COURSE SYLLABUS

Course Number	Course Descriptive Title	Semester/Term	Academic Year	Credit Unit/s			Time Allotment Per Semester/MYT		
				Lecture	Laboratory	Total	Lecture	Laboratory	Total
EM 402a	Social Entrepreneurship	1st Semester	AY 2026-2027	3	0	3	3	0	3

I. University and School Vision-Mission and Graduate Attributes

University Vision-Mission	Graduate Attributes	School Vision-Mission
Saint Mary's University is envisioned as a premier CICM Catholic educational institution drawn into communion by the Wisdom of God, dedicated to the integral formation of persons exemplifying excellence, innovation and passion for Christ's Mission. We dedicate ourselves to: 1. Joyfully witnessing to Christ mission; 2. Responsibly taking the lead and participating in community building; 3. Relentlessly manifesting academic, personal and professional excellence; 4. Conscientiously strengthening communion; and 5. Steadfastly nurturing creativity and physical prowess.	Graduates of CICM institutions including Saint Mary's University are expected to have the following attributes: • life-faith integrated persons; • compassionate missioners; • globally enterprising leaders; • socially engaged professionals and • ethically committed stewards.	**Vision:** The School of Accountancy and Business is envisioned as a globally competitive learning center in accountancy and business that fosters productivity through nurturing personal and professional growth. It aims to provide a learning environment that fully prepares its students for careers as accountants, business professionals and entrepreneurs who will serve as catalysts in the sustainable development of local, national and international academic, professional and business communities. **Mission:** We dedicate ourselves to foster a learning environment that enables members of our community to develop the knowledge, experience, capabilities, and values needed for lifetime learning consistent with the vision-mission of the University, produce professional accountants and business leaders adequately prepared in the practice of their profession supportive of national development goals and standards of global excellence, and assist in the integral formation of the whole person who will contribute to the total development and sustainability of the community in a lifelong pursuit of truth.

II. Institutional Outcomes-Based Education Framework

At Saint Mary's University, outcomes-based education (OBE) focuses and organizes its discipline-based learning activities around what are essential for all learners to know, value and be able to do and achieve these at the desired competency level. The OBE framework of SMU is visually represented by images that would resemble an inner human figure being nurtured by its likeness. The learner-centeredness of Marian OBE is highlighted by the institutional outcomes derived from the vision and mission that define the core values of **Mission** and **Excellence** and through the core strategies of **Innovation** and **Communion**. The framework sets the attributes of the ideal Marian graduates based on the SMU vision - mission as part of institutional goals or program educational outcomes that emphasize lifelong learning (what are expected of Marian graduates about five years after graduation), and using these as bases for developing specific program outcomes (what are expected of Marian students upon graduation). The various curricular program outcomes are the sets of competencies (related knowledge, skills and attributes) that all learners are expected to demonstrate. These desired outcomes are translated to what the students learn in specific courses. SMU ensures that at the level of the courses, the desired course and learning outcomes are attained with the proper content, methodologies, and student performance assessment with the necessary supportive teaching-learning environment. The outcomes are anchored on the typology-based expectations of a university towards research to contribute to nation-building through knowledge generation and to community development. At the same time, the various elements are governed by standards for quality assurance and continuous improvement and by the goal of addressing local, as well as global needs.



MARIAN OBE FRAMEWORK

III. Approval and Revision History

	Name	Designation	Signature	Date		Name	Designation	Signature	Date
Last updated by	Mikaela Arantxa R. Nuestro	Faculty		08/06/205	Verified by	Dr. Regina D. Ramel, CPA	Academic Dean		
Reviewed by	Ms. Sheryl A. Baria, MBA	Dept. Head			Approved by	Dr. Moises Asuncion	VP Academic Affairs		

IV. Program Educational Outcomes

BS Entrepreneurship Graduates are expected to:

1. Demonstrate entrepreneurial mindset and behavior, including opportunity recognition, creativity, innovation, and resilience in starting and managing business ventures.
2. Apply functional knowledge and skills in business management and operations to effectively run entrepreneurial enterprises.
3. Exhibit the ability to make informed decisions using critical and analytical thinking, problem-solving skills, and sound business judgment.
4. Prepared to engage in lifelong learning and continuing professional development to adapt to the evolving business environment.
5. Show ethical and social responsibility in entrepreneurial activities, contributing to community development and sustainable business practices.
6. Expected to communicate effectively, negotiate, and lead with people management skills essential for entrepreneurship.

V. Program Outcomes, Performance Indicators and Measurement System

PO Code	Program Outcomes	Performance Indicators (PI)	Codes of Key Course(s) for the PI(s)	Assessment Methods			Evaluation Method(s)	Standards
				A1	A2	A3		
PM1	Exhibit commitment to ethical practices and social accountability in professional and community settings.	Actively participates in community service or social development programs and applies ethical decision-making in office management and organizational tasks.	Entrep 1 EM 402a	Observation during community outreach or social responsibility projects.	Case study analysis on ethical dilemmas and CSR scenarios.	Self and peer assessments on ethical behavior and social responsibility.	Rubrics assessing participation, attitude, and impact in CSR activities. Written reports or presentations analyzing CSR practices and outcomes.	At least 75% of students must meet or exceed satisfactory levels in CSR-related assessments. Graduates should demonstrate consistent ethical behavior and a proactive approach to social responsibility in professional settings.
PM 2	Preserve and promote "Filipino historical and cultural heritage;	Demonstrates commitment to integrating Filipino historical and cultural values in office practices and community engagements.	GHist GPICC	Project or presentation on Filipino historical sites, traditions, or cultural practices relevant to entrepreneurship.	Reflection essays on the importance of preserving Filipino cultural heritage in professional settings.	Participation and documentation of events or activities that promote Filipino culture and history.	Rubric assessing depth of understanding, relevance, and creativity in promoting Filipino heritage, historical events and their relevance to national identity. Oral presentation assessment using rubric (clarity, historical accuracy, relevance to Filipino heritage).	At least 75% of students must achieve satisfactory or higher ratings in assessments related to Filipino cultural heritage promotion. Graduates must exhibit cultural sensitivity and awareness when engaging with diverse communities and stakeholders.
PM3	Exercise high personal moral and ethical standards	Exhibit ethical behavior in academic and professional settings	GEthics Acctg BA 101 Acctg BA 103 FM 2EM	Reflective Essays	Ethical Dilemma Analysis	Decision-Making Scenarios	Case Presentation, Written Exam, Instructor Evaluation	At least 80% of students reach "Proficient" or higher in ethical reasoning rubric.

PO Code	Program Outcomes	Performance Indicators (PI)	Codes of Key Course(s) for the PI(s)	Assessment Methods			Evaluation Method(s)	Standards
		Uphold integrity in financial reporting						
PM4	Practice Marian virtues professionally and personally, manifesting the CICM charism	Demonstrate Marian values in leadership and service; Apply CICM principles in decision-making	CFE courses	Service Learning Projects	Group Discussion	Community Engagement	Community Reports, Instructor Evaluation, Peer Review	At least 80% of students attain "Proficient" or higher in Marian virtues rubric At least 80% of students complete required service-learning/extension activities
PC1	Effectively communicate orally and in writing both English and Filipino languages	Deliver clear and concise presentations; Write well-structured reports	GPCom EM 305a Entrep 112 Entrep 115 EM 204a	Oral Presentations	Business Reports	Technical Writing	Rubric-Based Grading, Peer Review, Instructor Feedback	At least 75% of students achieve "Proficient" or higher in both written and oral communication rubrics.
PC2	Work effectively and independently in multi-disciplinary and multi-cultural teams	Collaborate effectively in team settings; Resolve conflicts professionally	GPCom EM 305a Entrep 112 Entrep 115 EM 204a	Team-Based Projects	Group Discussions	Role-Playing	Peer Assessment, Supervisor Feedback, Group Performance Reviews	At least 75% of students achieve "Proficient" or higher on teamwork rubrics.
PC3	Express clearly and communicate effectively with stakeholders both in oral and written forms	Prepare professional correspondence; Deliver persuasive presentations	GPCom EM 305a Entrep 112 Entrep 115 EM 204a	Business Proposals	Oral Presentations	Client Correspondence	Presentation Rubric, Panel Evaluation, Instructor Feedback	At least 75% of students achieve "Proficient" or higher on teamwork rubrics.
PE1	Execute fundamental management functions including planning, organizing, staffing, directing, leading, and controlling effectively.	Demonstrates effective recruitment and utilization of human resources and provides clear directions and motivates team members to achieve objectives.	EM 1 EM 102 HumRes EM 402a EntEl2	Practical management simulation exercises.	Internship or practicum supervisor evaluations focusing on management skills.	Written examinations on management principles and techniques.	Rubric-based assessment measuring competency in each management function and performance appraisal reports from internship or practicum supervisors.	At least 75% of students must achieve satisfactory or higher ratings in management function assessments. Application of sound managerial principles consistent with organizational policies and Philippine business standards.
PE2	Utilize information and communication technology (ICT) tools and systems effectively and efficiently to support	Demonstrates proficiency in using common office software (e.g., word processing, spreadsheets, presentation tools) and applies ICT tools to	GIT EntEl5 EntEl4 EM 302a	Practical tasks and projects using various office software and digital tools.	Observation and evaluation during internship or practicum where ICT is applied.	Simulated problem-solving exercises involving ICT troubleshooting.	Supervisor or mentor feedback on ICT skills demonstrated during actual work experience.	At least 75% of students must achieve satisfactory or higher ratings in ICT-related assessments. Compliance with national regulations and ethical guidelines

PO Code	Program Outcomes	Performance Indicators (PI)	Codes of Key Course(s) for the PI(s)	Assessment Methods			Evaluation Method(s)	Standards
	office administration tasks.	organize, store, and retrieve office data securely and accurately.						concerning ICT use and data privacy.
PE 3	Utilize decision-making tools to solve problems critically, analytically, and creatively, leading to effective outcomes.	Demonstrates the ability to apply appropriate decision-making tools to generate innovative solutions and achieve organizational goals.	OM TQM STRAMA EntEl1 EntEl3	Case study analysis requiring application of decision tools to real-world office administration problems.	Problem-solving exercises during internship or practicum with documented outcomes.	Written reports or presentations explaining the decision-making process and results.	Use of a rubric evaluating the effectiveness, creativity, and analytical approach in solving problems using decision tools.	At least 75% of students must demonstrate proficiency in using decision tools to develop practical solutions. Graduates should consistently apply critical thinking and creativity in problem-solving scenarios within office administration contexts.
PE 4	Conduct thorough environmental analysis to identify viable business opportunities and develop profitability profiles for selecting entrepreneurial ventures.	Demonstrate the ability to critically analyze market and environmental factors, applying entrepreneurial knowledge and skills at PQF Level 6 to evaluate and select profitable business ventures.	EM 1 EM 102 EM 305a Entrep 112 Entrep 115 EM 205a EM 402a EM 404a EM 302a	Case study analysis of market trends and business opportunities.	Business opportunity scanning and feasibility report development.	Practical project involving creation of profitability profiles for potential ventures.	Rubric assessing analytical rigor, accuracy of profitability projections, and application of entrepreneurial principles aligned with PQF Level 6 standards.	At least 75% of students must demonstrate proficiency in environmental scanning and profitability analysis to identify viable ventures, applying Level 6 entrepreneurial competencies to produce feasible business proposals that meet stakeholder and industry standards.
PE 5	Develop a comprehensive business plan that outlines strategies for successful venture creation and management.	Demonstrate the ability to design and present a detailed, realistic, and market-driven business plan consistent with PQF Level 6 standards, integrating financial, marketing, operational, and strategic components.	EM 305a Entrep 112 Entrep 115 EnT1 EnT2 EnT3 EnT4 EntEl6 EntEl1 EntEl2 EntEl8 EntEl3 EntEl5 EntEl10 EntEl9 EntEl4 EntEl7	Preparation and submission of a full business plan document.	Presentation and defense of the business plan before a panel.	Peer and instructor review of business plan feasibility and completeness.	Rubric evaluating the clarity, coherence, financial accuracy, market analysis, and overall viability of the business plan following PQF Level 6 criteria.	At least 75% of students must produce and defend business plans that effectively integrate comprehensive market, financial, operational, and strategic analyses, demonstrating entrepreneurial competencies at PQF Level 6 consistent with professional and industry expectations.
PE 6	Operate and manage the enterprise	Consistently apply good governance practices	EM 205a EM 402a	Case studies evaluating	Reflective reports on implementing	Simulation exercises or	Rubric assessing effectiveness in applying	At least 75% of students must demonstrate the ability to

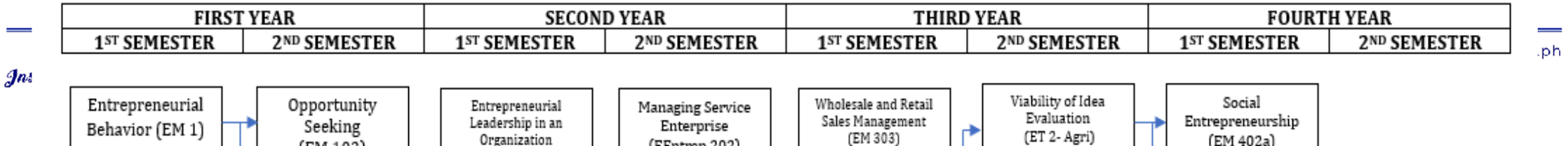
PO Code	Program Outcomes	Performance Indicators (PI)	Codes of Key Courses(s) for the PI(s)	Assessment Methods			Evaluation Method(s)	Standards
	observing good governance and social responsibility	and integrate social responsibility initiatives in managing enterprises, demonstrating entrepreneurship competencies at PQF Level 6.	EnT1 EnT2 EnT3 EnT4	governance and CSR practices in business scenarios.	ethical and socially responsible decisions in enterprise management.	role-play involving governance and CSR challenges.	governance principles, ethical decision-making, and social responsibility aligned with PQF Level 6 standards.	effectively operate and manage enterprises by applying good governance and social responsibility principles consistent with PQF Level 6 competencies and ethical business standards.
PE 7	Demonstrate effective interpersonal skills and respect for diversity in various work and social environments.	Successfully builds positive relationships and communicates respectfully with individuals from diverse backgrounds.		Observation during group activities, internships, or practicum focusing on interpersonal interactions.	Role-playing exercises or simulations addressing conflict resolution and teamwork in diverse settings.	Reflective journals or self-assessments on experiences working with diverse groups.	Rubric-based evaluation assessing communication, empathy, respect, and collaboration in diverse environments.	At least 75% of students must demonstrate satisfactory interpersonal skills in diverse settings. Graduates should show consistent respect, adaptability, and cooperative behavior when interacting with individuals of varying backgrounds.
PI 1	Conduct research through independent studies of relevant literature and appropriate use of accounting theory and methodologies	Formulate research problems; Apply proper research methodologies	Entrep 112 Entrep 115 EM 204a	Research Proposal	Thesis Defense	Feasibility studies	Research Panel Feedback, Grading Rubric, Publication Review	At least 75% of students received Satisfactory ratings on all performance and practical
PI 2	Participate in the generation of new knowledge or in research and development projects	Conduct independent research; Develop innovative solutions in accounting	Entrep 112 Entrep 115 EM 204a	Paper Presentation (Conferences)	Feasibility Study	Research Paper	Peer Review, Faculty Assessment, Industry Feedback	At least 1 collaborative paper/project per graduating batch presented externally (regional/national level).

VI. Curriculum Justification and Curriculum Map

PROGRAM OUTCOMES	RELATIONSHIP OF COURSES TO PROGRAM OUTCOMES																				
	PE 1	PC 1	PC 2	PM 1	PC 3	PE 2	PE 3	PE 4	PC 4	PE 5	PC 5	PE 6	PC 6	PM 2	PE 7	PI1	PE 8	PE 9	PC 7	PC 8	PC 9	PI2	PM 3
COMMON BUSINESS & MANAGEMENT EDUCATION COURSES																							
Operations Management & TQM	L	P	O	P		L	P	L	P	P	O	O	O	O	L		O	O	O				O
Strategic Management	L	P	P	P		P	P	P	P		P	O	L	P	P				P				P
BUSINESS ADMINISTRATION COURSES																							
Entrepreneurial Behavior	L	P		P			L	L	L	O			O	O	L	O	P	P	O	P		O	P
Opportunity Seeking	L	P		P			L	L	L	O			O	O	L	O	P	P	O	P		O	P
Business Plan Preparation	P	P	P	P		L	P	P	P	P	L	P	P	P	P	P	L	O	P	P	P	O	P
Business Plan Implementation I: Product Development and Market Analysis	P	P	P	P		L	P	P	P	P	L	P	P	P	P	P	L	O	P	P	P	O	P
Business Plan Implementation II	P	P	P	P		L	P	P	P	P	L	P	P	P	P	P	L	O	P	P	P	O	P
Basic Microeconomics	L	P		L			L	L	P		O	L	L	O	L	O	O	P	P	O	O		O
Business Law and Taxation, with focus on Laws Affecting Micro, Small and Medium Enterprises	L	P	P	L	O	P	P	L	P	O	O	L	L	O	L	O	O	L	O	O	P	O	P
Financial Management (Financial Analysis for Decision Making)	L			O				P	O	L			O	O	L	L	P	L	O			L	O
International Business and Trade	L	P	P	P		P	P	P	O		O	O	O	L	L	O	O	L	L	O	P	O	P
Human Resource Management	L	P	O					L	P	L					L	O	O	P	O				O
Pricing and Costing	L	O		P		L	L	L	P	O			O	O	L	O	O	P	O			O	P
Innovation Management	L	P		P			L	L	L	O			O	O	L	O	P	P	O	P		O	P
Social Entrepreneurship	L	P		L			L	L	P		O	L	P	O	L	O	O	P	P	O	O		O
Programs and Policies on Enterprise Development		L						P	L					P	L	L	O	P	P			L	O
E-Commerce and Internet Marketing	P														P			P	O				O
Business Statistics		L						P	L					P	L	L	P	O	P			L	O
Financial Accounting and Reporting with ERP	L			O				P	O	L			O	O	L	L	P	L	O			L	O
Conceptual Framework and Accounting Standards	L	P	P	L	O	P	P	L	P	O	O	L	O	L	L	O	O	L	O	O	P	O	P
Income Taxation	L	P		L			L	L	P		O	L	P	O	L	O	O	P	P	O	O		O

PROGRAM OUTCOMES	RELATIONSHIP OF COURSES TO PROGRAM OUTCOMES																					
	PE 1	PC 1	PC 2	PM 1	PC 3	PE 2	PE 3	PE 4	PC 4	PE 5	PC 5	PE 6	PC 6	PM 2	PE 7	PI1	PE 8	PE 9	PC 7	PC 8	PC 9	PI2	PM 3
Business Taxes and Income Tax for Corporation	L	P	P	L	O	P	P	L	P	O	O	L	L	O	L	O	O	L	O	O	P	O	P
Obligations and Contracts	L	P		L		L	L	L	P		O	L	P	O	L	O	O	P	P	O	O		O
Sales Agency and Credit Transactions	L	P		O			L	P	P	P	O		P	P	L	O	P	P	L	L		O	P
Law on Business Organization: Partnership and Corporation	L	P		O			L	O	O	O					L	O	O	L	L	O		O	O
SPECIALIZED TRACKS																							
Businesses sustainability, focusing on long-term ecological balance and social equity alongside economic success.	L	P		P			L	L	L	O			O	O	L	O	P	P	O	P		O	P
Integrates technology with innovative business practices	L	P		O			O	L	P				O	P	L	O	P	P	O			O	P
Integrates technology and business models to enhance agricultural productivity.	L	P		O			O	L	P				O	P	L	O	P	P	O			O	P
Creating and managing food-related business ventures.	L	P		O			O	L	P				O	P	L	O	P	P	O			O	P
PROFESSIONAL ELECTIVES																							
Franchising	L	P		O				L	P	P			O	O					O	P			P
Entrepreneurial Marketing Strategies	L	P		O		O	O	L	P	P		O	O	O	L	O			O				P
Entrepreneurial Leadership in an Organization	P														P			P	O				O
Microfinancing	P														P			P	O				O
Supply Chain Management	P														P			P	O				O
Trends in Entrepreneurship	P														P			P	O				O
Events Management	L	P		O			O	L	P				O	P	L	O	P	P	O			O	P
Hospitality Management	L	P		O			O	L	P				O	P	L	O	P	P	O			O	P
Management of Technology	L	P		O			O	L	P				O	P	L	O	P	P	O			O	P
Microbiology and Food Processing	L	P		P			L	L	L	O			O	O	L	O	P	P	O	P		O	P

VII. Course Prerequisite Map



VIII. Course Description

Business Implementation 1 is the first of a two-course (Business Implementation 1 and 2) practicum sequence in which each student or student team starts and operates an actual micro or small enterprise based on the business plan drafted in the previous semester. The course opens by having each venture set concrete semester goals, then is consultation-based: the class meets once a week so the instructor can review each venture's weekly progress report against those goals, provide mentorship, and validate compliance and performance. Rather than lecture-heavy content delivery, each term develops only three focused topics that build directly toward that term's compiled progress-report output. Prelim and Midterm each close with a short presentation on the term's accomplishments; Finals closes with a compilation of the entire semester's weekly reports and a panel presentation of the venture's overall progress. Emphasis is on goal-setting, resource mobilization and compliance, market launch, monitoring, and adaptive problem-solving — the operating half of the entrepreneurial cycle that Business Plan Development is simultaneously revising on paper.

IX. Applicable United Nations Sustainability Development Goals (UN SDGs)

a. **SDG 4 – Quality Education**
Students gain practical, research-based learning by developing a full feasibility study that integrates knowledge across business, finance, and management.

b. **SDG 8 – Decent Work and Economic Growth**
The course equips students to create feasible business ventures that promote entrepreneurship, generate jobs, and support sustainable economic growth.

c. **SDG 9 – Industry, Innovation, and Infrastructure**
Students are encouraged to innovate in product, service, or process design, contributing to business solutions that strengthen industries and improve systems.

d. **SDG 11 – Sustainable Cities and Communities**
Business ideas are assessed for their social impact, location relevance, and potential to support sustainable development within communities.

e. **SDG 12 – Responsible Consumption and Production**
Feasibility studies highlight efficient use of resources, eco-friendly processes, and sustainable practices in business operations.

f. **SDG 17 – Partnerships for the Goals**
Students learn to identify stakeholders, partners, and networks necessary for launching and sustaining their proposed businesses.

X. Alignment Matrix of Program Outcomes, Course Outcomes and Course Learning Outcomes

Course Outcomes [what students are able to achieve at the end of the semester]	Course Learning Outcomes [what students are able to achieve at the end of learning activities]	PM1	PM2	PM3	PM4	PM5	PM6	PC1	PC2	PC3	PC4	PC5	PE1	PE2	PE3	PI1	PI2	PI3	PI4	PI5	PI6	PI7	PI8	PI9
CO1. Demonstrate a critical understanding of social entrepreneurship and analyze social problems, communities, and social-enterprise opportunities within the Philippine context.	CLO1. Explain the principles, concepts, and Philippine context of social entrepreneurship, including its distinctions from traditional entrepreneurship, CSR, charity, NGOs, and activism. CLO2. Analyze social and community problems using systems thinking, stakeholder analysis, asset-based approaches, and ethical opportunity-recognition tools.		■	■									■	■						■				

Course Outcomes [what students are able to achieve at the end of the semester]	Course Learning Outcomes [what students are able to achieve at the end of learning activities]	PM1	PM2	PM3	PM4	PM5	PM6	PC1	PC2	PC3	PC4	PC5	PE1	PE2	PE3	PI1	PI2	PI3	PI4	PI5	PI6	PI7	PI8	PI9
CO2. Evaluate and apply ethical, participatory, and sustainable approaches in developing and implementing social-enterprise initiatives with communities and stakeholders.	CLO3. Evaluate social-enterprise models in terms of social mission, stakeholder participation, cultural and ethical considerations, financial sustainability, and potential for social impact. CLO4. Apply human-centered, participatory, and ethically responsible approaches in engaging communities and developing or implementing social-enterprise activities.	■		■	■				■	■								■				■		
CO3. Assess, communicate, and improve the social impact and sustainability of social-enterprise initiatives using evidence-based and community-accountable approaches.	CLO5. Design and evaluate strategies for responsible marketing, operations, funding, partnerships, sustainability, scaling, and protection against mission drift in social enterprises. CLO6. Develop, measure, communicate, and recommend improvements to social-enterprise initiatives using Theory of Change, appropriate impact indicators, stakeholder evidence, and community accountability.			■				■		■				■			■							■

XI. Course Learning Plan and Timeframe

Course Learning Outcome	Topic	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
	Course Orientation ● University Prayer ● University Vision-Mission ● School Vision-Mission ● Course Description ● Course Prerequisite Map ● Course Outcomes ● Course Requirements and Grading System ● Class Policies	Week 1: 1.5 hours			
CLO1. Explain the principles, concepts, and Philippine context of social entrepreneurship, including its distinctions from traditional entrepreneurship, CSR, charity, NGOs, and activism.	**1 - Foundations of Social Entrepreneurship and the Philippine Context** ● Social entrepreneurship and social enterprise ● Social entrepreneurship versus traditional entrepreneurship, CSR, charity, NGOs, and activism ● Characteristics and motivations of social entrepreneurs ● Social innovation and social change ● People, Planet, Profit / multiple-bottom-line thinking ● Social entrepreneurship and the SDGs ● Philippine social-enterprise ecosystem and emerging policy environment	Week 1 - 1.5 hours	● Lecture / Direct Instruction; ● Collaborative Learning; ● Inquiry-Based Learning	**Collavo, T. (2023).** *Foundations of Social Entrepreneurship: Theory, Practical Tools and Skills.* Routledge. doi:10.4324/9781003121824	● **Diagnostic Assessment** ● Pre-course knowledge/perspective survey on social entrepreneurship ● Concept comparison activity: Social Entrepreneurship vs. Traditional Entrepreneurship, CSR, Charity, NGOs, and Activism Exit ticket on People, Planet, Profit and the SDGs ● **Formative Assessment**
CLO2. Analyze social and community problems using systems thinking, stakeholder analysis, asset-based	**2 - Understanding Social Problems, Communities and Opportunities** ● Symptoms versus root causes ● Stakeholder mapping	Week 2 - 3 hours	● Problem-Based Learning (PBL); ● Collaborative Learning; ● Inquiry-Based Learning	**Collavo, T. (2023).** *Foundations of Social Entrepreneurship: Theory, Practical Tools and Skills.* Routledge.	● Formative Assessment ● Root Cause Analysis / Problem Tree

approaches, and ethical opportunity-recognition tools.	• Community assets versus deficit thinking
	• Social problems as systems
	• Opportunity recognition for social change
	• Beneficiaries, customers, partners, and other stakeholders
	• Community participation and ethical problem identification
				doi:10.4324/9781003121824	• Scenario-Based Assessment
					  • Stakeholder Mapping and Community Asset Mapping
					• Criterion-Referenced Assessment
					  • Scenario analysis identifying beneficiaries, customers, partners, and other stakeholders using a prescribed rubric

CLO3. Evaluate social-enterprise models in terms of social mission, stakeholder participation, cultural and ethical considerations, financial sustainability, and potential for social impact.	**3 -** Learning from Social Enterprises: Mission, Model and Impact
	• Bukidnon Tagoloanon Mulahay Ha Kabukalagan Agricultural Cooperative
		Week 3 – 6-10.5 hours	• Case-Based / Problem-Based Learning;
			• Collaborative Learning;
			• Inquiry-Based Learning
				Dinlayan, L. S., Garcia, H., & Emata, A. L. R. L. (2025). A sustainability framework for social entrepreneurship through an Indigenous Peoples' cooperative: The case of the Bukidnon-Tagoloanon Tribe. *Canadian Journal of Nonprofit and Social Economy Research, 16*(2). doi:10.29173/cjnser696	• Formative Assessment
					  • Social Enterprise Case Analysis Worksheet
					• Oral Assessment
					  • Group discussion/presentation of the mission, business model, stakeholders, and impact of the selected social enterprise
					• Criterion-Referenced Assessment
					  • Case-analysis preparation evaluated using established criteria

	FIRST TERM EXAMINATION **Case Analysis Paper**	Week 6: 1.5 hours	Inquiry-Based Learning / Independent Analysis	Dinlayan, L. S., Garcia, H., & Emata, A. L. R. L. (2025). A sustainability framework for social entrepreneurship through	• PRELIM EXAMINATION

				an Indigenous Peoples' cooperative: The case of the Bukidnon-Tagoloanon Tribe. *Canadian Journal of Nonprofit and Social Economy Research, 16*(2). doi:10.29173/cjnser696	• Summative Assessment; Criterion-Referenced Assessment
CLO4. Apply human-centered, participatory, and ethically responsible approaches in engaging communities and developing or implementing social-enterprise activities.	**4 - Human-Centered Community Engagement and Ethical Co-Creation** • Human-Centred Design / Design Thinking • Empathy and observation • Community interviews • Co-creation rather than designing "for" people • Asset-based community engagement • Power relations between entrepreneurs and beneficiaries • Ethical storytelling and representation	Week 7-8: 4.5 hours	• Project-Based Learning; • Collaborative Learning • Demonstration	Diaz-Sarachaga, J. M., & Ariza-Montes, A. (2022). The role of social entrepreneurship in the attainment of the Sustainable Development Goals. *Journal of Business Research, 152*, 242–250. doi:10.1016/j.jbusres.2022.07.061.	• **Formative Assessment**; • **Performance/Scenario-Based Assessment**; • Empathy Map / Community Interview Guide • Role-play or simulation of ethical community interviewing and co-creation • **Ipsative Assessment** • Individual reflection comparing initial assumptions about the community with insights gained after engagement
	5 - Indigenous Enterprise, Cultural Rights and Ethical Trade • Indigenous entrepreneurship and community enterprise • Cooperatives and collective enterprise • Indigenous governance and community participation • Indigenous Knowledge Systems and Practices • Cultural intellectual property • Fair compensation and benefit sharing • Attribution and authenticity • Ethical commercialization • Cultural appropriation versus respectful enterprise	Week 9-11: 7.5 hours	• Problem-Based Learning (PBL); • Inquiry-Based Learning; • Collaborative Learning	RichestPH. (2024). The rise of social entrepreneurship in the Philippines: Blending profit with purpose. https://richestph.com/the-rise-of-social-entrepreneurship-in-the-philippines-blending-profit-with-purpose/	• **Scenario-Based Assessment**; ○ Ethical dilemma/case analysis involving cultural appropriation, attribution, fair compensation, or benefit sharing ○ Group discussion on responsible commercialization of Indigenous knowledge and products • **Formative Assessment**; • **Oral Assessment** ○ Short oral defense of

					proposed ethical action
CLO5. Design and evaluate strategies for responsible marketing, operations, funding, partnerships, sustainability, scaling, and protection against mission drift in social enterprises.	**6 - Social Enterprise Trade Fair: Responsible Marketing and Operations** ● Social value communication ● Ethical storytelling ● Product and producer attribution ● Pricing and fair value distribution ● Basic costing ● Merchandising ● Customer education ● Trade-fair logistics ● Inventory management ● Customer feedback ● Simple impact data collection		● Project-Based Learning; ● Collaborative Learning; ● Demonstration	Campos, J. R. & Campos, J. D. S. (2023). *Good governance and social responsibility: A philosophical and business approach.* Mutya Publishing House.	● **Performance-Based / Project Assessment**; ○ Trade Fair Preparation Plan ○ Product costing, pricing, merchandising, inventory, and ethical storytelling materials ● **Criterion-Referenced Assessment**; ○ Peer/instructor feedback on booth preparation and responsible marketing practices ● **Formative Assessment**
4	**SECOND EXAMINATION** **Indigenous Peoples' Week Social Enterprise Trade Fair**	Week 12: 1.5 hours	● Project-Based Learning; ● Collaborative Learning		MIDTERM EXAMINATION ● Actual operation of the Social Enterprise Trade Fair ● Assessment of responsible marketing, producer attribution, pricing, merchandising, inventory, teamwork, and customer engagement ● Customer feedback and basic impact-data collection ● Team reflection and documentation

CLO6. Develop, measure, communicate, and recommend improvements to social-enterprise initiatives using Theory of Change, appropriate impact indicators, stakeholder evidence, and community accountability.	**7 - Theory of Change and Social Impact Measurement** ● Theory of Change ● Inputs ● Activities ● Outputs ● Outcomes ● Impact ● Assumptions ● Indicators ● Quantitative and qualitative evidence ● Impact communication	Week 13-15: 7.5 hours	● Direct Instruction; ● Problem-Based Learning (PBL); ● Collaborative Learning	Chahine, T. (2023). Social entrepreneurship: Building impact step by step. Routledge.	● **Formative Assessment**; ○ Theory of Change Diagram ● **Criterion-Referenced Assessment**; ○ Identification of Inputs, Activities, Outputs, Outcomes, Impact, Assumptions, and Indicators ● **Collaborative Assessment** ○ Development of quantitative and qualitative indicators based on the Trade Fair or a selected social enterprise
	8 - Sustainability, Funding, Partnerships, Scaling and Mission Drift ● Earned income ● Grants and philanthropy ● Impact-oriented funding ● Partnerships and networks ● Financial sustainability ● Scaling organization versus scaling impact ● Governance and accountability ● Mission drift ● Responsible growth	Week 16 -17: 5 hours	● Problem-Based Learning (PBL); ● Collaborative Learning; ● Inquiry-Based Learning	Medine, A., & Minto-Coy, I. (2023). Introduction: Social entrepreneurship in context. In Social entrepreneurship strategies and social sector sustainability. Palgrave Macmillan. https://doi.org/10.1007/978-3-031-18533-5_1	● **Scenario-Based Assessment;** ● Sustainability and Funding Scenario Analysis ● **Formative Assessment;** ○ Group decision-making exercise on earned income, grants, partnerships, and impact-oriented funding • ● **Oral Assessment** ● Oral presentation defending a scaling strategy while

					minimizing mission drift
	9 - Applied Social Impact Improvement Project	Week 18 – 3 hours	• Project-Based Learning; • Collaborative Learning; • Inquiry-Based Learning	Chahine, T. (2023). Social entrepreneurship: Building impact step by step. Routledge.	• **Project-Based / Summative Assessment** ○ Social Impact Improvement Proposal/Project • Evidence-based identification of an area for improvement • **Criterion-Referenced Assessment** ○ Proposed intervention, Theory of Change, indicators, stakeholder feedback, and sustainability recommendations • **Ipsative Assessment** ○ Individual reflection showing how the proposed intervention improved based on feedback and evidence
7	**FINALS** Community Accountability Showcase + Social Impact Portfolio	Week 18: 1.5 hours	• Project-Based Learning; • Inquiry-Based Learning		• **FINAL EXAMINATION** • Summative Assessment ○ Social Impact Portfolio compiling major course outputs and evidence • Community Accountability Showcase presentation • Oral Assessment;

					○ Presentation of: What we heard → What we did → What happened → What we learned → What should improve • Criterion-Referenced Assessment ○ Oral defense and response to questions • Final reflection on personal and team learning

XII. Required Readings

	CALL NO.	Bibliographic citation
Textbooks	BUS/COM 658. 421 Sa59e 2024	Santos, J. (2024). *Entrepreneurship.* Toronto Academic Press.
		Collavo, T. (2023). *Foundations of Social Entrepreneurship: Theory, Practical Tools and Skills.* Routledge. doi:10.4324/9781003121824.
Other Required Readings:	BUS/COM (F) 174. 4 C157g 2023	Campos, J. R. & Campos, J. D. S. (2023). *Good governance and social responsibility: A philosophical and business approach.* Mutya Publishing House.

XIII. Suggested Readings and References

	CALL NO.	Bibliographic citation
References	BUSCOM (F) 338.04 G534e 2025	Diaz-Sarachaga, J. M., & Ariza-Montes, A. (2022). The role of social entrepreneurship in the attainment of the Sustainable Development Goals. *Journal of Business Research, 152*, 242–250. doi:10.1016/j.jbusres.2022.07.061.
	BUS/COM (F) 658. 421 E66o 2022	Etorma, A. E., Juanillas, H. M. B., Fuentes, M. J. D. & Singca, j. T. (2022). *Opportunity seeking to start up a business community for small and medium enterprise next innovative way.* Mutya Publishing House.
Supplementary Materials		Chahine, T. (2023). Social entrepreneurship: Building impact step by step. Routledge.
Non-print Resources and Online Educational Resources		Baguio, R. P., Jr., et al. (2026). Indigenous knowledge and ecotourism for sustainable livelihoods in Arakan, Cotabato, Philippines. Asian Journal of Ethnobiology, 9(1).
		RichestPH. (2024). The rise of social entrepreneurship in the Philippines: Blending profit with purpose. https://richestph.com/the-rise-of-social-entrepreneurship-in-the-philippines-blending-profit-with-purpose/

	CALL NO.	Bibliographic citation
		Teaching Entrepreneurship. (2026). Social entrepreneurship course outline guide. https://teachingentrepreneurship.org/social-entrepreneurship-course-outline/ (educator resource, used for activity design benchmarking)
Professional Journals		Dinlayan, L. S., Garcia, H., & Emata, A. L. R. L. (2025). A sustainability framework for social entrepreneurship through an Indigenous Peoples' cooperative: The case of the Bukidnon-Tagoloanon Tribe. *Canadian Journal of Nonprofit and Social Economy Research, 16*(2). doi:10.29173/cjnser696
		Medine, A., & Minto-Coy, I. (2023). Introduction: Social entrepreneurship in context. In Social entrepreneurship strategies and social sector sustainability. Palgrave Macmillan. https://doi.org/10.1007/978-3-031-18533-5_1
		Tomasella, B., Wylie, A., & Gill, D. (2023). The role of higher education institutions in educating future leaders with social impact contributing to the Sustainable Development Goals. *Social Enterprise Journal, 19*(4), 329–346. doi:10.1108/SEJ-03-2022-0027
		OECD. (2023). *Policy Guide on Social Impact Measurement for the Social and Solidarity Economy.* OECD Publishing. doi:10.1787/270c7194-en.
		APEC Secretariat. (2024). *Resilient Future: Banking on Hope for Women in Agriculture in the Philippines.* Useful contemporary Philippine case material on Mangan and women/Indigenous-led social entrepreneurship in BARMM.

XIV. Course Requirements and Analytic Rubrics for Assessment

Sample Grading Policy in the Administrative and Employment Manual for Academic Personnel for Higher Education (2023, pp.)

Course Requirements	First Term	Second Term	Third Term
Class Standing during the Term	50%	50%	25%
Quizzes			
Assignment/Projects/Exercises/Seatwork			
Recitation			
Other Sources of Performance			
Long Term Examination	50%	50%	25%
First Term Grade			25%
Second Term Grade			25%

XV. Grading System

Transmutation: 60% score=75 grade (for General Education and CFE courses); 65% score=75 grade (for professional/major subjects); 70=75% (for review/integration courses)

Grade	Remarks	60% score=75 grade	65%score=75 grade	70%score=75 grade	Grade
100	Highest possible grade	100	100	100	100
99		98 - 99	99	99	99
98		97	97 - 98	98	98
97		95 - 96	96	96 - 97	97
96		94	94 - 95	95	96
95		92 - 93	93	94	95
94		90 - 91	92	93	94
93		89	90 - 91	92	93
92		87 - 88	89	90 - 91	92
91		86	87 - 88	89	91
90		84 - 85	86	88	90
89		82 - 83	85	87	89
88		81	83 - 84	86	88
87		79 - 80	82	84 - 85	87
86		78	80 - 81	83	86
85		76 - 77	79	82	85
84		74 - 75	78	81	84
83		73	76 - 77	80	83

Grade	Remarks	60% score=75 grade	65%score=75 grade	70%score=75 grade	Grade
82		71 - 72	75	78 - 79	82
81	Lowest passing grade for academic scholars, and dean's listers	70	73 - 74	77	81
80		68 - 69	72	76	80
79		66 - 67	71	75	79
78		65	69 - 70	74	78
77		63 - 64	68	72 - 73	77
76		62	66 - 67	71	76
75	Lowest passing grade	60 - 61	65	70	75
74		58 - 59	64	69	74
73		57	62 - 63	68	73
72		55 - 56	61	66 - 67	72
71		54	59 - 60	65	71
70	Lowest grade reported in the grading sheet	52 - 53	58	64	70
69		50 - 51	57	63	69
68		49	55 - 56	62	68
67		47 - 48	54	60 - 61	67
66		46 -	52 - 53	59	66
65	Lowest possible computed grade in the class record; Given also for cheating in assessment	0 - 45	0 - 51	0 - 58	65

XVI. Class Policies

1. ATTTENDANCE REQUIREMENTS
   a. Saint Mary's University considers monitoring the regular attendance and punctuality as important obligations. It assumes that every student has to come to the University to use all opportunities and facilities offered to him/her. Regular attendance, therefore, in all classes is obligatory.
   b. Students' attendance of students during convocations, fora and special assemblies like intramurals, foundation day, Eucharistic celebrations and other activities sanctioned by the University is required. Absence from such activity will be recorded as absence from the class period which otherwise would have been held.
   c. A student is required to attend classes regularly from the first day of the school calendar. Classes missed because of late enrollment shall be considered as absences.
   d. A student absent for only one class period shall not be allowed to re-enter the class without an admission slip duly signed by the Associate Dean of Student Affairs and Services for Men/Women.
   e. A student who is tardy within the first 15 minutes of the class will be considered absent but may still be allowed entry into the class. In both cases, the student should secure an admission slip from the ADSAS offices. Three counts of tardiness will considered as one absence. Habitual tardiness and absences, especially during the first period in the morning or the afternoon, shall not be allowed.
   f. A student is held personally responsible for lectures, grade activities, and missed assignments due to absences.
   g. A student who misses a quiz due to an unexcused absence will not be given credit for the quiz.
   h. The Associate Deans of Student Affairs and Services for Men/Women regularly keep parents informed of students' absences through letters and individual conferences, thus the students' absences have to be promptly reported by the Academic Personnel to their offices following the schedule of reporting as shown in the table below:

1st Report (Warning)	2nd Report (Warning)	3rd Report (Dropping)
4.5 hrs.	**9 hrs.**	**12 hrs.**

i. A student is given first and second warnings before he is "dropped" from the class. The number of hours of incurred absences corresponding to the number of units of a subject before 'warnings' or 'dropping' is implemented as shown in the table above.

2. ACADEMIC REQUIREMENTS
   a. Every student must attend classes regularly and participate in class discussions, individual works and group activities.
   b. Every student will be given equal opportunities to develop himself/herself to the maximum by complying strictly with the academic requirements of the course.
   c. Every student must complete all the academic requirements (except major examinations) such as special problems, problem sets and research outputs on or before the deadline. Students who pass requirements beyond the set deadline will be given demerits.
   d. Every student is encouraged to take a major examination on the scheduled date. During major examinations, students must present their test permits for their scores to be credited. Otherwise, an INC mark will appear as their grade.
   e. A special examination may be given only with the written permission of the Academic Dean, and for special cases, the Vice President for Academic Affairs.
   f. Special examinations are granted with full credit for circumstances beyond the control of the student such as sickness (with medical certificates), accidents and death of an immediate family member.
   g. No student may be granted exemption from any examination.
   h. Every student in a group activity will be assessed by the instructor and peers based on certain levels of performances in the cooperative learning activity rubric.

3. All students must strictly follow the university policies on the conduct of students inside the school as stated in the **Undergraduate Student Handbook**.

4. Consultation hours (at least three hours per week) will be scheduled depending of the instructor's teaching load and schedule. No consultation will be entertained beyond office hours and during weekends, unless emergency and the teacher started the conversation. As much as possible, a polite message prompt must be sent by the student to schedule a consultation to let the instructor prepare. The message prompt must include the following:
   a) Start with a greeting. "Good Morning/Afternoon, Ma'am/ Sir" ...
   b) Introduce yourself (Complete Name, Program, Code and Descriptive Title)
   c) State the purpose of your message.
   d) Ask for clarifications (if any).
   e) End the conversation with gratitude.

XVII. Continuous Quality Improvement

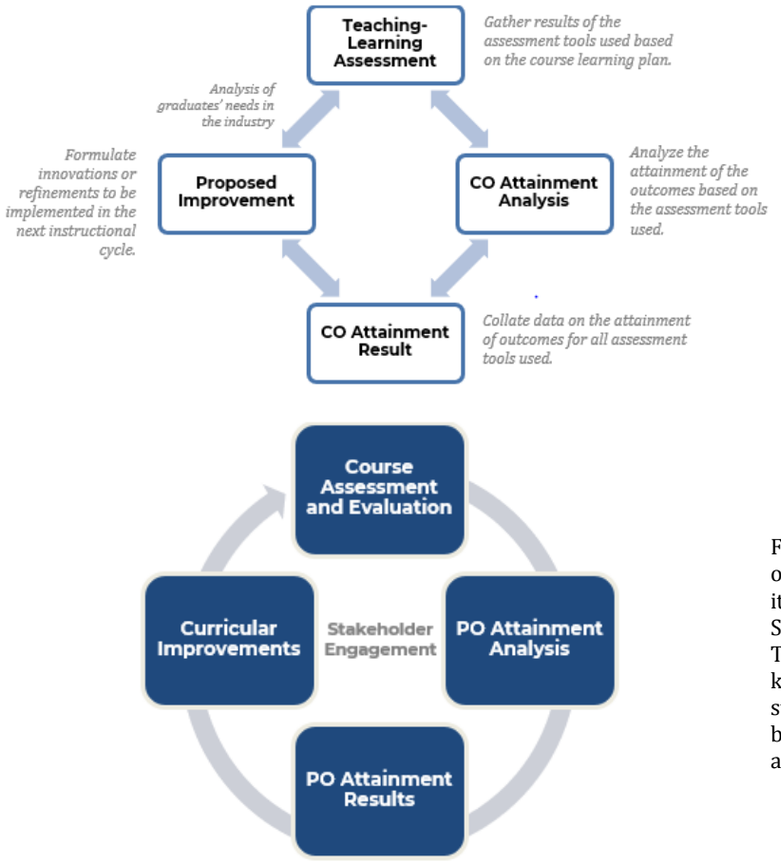
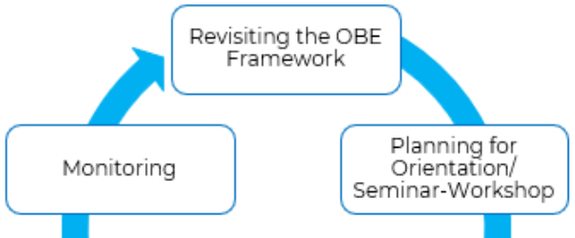


Figure 2. Continuous Quality Improvement of Course Outcomes



COURSE ASSESSMENT AND EVALUATION SYSTEM

The course shall undergo assessment and evaluation for continuous quality improvement. To improve its course outcomes, the Department Head shall gather assessment results based on the assessment activities implemented, especially the major examinations and performance-based assessments. From these, the course outcomes shall be analyzed if these were attained vis-à-vis the assessment results. The attainment result shall be collated for all courses in the Business Education programs, which shall serve as a basis to formulate innovations and refinements for the next instructional cycle. At the same time, existing graduates' needs will be surfaced to further refine the course outcomes.

PROGRAM ASSESSMENT AND EVALUATION SYSTEM

From the course assessment and evaluation system, the next step is to assess and evaluate the program based on the program outcomes (PO). The process is similar with the previous cycle, only that now, the focus is on the POs and the overall program itself, where more stakeholders will be involved. **Stakeholder engagement** shall become a core process for this system. Stakeholders include the students, instructors, administrators, alumni, parents, employers, and other industry partners.
To facilitate this process, the **Program Outcomes, Assessment, and Evaluation Matrices** will be used for the review of the key courses. The stakeholders will review the key courses and analyze and collate assessment data and evaluate based on standards if the POs were attained, partially attained, or not. From these, curricular improvements (changes or revisions) shall be forwarded to increase the quality of the attainment of outcomes through the course contents, teaching methodologies, and assessments used.

PROCESS OF IMPROVING THE SYLLABUS

In improving the syllabi, a continuous cycle will be followed. At the beginning of the cycle is the revisiting of the OBE framework, which shall give directions on the culture, policies, and practices for an outcomes-based education anchored to the vision-mission, objectives, and core values of the university, and CICM graduate attributes. From this and the results of other needs assessments, planning for an orientation or seminar-workshop for syllabi development will follow. The plan shall be conducted through any means and platforms, possibly including other instructional supports such as seminar-workshops on teaching methodologies and assessment methods. Through these activities, faculty members will improve their syllabi, keeping in mind constructive alignment and the course requirements based on OBE manuals and policies, standards, and guidelines of programs as stipulated in the various CHED Memorandum Orders.

Once completed, each syllabus will be reviewed by the department head or by a senior faculty member, the dean, who will verify also, and the Vice President for Academic Affairs, who will give the final approval. Then, its implementation will be monitored through classroom observations and checking of assessment tools, among others.

Figure 4. Continuous Quality Improvement of Syllabi

SUMMARY OF COURSE PROGRAMS WITH SUSTAINABILITY EMBEDMENT

SeqNo	Course Program	Major	Notes
	School of Graduate Studies		
1	Doctor of Philosophy (Ph.D.)	Educational Management	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education and topics on ethical leadership and governance, sustainable school finance and financial resources management, communications management, problem solving and decision making for educational management of personnel and learners in sustainable schools; sustainable trends and issues in education including peace education; alternative systems of education, management of student services
2	Doctor of Philosophy in Commerce (Ph.D. Commerce)		embeds integrations of sustainability with special focus on SDG 8 Decent Work and Economic Growth and SDG 12 Responsible Consumption and Production through discussion of topics on Business Ethics and Corporate Social Responsibility, Psychology of Human Development, Business Organization & Management, Corporate/Strategic Planning (with Change and Consulting Strategies), Global Business Management, Executive Leadership and Management, Risk Management & Insurance, International Economics, Project Management & Evaluation, Entrepreneurship, Public Finance & Fiscal Management, Management of Information Technology, Government & Business and Cooperative Management
3	Doctor of Philosophy in Science Education (Ph.D. Sc. Ed.)	Biology	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education and topics on ethical leadership and governance, management of information technology, problem solving and decision making for educational management of teachers and students in biology education; sustainable trends and issues in science education including peace education; alternative systems of biology education
4	Doctor of Philosophy in Science Education (Ph.D. Sc. Ed.)	Mathematics	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education and topics on ethical leadership and governance, management of information technology, problem solving and decision making for educational management of teachers and learners in mathematics education; sustainable trends and issues in education including peace education; alternative systems of mathematics education
5	Doctor of Public Administtration (D.P.A.)		embeds integrations of sustainability with special focus on SDG 16 Peace, Justice and Strong Institutions with subjects on Psychology of Human Development, Administrative Ethics in Public Service, Comparative Development Administration, Administration of Economic Development, Rural and Urban Administration and Development, Administration of Local Government and Regional Development, Project Development Management, Administrative Communication, Socio-Political Development
6	Master of Arts (M.A.)	Language	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
7	Master of Arts in Education (M.A.Ed.)	Early Childhood Education	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education

SUMMARY OF COURSE PROGRAMS WITH SUSTAINABILITY EMBEDMENT

SeqNo	Course Program	Major	Notes
8	Master of Arts in Education (M.A.Ed.)	Educational Administration	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education and topics on ethical leadership and governance, sustainable school finance and financial resources management, communications management, problem solving and decision making for educational management of personnel and learners in sustainable schools; sustainable trends and issues in education including peace education; alternative systems of education, management of student services
9	Master of Arts in Education (M.A.Ed.)	Guidance & Counseling	embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Professional, Legal and Ethical Issues in Guidance and Counseling, Counseling for Special Cases; Guidance for Exceptional Children; Developmental Psychology
10	Master of Arts in Education (M.A.Ed.)	Pedagogy	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
11	Master of Arts in Education (M.A.Ed.)	Physical Education	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
12	Master of Arts in Education (M.A.Ed.)	Reading Education	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
13	Master of Arts in Education (M.A.Ed.)	Religious Education	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
14	Master of Arts in Education (M.A.Ed.)	Special Education	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
15	Master of Arts in Teaching (M.A.T.)	Biology	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
16	Master of Arts in Teaching (M.A.T.)	Chemistry	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
17	Master of Arts in Teaching (M.A.T.)	English	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
18	Master of Arts in Teaching (M.A.T.)	Filipino	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
19	Master of Arts in Teaching (M.A.T.)	Physics	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education

SUMMARY OF COURSE PROGRAMS WITH SUSTAINABILITY EMBEDMENT

SeqNo	Course Program	Major	Notes
20	Master of Arts in Teaching (M.A.T.)	Social Studies	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
21	Master in Business Administration (M.B.A.)		embeds integrations of sustainability with special focus on SDG 8 Decent Work and Economic Growth and SDG 12 Responsible Consumption and Production through discussion of topics on Business Ethics and Corporate Social Responsibility, Business Organization & Management, Corporate/Strategic Planning, Global Business Management, Executive Leadership and Management, Risk Management & Insurance, International Economics, Project Management & Evaluation, Entrepreneurship, Public Finance & Fiscal Management, Management of Information Technology, Government & Business and Cooperative Management
22	Master of Developmental Arts and Design (M.D.A.D.)		embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure and SDG 11 Sustainable Cities and Communities, with discussions of topics on green designs, sustainable project planning, sustainable resource management
23	Master in Engineering (M.E.)	Civil Engineering	embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure and SDG 11 Sustainable Cities and Communities, with discussions of topics on green designs, sustainable transport, sustainable project planning, sustainable resource management
24	Master of Information Technology (M.I.T.)	Software Development	embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure in subjects on Object-Oriented Application Development, Advanced Software Development with Web Application, Implementation Technologies for e-Business Applications
25	Master of Library and Information Science (M.L.I.S.)		embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure in subjects on Advanced Library and Information Management, Records Management, Museology and Preservation of Cultural Heritage
26	Master in Public Administration (M.P.A.)		embeds integrations of sustainability with special focus on SDG 16 Peace, Justice and Strong Institutions with subjects on Administrative Ethics in Public Service, Comparative Development Administration, Administration of Economic Development, Rural and Urban Administration and Development, Administration of Local Government and Regional Development, Project Development Management, Administrative Communication, Socio-Political Development
27	Master of Science in Accountancy (M.S.A.)		embeds integrations of sustainability with special focus on SDG 8 Decent Work and Economic Growth and SDG 12 Responsible Consumption and Production through discussion of topics on business and accounting ethics, risk management, and internal control systems; poverty reduction; innovation, and sustainable industrialization; sustainability in decision-making, corporate social responsibility, and green finance; resource efficiency, environmental audits, sustainability reporting, and compliance with environmental regulations; sustainable trade practices, international collaborations for development; tax incentives for social programs, and corporate taxation of CSR initiatives

28	Master of Science in Biology (M.S.Bio.)		embeds integrations of sustainability and social responsibility with special focus on SDG 15 Life on Land with subjects with subjects on Advanced Development Biology, Ecology and Microbiology

SUMMARY OF COURSE PROGRAMS WITH SUSTAINABILITY EMBEDMENT

SeqNo	Course Program	Major	Notes
29	Master of Science in Nursing (M.S.N.)	Adult Health Nursing	embeds integrations of sustainability and social responsibility with special focus on SDG 3 Good Health and Well-Being with subjects on Bioethics, Human and Financial Resource Management, Management Strategies in Nursing, Evidence-based Practice (EBP) in Nursing Administration, Nursing Entrepreneurship, Health Care Communication, Transcultural Nursing, Community Epidemiology, Hazards and Emergency Management; and discussions and practicum on providing access to essential health care and services
30	Master of Science in Nursing (M.S.N.)	Community Health Nursing	embeds integrations of sustainability and social responsibility with special focus on SDG 3 Good Health and Well-Being with subjects on Bioethics, Human and Financial Resource Management, Management Strategies in Nursing, Evidence-based Practice (EBP) in Nursing Administration, Nursing Entrepreneurship, Health Care Communication, Transcultural Nursing, Community Epidemiology, Hazards and Emergency Management; and discussions and practicum on providing access to essential health care and services
31	Master of Science in Nursing (M.S.N.)	Maternal & Child Health Care	embeds integrations of sustainability and social responsibility with special focus on SDG 3 Good Health and Well-Being with subjects on Bioethics, Human and Financial Resource Management, Management Strategies in Nursing, Evidence-based Practice (EBP) in Nursing Administration, Nursing Entrepreneurship, Health Care Communication, Transcultural Nursing, Community Epidemiology, Hazards and Emergency Management; and discussions and practicum on providing access to essential health care and services
32	Master of Science in Nursing (M.S.N.)	Nursing Administration	embeds integrations of sustainability and social responsibility with special focus on SDG 3 Good Health and Well-Being with subjects on Bioethics, Human and Financial Resource Management, Management Strategies in Nursing, Evidence-based Practice (EBP) in Nursing Administration, Nursing Entrepreneurship, Health Care Communication, Transcultural Nursing, Community Epidemiology, Hazards and Emergency Management; and discussions and practicum on providing access to essential health care and services
33	Master of Science in Teaching (M.S.T.)	Mathematics	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
	College of Law		

34	Juris Doctor (J.D.)		embeds integrations of sustainability and social responsibility with special focus on SDG 16 Peace, Justice and Strong Institutions through subjects on Legal and Judicial Ethics; Indigenous Peoples; Collective Bargaining and Alternative Dispute Resolutions; Gender Sensitivity and Laws on Women and Children's Rights; Environmental and Natural Resources Law

SUMMARY OF COURSE PROGRAMS WITH SUSTAINABILITY EMBEDMENT

SeqNo	Course Program	Major	Notes
	School of Accountancy & Business		
35	Bachelor of Science in Accountancy (B.S.A.)		embeds integrations of sustainability with special focus on SDG 8 Decent Work and Economic Growth and SDG 12 Responsible Consumption and Production through discussion of topics on business and accounting ethics, risk management, and internal control systems; poverty reduction; innovation, and sustainable industrialization; sustainability in decision-making, corporate social responsibility, and green finance; resource efficiency, environmental audits, sustainability reporting, and compliance with environmental regulations; sustainable trade practices, international collaborations for development; tax incentives for social programs, and corporate taxation of CSR initiatives, and required institutionally mandated in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
36	Bachelor of Science in Management Accounting (B.S.M.A.)		embeds integrations of sustainability in topics on business and accounting ethics, risk management, and internal control systems; poverty reduction; innovation, and sustainable industrialization; sustainability in decision-making, corporate social responsibility, and green finance; resource efficiency, environmental audits, sustainability reporting, and compliance with environmental regulations; sustainable trade practices, international collaborations for development; tax incentives for social programs, and corporate taxation of CSR initiatives, with required institutionally mandated in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
37	Bachelor of Science in Business Administration (B.S.B.A.)	Financial Management	embeds integrations of sustainability with special focus on SDG 8 Decent Work and Economic Growth and SDG 12 Responsible Consumption and Production through discussion of topics on ethical investing, financial inclusion, sustainable consumption, climate risk and finance, green loans and mortgages, philanthropy, sustainable business models, innovation for sustainability, access to finance for sustainable ventures, resource efficiency, sustainable supply chain management, lean and green operations, quality management systems, sustainable product design, sustainable reporting and disclosure, investment strategies, risk management, stakeholder engagement, budgeting for the SDGs, debt management and sustainability, transparency and accountability, sustainable/green marketing, partnerships for sustainable marketing, with required institutionally mandated in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness

SUMMARY OF COURSE PROGRAMS WITH SUSTAINABILITY EMBEDMENT

SeqNo	Course Program	Major	Notes
38	Bachelor of Science in Business Administration (B.S.B.A.)	Marketing Management	embeds integrations of sustainability with special focus on SDG 8 Decent Work and Economic Growth and SDG 12 Responsible Consumption and Production through discussion of topics on ethical investing, financial inclusion, sustainable consumption, climate risk & finance, green loans & mortgages, philanthropy, sustainable business models, impact measurement & management, innovation for sustainability, access to finance for sustainable ventures, resource efficiency, sustainable supply chain management, lean & green operations, quality management systems, sustainable product design, investment strategies, risk management, stakeholder engagement, budgeting for the SDGs, debt management, transparency and accountability, sustainable/green marketing, partnerships for sustainable marketing, with required institutionally mandated in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
39	Bachelor of Science in Entrepreneurship (B.S.Entrep.)		embeds integrations of sustainability with special focus on SDG 8 Decent Work and Economic Growth and SDG 12 Responsible Consumption and Production through discussion of topics on ethical investing, financial inclusion, sustainable consumption, climate risk and finance, green loans and mortgages, philanthropy, sustainable business models, innovation for sustainability, access to finance for sustainable ventures, resource efficiency, sustainable supply chain management, lean and green operations, quality management systems, sustainable product design, investment strategies, risk management, stakeholder engagement, budgeting for the SDGs, debt management, transparency and accountability, sustainable/green marketing, partnerships for sustainable marketing, with required institutionally mandated in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
40	Bachelor of Science in Hospitality Management (B.S.H.M.)		embeds integrations of sustainability with special focus on SDG 8 Decent Work and Economic Growth and SDG 12 Responsible Consumption and Production through discussion of topics on sustainable hospitality practices, water & sanitation management, wastewater management, climate change, health & safety regulations, community engagement & education, cultural heritage preservation, decent work conditions, inclusive employment practices, sustainable supply chain management, innovation & technology for sustainability, community engagement, environmental sustainability, food waste management, sustainable sourcing, eco-friendly packaging, energy & water efficiency, menu design for sustainability, consumer education & engagement, water stewardship, urban tourism & sustainable cities, sustainable urbanization, energy & resource management, fair employment practices, customer engagement in sustainability, sustainable transportation, sustainable marketing, with required institutionally mandated in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness

SUMMARY OF COURSE PROGRAMS WITH SUSTAINABILITY EMBEDMENT

SeqNo	Course Program	Major	Notes
41	Bachelor of Science in Office Administration (B.S.O.A.)		embeds integrations of sustainability and corporate social responsibility with special focus on SDG 8 Decent Work and Economic Growth and SDG 12 Responsible Consumption and Production through discussion of topics on sustainable office management practices, efficiency, inclusion, green office technologies, climate risk, innovation for sustainability, ethical leadership & governance, partnerships & collaboration, resource efficiency, with required institutionally mandated in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
42	Bachelor of Science in Tourism Management (B.S.T.M.)		embeds integrations of sustainability with special focus on SDG 8 Decent Work and Economic Growth and SDG 12 Responsible Consumption and Production through discussion of topics on community-based tourism, eco-tourism & nature-based tourism, cultural & heritage tourism , sustainable supply chain management, marketing sustainable products, sustainable facility management, inclusive leisure activities, environmental conservation, health & well-being, green supply chain management, sustainable procurement, waste reduction & management, energy & water management, reverse logistics & circular economy, risk management & resilience, transportation & logistics, sustainable event planning, green venues & facilities, carbon footprint reduction, ethical & responsible tourism, diversity, equity & inclusion, professional integrity & accountability, biodiversity conservation, with required institutionally mandated in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace & Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health & Fitness
	School of Engineering, Architecture & Information Technology		
43	Bachelor of Science in Architecture (B.S.A.R.)		embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure and SDG 11 Sustainabile Cities and Communities, through discussions of topics on disaster risk reduction, green designs, sustainable tropical design, plumbing & sanitary systems, community-centric architecture & urban design, alternative building construction systems, with required institutionally mandated in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness

44	Bachelor of Science in Civil Engineering (B.S.C.E.)		embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure and SDG 11 Sustainable Cities and Communities, discussions of topics on earthquake engineering, disaster risk reduction, sustainable transportation systems, green engineering and designs, flood control, water systems and water treatment, water supply and waste water management, plumbing and sanitary systems, alternative building construction systems, including subjects on Technopreneurship, People and the Earth's Ecosystem, Environmental Science, and Occupational Safety and Health; with required institutionally mandated in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness

SeqNo	Course Program	Major	Notes
45	Bachelor of Science in Computer Engineering (B.S.Cp.E.)		embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure including subjects on Technopreneurship, People and the Earth's Ecosystem, Environmental Science, and Occupational Safety and Health; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
46	Bachelor of Science in Electrical Engineering (B.S.E.E.)		embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure including subjects on Technopreneurship, People and the Earth's Ecosystem, Environmental Science, and Occupational Safety and Health; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
47	Bachelor of Science in Electronics Engineering (B.S. E.C.E.)		embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure including subjects on Technopreneurship, People and the Earth's Ecosystem, Environmental Science, and Occupational Safety and Health; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
48	Bachelor of Science in Information Technology (B.S.I.T.)		embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure including subjects on Technopreneurship, People and the Earth's Ecosystem, Environmental Science, and Occupational Safety and Health; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
49	Bachelor of Science in Computer Science (B.S.C.S.)		embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure including subjects on Technopreneurship, People and the Earth's Ecosystem, Environmental Science, and Occupational Safety and Health; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
50	Bachelor of Library and Information Science (B.L.I.S.)		embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure with subjects on Library and Information Management, Records Management, Preservation of Cultural Heritage, and including subjects on Technopreneurship, People and the Earth's Ecosystem, Environmental Science, and Occupational Safety and Health; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness

SeqNo	Course Program	Major	Notes
51	Bachelor of Science in Mathematics		embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
	School of Health & Natural Sciences		
52	Bachelor of Science in Biology (B.S.Bio.)		embeds integrations of sustainability and social responsibility with special focus on SDG 15 Life on Land with subjects on Development Biology, Industrial Microbiology, Epidemiology; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
53	Bachelor of Science in Biology (B.S.Bio.)	Medical Biology	embeds integrations of sustainability and social responsibility with special focus on SDG 15 Life on Land with subjects on Development Biology, Industrial Microbiology, Epidemiology; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
54	Bachelor of Science in Biology (B.S.Bio.)	Microbiology	embeds integrations of sustainability and social responsibility with special focus on SDG 15 Life on Land with subjects on Development Biology, Industrial Microbiology, Epidemiology; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
55	Bachelor of Science in Medical Laboratory Science (B.S.M.L.S.)		embeds integrations of sustainability and social responsibility with special focus on SDG 3 Good Health and Well-Being with activities on providing access to essential health care and services; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
56	Bachelor of Science in Nursing (B.S.N.)		embeds integrations of sustainability and social responsibility with special focus on SDG 3 Good Health and Well-Being with discussions and practicum on providing access to essential health care and services; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
57	Bachelor of Science in Pharmacy (B.S.P.)		embeds integrations of sustainability and social responsibility with special focus on SDG 3 Good Health and Well-Being with activities on providing access to essential health care and services; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness

SeqNo	Course Program	Major	Notes
	School of Teacher Education & Humanities		
58	Bachelor of Arts (A.B.)	Journalism	embeds integrations of sustainability and social responsibility with special focus on SDG 16 Peace, Justice and Strong Institutions through subjects in subjects on Community Journalism, Journalism Ethics, Development Journalism; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
59	Bachelor of Arts in Communication (B.A. Comm.)		embeds integrations of sustainability and social responsibility with special focus on SDG 16 Peace, Justice and Strong Institutions through subjects on subjects on Communication Ethics, Development Communation, Risk, Disaster and Humanitarian Communication; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
60	Bachelor of Arts in English Language Studies (B.A.E.L.S.)		embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
61	Bachelor of Arts in Political Science (B.A.Po.S.)		embeds integrations of sustainability and social responsibility with special focus on SDG 16 Peace, Justice and Strong Institutions through subjects on Ethics and Accountability in Public Service, Corporate Governance and Social Responsibility, Social Legislation, International Conflict Resolution and Management System with Peace Education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
62	Bachelor of Early Childhood Education (B.E.C.Ed.)		embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
63	Bachelor of Elementary Education (B.E.Ed.) with Certificate in Religious Education (CREED)		embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness

SeqNo	Course Program	Major	Notes
64	Bachelor of Forensic Science (B.F.Sci.)		embeds integrations of sustainability and social responsibility with special focus on SDG 16 Peace, Justice and Strong Institutions through subjects on Human Rights and Ethics, Violence Against Women and Children, Mass Fatality Incident Investigation, Sexual Assault Investigation; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
65	Bachelor of Physical Education (B.P.E.) with Certificate in Religious Education (CREED)		embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
66	Bachelor of Secondary Education (B.S.Ed.) with Certificate in Religious Education (CREED)	English	embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
67	Bachelor of Secondary Education (B.S.Ed.) with Certificate in Religious Education (CREED)	Filipino	embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
68	Bachelor of Secondary Education (B.S.Ed.) with Certificate in Religious Education (CREED)	Mathematics	embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
69	Bachelor of Secondary Education (B.S.Ed.) with Certificate in Religious Education (CREED)	Religious & Values Education	embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
70	Bachelor of Secondary Education (B.S.Ed.) with Certificate in Religious Education (CREED)	Science	embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness

SeqNo	Course Program	Major	Notes
71	Bachelor of Secondary Education (B.S.Ed.) with Certificate in Religious Education (CREED)	Social Studies	embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
72	Bachelor of Science in Criminology (B.S.Crim.)		embeds integrations of sustainability and social responsibility with special focus on SDG 16 Peace, Justice and Strong Institutions through subjects on Professional Conduct and Ethical Standards, Juvenile Delinquency and Juvenile Justice System, Dispute Resolution and Crises/Incident Management, Non-institutional Corrections, Therapeutic Modalities, Character Formation with Leadership, Decision-Making, Management and Administration with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
73	Bachelor of Science in Psychology (B.S.Psycho.)		embeds integrations of sustainability and social responsibility with special focus on SDG 3 Good Health and Well-Being with topics on Developmental Psychology, Field Methods in Psychology, Industrial/Organizational Psychology, School Counseling, Social Psychology, Group Dynamics; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
74	Bachelor of Science in Social Work (B.S.S.W.)		embeds integrations of sustainability and social responsibility with special focus on SDG 10 Reduced Inequalities with subjects on Social Change and Development, Social Counseling, Social Work with Individuals and Families; Social Work Community Education and Training, Social Work Practice with Communities, Social Welfare Project/Program Development and Management; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
75	Bachelor in Public Administration (B.P.A.)		embeds integrations of sustainability with special focus on SDG 16 Peace, Justice and Strong Institutions with subjects on Local and Regional Governance, Organization and Management, Project Development and Management, Operations Management, Public Policy and Program Administration, Environmental Management, Governance and Development, Globalization and Public Administration, Records and Property Management, Ethics and Accountability in Public Service, Leadership and Decision Making, Knowledge Management and ICT for PA, Corporate Governance and Social Responsibility, Public Accounting and Budgeting with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness

SUMMARY OF COURSE PROGRAMS WITH SUSTAINABILITY EMBEDMENT
Academic Year 20252026

SeqNo	Course Program	Major	Notes
76	Bachelor in Special Needs Education (B.S.N.Ed.) with Specialization in Early Childhood Education with Certificate in Religious Education (CREED)		embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness

SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES

SUMMARY OF EDUCATION STUDY PROGRAMS RELATED TO SUSTAINABILITY OFFERED
Academic Year 2025-2026

	School/College/Faculty	SeqNo	Education Study Program	Education Specialization/Major
1	**School of Graduate Studies**	1	Doctor of Philosophy in Educational Management	Educational Management
		2	Doctor of Philosophy in Science Education	Biology Education
		3	Doctor of Philosophy in Science Education	Mathematics Education
		4	Master of Arts	Language Education
		5	Master of Arts in Education (M.A.Ed.)	Early Childhood Education
		6	Master of Arts in Education (M.A.Ed.)	Educational Administration
		7	Master of Arts in Education (M.A.Ed.)	Guidance & Counseling
		8	Master of Arts in Education (M.A.Ed.)	Pedagogy
		9	Master of Arts in Education (M.A.Ed.)	Physical Education
		10	Master of Arts in Education (M.A.Ed.)	Reading Education
		11	Master of Arts in Education (M.A.Ed.)	Religious Education
		12	Master of Arts in Education (M.A.Ed.)	Special Education
		13	Master of Arts in Teaching (M.A.T.)	Biology Education
		14	Master of Arts in Teaching (M.A.T.)	Chemistry Education
		15	Master of Arts in Teaching (M.A.T.)	English Language Education
		16	Master of Arts in Teaching (M.A.T.)	Filipino Language Education
		17	Master of Arts in Teaching (M.A.T.)	Physics Education
		18	Master of Arts in Teaching (M.A.T.)	Social Studies Education
		19	Master of Library and Information Science (M.L.I.S.)	Library and Information Science
		20	Master of Science in Biology (MS Bio)	Biology Education
		21	Master of Science in Teaching (M.S.T.)	Mathematics Education
2	**School of Engineering, Architecture & Information Technology**	22	Bachelor of Library & Information Science (B.L.I.S.)	Library and Information Science
		23	Bachelor of Science in Mathematics	Mathematics Education
3	**School of Health & Natural Sciences**	24	Bachelor of Science in Biology (B.S.Bio.)	Biology Education
4	**School of Teacher Education & Humanities**	25	Bachelor of Arts in English Language Studies (B.A.E.L.S.)	English Language Studies
		26	Bachelor of Early Childhood Education (B.E.C.Ed.)	Early Childhood Education
		27	Bachelor of Elementary Education (B.E.Ed.) with Certificate in Religious Education (CREED)	Elementary Teacher Education
		28	Bachelor of Physical Education (B.P.E.) with Certificate in Religious Education (CREED)	Physical Education
		29	Bachelor of Secondary Education (B.S.Ed.) in English with Certificate in Religious Education (CREED)	English Language Education
		30	Bachelor of Secondary Education (B.S.Ed.) in Filipino with Certificate in Religious Education (CREED)	Filipino Language Education
		31	Bachelor of Secondary Education (B.S.Ed.) in Mathematics with Certificate in Religious Education (CREED)	Mathematics Education
		32	Bachelor of Secondary Education (B.S.Ed.) in Religious and Values Education	Religious & Values Education
		33	Bachelor of Secondary Education (B.S.Ed.) in Science with Certificate in Religious Education (CREED)	Science Education
		34	Bachelor of Secondary Education (B.S.Ed.) in Social Studies with Certificate in Religious Education (CREED)	Social Studies Education
		35	Bachelor in Special Needs Education (B.S.N.Ed.) with Specialization in Early Childhood Education with Certificate in Religious Education (CREED)	Special Needs Education