

MINISTRY OF EDUCATION AND TRAINING
QUY NHON UNIVERSITY

UNDERGRADUATE PROGRAM

Level : Undergraduate
Major : History Education
Code : 7140218
Mode of Study : Full-time

UNDERGRADUATE PROGRAM

(Issued in conjunction with Decision No.: 2094/QĐ-DHQN dated July 22, 2025 by the Rector of Quy Nhon University)

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1. PROGRAM OBJECTIVES (POs)

1.1. General Objective

The History Teacher Education program aims to train bachelor graduates with sound political qualities and good health; solid knowledge of fundamental sciences and educational sciences; and the competence to teach History at different levels of general education. Graduates are expected to possess digital competence and the capacity for self-directed learning and lifelong research; demonstrate professional responsibility and a commitment to community service; and meet the requirements of general education reform, socio-economic development, national defense and security, and international integration.

1.2. Specific Objectives

- + PO1: Possess professional knowledge and pedagogical skills, as well as practical competencies required for the teaching profession in History education.
- + PO2: Demonstrate critical thinking, proactive collaboration, and the ability to address educational issues at the school, local, national, and regional levels.
- + PO3: Possess teaching competence, innovative capacity, digital competence, and the ability for self-directed learning and lifelong research.
- + PO4: Demonstrate professional ethics, professional responsibility, and a commitment to community service.

2. JOB OPPORTUNITIES AND PROFESSIONAL DEVELOPMENT

- Upon completion of the History Teacher Education program, graduates may assume the following professional positions:
 - Teaching History at upper secondary schools and at centers for vocational education and continuing education. With higher academic qualifications, graduates may also teach at universities, colleges, and vocational training institutions.
 - Working in public administrative and service agencies, socio-political organizations, as well as at historical sites, heritage centers, and museums.
 - Pursuing further studies at the master's or doctoral level in relevant academic disciplines.

3. LEARNING OUTCOMES

The program is designed to ensure that graduates of the History Teacher Education program achieve the following program learning outcomes:

PLO1: Apply knowledge of general education, foundational disciplinary knowledge, and disciplinary clusters to perform professional tasks.	PI 1.1: Identify knowledge of general education, foundational disciplinary knowledge, and disciplinary clusters required to perform professional tasks.
	PI 1.2: Apply knowledge of general education, foundational disciplinary knowledge, and disciplinary clusters to perform professional tasks.
PLO2: Apply disciplinary knowledge and supporting knowledge to develop educational plans and History lesson plans in schools.	PI 2.1: Identify disciplinary knowledge and supporting knowledge required to develop educational plans and History lesson plans.
	PI 2.2: Apply disciplinary knowledge and supporting knowledge to develop educational plans and History lesson plans.
PLO3: Apply disciplinary knowledge and supporting knowledge to organize educational activities and History teaching activities in schools.	PI 3.1: Synthesize disciplinary knowledge and supporting knowledge to organize educational activities and History teaching activities.
	PI 3.2: Manage and implement the process of organizing educational activities and History teaching activities.
PLO4: Apply disciplinary knowledge and supporting knowledge to conduct assessment and evaluation of learners.	PI 4.1: Identify appropriate methods and forms of assessment and evaluation aligned with the development of students' qualities and competencies.
	PI 4.2: Use appropriate methods and forms of assessment and evaluation aligned with the development of students' qualities and competencies.
PLO5: Apply interdisciplinary knowledge and pedagogical communication skills in the learning process and professional practice.	PI 5.1: Identify relevant interdisciplinary knowledge and pedagogical communication skills required for teachers in the school environment.
	PI 5.2: Apply interdisciplinary knowledge and pedagogical communication skills to enhance teaching effectiveness and strengthen relationships among the school, family, and society.

PLO6: Conduct scientific research and demonstrate critical thinking.	PI 6.1: Conduct scientific research to contribute to improving the effectiveness of learning and professional practice.
	PI 6.2: Apply critical thinking to support the comprehensive development of learners' competencies.
PLO7: Employ digital technologies and artificial intelligence (AI) to support learning, research, and professional practice.	PI 7.1: Identify appropriate digital technology and AI tools to support learning, research, and professional practice activities.
	PI 7.2: Employ digital technology and AI tools to enhance the quality of learning, research, and professional practice, promote educational innovation, and create a modern, effective, and creative learning environment.
PLO8: Demonstrate autonomy in learning and research, personal responsibility, and effective collaboration in academic and professional environments.	PI 8.1: Demonstrate autonomy in learning and research, along with personal responsibility, to proactively acquire knowledge, develop independent thinking, and construct effective learning strategies.
	PI 8.2: Demonstrate effective collaboration to enhance learning quality, support learners' holistic development, and contribute to the development of an educational environment that reflects the institution's distinctive culture.
PLO9: Demonstrate professional ethics, teacher responsibility, and community engagement in contributing to holistic human development.	PI 9.1: Identify key issues related to teachers' professional ethics, professional responsibility, and community engagement.
	PI 9.2: Demonstrate professional ethics, professional responsibility, and active community engagement in order to guide learners' character formation, cultivate a positive learning environment, and contribute to holistic human development.

4. PROGRAM DURATION AND TOTAL ACADEMIC WORKLOAD

4.1. Program Duration: 04 years

4.2. Total academic workload: 138 credits (excluding 03 credits of Physical Education and 09 credits of National Defense and Security Education).

Program structure	Number of Credits
General Education Knowledge	24
Professional Knowledge	114
- Fundamental knowledge	30
- Major Knowledge	45
- Supplementary Knowledge	33
- Graduation thesis, Alternative courses	6
Total	138

5. ADMISSION REQUIREMENTS

Applicants who wish to apply for admission to the History Teacher Education program must meet the following requirements:

a. Individuals who have been officially recognized as having graduated from a Vietnamese upper-secondary school, or who hold an upper-secondary school diploma issued overseas that is recognized as equivalent.

b. Individuals who hold an intermediate-level vocational diploma in a field belonging to the same discipline group as the intended major, and who have fully completed the required volume of general education knowledge at the upper-secondary level in accordance with legal regulations.

c. Individuals who meet the health requirements for study as prescribed by current regulations.

d. Individuals who meet the minimum admission threshold and other specific requirements applicable to teacher-training programs, in accordance with the Regulations on University Admission and College Admission for Early Childhood Education issued by the Ministry of Education and Training, and the University Admission Regulations of Quy Nhon University.

6. MODE OF STUDY AND GRADUATION REQUIREMENTS

6.1. Mode of Study: Education is delivered using a credit-based system.

6.2. Graduation requirements (including academic requirements, prerequisite courses, foreign-language proficiency, and information-technology standards):

- *Academic requirements:* Learners must accumulate the required number of credits and learning workload prescribed in the training program; achieve a cumulative GPA of at least 2.00 on a 4-point scale; and meet all learning outcomes specified for the academic program.

- *Physical Education and National Defense–Security Education:* Learners must complete all required modules in Physical Education and obtain the certificate in National Defense–Security Education in accordance with current regulations.

- *Foreign-language proficiency:* Learners must meet the foreign-language proficiency standards prescribed by Quy Nhon University.

- *Information-technology proficiency:* Learners must meet the requirements for basic information-technology skills as stipulated in the current regulations of Quy Nhon University.

- *Requirements on personal conduct and ethics:* At the time of graduation evaluation,

learners must not be under criminal investigation and must not be serving any academic disciplinary sanctions at suspension level or higher.

7. TEACHING METHODS AND LEARNING ASSESSMENT

7.1. Teaching methods

NO	Teaching Strategies	Teaching methods
1	Face-to-Face Teaching: Face-to-face Teaching refers to the process in which the instructor directly delivers essential information and foundational knowledge to learners, assuming an active role in managing, guiding, and implementing teaching activities. Through structured presentation, explanation, and detailed guidance, the instructor supports learners in accessing, comprehending, and internalizing the content of the lesson. This approach is an effective instructional strategy for providing systematic knowledge and introducing new skills, thereby establishing a solid foundation that enables learners to apply such knowledge in their professional practice and further develop practical competencies.	- Lecture / Oral Presentation - Explanation and Illustration - Dialogic Method (Question-and-Answer Technique) - Problem-Posing Method - Simulation Method - Guided Practice (Demonstration)
2	Indirect Teaching: Indirect instruction is a teaching strategy in which learners are provided with learning opportunities without the instructor's direct intervention through explicit teaching activities. This learner-centered approach shifts the instructor's role from transmitting content to facilitating active engagement, encouraging students to participate meaningfully in the learning process and to use critical-thinking skills to solve problems. Through this strategy, learners not only develop their capacity for self-study and independent inquiry but also strengthen their personal awareness and responsibility for their own learning.	- Case-Based Learning - Problem-Based Learning - Guiding Questions / Open-Ended Questions - Online Instruction / Online Teaching - Assignments/ Exercises - Discussion - Debate - Project-Based Learning (Projects)
3	Experiential Learning: Experiential learning consists of four interconnected stages: <i>Concrete Experience</i>, in	- Experiential Learning - Internship - Fieldwork / Field Study

	which learners engage in practical activities such as group discussions, laboratory practice, or fieldwork; <i>Reflective Observation</i>, during which learners reflect on and analyze the outcomes, behaviors, and emotions derived from their experiences; <i>Abstract Conceptualization</i>, when learners formulate concepts or theories based on their reflections; and <i>Active Experimentation</i>, in which learners apply the acquired knowledge to new situations in order to test, refine, and adjust their understanding. This approach not only supports the development of knowledge and skills but also enhances learners' attitudes and dispositions.	- Simulation - Practice / Practicum - Discussion - Project-Based Learning (Projects)
4	Interactive Teaching and Learning: Interactive Teaching and Learning is a teaching strategy in which learners do not merely receive knowledge from the instructor but also engage in interactions with one another, with the instructor, and with the learning content. The instructor organizes and facilitates the learning process, while students participate actively through discussion, dialogue, and collaboration to co-construct knowledge. This approach emphasizes two-way communication, continuous feedback, and adaptive responses, thereby fostering the development of communication, collaboration, critical-thinking, and problem-solving skills, as well as enhancing learners' confidence and proactiveness.	- Interactive Teaching and Learning - Group Work / Group Assignment - Discussion - Debate / Argumentative Discussion - Practice / Practicum - Internship - Fieldwork / Field Study - Project-Based Learning (Projects)
5	Self-Study: Self-Study is a learning strategy in which learners take initiative and assume control over their own learning process with minimal or no direct guidance from the instructor. Learners actively seek out knowledge, plan their learning activities, and complete tasks through assignments, projects, or instructor-suggested problems. This strategy	- Online Learning / Online Instruction - Homework Assignments - Self-Study - Practice / Practicum - Internship - Fieldwork / Field Study

	fosters the development of self-study skills, independent inquiry, autonomy, and a sense of responsibility in learners.	- Project-Based Learning (Projects)
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7.2. Learning Assessment

The assessment of learning outcomes complies with the current Undergraduate Training Regulations and the Regulations on Assessing Undergraduate Program Learning Outcomes issued by Quy Nhon University.

7.2.1. Grading scale

Assessment and Grading of Courses			
1. For theoretical courses or courses combining theory and practice	The composite course grade (hereafter referred to as the course grade) consists of two components: the formative assessment score (assessment of learning progress), and the final examination score.	Formative assessment score: This component accounts for 30%, 40%, or 50% of the total course grade.	Assessment methods, assessment formats, and the weighting of each component are specified in the detailed syllabus of each course.
		Final examination score: This component accounts for 70%, 60%, or 50% of the total course grade.	
2. For courses consisting solely of laboratory or practice components	The average score of all laboratory or practice exercises completed during the semester, rounded to one decimal place, constitutes the final grade for the practice-based course.		
3. For specialized courses such as internships, fieldwork, course projects, or course theses	The department responsible for the course shall propose the assessment method for the course, and the final decision shall be made by the Rector.		

4. Assessment of the Graduation Project and Undergraduate Thesis	- The assessment of the graduation project or undergraduate thesis is conducted by an examination committee established under a decision of the Rector. - The committee consists of three members: a Chair, a Reviewer, and a Secretary (the supervisor does not serve as a member of the committee). The committee shall organize the defense and assess the graduation project or undergraduate thesis only when all members are present.	The assessment score for the undergraduate thesis or graduation project is the arithmetic mean of the component scores given by the supervisor and the members of the examination committee ($[\text{Supervisor's Score} + \text{Scores of the Three Committee Members}]/4$). Each component score is evaluated on a 10-point scale and recorded to one decimal place. The final assessment score for the undergraduate thesis or graduation project is calculated on a 10-point scale, rounded to one decimal place, and subsequently converted into the letter-grade scale.
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Grading Scale Used

Grading Scale	10-point Grading Scale: The 10-point grading scale is used to assess each course, including component scores, the final examination score, and the overall course grade. The course grade is calculated as the weighted sum of the component scores. A letter grading scale is used to classify academic performance based on the overall course grade.
	Letter Grade Scale: This scale is used to classify course performance corresponding to the numerical course grade on the 10-point scale.
	The 4-point grading scale is used to calculate the semester grade point average (GPA) and the cumulative grade point average (CGPA) in order to evaluate students' academic performance after each semester and determine their overall academic results.

Grading System Table

Classification	10-point scale	Letter grade	4-point Scale
Pass	From 9.0 to 10	A+	4.0
	From 8.0 to 8.9	A	3.5
	From 7.0 to 7.9	B+	3.0
	From 6.0 to 6.9	B	2.5

	From 5.0 to 5.9	C	2.0
	From 4.0 to 4.9	D	1.5
Fail	From 0 to 3.9	F	0

7.2.2. Forms, Assessment Criteria, and Weighting

a) Theoretical Courses:

No	Assessment component	Assessment Methods	Weighting
1	Formative Assessment	-Attendance: Mandatory class attendance. Depending on the number of absences, the instructor determines the corresponding score reduction. -Assignments (skills-based or group assignments): Assessed based on accuracy, completeness, and the extent to which learners express individual viewpoints. -Presentations (individual or group): Evaluated according to the level of preparation, content quality, and presentation skills. -Discussions (individual or group): Assessed based on preparation, content knowledge, communication skills, active participation, and the ability to articulate personal viewpoints. -Written Responses (Essay-type): Evaluated according to accuracy and alignment with the answer key or rubric. -Oral Examination: Assessed based on correctness of content knowledge, communication skills, and the ability to express individual viewpoints. -Multiple-Choice Tests: Scored according to the number of correct answers based on the answer key. -Practical Work: Assessed based on the quality of task performance according to the instructor's	30% ,40% or 50% of the course grade

		requirements.	
2	Summative Assessment	-Essay (Written Response): The response is accurate and evaluated based on the official answer key. -Presentation: Assessed on the level of preparation, the quality and relevance of the information presented, and the effectiveness of communication skills. -Oral Examination (Viva Voce): Evaluated on the accuracy of content knowledge, clarity and effectiveness of communication, and the ability to articulate personal viewpoints. -Multiple-choice Test: Scored based on the number of correct answers according to the answer key. -Skills-based Assignment: The work must be accurate and complete. -Group Assignment: The work must be accurate and complete. -Term Project / Major Assignment: Must meet all requirements regarding format, structure, and content.	60% ,70% or 80% of the course grade

b) Practical Courses

Learners are required to attend all practical sessions as scheduled in the teaching plan. The grade for a practical course is calculated as the arithmetic mean of all practical assignments completed during the semester, rounded to one decimal place.

c) Teaching Practicum Courses

Learners must attend all observation and teaching practicum sessions as prescribed in the program schedule. The practicum includes: exploration of educational practices; classroom observation and teaching practice; and observation and practice of educational activities. Evaluation criteria are specified in detail in the Teaching Practicum Regulations issued by Quy Nhon University.

d) Undergraduate Thesis Course

Implementation follows Article 15 of the Undergraduate Training Regulation attached to Decision No. 1487/QĐ-ĐHQN dated July 1, 2021, issued by Quy Nhon University. Accordingly, the undergraduate thesis is assessed by the Thesis Evaluation Committee established by a decision of the Rector. The assessment is based on the

following criteria: quality of the written report, quality of the content, and quality of the oral defense. Specific evaluation components are defined in the rubric.

The final grade for the thesis or graduation project is the average of the component scores assigned by all committee members and the supervisor. The thesis or graduation project grade is calculated on a 10-point scale and rounded to one decimal place.

7.2.3. Learning Assessment

Learning Assessment	
Observation Method	Assessment of learners' attendance and learning attitude; their ability for self-regulation, self-study, independent inquiry, and sense of personal responsibility, as well as their capacity to collaborate effectively in a learning environment; demonstration of professional ethics and responsibility expected of a teacher, along with engagement in community service activities; and their communication skills in accomplishing academic tasks.
Assessment of Assignments	Assessment of the learner's level of completion of assignments given by the instructor in relation to the lesson content, both during and after class sessions. These assignments may be completed individually or in groups and are graded based on predetermined criteria communicated in advance.
Assessment of Presentations	Learners are required to work individually or in groups and present their results to their peers. In addition to assessing the learners' achievement of subject-specific knowledge, this activity also evaluates the development of skills such as communication, negotiation, and teamwork.
Group of Written Assessment Methods	The written assessment methods include essay-type examinations and objective multiple-choice tests, or a combination of both.
Practical assessment	Learners are assessed based on criteria related to the accuracy of their operations, adherence to procedures, the quality of outcomes, and the completeness of their practical reports
Oral assessment	Learners are assessed through interviews and direct question-and-answer interactions. This method is employed in certain courses to evaluate learners' overall competence, including their knowledge as well as their communication and presentation skills."
Group work assessment	This method is employed when implementing group-based learning activities in order to assess learners' teamwork skills.
Essay/Project	Learners are evaluated through written reports on an academic topic or a practical issue, with the aim of drawing conclusions,

Assessment	providing insights, and proposing solutions for implementing or improving the identified issue. Essay assessment includes evaluating the structure, content, conclusions, and the quality of presentation.
Assessment of Learning Project Products	Through the products completed by learners, instructors evaluate the degree of development, creativity, and effectiveness demonstrated in the final outputs. The criteria and standards for assessing these products are highly diverse. Product assessment is conducted based on the specific real-world context in which the work is situated.

Matrix of Alignment between Assessment Methods and Programme Learning Outcomes (PLOs)

Learning Assessment	Program Learning Outcomes (PLOs)								
	1	2	3	4	5	6	7	8	9
Observation					X			X	X
Assignment	X	X	X	X	X	X	X	X	X
Presentation	X	X	X		X	X		X	X
Written Tests	X	X	X	X	X	X	X	X	X
Practical work	X	X	X	X	X	X	X	X	X
Oral Assessment	X	X	X	X	X	X	X	X	X
Group Work	X	X	X	X	X	X	X	X	X
Term Paper / Major Assignment		X				X	X	X	X
Project Product	X	X	X			X	X	X	

8. COURSE MODULES AND THEIR RELATIONSHIP WITH LEARNING OUTCOMES (PLOs)

9. PROGRAM CONTENT

No	Course codes	Course Name	Semester	Number of credits	In-class hours			Experiment/ Practice	Others	Self-study hours	Prerequisite Course Code	Department in Charge	Note
					Theory	Assignment	Discussion						
I. General Education Knowledge				24									
I.1. Political Science and Law				13									
01	1130299	Marxist–Leninist Philosophy	1	3	40		10			95		Political Theory, Law and Public Administration	
02	1130300	Marxist–Leninist Political Economy	2	2	27		6			62	1130299	Political Theory, Law and Public Administration	
03	1130049	Introduction to Law	2	2	27		6			62		Political Theory, Law and Public Administration	
04	1130301	Science Socialism	3	2	27		6			62	1130300	Political Theory, Law and Public Administration	
05	1130302	History of the Communist Party of Vietnam	4	2	27		6			62	1130301	Political Theory, Law and Public Administration	
06	1130091	Ho Chi Minh Thought	5	2	27		6			62	1130302	Political Theory, Law and Public Administration	
I.2. Physical Education and National				12									

Defense–Security Education													
Physical Education: Choose 1 of the following 8 courses:				3									
07	1120172	Physical Education 1 (Football 1)	1	1	4			26		21		Physical Education	
08	1120173	Physical Education 2 (Football 2)	2	1	4			26		21	1120172	Physical Education	
09	1120174	Physical Education 3 (Football 3)	3	1	4			26		21	1120173	Physical Education	
10	1120175	Physical Education 1 (Volleyball 1)	1	1	4			26		21		Physical Education	
11	1120176	Physical Education 2 (Volleyball 2)	2	1	4			26		21	1120175	Physical Education	
12	1120177	Physical Education 3 (Volleyball 3)	3	1	4			26		21	1120176	Physical Education	
13	1120178	Physical Education 1 (Basketball 1)	1	1	4			26		21		Physical Education	
14	1120179	Physical Education 2 (Basketball 2)	2	1	4			26		21	1120178	Physical Education	
15	1120180	Physical Education 3 (Basketball 3)	3	1	4			26		21	1120179	Physical Education	
16	1120181	Physical Education 1 (Badminton 1)	1	1	4			26		21		Physical Education	
17	1120182	Physical Education 2 (Badminton 2)	2	1	4			26		21	1120181	Physical Education	
18	1120183	Physical Education 3 (Badminton 3)	3	1	4			26		21	1120182	Physical Education	
19	1120184	Physical Education 1 (Vietnamese Traditional Martial Arts 1)	1	1	4			26		21		Physical Education	
20	1120185	Physical Education 2 (Vietnamese Traditional Martial Arts 2)	2	1	4			26		21	1120184	Physical Education	
21	1120186	Physical Education 3 (Vietnamese Traditional Martial Arts 3)	3	1	4			26		21	1120185	Physical Education	
22	1120187	Physical Education 1 (Taekwondo 1)	1	1	4			26		21		Physical Education	
23	1120188	Physical Education 2 (Taekwondo 2)	2	1	4			26		21	1120187	Physical Education	
24	1120189	Physical Education 3 (Taekwondo 3)	3	1	4			26		21	1120188	Physical Education	
25	1120190	Physical Education 1 (Karate-do 1)	1	1	4			26		21		Physical Education	

26	1120191	Physical Education 2 (Karate-do 2)	2	1	4			26		21	1120190	Physical Education	
27	1120192	Physical Education 3 (Karate-do 3)	3	1	4			26		21	1120191	Physical Education	
28	1120239	Physical Education 1 (Pickle ball 1)	1	1	4			26		21		Physical Education	
29	1120240	Physical Education 2 (Pickle ball 2)	2	1	4			26		21	1120239	Physical Education	
30	1120241	Physical Education 3 (Pickle ball 3)	3	1	4			26		21	1120240	Physical Education	
National Defense and Security Education				9									
31	1120168	National Defense and Security Education1	4	3	37		8			82		National Defense and Security Education	
32	1120169	National Defense and Security Education 2	4	2	22		8			52		National Defense and Security Education	
33	1120170	National Defense and Security Education3	4	2	14			16		44		National Defense and Security Education	
34	1120171	National Defense and Security Education4	4	2	4			56		36		National Defense and Security Education	
I.3. Foreign Languages				7									
35	1090061	English 1	1	3	30	15				100		. Foreign Languages	
36	1090166	English 2	2	4	40	20				135	1090061	. Foreign Languages	
I.4. Social Sciences/Mathematics; Natural Sciences–Environment; Management Sciences				4									
37	2010156	Pedagogical Communication	4	2	20			20		55	2030410	Education	
38	2010171	Experiential and Career-Oriented Activities in Schools	5	2	20			20		55	2030410	Education	
II. Professional Knowledge				114									
II.1. Fundamental knowledge				30									
39	1050242	ICT Fundamentals for Education	1	3	30			30		85		Information Technology	

40	1100086	Psychology	2	3	30	10	10			95	1130299	Social Sciences and Humanities	
41	2030410	Education Studies	3	4	36	20		8		131	1100086	Social Sciences and Humanities	
42	2030373	The Basis of the Archaeological	1	2	26	2	4			63		Social Sciences and Humanities	
43	2030408	Fundamentals of Vietnamese Culture	2	2	26	2	4			63		Social Sciences and Humanities	
44	2030488	The history of world civilization	3	3	39	3	6					Social Sciences and Humanities	
45	2030485	The Vietnamese national and ethnic community	2	2	26	2	4			63		Social Sciences and Humanities	
46	2030489	International Relations	5	2	26	2	4			63		Social Sciences and Humanities	
47	2030490	Political institutions in the process of world history	6	3	39	3	6			97	2030496	Social Sciences and Humanities	
48	2030491	The Civilizations in Vietnam	6	2	26	2	4			63	2030378	Social Sciences and Humanities	
49	2030492	History of Traditional Vietnamese Art	3	2	26	2	4			63		Social Sciences and Humanities	
50	2010154	The Introduction to history science	1	2	26	2	4			63		Education	
II.2. Major and Specialized Knowledge (if any)				45									
II.2.1. Major Knowledge				45									
II.2.1a. Compulsory Component				41									
51	2030374	The ancient and medieval history of the world 1	1	2	26	2	4			63		Social Sciences and Humanities	
52	2030377	The ancient and medieval history of the world 2	2	2	26	2	4			63	2030374	Social Sciences and Humanities	
53	2030493	Modern World History 1	3	2	26	2	4			63	2030377	Social Sciences and Humanities	

54	2030494	Modern World History 2	3	2	26	2	4			63	2030493	Social Sciences and Humanities	
55	2030495	Contemporary World History 1	4	2	26	2	4			63	2030494	Social Sciences and Humanities	
56	2030496	Contemporary World History 2	4	2	26	2	4			63	2030495	Social Sciences and Humanities	
57	2030375	The history of ancient - medieval Vietnam 1	1	2	26	2	4			63		Social Sciences and Humanities	
58	2030378	The history of ancient - medieval Vietnam 2	2	2	26	2	4			63	2030375	Social Sciences and Humanities	
59	2030497	Modern Vietnamese History 1	3	2	26	2	4			63	2030378	Social Sciences and Humanities	
60	2030498	Modern Vietnamese History 2	3	2	26	2	4			63	2030497	Social Sciences and Humanities	
61	2030499	Contemporary Vietnamese History 1	4	2	26	2	4			63	2030498	Social Sciences and Humanities	
62	2030500	Contemporary Vietnamese History 2	4	2	26	2	4			63	2030499	Social Sciences and Humanities	
63	2030501	Capitalism and Actually Existing Socialism	7	3	39	3	6			97	2030496	Social Sciences and Humanities	
64	2030502	History of Southeast Asia	7	3	39	3	6			97	2030496	Social Sciences and Humanities	
65	2030503	Vietnam's Seas and Islands in History	6	2	26	2	4			63	2030500	Social Sciences and Humanities	
66	2030504	Ho Chi Minh in Vietnamese history	5	2	26	2	4			63	2030500	Social Sciences and Humanities	
67	2030505	Vietnamese History of Resistance against Foreign Aggression	7	3	39	3	6			97	2030500	Social Sciences and Humanities	
68	2030506	History of foreign relations of modern Vietnam	5	2	26	2	4			63	2030500	Social Sciences and Humanities	

69	2030507	Reforms and Innovations in Vietnamese History	6	2	26	2	4			63	2030500	Social Sciences and Humanities	
<i>II.2.1b. Elective Component</i>				4									
<i>Choose one of the following two courses:</i>				2									
70	2030508	Japan from 1945 to the present	5	2	26	2	4			63	2030496	Social Sciences and Humanities	
71	2030509	War and Peace in the 20th Century	5	2	26	2	4			63	2030496	Social Sciences and Humanities	
<i>Choose 1 of the following 2 courses:</i>				2									
72	2030510	The history of Vietnam economic	6	2	26	2	4			63	2030500	Social Sciences and Humanities	
73	2030511	The history of state and law of Vietnam	6	2	26	2	4			63	2030500	Social Sciences and Humanities	
II.3. Supplementary Knowledge				33									
II.3.1. Professional Training and Skill Development				25									
<i>II.3.1a. Compulsory Component</i>				23									
74	2010232	The Introduction to history science	5	2	20			20		55		Education	
75	2010233	Applied Pedagogical Research	7	2	20			20		55	2010235	Education	
76	2010234	The Methodology of Historical Sciences	5	2	26	2	4			63		Education	
77	2010235	Theory of History Didactics	4	4	45			30		120	2030410	Education	
78	2010236	Methods and Techniques in History Teaching	5	3	30			30		85	2010235	Education	
79	2010237	Planning and organizing teaching History	6	2	20			20		55	2010235	Education	
80	2010238	Applying Information and Communication Technologies in History Teaching	6	2	20			20		55	2010235	Education	
81	2010239	Test and Assessing in teaching History	7	2	20			20		55	2010235	Education	
82	2010072	Teaching Skills Development 1	6	2				60		35	2010235	Education	

83	1070255	Teaching Skills Development 2	7	2				60		35	2010072	Education	
<i>II.3.1b. Elective Component</i>				2									
Choose one of the following three courses:				2									
84	2010240	Teaching aids in History	7	2	20			20		55	2010235	Education	
85	2010299	Experienced activity in Teaching History	7	2	20			20		55	2010235	Education	
86	1150422	Start-up	7	2	20	5	10			60	1130049	Finance and Banking & Business Administration	
II.3.2. Professional Internship				8									
87	1070119	Teaching Practicum 1	7	1					T T		2010072	Education	
88	1070120	Teaching Practicum 2	8	5					T T		1070119	Education	
89	2010071	Professional Practicum	6	2					T T			Education	
II.4. Graduation Thesis, Alternative Courses				6									
90	2010075	Graduation Thesis	8	6					K L			Education	
Alternative Courses				6									
91	2030512	Basic issues of world history	8	2	26	2	4			63	2030496	Social Sciences and Humanities	
92	2030513	Basic issues of Vietnam history	8	2	26	2	4			63	2030500	Social Sciences and Humanities	
93	2010076	Developing students competence in teaching history	8	2	20			20		55	2010235	Education	
Total:				138									

10. TEACHING PLAN (TENTATIVE)

Semester 1

No	Course code	Course name	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge
				Theory	Assignment	Discussion					
01	1130299	Marxist–Leninist Philosophy	3	40		10			95		Political Theory, Law and Public Administration
02	1090061	English 1	3	30	15				100		Foreign Languages
03	1050242	ICT Fundamentals for Education	3	30			30		85		Information Technology
04	2030373	The Basis of the Archaeological	2	26	2	4			63		Social Sciences and Humanities
05	2030374	The ancient and medieval history of the world 1	2	26	2	4			63		Social Sciences and Humanities
06	2030375	The history of ancient - medieval Vietnam 1	2	26	2	4			63		Sciences and Humanities
07	2010154	The Introduction to history science	2	26	2	4			63		Education
<i>Choose 1 of the following 8 courses:</i>			1								
08	1120172	Physical Education1 (Football 1)	1	4			26		21		Physical Education
09	1120175	Physical Education 1 (Volleyball 1)	1	4			26		21		Physical Education
10	1120178	Physical Education 1 (Basketball 1)	1	4			26		21		Physical Education
11	1120181	Physical Education 1 (Badminton 1)	1	4			26		21		Physical Education
12	1120184	Physical Education 1 Vietnamese Traditional Martial Arts 1)	1	4			26		21		Physical Education
13	1120187	Physical Education 1 (Taekwondo 1)	1	4			26		21		Physical Education
14	1120190	Physical Education 1 (Karate-do 1)	1	4			26		21		Physical Education
15	1120239	Physical Education 1 (Pickle ball 1)	1	4			26		21		Physical Education
Total (excluding Physical Education courses):			17								

Semester 2

No	Course code	Course name	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge
				Theory	Assignment	Discussion					
01	1130300	Science Socialism	2	27		6			62	1130299	Theory, Law and Public Administration
02	1130049	Introduction to Law	2	27		6			62		Political Theory, Law and Public Administration
03	1090166	English 2	4	40	20				135		Foreign Languages
04	1100086	Psychology	3	30	10	10			95	1130299	Sciences and Humanities
05	2030408	Fundamentals of Vietnamese Culture	2	26	2	4			63		Sciences and Humanities
06	2030485	The Vietnamese national and ethnic community	2	26	2	4			63		Sciences and Humanities
07	2030377	Modern World History 1	2	26	2	4			63	2030374	Sciences and Humanities
08	2030378	The history of ancient - medieval Vietnam 2	2	26	2	4			63	2030375	Sciences and Humanities
<i>Choose 1 of the following 8 courses:</i>			1								
09	1120173	Physical Education2 (Football 2)	1	4			26		21	1120172	Physical Education
10	1120176	Physical Education 2 (Volleyball 2)	1	4			26		21	1120175	Physical Education
11	1120179	Physical Education 2(Basketball 2)	1	4			26		21	1120178	Physical Education
12	1120182	Physical Education 2 (Badminton 2)	1	4			26		21	1120181	Physical Education
13	1120185	Physical Education 2 (Vietnamese Traditional Martial Arts 2)	1	4			26		21	1120184	Physical Education
14	1120188	Physical Education 2 (Taekwondo 2)	1	4			26		21	1120187	Physical Education
15	1120191	Physical Education 2 (Karate-do 2)	1	4			26		21	1120190	Physical Education
16	1120240	Physical Education 2 (Pickle ball 2)	1	4			26		21	1120239	Physical Education
Total (excluding Physical Education courses):			19								

Semester 3

No	Course code	Course name	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge
				Theory	Assignment	Discussion					
01	1130301	Science Socialism	2	27		6			62	1130300	Theory, Law and Public Administration
02	2030410	Pedagogical Communication	4	36	20		8		131	1100086	Sciences and Humanities
03	2030488	The history of world civilization	3	39	3	6			97		Sciences and Humanities
04	2030492	History of Traditional Vietnamese Art	2	26	2	4			63		Sciences and Humanities
05	2030493	Modern World History 1	2	26	2	4			63	2030377	Sciences and Humanities
06	2030494	Modern World History 2	2	26	2	4			63	2030493	Sciences and Humanities
07	2030497	Modern Vietnamese History 1	2	26	2	4			63	2030378	Sciences and Humanities
08	2030498	Modern Vietnamese History 2	2	26	2	4			63	2030497	Sciences and Humanities
<i>Choose 1 of the following 8 courses:</i>			1								
09	1120174	Physical Education 3 (Football 3)	1	4			26		21	1120173	Physical Education
10	1120177	Physical Education 3 (Volleyball 3)	1	4			26		21	1120176	Physical Education
11	1120180	Physical Education 3 (Basketball 3)	1	4			26		21	1120179	Physical Education
12	1120183	Physical Education 3 (Badminton 3)	1	4			26		21	1120182	Physical Education
13	1120186	Physical Education 3 (Vietnamese Traditional Martial Arts 3)	1	4			26		21	1120185	Physical Education
14	1120189	Physical Education 3 (Taekwondo 3)	1	4			26		21	1120188	Physical Education
15	1120192	Physical Education 3 (Karate-do 3)	1	4			26		21	1120191	Physical Education
16	1120241	Physical Education 3 (Pickleball 3)	1	4			26		21	1120240	Physical Education
Total (excluding Physical Education courses):			19								

Semester 4

No	Course code	Course name	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge
				Theory	Assignment	Discussion					
01	1130302	History of the Communist Party of Vietnam	2	27		6			62	1130301	Theory, Law and Public Administration
02	2010156	Pedagogical Communication	2	20			20		55	2030410	Education
03	2030495	Contemporary World History 1	2	26	2	4			63	2030494	Sciences and Humanities
04	2030496	Contemporary World History 2	2	26	2	4			63	2030496	Sciences and Humanities
05	2030499	Contemporary Vietnamese History 1	2	26	2	4			63	2030498	Sciences and Humanities
06	2030500	Contemporary Vietnamese History 2	2	26	2	4			63	2030499	Sciences and Humanities
07	2010235	Lý luận dạy học Lịch sử	4	45			30		120	2030410	Education
National Defense and Security Education			9								
08	1120168	National Defense and Security Education1	3	37		8			82		National Defense and Security Education
9	1120169	National Defense and Security Education 2	2	22		8			52		National Defense and Security Education
10	1120170	National Defense and Security Education3	2	14			16		44		National Defense and Security Education
11	1120171	National Defense and Security Education4	2	4			56		36		National Defense and Security Education
Total (excluding National Defense and Security Education):			16								

Semester 5

No	Course code	Course name	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge
				Theory	Assignment	Discussion					
01	1130091	Ho Chi Minh Thoughts	2	27		6			62	1130302	Theory, Law and Public Administration

02	2010171	Experiential and Career-Oriented Activities in Schools	2	20			20		55	2030410	Education
03	2030489	International Relations	2	26	2	4			63		Sciences and Humanities
04	2030504	Ho Chi Minh in Vietnamese history	2	26	2	4			63	2030500	Sciences and Humanities
05	2030506	History of foreign relations of modern Vietn	2	26	2	4			63	2030500	Sciences and Humanities
06	2010236	Methods and Techniques in History Teaching	3	30			30		85	2010235	Education
07	2010232	The Introduction to history science	2	20			20		55		Education
08	2010234	The Methodology of Historical Sciences	2	26	2	4			63		Education
<i>Choose 1 of the following 2 courses:</i>			2								
09	2030508	Japan from 1945 to the present	2	26	2	4			63	2030496	Sciences and Humanities
10	2030509	War and Peace in the 20th Century	2	26	2	4			63	2030496	Sciences and Humanities
Total:			19								

Semester 6

No	Course code	Course name	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge
				Theory	Assignment	Discussion					
01	2030491	The Civilizations in Vietnam	2	26	2	4			63	2030378	Sciences and Humanities
02	2030490	Political institutions in the process of world history	3	39	3	6			97	2030496	Sciences and Humanities
03	2030503	Vietnam's Seas and Islands in History	2	26	2	4			63	2030500	Sciences and Humanities
04	2030507	Reforms and Innovations in Vietnamese History	2	26	2	4			63	2030500	Sciences and Humanities
05	2010237	Planning and organizing teaching History	2	20			20		55	2010235	Education

06	2010072	Teaching Skills Development 1	2				60		35	2010235	Education
07	2010238	Applying Information and Communication Technologies in History Teaching	2	20			20		55	2010235	Education
08	2010071	Professional Practicum	2					TT			Education
<i>Choose 1 of the following 2 courses:</i>			2								
09	2030510	The history of Vietnam economic	2	26	2	4			63	2030500	Sciences and Humanities
10	2030511	The history of state and law of Vietnam	2	26	2	4			63	2030500	Sciences and Humanities
Total			19								

Semester 7

No	Course code	Course name	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge
				Theory	Assignment	Discussion					
01	2030501	Capitalism and Actually Existing Socialism	3	39	3	6			97	2030496	KHXXH&NV
02	2030502	History of Southeast Asia	3	39	3	6			97	2030496	Sciences and Humanities
03	2030505	Vietnamese History of Resistance against Foreign Aggression	3	39	3	6			97	2030500	Sciences and Humanities
04	2010239	Test and Assessing in teaching History	2	20			20		55	2010235	Education
05	1070255	Teaching Skills Development 2	2				60		35	2010072	Education
06	2010233	Applied Pedagogical Research	2	20			20		55	2010235	Education
07	1070119	Teaching Practicum 1	1					TT		2010072	Education
<i>Choose 1 of the following 3 courses:</i>			2								
08	2010299	Experienced activity in Teaching History	2	20			20		55	2010235	Education
09	2010240	Teaching aids in History	2	20			20		55	2010235	Education
10	1150422	Start-up	2	20	5	10			60	1130049	Finance and Banking & Business Administration
Total			18								

Semester 8

No	Course code	Course name	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge
				Theory	Assignment	Discussion					
01	1070120	Teaching Practicum 2	5					TT		1070119	Education
Graduation Thesis			6								
02	2010075	Graduation Thesis	6					KL			Education
Alternative Courses			6	26	2	4			63		
03	2030512	Basic issues of world history	2	26	2	4			63	2030496	Sciences and Humanities
04	2030513	Basic issues of Vietnam history	2	26	2	4			63	2030500	Sciences and Humanities
05	2010076	Developing students competence in teaching history	2	20			20		55	2010235	Education
Total:			11								

11. GUIDELINES FOR THE IMPLEMENTATION OF THE TRAINING PROGRAM

This training program is applied starting from the 2025 admission cohort for students majoring in History Education.

The implementation of the program is based on a curriculum designed in alignment with the training objectives, learner characteristics, human resource requirements, and the specific demands of the discipline. For elective courses, depending on actual conditions, developmental trends, and societal needs, the Faculty will provide academic advising to help students select appropriate courses.

The Dean is responsible for organizing and guiding the principles for developing detailed course syllabi to ensure that the intended learning outcomes, content, and requirements are fulfilled, while also meeting the needs of learners and society.

The training program is regularly reviewed, evaluated, and updated; the results of these reviews and evaluations are applied to enhance and improve training quality. The maximum cycle for the comprehensive review of the training program is five years.

Gia Lai, July 22, 2025

RECTOR

Assoc. Prof. Dr. Doan Duc Tung