

MINISTRY OF EDUCATION AND TRAINING
QUY NHON UNIVERSITY

UNDERGRADUATE PROGRAM

Level: : Undergraduate
Major: : Geogaphy Education
Code: : 7140219
Mode of Study : Full-time

Gia Lai, 2025

UNDERGRADUATE PROGRAM

*(Issued together with Decision No. 2094/QĐ-ĐHQN dated July 22, 2025
of the Rector of Quy Nhon University)*

Level : **Undergraduate**
Major : **Geography Education**
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1. OBJECTIVES

1.1. General objectives

To educate and train graduates in Geography Education who possess sound political qualities and good health; demonstrate knowledge of basic sciences, specialized knowledge of Geography and educational sciences; possess digital competence and the capacity for lifelong learning and research; demonstrate competence in teaching and educating in Geography; and uphold professional responsibility and a commitment to community service, thereby meeting the requirements of general education reform, socio-economic development, national defense and security, and international integration.

1.2. Specific objectives

+ **PO1:** Demonstrate knowledge of political science and law; natural sciences and social sciences; as well as specialized knowledge of Geography and educational sciences to support professional practice and lifelong learning.

+ **PO2:** Demonstrate autonomy and self-directed learning; communication and collaboration skills; problem-solving, critical thinking, and innovative thinking abilities; digital competence; and the capacity to adapt to changing working environments.

+ **PO3:** Demonstrate the ability to design, organize, and assess instructional activities in Geography education; and conduct research in Geography and applied educational sciences.

+ **PO4:** Demonstrate sound political qualities, professional responsibility, ethical

standards, teacher professionalism, and a commitment to community service.

2. JOB OPPORTUNITIES AND PROFESSIONAL DEVELOPMENT/ FURTHER STUDY

Upon completion of the Geography Education program, graduates may pursue the following career paths:

- *Teaching*: Teaching Geography at lower secondary and upper secondary schools. With higher professional qualifications, graduates may also teach at universities, colleges, professional secondary schools, and vocational education institutions.

- *Research and professional practice*: Participating in research at institutes and research centers related to Geography; working in administrative agencies, public service institutions, and socio-political organizations; or working as population collaborators, tour guides, and in other related professional positions.

- *Further study*: Pursuing postgraduate studies at the master's and doctoral levels in the following fields: Physical Geography, Geography, and Theory and Methods of Geography Teaching.

3. LEARNING OUTCOMES

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

PLO1: Apply general education knowledge, foundational disciplinary knowledge, and sectoral knowledge to perform professional tasks.	PI 1.1: Identify general education knowledge, foundational disciplinary knowledge, and sectoral knowledge required to perform professional tasks.
	PI 1.2: Apply general education knowledge, foundational disciplinary knowledge, and sectoral knowledge to perform professional tasks.
PLO2: Apply disciplinary knowledge and supplementary knowledge to develop educational plans and Geography lesson plans for general education schools.	PI 2.1: Identify disciplinary knowledge and supplementary knowledge required to develop educational plans and Geography lesson plans.
	PI 2.2: Apply disciplinary knowledge and supplementary knowledge to develop educational plans and Geography lesson plans.
PLO3: Apply disciplinary knowledge and supplementary knowledge to organize educational	PI 3.1: Integrate disciplinary knowledge and supplementary knowledge to organize educational activities and Geography teaching activities.

activities and Geography teaching activities in general education schools.	PI 3.2: Manage the implementation of educational activities and Geography teaching activities.
PLO4: Apply disciplinary knowledge and supplementary knowledge to conduct assessment and evaluation of learners.	PI 4.1: Identify assessment methods and forms aligned with the development of students' qualities and competencies.
	PI 4.2: Use assessment methods and forms aligned with the development of students' qualities and competencies.
PLO5: Apply relevant knowledge and pedagogical communication skills in the learning process and professional practice.	PI 5.1: Identify relevant knowledge and teachers' pedagogical communication skills in the school context.
	PI 5.2: Apply relevant knowledge and pedagogical communication skills to enhance teaching effectiveness and foster 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: Demonstrate critical thinking in order to promote the comprehensive development of learners.
PLO7: Use digital technologies and artificial intelligence to support learning and professional practice.	PI 7.1: Identify digital technology tools and artificial intelligence to support teaching activities and professional practice.
	PI 7.2: Use digital technology tools and artificial intelligence to improve the quality of learning and professional practice, promote educational innovation, and create a modern, effective, and creative learning environment.
PLO8: Demonstrate autonomy in learning, self-directed study and research, personal responsibility, and effective	PI 8.1: Demonstrate autonomy, self-directed learning, and self-study, along with a sense of personal responsibility, in order to proactively acquire knowledge, develop independent thinking, and build effective learning strategies.

collaboration in academic and professional environments.	PI 8.2: Demonstrate collaborative ability to enhance learning quality, support the holistic development of learners, and build an educational environment that reflects the distinctive culture of the school.
PLO9: Demonstrate professional ethics and responsibilities of teachers, and engage in community service activities that contribute to holistic human development.	PI 9.1: Identify the professional ethics, responsibilities of teachers, and awareness of community service.
	PI 9.2: Demonstrate professional ethics, professional responsibility, and community service in order to guide students' character development, build a positive learning environment, and contribute to the holistic development of learners.

4. PROGRAM DURATION AND TOTAL ACADEMIC WORKLOAD

4.1. Program Duration: 04 years

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

5. ADMISSION REQUIREMENTS

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

- a. Have graduated from Vietnamese upper secondary school (high school) or possess a foreign high school diploma recognized as equivalent by the competent authority.
- b. Hold a vocational secondary diploma in a field within the same discipline group as the intended major and have completed the required general education knowledge at the upper secondary school level in accordance with legal regulations.
- c. Be in adequate health condition to pursue studies in accordance with current regulations.
- d. Meet the minimum admission threshold and other requirements for teacher education programs as stipulated in the University and College Admission Regulations for Early Childhood Education programs 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: Credit-based system.

6.2. Graduation Requirements: (professional requirements, prerequisite courses,

foreign language proficiency, and information technology standards):

- *Professional requirements*: Students must accumulate the required number of courses and total credits according to the curriculum; obtain a cumulative GPA of at least 2.00 (on a 4-point scale) for the entire program and achieve the Program Learning Outcomes of the training program.

- *Physical Education and National Defense and Security Education*: Complete all Physical Education courses and obtain a certificate of National Defense and Security Education in accordance with regulations.

- *Foreign language requirement*: Meet the foreign language proficiency standard in accordance with the current regulations of Quy Nhon University.

- *Information technology requirement*: Meet the basic information technology competency standard in accordance with the current regulations of Quy Nhon University.

- *Requirements on conduct and ethics*: At the time of graduation consideration, students must not be under criminal prosecution and must not be subject to disciplinary action at the level of suspension from study.

7. TEACHING METHODS AND LEARNING ASSESSMENT

7.1. Teaching Methods

No.	Teaching Strategies	Teaching Methods
1	Face-to-Face Teaching: Direct teaching is the process in which the lecturer directly delivers fundamental knowledge and information to learners, with the lecturer playing a central role in controlling, guiding, and implementing teaching activities. Through presentation, explanation, and detailed instruction, the lecturer helps learners access and clearly understand the lesson content. This teaching strategy is effective in providing systematic knowledge, guiding the development of new skills, and building a solid foundation for learners to apply in professional practice, thereby developing practical competencies.	- Lecture / Presentation - Explanation and Illustration - Question and Answer (Q&A) - Problem-posing method - Simulation method - Demonstration / Guided practice
2	Indirect Teaching: Indirect teaching is a teaching strategy in which the lecturer creates a learning environment that allows learners to actively approach knowledge without direct intervention. This approach	- Case-based learning - Problem-based learning

	encourages learners to participate actively in the learning process, using critical thinking and independent problem-solving skills. Instead of directly delivering knowledge, learners explore, study, and apply the knowledge on their own. This teaching strategy not only helps develop learners' self-learning and self-research abilities but also enhances their awareness and personal responsibility in learning and professional development.	- Guided questioning - Exercises - Discussion - Debate - Project-based learning - Online learning
3	Experiential Learning: Experiential learning consists of four stages: Concrete experience, in which learners participate in practical activities such as group discussions, experimental practice, or field trips; Reflective observation, when learners reflect on and analyze the results, behaviors, and emotions arising from the experience; Abstract conceptualization, when learners draw lessons and theoretical insights from the reflection process; and Active experimentation, when learners apply knowledge to new situations to test and adjust their understanding. Experiential learning not only helps develop knowledge and skills but also enhances learners' attitudes.	- Internship - Fieldwork - Simulation - Practice - Discussion - Project-based learning
4	Interactive Teaching and Learning: Interactive teaching is a teaching strategy in which learners not only receive knowledge from the lecturer but also actively participate in discussions, dialogues, and collaboration with peers and the lecturer. The lecturer organizes and facilitates the learning process, creating opportunities for continuous interaction and feedback. This teaching strategy helps develop communication, collaboration, critical thinking, and problem-solving skills, while also enhancing learners' confidence and proactiveness.	- Interactive lectures - Group exercises - Discussion - Debate - Practice - Internship - Fieldwork - Project-based learning

5	Self-Study: Self-Study is a learning strategy in which learners take responsibility for determining their learning goals, developing plans, and controlling their own learning process with minimal support from the lecturer. Learners actively seek learning resources and complete learning tasks through exercises, projects, or problems proposed by the lecturer. Self-directed learning not only helps develop learners' self-learning and self-research abilities but also promotes autonomy, personal responsibility, and the ability to solve problems independently.	- Online learning - Homework assignments - Self-directed learning - Practice - Internship - Fieldwork - Project-based learning
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7.2. Learning Assessment

Learning assessment is conducted in accordance with the current undergraduate training regulations of Quy Nhon University.

7.2.1. Course Assessment and Grading

Course Evaluation and Grading			
1. For theoretical courses or courses combining theory and practice	The overall course assessment score (hereinafter referred to as the course score) consists of two components: the continuous assessment score and the final examination score.	Continuous assessment score: Accounts for 30%, 40%, or 50% of the total course score. Final examination score: Accounts for 70%, 60%, or 50% of the total course score.	The assessment methods, assessment forms, and the weighting of each component score are specified in the detailed course syllabus of each course.
2. For courses consisting only of laboratory or practical sessions	The average score of all practical assignments during the semester, rounded to one decimal place, is considered the score of the practical course.		
3. For specialized courses such as internships,	The faculty responsible for the course proposes the course assessment, and the Rector makes the final decision.		

fieldwork, course projects, and course theses		
4. Assessment of the Bachelor Thesis	The assessment of the Bachelor Thesis is conducted by a committee established by decision of the Rector. The committee consists of three members: a Chairperson, a Reviewer, and a Secretary (the supervisor is not a member of the committee). The committee organizes the thesis defense and conducts the assessment when all members are present.	The assessment score for the Graduation Thesis/Graduation Project is the average of the component scores given by the supervisor and the members of the committee $[\text{Supervisor's score} + \text{scores from three committee members}] / 4.$ Each component score is graded on a 10-point scale and recorded to one decimal place. The final Graduation Thesis/Graduation Project score is calculated on the 10-point scale, rounded to one decimal place, and converted to the corresponding letter grade scale.

Grading Scale Used

Assessment Grading Scale	10-point scale: Ranging from 0 to 10 (with one decimal place), this scale is used to assess and record the continuous assessment score, the final examination score, and the course score.
	Letter grading scale: Used to classify course results in a different format corresponding to the course score on the 10-point scale.
	4-point scale: Used to calculate the semester GPA and cumulative GPA, to evaluate students' academic performance after each semester or study period, and to classify graduation results.

Conversion Rules Between Grading Scales

10-point scale	Letter grade scale	4-point scale	Result
9- 10	A ⁺	4	Pass
8-8,9	A	3,5	
7-7,9	B ⁺	3	

6 - 6,9	B	2,5	
5 - 5,9	C	2	
4-4,9	D	1,5	
0 - 3,9	F	0	Fail

7.2.2. Assessment Methods

Assessment Methods	
Observational Assessment	This method is used to assess students' attendance and learning attitudes, including their learning awareness, independence, and creativity. It involves monitoring class attendance, preparation for lessons, participation in discussions, and contributions to classroom activities.
Assignment Assessment	This method evaluates the extent to which students complete the assignments given by the instructor related to the lesson during and after class. These assignments may be completed individually or in groups and are graded based on criteria that have been communicated to students in advance.
Presentation Assessment	Students are required to work individually or in groups and present their results to other students. This activity not only assesses the extent to which students achieve the required subject-specific knowledge but also evaluates the development of skills such as communication, negotiation, and teamwork.
Written Tests	The written assessment method includes essay-type tests and objective multiple-choice tests, or a combination of both.
Practical Assessment	Students are assessed based on criteria such as the accuracy of procedures and operations performed, the outcomes achieved, and the quality of the practical report.
Oral Assessment	Students are assessed through interviews and direct question-and-answer sessions. This method is used in certain courses to evaluate students' overall competence, including their knowledge as well as communication and presentation skills.
Group Work Assessment	This method is used in group-based learning activities to evaluate students' teamwork skills.

Essay / Term Paper Assessment	Students are assessed through writing a report on a topic related to a course or a practical issue in order to draw conclusions, provide insights, and propose solutions for implementation or improvement of the identified problem. The assessment of the term paper includes evaluation of the structure, content, conclusions, and the format of presentation.
Learning Project Product Assessment	Through the products developed by students, the instructor evaluates the level of development, creativity, and effectiveness of the completed product. The criteria and standards used to assess the product may vary. Product assessment is conducted based on the specific context of real-world situations.

Matrix of the Relationship between Assessment Methods and Program Learning Outcomes (PLOs)

Assessment Methods	Program Learning Outcomes (PLOs)								
	1	2	3	4	5	6	7	8	9
Observational Assessment			x	x	x	x		x	x
Assignment Assessment	x	x	x	x	x	x	x	x	x
Presentation Assessment	x		x		x	x		x	x
Written Tests	x	x	x	x		x	x	x	x
Practical Assessment	x	x	x	x	x	x	x	x	x
Oral Assessment	x				x	x			x
Group Work Assessment					x		x	x	x
Essay / Term Paper Assessment	x	x	x	x		x	x	x	x
Project-Based Assessment	x	x	x		x	x	x	x	

8. PROGRAM CONTENT

No	Course codes	Course	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		DPSLM	
02	1130300	Marxist–Leninist Political Economy	2	2	27		6			62	1130299	DPSLM	
03	1130049	Introduction to Law	1	2	27		6			62		DPSLM	
04	1130301	Scientific Socialism	3	2	27		6			62	1130300	DPSLM	
05	1130302	History of the Communist Party of Vietnam	4	2	27		6			62	1130301	DPSLM	
06	1130091	Ho Chi Minh Thought	5	2	27		6			62	1130302	DPSLM	
I.2. Physical Education and National Defense–Security Education				12									
Physical Education: Choose 1 of the following 8 courses:				3									
07	1120172	Physical Education 1 (Football 1)	1	1	4			26		21		DPE	
08	1120173	Physical Education 2 (Football 2)	2	1	4			26		21	1120172	DPE	
09	1120174	Physical Education 3 (Football 3)	3	1	4			26		21	1120173	DPE	
10	1120175	Physical Education 1 (Volleyball 1)	1	1	4			26		21		DPE	
11	1120176	Physical Education 2 (Volleyball 2)	2	1	4			26		21	1120175	DPE	
12	1120177	Physical Education 3 (Volleyball 3)	3	1	4			26		21	1120176	DPE	
13	1120178	Physical Education 1 (Basketball 1)	1	1	4			26		21		DPE	
14	1120179	Physical Education 2 (Basketball 2)	2	1	4			26		21	1120178	DPE	
15	1120180	Physical Education 3 (Basketball 3)	3	1	4			26		21	1120179	DPE	
16	1120181	Physical Education 1 (Badminton 1)	1	1	4			26		21		DPE	

17	1120182	Physical Education 2 (Badminton 2)	2	1	4			26		21	1120181	DPE	
18	1120183	Physical Education 3 (Badminton 3)	3	1	4			26		21	1120182	DPE	
19	1120184	Physical Education 1 (Vietnamese Traditional Martial Arts 1)	1	1	4			26		21		DPE	
20	1120185	Physical Education 2 (Vietnamese Traditional Martial Arts 2)	2	1	4			26		21	1120184	DPE	
21	1120186	Physical Education 3 (Vietnamese Traditional Martial Arts 3)	3	1	4			26		21	1120185	DPE	
22	1120187	Physical Education 1 (Taekwondo 1)	1	1	4			26		21		DPE	
23	1120188	Physical Education 2 (Taekwondo 2)	2	1	4			26		21	1120187	DPE	
24	1120189	Physical Education 3 (Taekwondo 3)	3	1	4			26		21	1120188	DPE	
25	1120190	Physical Education 1 (Karate-do 1)	1	1	4			26		21		DPE	
26	1120191	Physical Education 2 (Karate-do 2)	2	1	4			26		21	1120190	DPE	
27	1120192	Physical Education 3 (Karate-do 3)	3	1	4			26		21	1120191	DPE	
28	1120239	Physical Education 1 (Pickle ball 1)	1	1	4			26		21		DPE	
29	1120240	Physical Education 2 (Pickle ball 2)	2	1	4			26		21	1120239	DPE	
30	1120241	Physical Education 3 (Pickle ball 3)	3	1	4			26		21	1120240	DPE	
National Defense and Security Education				9									
31	1120168	National Defense and Security Education1	5	3	37		8			82		CNDSE	
32	1120169	National Defense and Security Education 2	5	2	22		8			52		CNDSE	
33	1120170	National Defense and Security Education3	5	2	14			16		44		CNDSE	
34	1120171	National Defense and Security Education4	5	2	4			56		36		CNDSE	
I.3. Foreign Languages				7									
35	1090061	English I	1	3	30	15				100		DFL	
36	1090166	English II	2	4	40	20				135	1090061	DFL	

I.4. Social Sciences/Mathematics; Natural Sciences–Environment; Management Sciences				4									
37	2010156	Pedagogical Communication	4	2	20			20		55	2030410	DE	
38	2010171	Experiential and Career-Oriented Activities in Schools	5	2	20			20		55	2030410	DE	
II. Professional Education Knowledge				114									
II.1. Fundamental knowledge and Disciplinary Knowledge				34									
<i>II.1.a. Compulsory Courses</i>				<i>32</i>									
39	1050242	ICT Fundamentals for Education	1	3	30			30		85		DIT	
40	1100086	Psychology	2	3	30	10	10			95	1130299	DSSH	
41	2030410	Education Studies	3	4	36	20	0	8		131	1100086	DSSH	
42	2020634	Geology	1	2	22			16		57		DNS	
43	2020623	Cartography	2	3	35			20		90		DNS	
44	1080038	General Physical Geography I	1	3	35		10	10		90		DNS	
45	1080039	General Physical Geography II	2	3	40			10		95	1080038	DNS	
46	1080040	General Physical Geography III	3	3	35	5		10		95	1080039	DNS	
47	1080177	General Socio-Economic Geography I	3	3	35	5	10			95	1080038	DNS	
48	2020391	General Socio-Economic Geography II	4	3	35		10	10		90	1080177	DNS	
49	1010477	Mathematical Statistics for Geography Education	2	2	20	10				65		DMS	
<i>II.1.1b. Elective Courses</i>				<i>02</i>									
<i>Choose 1 of the following 2 courses:</i>				<i>02</i>									
50	2030487	The history of world civilization	2	2	26	2	4			63		DSSH	
51	2030408	Vietnamese cultural foundation	2	2	26	2	4			63		DSSH	
II.2. Major and Specialization Knowledge (if any)				40									

II.2.1. Major Knowledge				40									
II.2.1a. Compulsory Courses				34									
52	2020820	Physical Geography of the World I	3	3	33		6	18		88	1080040	DNS	
53	2020821	Physical Geography of the World II	4	2	20		8	12		55	2020820	DNS	
54	2020390	Vietnam's Physical Geography I	3	3	35	5		10		95	1080039	DNS	
55	2020393	Vietnam's Physical Geography II	4	3	35	5		10		95	2020390	DNS	
56	2020823	Socio-economic Geography of the World I	5	2	20		10	10		55	2020821	DNS	
57	2020824	Socio-economic Geography of the World II	6	4	45	5		20		125	2020823	DNS	
58	2020825	Socio-economic Geography of Vietnam I	5	3	35	5		10		95	2020391	DNS	
59	2020826	Socio-economic Geography of Vietnam II	6	4	40	5	10	20		120	2020825	DNS	
60	2020822	Marine and Island Geography of Vietnam	7	2	20		10	10		55	2020826	DNS	
61	2020402	Settlement and Urbanization	7	2	25		10			60	2020826	DNS	
62	2020827	Vietnam's international economic integration	7	2	25		10			60	2020826	DNS	
63	2020828	Academic English for Geography	5	2	15	15				65	1090166	DNS	
64	2020829	GIS and Applications in Geography	6	2	20			20		55	2020623	DNS	
II.2.1b. Elective Courses				06									
Choose 1 of the following 2 courses:				02									
65	1080162	Climate Change and Disaster Risk Reduction	6	2	25		10			60	1080040	DNS	
66	1080174	Environmental Ecology	6	2	25		10			60	1080040	DNS	

<i>Choose 1 of the following 2 courses:</i>				02									
67	2020831	Local Geography	4	2	20		8	12		55	2020390	DNS	
68	2020394	Vietnamese Place Names	4	2	20		8	12		55	2020390	DNS	
<i>Choose 1 of the following 2 courses:</i>				02									
69	2020832	Tourism Geography	7	2	25		10			60	2020826	DNS	
70	2020833	Topics in Southeast Asian Regional Geography	7	2	25		10			60	2020826	DNS	
II.3. Supplementary Knowledge				34									
II.3.1. Professional Training and Skill Development				26									
<i>II.3.1.a. Compulsory Courses</i>				<i>24</i>									
71	2010220	Theories of Teaching Geography	4	3	30		12	18		85	2030410	DE	
72	2010221	Methods of Scientific Research in Geography	4	2	20			20		55	2020391	DE	
73	2010222	Development of a Geography curriculum in schools	5	2	20		8	12		55	2010220	DE	
74	2010223	Methods and techniques of teaching Geography	5	3	30		12	18		85	2010220	DE	
75	2010224	Planning and Organisation of Teaching Geography	6	3	30		12	18		85	2010220	DE	
76	2010227	Testing and Assessment in Teaching Geography	6	2	20		8	12		55	2010220	DE	
77	2010081	Teaching Skills Practicum I	6	2				60		35	2010220	DE	
78	2010226	Applying Information Technology to Teaching Geography	7	3	30		12	18		85	2010220	DE	
79	2010225	Applied Pedagogical Research	7	2	20			20		55	2010220	DE	
80	1080273	Teaching Skills Practicum II	7	2				60		35	2010081	DE	
<i>II.3.1.b. Elective Courses</i>				<i>02</i>									

<i>Choose 1 of the following 3 courses:</i>													
81	2010079	Experiential Learning in Geography Education	7	2	20			20		55	2010220	DE	
82	2010228	Integrated teaching in Geography Subject	7	2	20			20		55	2010220	DE	
83	2010229	Teaching aids in Geography	7	2	20			20		55	2010220	DE	
84	1150422	Entrepreneurship	7	2	20	5	10			60	1150422	DFBA	
II.3.2. Professional Internship				08									
85	2010077	Integrated Physical Geography Fieldwork	4	1					Interns hip		1080040	DE	
86	2010083	Vietnam's Socio-Economic Geography Fieldwork	6	1					Interns hip		2020825	DE	
87	1080092	Teaching Practicum I	7	1					Interns hip		2010081	DE	
88	1080093	Teaching Practicum II	8	5					Interns hip		1080092	DE	
II.4. Bachelor Thesis, Alternative Courses				06									
89	2010084	Bachelor Thesis	8	6					Thesis			DE	
Alternative Courses				6									
90	2020834	Topics in Modern Physical Geography	8	2	25		10			60	2020393	DNS	
91	2020835	Topics in Contemporary Socio-economic Geography	8	2	25		10			60	2020826	DNS	
92	2010230	Developing the ability to use Geography tools for high school students	8	2	20		8	12		55	2010222	DE	
Total:				138									

9. TENTATIVE TEACHING PLAN

Semester 1:

No	Course code	Course	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge	Note
				Theory	Assigme	Discussio						
1	1130299	Marxist–Leninist Philosophy	3	40		10			85		DPSLM	
2	1130049	Introduction to Law	2	27		6			62		DPSLM	
3	1090061	English I	3	30	15				115		DFL	
4	1050242	ICT Fundamentals for Education	3	30			30		85		DIT	
5	2020634	Geology	2	22			16		57		DFL	
6	1080038	General Physical Geography I	3	35		10	10		90		DNS	
Choose 1 of the following 8 courses:			1									
7	1120172	Physical Education 1 (Football 1)	1	4			26		21		DPE	
8	1120175	Physical Education 1 (Volleyball 1)	1	4			26		21		DPE	
9	1120178	Physical Education 1 (Basketball 1)	1	4			26		21		DPE	
10	1120181	Physical Education 1 (Badminton 1)	1	4			26		21		DPE	
11	1120184	Physical Education 1 (Vietnamese Traditional Martial Arts 1)	1	4			26		21		DPE	
12	1120187	Physical Education 1 (Taekwondo 1)	1	4			26		21		DPE	
13	1120190	Physical Education 1 (Karate-do 1)	1	4			26		21		DPE	
14	1120239	Physical Education 1 (Pickleball 1)	1	4			26		21		DPE	
Total (excluding Physical Education courses):			16									

Semester 2:

No	Course code	Course	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge	Note
				Theor	Assig	Discus						
1	1130300	Marxist–Leninist Political Economy	2	27		6			62	1130299	DPSLM	
2	2020623	Cartography	3	35			20		90		DNS	
3	1100086	Psychology	3	30	10	10			95	1130299	DSSH	
4	1090166	English II	4	40	20				135	1090061	DFL	
5	1080039	General Physical Geography II	3	40			10		95		DNS	
6	1010477	Mathematical Statistics for Geography Education	2	20	10				65		DMS	
<i>Choose 1 of the following 2 courses:</i>												
7	2030487	The history of world civilization	2	26	2	4			63		DSSH	
8	2030408	Vietnamese cultural foundation	2	26	2	4			63		DSSH	
<i>Choose 1 of the following 8 courses:</i>			1									
9	1120173	Physical Education 2 (Football 2)	1	4			26		21	1120172	DPE	
10	1120176	Physical Education 2 (Volleyball 2)	1	4			26		21	1120175	DPE	
10	1120179	Physical Education 2 (Basketball 2)	1	4			26		21	1120178	DPE	
11	1120182	Physical Education 2 (Badminton 2)	1	4			26		21	1120181	DPE	
12	1120185	Physical Education 2 (Vietnamese Traditional Martial Arts 2)	1	4			26		21	1120184	DPE	
13	1120188	Physical Education 2 (Taekwondo 2)	1	4			26		21	1120187	DPE	
14	1120191	Physical Education 2 (Karate-do 2)	1	4			26		21	1120190	DPE	
15	1120240	Physical Education 2 (Pickle ball 2)	1	4			26		21	1120239	DPE	
Total (excluding Physical Education courses):			19									

Semester 3:

No	Course code	Course	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge	Note
				Theory	Assignmen	Discussion						
1	1130301	Scientific Socialism	2	27		6			62	1130300	DPSLM	
2	2030410	Education Studies	4	36	20	0	8		131	1100086	DSSH	
3	1080040	General Physical Geography III	3	35	5		10		95	1080039	DNS	
4	1080177	General Socio-Economic Geography I	3	35	5	10			95	1080038	DNS	
5	2020389	Physical Geography of the World I	3	33		6	18		88	1080040	DNS	
6	2020390	Vietnam's Physical Geography I	3	35	5		10		95	1080039	DNS	
Choose 1 of the following 8 courses:			1									
7	1120174	Physical Education 3 (Football 3)	1	4			26		21	1120173	DPE	
8	1120177	Physical Education 3 (Volleyball 3)	1	4			26		21	1120176	DPE	
9	1120180	Physical Education 3 (Basketball 3)	1	4			26		21	1120179	DPE	
10	1120183	Physical Education 3 (Badminton 3)	1	4			26		21	1120182	DPE	
11	1120186	Physical Education 3 (Vietnamese Traditional Martial Arts 3)	1	4			26		21	1120185	DPE	
12	1120189	Physical Education 3 (Taekwondo 3)	1	4			26		21	1120188	DPE	
13	1120192	Physical Education 3 (Karate-do 3)	1	4			26		21	1120191	DPE	
14	1120241	Physical Education 3 (Pickle ball 3)	1	4			26		21	1120240	DPE	
Total (excluding Physical Education courses)			18									

Semester 4:

No	Course code	Course	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge	Note
				Theory	Assignmen	Discussion						
1	1130302	History of the Communist Party of Vietnam	2	27		6			62	1130301	DPSLM	

2	2020391	General Socio-Economic Geography II	3	35		10	10		90	1080177	DNS	
3	2020821	Physical Geography of the World II	2	25	5				65	ĐLTTNTG1	DNS	
4	2020393	Vietnam's Physical Geography II	3	35	5		10		95	2020390	DNS	
5	2010077	Integrated Physical Geography Fieldwork	1					Internship		1080040	DE	
6	2010221	Methods of Scientific Research in Geography	2	20			20		55	2020391	DE	
7	2010220	Theories of Teaching Geography	3	30		12	18		85	2030410	DE	
8	2010156	Pedagogical Communication	2	20			20		55	2030410	DE	
<i>Tự Choose 1 of the following 2 courses::</i>												
9	2020831	Local Geography	2	20		8	12		55	2020390	DNS	
10	2020394	Vietnamese Place Names	2	20		8	12		55	2020390	DNS	
Total:			20									

Semester 5:

No	Course code	Course	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge	Note
				Theory	Assignmen	Discussion						
1	1130091	Ho Chi Minh Thought	2	27		6			62	1130302	DPSLM	
2	2010171	Experiential and Career-Oriented Activities in Schools	2	20			20		55	2030410	DE	
3	2020823	Socio-economic Geography of the World I	2	20		10	10		55	2020821	DNS	
4	2020825	Socio-economic Geography of Vietnam II	3	35	5		10		95	2020391	DNS	
5	2010223	Methods and techniques of teaching Geography	3	30		12	18		85	2010220	DE	
6	2020828	Academic English for Geography	2	15	15				65	1090166	DNS	
7	2010222	Development of a Geography curriculum in schools	2	20		8	12		55	2030410	DE	
National Defense–Security Education												

8	1120168	National Defense-Security Education 1	3	37		8			82		CNDSE	
9	1120169	National Defense-Security Education 2	2	22		8			52		CNDSE	
10	1120170	National Defense-Security Education 3	2	14			16		44		CNDSE	
11	1120171	National Defense-Security Education 4	2	4			56		36		CNDSE	
Total (excluding National Defense-Security Education courses):			17									

Semester 6:

No	Course code	Course	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge	Note
				Theory	Assignment	Discussion						
1	2020824	Socio-economic Geography of the World II	4	45	5		20		125	2020823	DNS	
2	2020829	GIS and Applications in Geography	2	20			20		55	2020623	DNS	
3	2020826	Socio-economic Geography of Vietnam III	4	40	5	10	20		120	2020825	DNS	
4	2010083	Vietnam's Socio-Economic Geography Fieldwork	1					Internship		2020825	DE	
5	2010224	Planning and Organisation of Teaching Geography	3	30		12	18		85	2010220	DE	
6	2010227	Testing and Assessment in Teaching Geography	2	20		8	12		55	2010220	DE	
7	2010081	Teaching Skills Practicum I	2				60		35	2010220	DE	
<i>Choose 1 of the following 2 courses:</i>												
8	1080162	Climate Change and Disaster Risk Reduction	2	25		10			60	1080040	DNS	
9	1080174	Environmental Ecology	2	25		10			60	1080040	DNS	
Total:			19									

Semester 7:

No	Course code	Course	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge	Note
				Theory	Assignme	Discussion						
1	2020402	Settlement and Urbanization	2	25		10			60	2020826	DNS	
2	2020822	Marine and Island Geography of Vietnam	2	20		10	10		55	2020826	DNS	
3	2020827	Vietnam's international economic integration	2	25		10			60	2020826	DNS	
4	2010225	Applied Pedagogical Research	7	20			20		55	2010220	DE	
5	1080273	Teaching Skills Practicum II	2				60		35	2010081	DE	
6	1080092	Teaching Practicum I	1					Internship		2010081	DE	
7	2010226	Applying Information Technology to Teaching Geography	3	30		12	18		85	2010220	DE	
<i>Choose 1 of the following 4 courses:</i>												
8	2010229	Teaching aids in Geography	2	20			20		55	2010220	DE	
9	2010228	Integrated teaching in Geography Subject	2	20			20		55	2010220	DE	
10	2010079	Experiential Learning in Geography Education	2	20			20		55	2010220	DE	
11	1150422	Entrepreneurship	2	20	5	10			60	1150422	DFBA	
<i>Choose 1 of the following 2 courses::</i>												
12	2020832	Tourism Geography	2	25		10			60	2020826	DNS	
13	2020833	Topics in Southeast Asian Regional Geography	2	25		10			60	2020826	DNS	
Total:			18									

Semester 8:

No	Course code	Course	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge	Note
				Theory	Assignmen	Discussion						
1	1080093	Teaching Practicum II	5					Intern ship		1080092	DE	
Bachelor Thesis												
2	2010084	Bachelor Thesis	6					Thesis			DE	
Alternative Courses												
		Topics in Modern Physical Geography	2	25		10			60	2020393	DNS	
4	2020835	Topics in Contemporary Socio-economic Geography	2	25		10			60	2020826	DNS	
5	2010230	Developing the ability to use Geography tools for high school students	2	20		8	12		55	2010222	DE	
Total:			11									

10. GUIDELINES FOR TRAINING PROGRAM IMPLEMENTATION

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

- The training process is based on the designed curriculum, training objectives, target learners, workforce requirements, and specific requirements for the program. For elective courses, depending on practical conditions, development trends, and social needs, the Faculty will advise students to select appropriate courses.

- The Dean of the Department is responsible for organizing and providing guidance on the principles for developing detailed course syllabi to ensure that the objectives, contents, and requirements of the program are met, while also satisfying the needs of learners and society.

- The program is regularly reviewed, evaluated, and updated. The results of the review and evaluation are used to improve and enhance the quality of the program. The cycle for comprehensive program evaluation is no more than five years.

Gia Lai, July 22, 2025

RECTOR

Assoc. Prof. Dr. Doan Duc Tung