

## 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



**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: <i>(according to the DACUM competency set or national, regional or international professional competency framework)</i>	<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> <p><i>A. Researching</i>  <i>B. Idea generation</i>  <i>C. Designing</i>  <i>D. Using graphic design tools</i>  <i>E. Market development</i>  <i>F. Project Management</i></p>

		<p><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></p>															
11	Admission criteria: <i>(according to the regulations of the Ministry of Education and Training, and of university)</i>	<table border="1"> <thead> <tr> <th>Attribute</th><th>Key Aspects</th><th>Criteria</th></tr> </thead> <tbody> <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> </tbody> </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:	<b>Number of credits:</b> 120 credits (without Minor) 135 credits (with Minor) <b>Length of program:</b> 4 years (full-time) <b>Mode:</b> face-to-face (campus-based) <b>Start month:</b> September		
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:	<b>Transfer policy:</b> Students are allowed to transfer to another program based on the university regulations. <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. <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.		
16	Academic quality assurance:	<b>Program stakeholders:</b> the government, employers, experts, alumni, the university, Ministry of Education and Training, lecturers, and students  <b>Feedback mechanism:</b> Document research, DACUM workshops, survey  <b>Quality goals:</b> <b>Objective 1:</b> Continuously improve the quality assurance system 1.1. Strengthen the organizational structure of Quality Assurance System of the university 1.2. Develop professional capabilities of staff within the Quality Assurance System 1.3. Continue to implement quality assurance policies 1.4 Develop the university's Internal Evaluation System		

		<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	<p><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></p>
19	Program educational objectives (PEOs)	<p><b>PEO 1: Professional Competence and Adaptability</b>  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>  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>  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>  <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)	<p><b>Program Performance Criteria (PPC)</b></p> <p><b>Or</b></p> <p><b>PERFORMANCE INDICATORS (PIs)</b></p>
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:</b> <b>Provide</b> personal criticism on topics related to politics.</p> <p><b>PI 1.2:</b> <b>Apply</b> knowledge of law and regulations to the field of Economics.</p> <p><b>PI 1.3:</b> <b>Apply</b> knowledge of sustainability, cross-cultures, and globalization to the field of Economics.</p> <p><b>PI 1.4:</b> <b>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:</b> <b>Apply</b> fundamental economic concepts to analyze individual, market, and macroeconomic behavior.</p> <p><b>PI 2.2:</b> <b>Apply</b> statistical and quantitative methods to analyze social and economic data.</p> <p><b>PI 2.3:</b> <b>Apply</b> microeconomic models to analyze individual and market behavior and assess the impact of economic policies.</p>

		<p><b>PI 2.4:</b> <b>Apply</b> econometric knowledge to model and forecast economic relationships and trends.</p> <p><b>PI 2.5:</b> <b>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> <b>Solve</b> 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:</b> <b>Apply</b> game theory, behavioral insights, and strategic analysis to make appropriate economic and business decisions.</p> <p><b>PI 3a.2:</b> <b>Analyze</b> the role of institutions, policies, and regulations in shaping economic behavior and market outcomes.</p> <p><b>PI 3a.3:</b> <b>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:</b> <b>Solve</b> complex challenges in enterprises.</p>
	<p><b>3. Professional Knowledge - PLO 3b ( Innovation Economics Focus) (Create, Level 6):</b> <b>Forecast</b> changes in technological innovations to address their challenges and how they affect organizations, society, and the economy.</p>	<p><b>PI 3b.1:</b> <b>Evaluate</b> the impact of technological innovation on economic development, industrial transformation, and global competitiveness.</p> <p><b>PI 3b.2:</b> <b>Analyze</b> the role of innovation systems in advancing science, technology, and economic growth.</p> <p><b>PI 3b.3:</b> <b>Solve</b> complex challenges in technological changes in sustainable development.</p>
	<p><b>3. Professional Knowledge – PLO 3c (Non-Focus) (Create, Level 6):</b> <b>Solve</b> 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:</b> <b>Apply</b> economic theories and frameworks to make appropriate economic and business decisions.</p> <p><b>PI 3c.2:</b> <b>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> <b>Apply</b> quantitative methods and analytical tools to make informed decisions, solve</p>	<p><b>PI 4.1:</b> <b>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.	<b>PI 5.1: Determine</b> survey, experiment, or research objectives that meet societal needs or contribute to the development of the field. <b>PI 5.2: Design</b> surveys, experiments, or research using methods appropriate to the survey, experiment or research objectives. <b>PI 5.3:</b> Properly implement survey, experiment, or research methods. <b>PI 5.4: Collect</b> data and information that meet the requirements of the survey, experiment, or research. <b>PI 5.5:</b> Scientifically validate survey, experiment, or research results. <b>PI 5.6: Draw</b> appropriate conclusions and propose innovative solutions for applying survey, experiment, or research results in practice.
	<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.	<b>PI 6.1: Generate</b> arguments to formulate and test evidence-based solutions for addressing complex problems in the field of Economics. <b>PI 6.2: Propose</b> innovative solutions to address real-world problems. (E.X.C.E.L.) <b>PI 6.3:</b> Systematically solve practical issues in the field of Economics at local, regional, and global scales.
	<b>7. General Skills - PLO 7 (Teamwork and Leadership Skills) (Articulation, Level 4): Coordinate</b> and lead 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 and innovate</b> within the corporate and organizational environment. (E.X.C.E.L.)
	<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):</b> <b>Communicate</b> effectively with a range of audiences across cultures.	<b>PI 8.2:</b> Navigate 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):</b> <b>Demonstrate</b> professional ethics and social responsibility as both a professional and a citizen.	<b>PI 9.1:</b> Approach local and global challenges in research, professional practice, and civic life with personal integrity and intellectual rigor. <b>PI 9.2.</b> <b>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):</b> <b>Demonstrate</b> entrepreneurial mindset and a lifelong learning attitude to adapt to an evolving professional landscape.	<b>PI 10.1:</b> Continuously engage in reflection-in-action to identify strengths and areas for improvement, goals and career development paths. <b>PI 10.2:</b> <b>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:	Educational philosophy of the university: <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:	<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>

		<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:	<p><i>Lectures</i></p> <p><i>Discussions</i></p> <p><i>Presentations (group work)</i></p> <p><i>Practical exercises</i></p> <p><i>Course project (group work)</i></p> <p><i>Capstone project</i></p> <p><i>Internship, field trip</i></p>
25	Student assessment:	<p><i>Admission assessment: University admission using AQI, NAQI, and interviews</i></p> <p><i>Progress assessment: In-course assessment methods such as multiple-choice questions and/or written questions; presentations; major assignments; projects; essays, research reports.</i></p> <p><i>Exit assessment: Final-year dissertation</i></p>
26	Mechanism to establish and monitor achievement of program outcomes:	<p><i>The program assesses students' achievement of PLOs throughout and at the end of their studies using a variety of methods:</i></p> <p><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></p> <p><i>Evaluation through internship(s): the PLOs are translated into the criteria for assessments during internship(s).</i></p>

		<p><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.</i></p>						
27	Program structure and content: ( <i>Block diagram of courses</i> )	<p><b>I. VINCORE (35 credits)</b></p> <p><b>I.1. CHARACTER (10 credits)</b></p> <ul style="list-style-type: none"> <li><b>I.1.1. Enterprise and Innovation (4)</b> <ul style="list-style-type: none"> <li>- Agile Innovation and Entrepreneurship (2)</li> <li>- Big Ideas: X (2)</li> </ul> </li> <li><b>I.1.2. Leadership Mindset (2)</b> <ul style="list-style-type: none"> <li>- Leadership and Teambuilding Boot Camp (2)</li> </ul> </li> <li><b>I.1.3. Civic Responsibility (2)</b> <ul style="list-style-type: none"> <li>- Introduction to Law (2)</li> <li>- National Defense Education (165 hr)</li> </ul> </li> <li><b>I.1.4. Ethics (2)</b> <ul style="list-style-type: none"> <li>- Applied Ethics/Business Ethics/Healthcare Ethics/Technology Ethics (2)</li> </ul> </li> <li><b>I.1.5. Community Service Learning (45 hr)</b> <ul style="list-style-type: none"> <li>- Community Service Learning (45 hr)</li> </ul> </li> </ul> <p><b>I2. CAREER (10 credits)</b></p> <ul style="list-style-type: none"> <li><b>I.2.1. Working with the Brain (2)</b> <ul style="list-style-type: none"> <li>- Critical and Creative Thinking (2)</li> </ul> </li> <li><b>I.2.2. Working with Technology (4)</b> <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> </li> <li><b>I.2.3. Working with Others (4)</b> <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> </li> <li><b>I.2.4. Working with the Self</b> <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> </li> <li><b>I.2.5. Internship (refer to III)</b> <ul style="list-style-type: none"> <li>- Internship</li> </ul> </li> </ul> <p><b>I.3. CONNECTIONS (15 credits)</b></p> <ul style="list-style-type: none"> <li><b>I.3.1. Integrated Vietnam Studies (11)</b> <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> </li> <li><b>I.3.2. Sustainability and Global Citizenship (2)</b> <ul style="list-style-type: none"> <li>- Cross-Cultural Navigation/Introduction to International Relations (2)</li> </ul> </li> <li><b>I.3.3. Creative Arts (2)</b> <ul style="list-style-type: none"> <li>- Arts Appreciation and Application/Artistic Performance and Application (2)</li> </ul> </li> <li><b>I.3.4. Global Experience (Optional &amp; non-credit)</b></li> </ul>						
		<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><b>a. Innovation Economics Focus:</b></td> <td><b>b. Enterprise, Market and Institutional Economics Focus:</b></td> <td><b>c. Non-Focus</b></td> </tr> <tr> <td> <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> <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> <ul style="list-style-type: none"> <li>- Any combination, subject to availability</li> </ul> </td> </tr> </table> <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>	<b>a. Innovation Economics Focus:</b>	<b>b. Enterprise, Market and Institutional Economics Focus:</b>	<b>c. Non-Focus</b>	<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>	<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>	<ul style="list-style-type: none"> <li>- Any combination, subject to availability</li> </ul>
<b>a. Innovation Economics Focus:</b>	<b>b. Enterprise, Market and Institutional Economics Focus:</b>	<b>c. Non-Focus</b>						
<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>	<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>	<ul style="list-style-type: none"> <li>- Any combination, subject to availability</li> </ul>						

Development of program learning outcomes in the constituent courses  
*(How individual courses contribute to the PLOs and PPC)*

No.	Courses	General Knowledge				Foundational Knowledge			Professional Knowledge				Professional	General Skills								Attitude																
		PLO 1		PLO 2		PLO 3			PLO 4					PLO 5			PLO 6		PLO 7		PLO 8		PLO 9		PLO 10													
		1.1	1.2	1	1	2	2	2	2	3	3a.	13a.	23a.	33a.	43b.	13b.	23b.	33c.	13c.	2	4	4	5	5	5	5	6	6	6	6	7.1	7	8.1	8	9	9.2	10	10
1	Agile Innovation and Entrepreneurship																																					
2	Big Ideas: X																																					
3	Leadership and Teambuilding Boot Camp																																					
4	Introduction to Law	M																																				
5	Applied Ethics/Business Ethics/Healthcare Ethics/Technology																																					
6	Critical and Creative Thinking																																					
7	Introduction to AI Literacy/Computational Thinking/Introduction to Data Literacy/Introduction to Healthcare Informatics																																					
8	Academic and Professional Writing/Introduction to Healthcare Communication/Interpersonal and Multimedia Communication/Introduction to Managing Skills																																					
9	Marxism-Leninism Philosophy	I																																				
10	Marxism-Leninism Political Economy	I																																				
11	Scientific Socialism	R																																				
12	Ho Chi Minh Ideology	R																																				
13	History of the Communist Party	M																																				
14	Cross-Cultural Navigation/Introduction to International Relations	I																																				
15	Arts Appreciation and Application/Artistic Performance and Application		M																																			
16	First Year Seminar																																					
17	Statistics for Social Sciences			I																										R	R		R					
18	Global Perspectives		R																													M	M	M				
19	Logic and Scientific Method																															M	M	M				
20	Global Development and Sustainability	M																														M	M	M				
21	Digital Arts and Sciences			I	I																										R	R	R					
22	Introduction to Economics		R	R																											R	R	R					
23	Introduction to Microeconomics		R	R																											R	R	R					
24	Introduction to Macroeconomics		R																												R	R	R					
25	Intermediate Microeconomics	M	M																												R	R	R					
26	Statistics for Social Sciences		I																												R	R	R					
27	Basic Econometrics	R	R																												R	R	R					
28	Quantitative Analysis and Forecasting		M	M																											R	R	R					
29	Big Data in Economics		I																												M	R	M	M	M	M	M	
30	Machine Learning		R																												R	R	M	M	M	M	M	
31	Development Economics															R	R	R	R	R	R	R								R	R	M	M	M	M	M		
32	Health Economics															R															M	M	M	M	M	M	M	
33	Welfare Economics															R															M	R	M	M	M	M	M	
34	Innovation System for Science and Technology															M	M	M	M	M	M	M								M	R	M	M	M	M	M		
35	Artificial Intelligence															M															R	B	M	M	M	M	M	
36	Making The Modern World: The Industrial Revolution in Global Perspective															R	R	R	R	R	R	R								R	R	R	M	M	M	M		
37	Behavioral Economics															I	R													M	R	M	M	M	M	M		
38	Economic Applications of Game Theory															R	R													M	M	M	M	M	M	M		
39	Strategy and Information															R														R	R	M	M	M	M	M		
40	Institutional Economics															R														M	R	R	M	M	M	M		
41	Public Policy															M	R													M	R	M	M	M	M	M		
42	Competitive Strategy and Industrial Organization															M	M	M	M	M	M	M							M	R	M	M	M	M	M			
43	Real Estates Economics															R														M	R	M	M	M	M	M		
44	Finance and Society															R	R	R	R	R	R	R							R	R	R	M	M	M	M			
45	Financial Crisis															R														R	R	M	M	M	M	M		
46	Internship																													M	M	M	M	M	M	M		
47	Capstone Project																													M	M	M	M	M	M	M		

29	Sample study plan ( <i>by semester</i> )							
<i>Year 1 – Semester 1:</i>								
<i>Year 1 – Semester 1:</i>								
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 Khoẻ 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	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:*

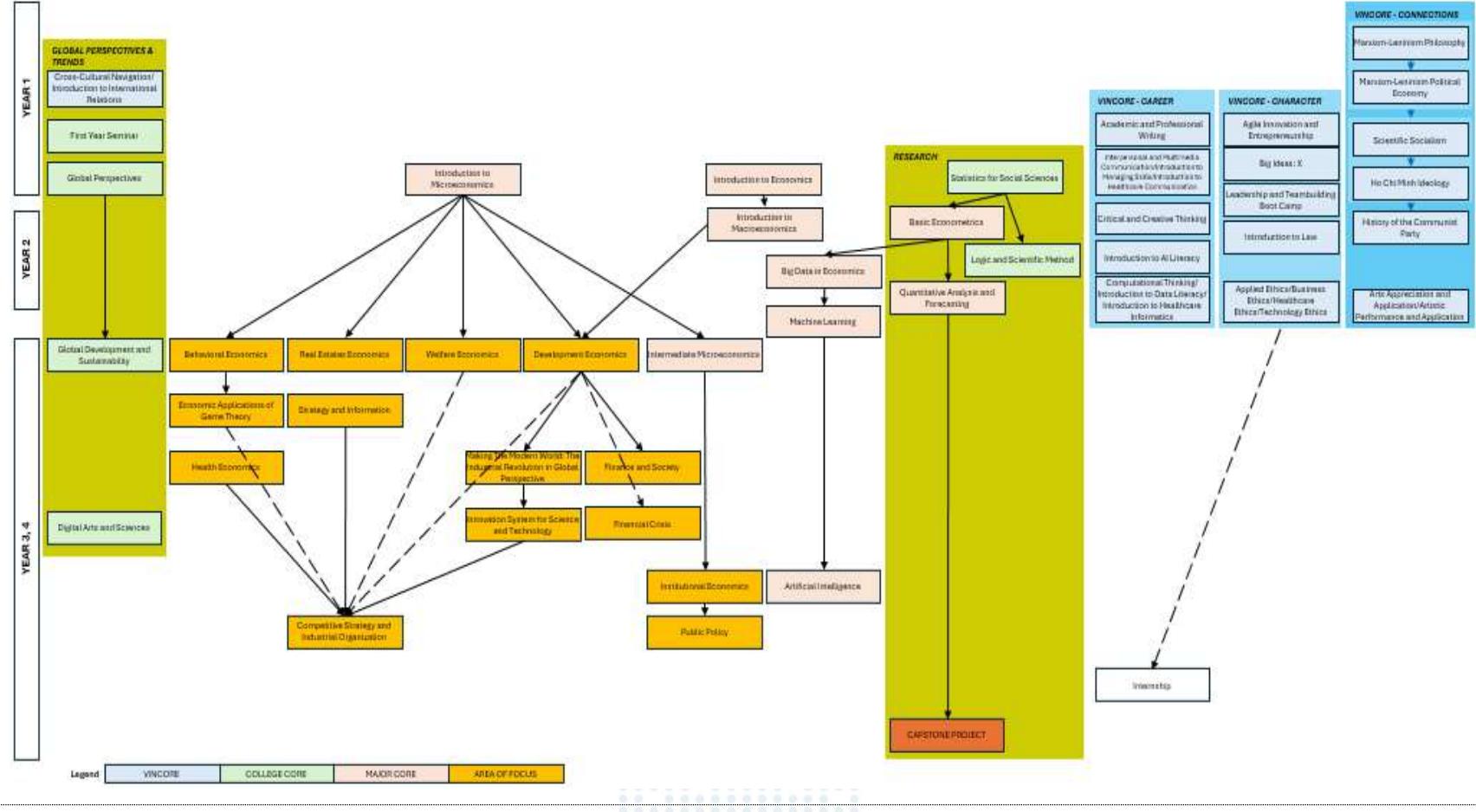
No	Course Code	Course name (English)	Course name (Vietnamese)	Credits
1	THINK1010	Critical and Creative Thinking	Tư duy sáng tạo và Phản biện	2
2	HASS1050	History of the Communist Party	Lịch sử Đảng Cộng Sản Việt Nam (Lịch sử và Văn hóa Việt Nam I)	2
3	ARTS1030\ PERF1010	Arts Appreciation and Application / 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:*

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	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>

30

Curriculum learning roadmap: (the relation and order of courses)



## 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><b>Academic Support</b></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><b>Pastoral and Wellbeing Support</b></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

