in domestic and international institutions.</p> <p><b>Opportunities to acquire additional professional licenses and certificates:</b> The program allows students to earn professional certificates to expand their knowledge; certificates from professional unions or organizations within the industry; certificates from international competitions.</p>			
16	Academic quality assurance:	<p><b>Program stakeholders:</b> the government, employers, experts, alumni, the university, Ministry of Education and Training, lecturers, and students</p> <p><b>Feedback mechanism:</b> Document research, DACUM workshops, survey</p> <p><b>Quality goals:</b></p> <p><b>Objective 1:</b> Continuously improve the quality assurance system</p> <p>1.1. Strengthen the organizational structure of Quality Assurance System of the university</p> <p>1.2. Develop professional capabilities of staff within the Quality Assurance System</p> <p>1.3. Continue to implement quality assurance policies</p> <p>1.4 Develop the university's Internal Evaluation System</p>			



		<p><i>Objective 2: Standardize activities based on HCÉRES quality criteria</i></p> <p><i>Objective 3: Register for program-level accreditation based on HCÉRES quality criteria</i></p> <p><i>National accreditation at institutional and program level: N/A</i></p> <p><i>International accreditation at institutional level: FIBAA (2025), QS 5 star (2024)</i></p>
17	Program leaders and recruitment support staff:	<p><i>Program director: Dr. Le Duy Anh</i></p> <p><i>Email: <a href="mailto:anh.ld@vinuni.edu.vn">anh.ld@vinuni.edu.vn</a></i></p> <p><i>Phone: +84977260890</i></p>



## Section B. Detailed program information

18	Internationalization/ globalization	<i>The BA in Economics program was co-designed and validated in collaboration with and validated by Cornell University (USA). The program fulfills the entrance requirements for postgraduate degrees (MA/PhD) of many leading international universities. The core faculty involved in delivering the program have extensive international experience.</i>
19	Program educational objectives (PEOs)	<p><b>PEO 1: Professional Competence and Adaptability</b></p> <p>Graduates will apply comprehensive knowledge of economics, critical thinking, and analytical decision-making skills to perform effectively in diverse roles across economic, business, research, educational, governmental, and non-governmental organizations.</p> <p><b>PEO 2: Policy and Market Insight</b></p> <p>Graduates will demonstrate a sound understanding of market mechanisms and public policy frameworks, enabling them to contribute to evidence-based solutions in complex economic and societal contexts.</p> <p><b>PEO 3: Lifelong Learning and Academic Advancement</b></p> <p>Graduates will be prepared to pursue advanced studies and continuous professional development through Master's and Doctoral programs in economics and related disciplines, both in Vietnam and internationally.</p>

20	<p>Benchmarking:</p> <p><i>(Benchmarked with domestic and international programs, international standards such as AACSB, ABET, NASAD, AHLEI, etc.)</i></p>	<p><i>International programs: Cornell University (USA)</i></p> <p><i>Domestic universities: National Economics University. Vietnam National University</i></p>
21	<p>Program learning outcomes (PLOs):</p> <p><i>After successful completion of the program, students are able to:</i></p>	
K-S-A	Program Learning Outcomes (PLOs)	Program Performance Criteria (PPC) Or PERFORMANCE INDICATORS (PIs)
Knowledge	<p><b>1. General knowledge - PLO 1 (Apply – Level 3) Apply</b></p> <p>knowledge of politics, law, sustainability, cross-cultures, globalization, and art and humanity to the field of Economics.</p>	<p><b>PI 1.1: Provide</b> personal criticism on topics related to politics.</p> <p><b>PI 1.2: Apply</b> knowledge of law and regulations to the field of Economics.</p> <p><b>PI 1.3: Apply</b> knowledge of sustainability, cross-cultures, and globalization to the field of Economics.</p> <p><b>PI 1.4: Apply</b> knowledge of art and humanity to the field of Economics.</p>
	<p><b>2. Foundational professional knowledge - PLO 2 (Apply, Level 3): Apply</b></p> <p>fundamental economic principles, and quantitative and analytical methods to analyze, model, and forecast economic phenomena.</p>	<p><b>PI 2.1: Apply</b> fundamental economic concepts to analyze individual, market, and macroeconomic behavior.</p> <p><b>PI 2.2: Apply</b> statistical and quantitative methods to analyze social and economic data.</p> <p><b>PI 2.3: Apply</b> microeconomic models to analyze individual and market behavior and assess the impact of economic policies.</p>



		<p><b>PI 2.4: Apply</b> econometric knowledge to model and forecast economic relationships and trends.</p> <p><b>PI 2.5: Apply</b> knowledge about machine learning, big data, and artificial intelligence to analyze and interpret economic data for informed decision-making.</p>
	<p><b>3. Professional Knowledge - PLO 3a (Enterprise, Market and Institutional Economics Focus) (Create, Level 6):</b> Solve complex challenges in enterprises, markets, technological changes, and policy environments by applying economic theories, institutional frameworks, and strategic decision-making methodology.</p>	<p><b>PI 3a.1: Apply</b> game theory, behavioral insights, and strategic analysis to make appropriate economic and business decisions.</p> <p><b>PI 3a.2: Analyze</b> the role of institutions, policies, and regulations in shaping economic behavior and market outcomes.</p> <p><b>PI 3a.3: Propose</b> strategies for enterprises and policymakers to foster economic growth, stability, and equity. (E.X.C.E.L.)</p> <p><b>PI 3a.4: Solve</b> complex challenges in enterprises.</p>
	<p><b>3. Professional Knowledge - PLO 3b (Innovation Economics Focus) (Create, Level 6):</b> Forecast changes in technological innovations to address their challenges and how they affect organizations, society, and the economy.</p>	<p><b>PI 3b.1: Evaluate</b> the impact of technological innovation on economic development, industrial transformation, and global competitiveness.</p> <p><b>PI 3b.2: Analyze</b> the role of innovation systems in advancing science, technology, and economic growth.</p> <p><b>PI 3b.3: Solve</b> complex challenges in technological changes in sustainable development.</p>
	<p><b>3. Professional Knowledge – PLO 3c (Non-Focus) (Create, Level 6):</b> Solve complex economic and economics-related challenges and problems by applying economic theories, institutional frameworks, and strategic decision-making methodology.</p>	<p><b>PI 3c.1: Apply</b> economic theories and frameworks to make appropriate economic and business decisions.</p> <p><b>PI 3c.2: Solve</b> economic and economics-related complex problems and challenges.</p>
<i>Skills</i>	<p><b>4. Professional Skills - PLO 4 (Articulation, Level 4):</b> Apply quantitative methods and analytical tools to make informed decisions, solve</p>	<p><b>PI 4.1: Apply</b> statistical techniques, quantitative methods and econometric tools to model, interpret, and forecast economic trends and behaviors.</p>

	complex problems, and contribute to sustainable economic development.	<b>PI 4.2: Apply</b> strategic decision-making, behavioral insights, and advanced tools to solve complex economic and business problems.
	<b>5. General Skills - PLO 5 (Research) (Articulation, Level 4): Conduct</b> research to solve problems and discover knowledge in the field of Economics.	<p><b>PI 5.1: Determine</b> survey, experiment, or research objectives that meet societal needs or contribute to the development of the field.</p> <p><b>PI 5.2: Design</b> surveys, experiments, or research using methods appropriate to the survey, experiment or research objectives.</p> <p><b>PI 5.3:</b> Properly implement survey, experiment, or research methods.</p> <p><b>PI 5.4: Collect</b> data and information that meet the requirements of the survey, experiment, or research.</p> <p><b>PI 5.5:</b> Scientifically validate survey, experiment, or research results.</p> <p><b>PI 5.6: Draw</b> appropriate conclusions and propose innovative solutions for applying survey, experiment, or research results in practice.</p>
	<b>6. General Skills - PLO 6 (Critical and Creative Thinking Skills) (Articulation, Level 4): Demonstrate</b> critical and creative thinking skills, and problem-solving skills.	<p><b>PI 6.1: Generate</b> arguments to formulate and test evidence-based solutions for addressing complex problems in the field of Economics.</p> <p><b>PI 6.2: Propose</b> innovative solutions to address real-world problems. (E.X.C.E.L.)</p> <p><b>PI 6.3:</b> Systematically solve practical issues in the field of Economics at local, regional, and global scales.</p>
	<b>7. General Skills - PLO 7 (Teamwork and Leadership Skills) (Articulation, Level 4): Coordinate</b> and lead diverse teams across disciplines and cultures.	<p><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.)</p> <p><b>PI 7.2: Lead and innovate</b> within the corporate and organizational environment. (E.X.C.E.L.)</p>
	<b>8. General Skills - PLO 8 (Communication and Globalization</b>	<b>PI 8.1: Communicate</b> through multimedia formats using written and spoken language.

	<b>Skills) (Articulation, Level 4): Communicate</b> effectively with a range of audiences across cultures.	<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.)
<i>Attitude</i>	<b>9. Attitude - PLO 9 (Ethics, Responsibility) (Valuing, Level 3): Demonstrate</b> professional ethics and social responsibility as both a professional and a citizen.	<b>PI 9.1: Approach</b> local and global challenges in research, professional practice, and civic life with personal integrity and intellectual rigor. <b>PI 9.2. Adhere</b> to ethical standards in professional practice, research, and community engagement, demonstrating respect for diversity and a commitment to social responsibility.
	<b>10. Attitude - PLO 10 (Lifelong Learning, Entrepreneurship) (Valuing, Level 3): Demonstrate</b> entrepreneurial mindset and a lifelong learning attitude to adapt to an evolving professional landscape.	<b>PI 10.1: Continuously engage</b> in reflection-in-action to identify strengths and areas for improvement, goals and career development paths. <b>PI 10.2: Identify</b> opportunities to innovate within professional practices by applying entrepreneurial principles. (E.X.C.E.L.)

## Section C. Teaching/learning methods and strategies

22	Educational philosophy of the university:	<p>Educational philosophy of the university:</p> <ul style="list-style-type: none"> <li>• <b>E – Excellence:</b> Striving for the highest standards in learning and professional practice.</li> <li>• <b>X – eXperience:</b> Emphasis on experiential, hands-on, and applied learning.</li> <li>• <b>C – Collaboration:</b> Fostering teamwork, cross-disciplinary partnerships, and cultural understanding.</li> <li>• <b>E – Ethics:</b> Embedding ethical practices and responsibility into learning and professional conduct.</li> <li>• <b>L – Lifelong Learning:</b> Encouraging continuous improvement, adaptability, and personal growth.</li> <li>• <b>Innovation-Driven Learning:</b> VinUniversity adopts an innovative approach to teaching and learning, emphasizing active, experiential, and student-centered methods to prepare students for global challenges.</li> <li>• <b>Lifelong Learning and Adaptability:</b> The university encourages continuous learning, adaptability,</li> </ul>
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		<p>and personal growth, aligning with global standards and fostering curiosity, creativity, and entrepreneurship.</p> <ul style="list-style-type: none"> <li>• <b>Global Collaboration and Inclusivity:</b> VinUniversity promotes diversity and inclusivity, integrating global best practices with a focus on ethical values, social responsibility, and community engagement.</li> <li>• <b>Faculty-Student Partnership:</b> Faculty members act as mentors and facilitators, promoting collaboration, meaningful interactions, and personalized learning experiences.</li> <li>• <b>Excellence in Learning:</b> The university maintains high standards of academic excellence, combining rigorous curricula with practical applications to prepare students for leadership roles and impactful careers.</li> </ul>
23	Educational philosophy of the faculty/program:	<p><i>VinUniversity has made a commitment to conduct all learning activities using the principles of Active Learning. Faculty are expected to prepare learning content and materials in a manner that facilitates effective learner participation in the learning process while ensuring a high level of academic and skill proficiency expected of VinUniversity students. The</i></p>



		<i>university does not mandate any Active Learning format, pedagogy, or duration, as long as the teaching method meets the above description.</i>
24	Teaching and learning paradigm:	<i>Lectures</i> <i>Discussions</i> <i>Presentations (group work)</i> <i>Practical exercises</i> <i>Course project (group work)</i> <i>Capstone project</i> <i>Internship, field trip</i>
25	Student assessment:	<i>Admission assessment: University admission using AQI, NAQI, and interviews</i> <i>Progress assessment: In-course assessment methods such as multiple-choice questions and/or written questions; presentations; major assignments; projects; essays, research reports.</i> <i>Exit assessment: Final-year dissertation</i>
26	Mechanism to establish and monitor achievement of program outcomes:	<i>The program assesses students' achievement of PLOs throughout and at the end of their studies using a variety of methods:</i> <i>Assessment through the courses: the PLOs are transferred into the the CLOs of the courses, and students' are assessed on their achievement of the CLOs.</i> <i>Evaluation through internship(s): the PLOs are translated into the criteria for assessments during internship(s).</i>

Assessment of students' achievement of the PLOs in each academic year:  
Based on the number of credits students have obtained; this is done at the end of each academic year.

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Program structure and content: (Block diagram of courses)

<p><b>I. VINCORE (35 credits)</b></p> <p><b>I.1. CHARACTER (10 credits)</b></p> <p><b>I.1.1. Enterprise and Innovation (4)</b></p> <ul style="list-style-type: none"> <li>- Agile Innovation and Entrepreneurship (2)</li> <li>- Big Ideas: X (2)</li> </ul> <p><b>I.1.2. Leadership Mindset (2)</b></p> <ul style="list-style-type: none"> <li>- Leadership and Teambuilding Boot Camp (2)</li> </ul> <p><b>I.1.3. Civic Responsibility (2)</b></p> <ul style="list-style-type: none"> <li>- Introduction to Law (2)</li> <li>- National Defense Education (165 hr)</li> </ul> <p><b>I.1.4. Ethics (2)</b></p> <ul style="list-style-type: none"> <li>- Applied Ethics/Business Ethics/Healthcare Ethics/Technology Ethics (2)</li> </ul> <p><b>I.1.5. Community Service Learning (45 hr)</b></p> <ul style="list-style-type: none"> <li>- Community Service Learning (45 hr)</li> </ul> <p><b>I.2. CAREER (10 credits)</b></p> <p><b>I.2.1. Working with the Brain (2)</b></p> <ul style="list-style-type: none"> <li>- Critical and Creative Thinking (2)</li> </ul> <p><b>I.2.2. Working with Technology (4)</b></p> <ul style="list-style-type: none"> <li>- Introduction to AI Literacy (2)</li> <li>- Computational Thinking/Introduction to Data Literacy/Introduction to Healthcare Informatics (2)</li> </ul> <p><b>I.2.3. Working with Others (4)</b></p> <ul style="list-style-type: none"> <li>- Academic and Professional Writing (2)</li> <li>- Introduction to Healthcare Communication/Interpersonal and Multimedia Communication/Introduction to Managing Skills (2)</li> </ul> <p><b>I.2.4. Working with the Self</b></p> <ul style="list-style-type: none"> <li>- OASIS (Orientation, Advising, Skills, Identity &amp; Diversity and Spirit of Pay-it-Forward) (45 hr)</li> <li>- Healthy Lifestyle (45 hr)</li> </ul> <p><b>I.2.5. Internship (refer to III)</b></p> <ul style="list-style-type: none"> <li>- Internship</li> </ul> <p><b>I.3. CONNECTIONS (15 credits)</b></p> <p><b>I.3.1. Integrated Vietnam Studies (11)</b></p> <ul style="list-style-type: none"> <li>- Marxism-Leninism Philosophy (3)</li> <li>- Marxism-Leninism Political Economy (2)</li> <li>- Scientific Socialism (2)</li> <li>- Ho Chi Minh Ideology (2)</li> <li>- History of the Communist Party (2)</li> </ul> <p><b>I.3.2. Sustainability and Global Citizenship (2)</b></p> <ul style="list-style-type: none"> <li>- Cross-Cultural Navigation/Introduction to International Relations (2)</li> </ul> <p><b>I.3.3. Creative Arts (2)</b></p> <ul style="list-style-type: none"> <li>- Arts Appreciation and Application/Artistic Performance and Application (2)</li> </ul> <p><b>I.3.4. Global Experience (Optional &amp; non-credit)</b></p>	<p><b>II.1. COLLEGE CORE (13 credits)</b></p> <ul style="list-style-type: none"> <li>- First Year Seminar (2)</li> <li>- Statistics for Social Sciences (3)</li> <li>- Global Perspectives (2)</li> <li>- Logic and Scientific Method (2)</li> <li>- Global Development and Sustainability (2)</li> <li>- Digital Arts and Sciences (2)</li> </ul> <p><b>II.2. MAJOR CORE (27 credits)</b></p> <ul style="list-style-type: none"> <li>- Introduction to Economics (3)</li> <li>- Introduction to Microeconomics (3)</li> <li>- Basic Econometrics (3)</li> <li>- Introduction to Macroeconomics (3)</li> <li>- Quantitative Analysis and Forecasting (3)</li> <li>- Intermediate Microeconomics (3)</li> <li>- Machine Learning (3)</li> <li>- Big Data in Economics (3)</li> <li>- Artificial Intelligence (3)</li> </ul> <p><b>II.3. AREA OF FOCUS (16 credits)</b></p> <p>Students can choose one focus (16 credits) or select courses with a total of 16 credits in both focuses:</p> <table border="1"> <tr> <td data-bbox="846 971 1108 1391"> <p><b>a. Innovation Economics Focus:</b></p> <ul style="list-style-type: none"> <li>- Making The Modern World: The Industrial Revolution in Global Perspective (2)</li> <li>- Innovation System for Science and Technology (3)</li> <li>- Strategy and Information (3)</li> <li>- Competitive Strategy and Industrial Organization (3)</li> <li>- Development Economics (3)</li> <li>- Finance and Society (3)</li> <li>- Financial Crisis (2)</li> <li>- Institutional Economics (3)</li> <li>- Public Policy (2)</li> </ul> </td><td data-bbox="1108 971 1371 1391"> <p><b>b. Enterprise, Market and Institutional Economics Focus:</b></p> <ul style="list-style-type: none"> <li>- Development Economics (3)</li> <li>- Behavioral Economics (3)</li> <li>- Economic Applications of Game Theory (3)</li> <li>- Institutional Economics (3)</li> <li>- Public Policy (2)</li> <li>- Strategy and Information (3)</li> <li>- Making The Modern World: The Industrial Revolution in Global Perspective (2)</li> <li>- Welfare Economics (3)</li> <li>- Competitive Strategy and Industrial Organization (3)</li> <li>- Real Estate Economics (3)</li> <li>- Finance and Society (3)</li> <li>- Financial Crisis (2)</li> </ul> </td><td data-bbox="1371 971 1518 1391"> <p><b>c. Non-Focus</b></p> <ul style="list-style-type: none"> <li>- Any combination, subject to availability</li> </ul> </td></tr> </table>	<p><b>a. Innovation Economics Focus:</b></p> <ul style="list-style-type: none"> <li>- Making The Modern World: The Industrial Revolution in Global Perspective (2)</li> <li>- Innovation System for Science and Technology (3)</li> <li>- Strategy and Information (3)</li> <li>- Competitive Strategy and Industrial Organization (3)</li> <li>- Development Economics (3)</li> <li>- Finance and Society (3)</li> <li>- Financial Crisis (2)</li> <li>- Institutional Economics (3)</li> <li>- Public Policy (2)</li> </ul>	<p><b>b. Enterprise, Market and Institutional Economics Focus:</b></p> <ul style="list-style-type: none"> <li>- Development Economics (3)</li> <li>- Behavioral Economics (3)</li> <li>- Economic Applications of Game Theory (3)</li> <li>- Institutional Economics (3)</li> <li>- Public Policy (2)</li> <li>- Strategy and Information (3)</li> <li>- Making The Modern World: The Industrial Revolution in Global Perspective (2)</li> <li>- Welfare Economics (3)</li> <li>- Competitive Strategy and Industrial Organization (3)</li> <li>- Real Estate Economics (3)</li> <li>- Finance and Society (3)</li> <li>- Financial Crisis (2)</li> </ul>	<p><b>c. Non-Focus</b></p> <ul style="list-style-type: none"> <li>- Any combination, subject to availability</li> </ul>	<p><b>BACHELOR OF ARTS IN ECONOMICS (120 credits)</b></p> <p><b>II.4. FREE ELECTIVES/ CONCENTRATION (17 credits)</b></p> <p>Students take 17 credits of free electives, of which at least 14 need to provide a letter grade.</p> <p><b>II.5. MINOR (15* credits)</b></p> <p>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.</p> <p><b>III. PRACTICE/ INTERNSHIP (6 credits)</b></p> <p>Students to choose from the Internship Pool to accumulate 6 credits in total</p> <ul style="list-style-type: none"> <li>- Internship (6)</li> </ul> <p><b>IV. GRADUATION CAPSTONE (6 credits)</b></p> <ul style="list-style-type: none"> <li>- Capstone Project (6)</li> </ul>
<p><b>a. Innovation Economics Focus:</b></p> <ul style="list-style-type: none"> <li>- Making The Modern World: The Industrial Revolution in Global Perspective (2)</li> <li>- Innovation System for Science and Technology (3)</li> <li>- Strategy and Information (3)</li> <li>- Competitive Strategy and Industrial Organization (3)</li> <li>- Development Economics (3)</li> <li>- Finance and Society (3)</li> <li>- Financial Crisis (2)</li> <li>- Institutional Economics (3)</li> <li>- Public Policy (2)</li> </ul>	<p><b>b. Enterprise, Market and Institutional Economics Focus:</b></p> <ul style="list-style-type: none"> <li>- Development Economics (3)</li> <li>- Behavioral Economics (3)</li> <li>- Economic Applications of Game Theory (3)</li> <li>- Institutional Economics (3)</li> <li>- Public Policy (2)</li> <li>- Strategy and Information (3)</li> <li>- Making The Modern World: The Industrial Revolution in Global Perspective (2)</li> <li>- Welfare Economics (3)</li> <li>- Competitive Strategy and Industrial Organization (3)</li> <li>- Real Estate Economics (3)</li> <li>- Finance and Society (3)</li> <li>- Financial Crisis (2)</li> </ul>	<p><b>c. Non-Focus</b></p> <ul style="list-style-type: none"> <li>- Any combination, subject to availability</li> </ul>			



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Sample study plan (*by semester*)*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:*

<b>No</b>	<b>Course Code</b>	<b>Course name (English)</b>	<b>Course name (Vietnamese)</b>	<b>Credits</b>
1	LEAD1031	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	22.5 hours
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	INTR1010	Introduction to Economics	Kinh tế học đại cương	3
9	STAT1011	Statistics for Social Sciences	Thống kê trong khoa học xã hội	3
10	VCOR1030	National Defense Education	Giáo dục Quốc phòng và An ninh	165 hours
<b>Total</b>				<b>16</b>



*Year 2 – Semester 1:*

<b>No</b>	<b>Course Code</b>	<b>Course name (English)</b>	<b>Course name (Vietnamese)</b>	<b>Credits</b>
1	THINK1010	Critical and Creative Thinking	Tư duy sáng tạo và Phản 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/ CHS1000	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	ECON1010	Introduction to Microeconomics	Nhập môn Kinh tế vi mô	3
7	ECON2010	Basic Econometrics	Kinh tế lượng cơ bản	3
<b>Total</b>				<b>16</b>

*Year 2 – Semester 2:*

<b>No</b>	<b>Course Code</b>	<b>Course name (English)</b>	<b>Course name (Vietnamese)</b>	<b>Credits</b>
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	45 hours
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	ECON2020	Introduction to Macroeconomics	Nhập môn Kinh tế vĩ mô	3
6	ECON2030	Quantitative Analysis and Forecasting	Phân tích Định lượng và Dự báo	3
7	ECON3010	Intermediate Microeconomics	Kinh tế Vi mô trung cấp	3
<b>Total</b>				<b>15</b>



## Section D. Learning environment and student support services

31	<p>Learning environment: <i>(List of experimental fields, labs, university enterprises that the program utilizes; List of field trips and internships, Co-op program, etc. of the program)</i></p>	<p>The Economics program provides a rigorous and applied learning environment that connects economic theory with real-world practice. Students gain hands-on experience through access to advanced research facilities, industry partnerships, and interdisciplinary collaboration.</p> <p>Research Facilities: A dedicated facility equipped with statistical software, experimental platforms, and econometric tools for conducting behavioral economics experiments, simulations, and data analysis. The facility supports both faculty-led and student-initiated research on markets, decision-making, and policy evaluation. The library has access to a wide range of databases for research purposes.</p> <p>Industry and Government Collaborations: Partnerships with banks, ministries, think tanks, and international organizations provide students with opportunities to participate in applied economics projects on development, finance, sustainability, and public policy.</p> <p>Field Trips and Internships:</p> <p>Field Visits: Organized trips to central banks, investment firms, manufacturing hubs, and government agencies help students observe economic decision-making in action and understand the practical implications of economic policies.</p>
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		<p>Internship Program: Structured placements in economic research centers, private sector firms, or public institutions, typically during the 3rd and final year. Internships are supervised and academically integrated to reinforce learning outcomes.</p>
32	<p>Support for students and their learning:</p> <p><i>(academic support, pastoral support, and other services)</i></p>	<p>Academic Support</p> <p>Faculty Advising: Each student is paired with a dedicated faculty advisor who provides personalized guidance on course selection, research opportunities, academic progress, graduate school pathways, and career planning in economics and related fields.</p> <p>Office Hours and Academic Assistance: Students have access to tutoring, writing support, and quantitative skills development tailored to economics coursework, including econometrics, modeling, and policy writing.</p> <p>Research Mentorship: Faculty members actively mentor students in designing research projects, analyzing data, and producing academic publications, especially during the senior capstone or thesis projects. Opportunities are available to assist with faculty-led research.</p> <p>Workshops and Seminars: Regularly offered sessions on economic data analysis (e.g., Stata, R, SPSS), academic writing in economics, research ethics, and preparation for conferences, competitions, or graduate school applications.</p> <p>Pastoral and Wellbeing Support</p> <p>Student Counseling Services: On-campus, confidential mental health services support students' wellbeing and help manage academic pressure, decision anxiety, or stress.</p>



		<p>Peer Support Network: Senior economics students volunteer as peer mentors, helping new students navigate academic life, develop study strategies, and adjust to university expectations.</p> <p>Wellness Activities: The program coordinates mindfulness sessions, mental health awareness campaigns, and stress-relief activities during exam periods to promote holistic student development.</p>
33	Student clubs and extracurricular activities available to students:	<p>Career Services: Provides CV writing workshops, mock interviews, and internship placement support specific to Economics-related careers.</p> <p>Student Clubs and Societies: The Young Economists Society organizes academic talks, social events, and community outreach projects to enhance student engagement.</p>

## Section E. Approval, publication and update

34	This program specification was published on:	11-08-2025
35	This program specification was last update on:	11-08-2025

