



University of Southeastern Philippines
Office of the Secretary of the University

EXCERPT FROM THE MINUTES

147th Board of Regents Meeting

20 November 2012 at the CHED Conference Room, CHED Region XI, Loyola Street, Obrero, Davao City

4.B.2 ACADEMIC MATTERS

- 4.B.2.3 Proposal to offer Bachelor of Science in Entrepreneurship with specialization in Social Entrepreneurship at USEP Pamulaan Center for Indigenous Peoples Education, effective School 2012-2013.

On September 12, 2012, the Office of Atty. Julito D. Vitriolo, Executive Director IV of the Commission on Higher Education (CHED), favorably recommended the offering of Social Entrepreneurship as specialization under the existing Bachelor of Science in Entrepreneurship Program of USEP. Said specialization is to be offered only at the College of Governance and Business for USEP Pamulaan Center for Indigenous Peoples Education, effective school year, 2012-2013.

The Board approved the proposal to offer Bachelor of Science in Entrepreneurship with specialization in Social Entrepreneurship at USEP Pamulaan Center for Indigenous Peoples Education, effective school year, 2012-2013.

RESOLUTION NO. 107 S. 2012

RESOLVED THAT THE PROPOSAL TO OFFER BACHELOR OF SCIENCE IN ENTREPRENEURSHIP WITH SPECIALIZATION IN SOCIAL ENTREPRENEURSHIP AT USEP PAMULAAN CENTER FOR INDIGENOUS PEOPLES EDUCATION, EFFECTIVE SCHOOL 2012-2013 BE HEREBY **APPROVED**.

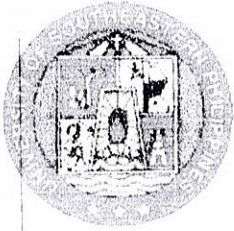
DIGITALLY CERTIFIED TRUE COPY



Joan D. Gervacio
JOAN D. GERVACIO, PhD
Secretary of the University and the Board of Regents

Date: **04 May 2021**

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February 8, 2012

DR. PERFECTO A. ALIBIN
SUC President IV
This University

Thru: **DR. MARCELO M. ANGELIA**
VP for Academic Affairs

PROF. JUSELYN P. HIPONIA
Chair, University Curriculum Committee

COLLEGE CURRICULUM COMMITTEE ENDORSEMENT RE:
PROPOSED BS ENTREPRENEURSHIP SPECIALIZING IN SOCIAL ENTREPRENEURSHIP FOR IP

Sir:

Having been created by Dr. Sherlito C. Sable, Dean, College of Governance and Business as a result of the College Council attestation to review, and if so merits, endorse the proposed new degree course to be offered at USEP Pamulaan Center for Indigenous Peoples Education, the College Curriculum Committee convened in a meeting last 07 February 2012 at 1330hrs for such purpose.

The committee having acted in accordance with the memorandum issued by Dr. Sable dated 07 February 2012 found the proposed degree Bachelor of Science in Entrepreneurship with Specialization: Social Entrepreneurship timely in its entirety, form and, relevance. However, since the BS Entrepreneurship is an existing program, the committee endorses for information to the University Curriculum Committee and the University Council that the proposed program is a specialized education program for IP's, thus, this is not to be considered as a newly developed and created bachelor of science degree course.

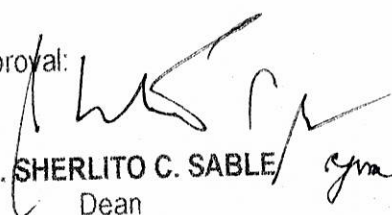
The College Curriculum Committee therefore endorses and recommends the offering of an extended specialization program of the BS in Entrepreneurship degree with major/specialization in Social Entrepreneurship for IP at the College of Governance and Business for USEP-Pamulaan Center starting School Year 2012-2013. Please find attached Annex A to F for the substance of proposed specialism program.

For your appreciation and endorsement.

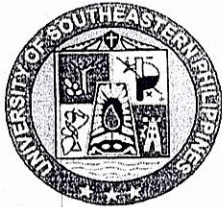
Truly yours,


JOLLY JUNIA LABOY
Chairman
College Curriculum Committee

Recommending Approval:


DR. SHERLITO C. SABLE
Dean
College of Governance and Business

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Republic of the Philippines
University of Southeastern Philippines
COLLEGE OF GOVERNANCE AND BUSINESS
Obrero Davao City,
Tel # 227-5111 / Fax # (082) 225-4726

Date: February 7, 2012

TO: Prof. Jolly J. Laboy- Chairman
Dr. Eulalio C. Patayon- Member
Dr. Surlita Sumugat- Member
Dr. Mary Grace Z. Agbas- Member
Prof. Rosfe Corlae D. Badoy- Member

With Prof. Jolly J. Laboy as chairman, you are hereby constituted College of Governance and Business Curriculum Committee to perform the following:

1. Conduct a thorough deliberation of the proposed degree program BA in Social Entrepreneurship within the preview of University Standards and Guidelines and CHED Policies of Curriculum Development.
2. Submit your output on or before February 10, 2012 to the University Curriculum Committee for further enhancements.
3. Perform other related tasks the office would assign on matters related to curriculum development.

This memorandum takes effect immediately until revoked by the competent authority.

For your information and guidance.


DR. SHERLITO C. SABLE
Dean – CG&B

PROPOSED (LADDERIZED) PROGRAM

in

**BACHELOR OF SCIENCE IN ENTREPRENEURSHIP
(Specialization: Social Entrepreneurship for IPs)**

PAMULAAN Center for Indigenous Peoples' Education

Republic of the Philippines
UNIVERSITY OF SOUTHEASTERN PHILIPPINES
COLLEGE OF GOVERNANCE AND BUSINESS
Mintal, Davao City

1ST ENDORSEMENT

The Academic Council of USEP-CGB is respectfully endorsing 3 programs to the committee that will review the offering of Bachelor of Science in Business Economics, Bachelor of Science in Entrepreneurship and Bachelor of Science in Social Entrepreneurship in USEP Mintal under the Department of Business Administration.

Hereto attached are the minutes of the meeting dated January 31, 2012, discussing the successful endorsement of the three programs.

Respectfully yours,


SHERLITO C. SABLE
Dean, CGBE


COLLEGE ACADEMIC COUNCIL MEETING

January 31, 2012

USeP Mintal, Davao City

- INVOCATION
- AGENDA
- DEAN'S REPORT
- PRESENTATION OF GRADUATING STUDENTS' RECORDS FOR THE COUNCIL'S EVALUATION AND ENDORSEMENT
- OTHER MATTERS
 - 1) ENDORSEMENT OF THE COLLEGE ACADEMIC COUNCIL FOR THE OFFERING OF **BSBA BUSINESS ECONOMICS AND BS ENTREPRENEURSHIP** IN CGB-MINTAL AND **BS SOCIAL ENTREPRENEURSHIP** IN PAMULAAN IN JUNE 2012.
 - 2) PLANNING FOR THE IMPLEMENTATION OF MOA SIGNED LAST JANUARY 29, 2012 BETWEEN USEP-CGB AND SAN MIGUEL PARISH, MARAHAN, MARILOG, DAVAO CITY.
MINTAL COOPERATIVE WILL CONTRIBUTE 6K PER YEAR FOR EXTENSION ACTIVITIES.
 - 3) CHAIN PROMO JUNE, 2012 CYCLE 5
 - 4) LAST DRAFT OF NBC 461 CCE FOR CONFIRMATION OF FACULTY.
 - 5) SALN PERFORMANCE RATING OF FACULTY AND STAFF FOR THE RELEASE OF PRODUCTIVITY BONUS.
 - 6) EVENING PROGRAM TO BE RETURNED TO THE COLLEGES.
RATE: BS 12K MS 14K PhD 16K
 - 7) APPROVED STUDENT CLINIC AND 2 COMFORT ROOMS IN MINTAL CGB.
 - 8) REQUEST FOR FACULTY TABLES BY DEPT CHAIRS.
 - 9) LOOK FOR THE LOST SEED BOXES OR REQUEST FOR NEW SEED BOXES FOR CROPSCI LAB.
 - 10) FORGERY CASE IS FORWARDED TO OSA DIRECTOR.
 - 11) REPAINTING OF BLACKBOARDS AND INSTALLATION OF WHITE BOARD IN CLASSROOMS.
 - 12) CAMPUS CLEANLINESS PARTICULARLY OFFICES, CLASSROOMS AND CRs

Minutes taken by:


Joetddy B. Bugarin

Presided by:


Dr. Sherlito C. Sable



UNIVERSITY OF SOUTHEASTERN PHILIPPINES
PAMULAAN
Center for INDIGENOUS PEOPLES Education
Mintal Campus, Mintal, Davao City



February 8, 2012

Dr. Perfecto A. Alibin
SUC President IV and
Co- Chair, Pamulaan Steering Committee
This University

THRU :

Dr. Marcelo M. Angelia
Vice President for Academic Affairs

Prof. Juselyn P. Hiponia
Chair, University Curriculum Committee

Dr. Sherlito C. Sable
Dean, College of Governance & Business

S I R S / M A D A M :

Submitting herewith attached the proposal of Pamulaan Center for Indigenous Peoples' Education, to offer a new program in Bachelor of Science in Entrepreneurship with specialization: Social Entrepreneurship for IP, effective first semester of SY 2012-2013.

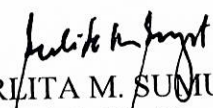
The proposed program is one of the outputs of the October weeklong celebration of KALINDOGAN 2011 with the theme **SOCIAL ENTREPRENEURSHIP: STRENGTHENING INDIGENOUS PEOPLES' CAPACITY ON SUSTAINABLE LIVELIHOOD & COMMUNITY DEVELOPMENT**, also based on the result of our monitoring of the center's two batches of graduates and as per request by IP community leaders.

The curriculum was developed through a focus group discussion among selected participants representing different stakeholders of Pamulaan in consultation with the speakers/resource persons who are experts and experienced entrepreneurs.

It is prayed that this proposal will merit your favorable action and be submitted to the university academic council for recommendation to the honorable BOR.

For your perusal, I remain

Respectfully yours,


SURILITA M. SUMUGAT
For and in behalf of Pamulaan Center
Proponent

The Processes Being Undergone in Drafting the Proposed Curriculum in Bachelor of Science in Entrepreneurship with Specialization: Social Entrepreneurship for the IPs.

1. Consultation with multi-sectoral groups of the Indigenous Peoples in Luzon and Mindanao: students, professionals, tribal leaders, chieftains, IP community workers, NCIP and NGO representatives done by Assisi Development Foundation and Ilawan Volunteers Staff (May 28, 2011).

2. Consultation with the tribal community representatives during Kalindogan 2011 celebration with the theme: **SOCIAL ENTREPRENEURSHIP: STRENGTHENING IPs' CAPACITY ON SUSTAINABLE LIVELIHOOD & COMMUNITY DEVELOPMENT**, and a Focus Group Discussion with the selected participants representing the different stakeholders of Pamulaan in consultation with the Resource Persons who are experts and experienced entrepreneurs (October 17-21, 2011).

3. Monitoring of the two batches of Pamulaan graduates (November 2011) showed:

Ist Batch March 2010 graduates' whereabouts:

10- Bachelor in Elementary Education (BEED):

6- Teachers, 2- Secretary/Documentor, 2- Housewives

20- Bachelor on Agricultural Technology (BAT):

6- Agri-Tech/Project Incharge, 2- Community Organizer, 2- Librarian

3- Social Entrepreneurs, 1- Teacher, 1- Military,

1- proceed schooling (UP Diliman), 2- Housewives, 2- no contact

2nd Batch March 2011 graduates' whereabouts:

27 – Bachelor of Arts in Anthropology (BAA):

4- Researchers, 6 – Teachers, 3- Prog. Dev't Asst, 1- Ecology Desk Staff

5- Business Entrepreneur 1- Admin Assistant, 1- IP Educ Prog. Incharge,

1- Housewife, 3- still seeking for job, 2 – no contact

4. Development of the Curriculum Design and Workshop by representatives from Pamulaan Partners, NCIP, NGOs, Pamulaan Graduates working as Bus. & Social entrepreneurs, IP Students, Tribal Leaders, Assisi and Ilawan Staff, and Entrepreneurs/Consultants at ADF office, Prestige Tower, Ortigas Avenue, Pasig City (December 2011).

5. Presented to the College (CGB-Mintal) Academic Council and favorably endorsed for committee review and for June 2012 offering (Jan. 31, 2012).

6. Presented to the College (CGB-Obrero) Curriculum Committee and favorably endorsed to the University Curriculum Committee chaired by Prof. Juselyn Hiponia (Feb. 7, 2012).

7. Submitted to the Univ. Curriculum Committee for review and endorsement to the University Academic Council for recommendation to the Hon. Board of Regents (Feb. 8, 2012).

8. Presented to the University Academic Council for appropriate action (Feb. 24, 2012).

It is prayed that the honorable members of this academic council would favorably endorsed the proposed program in BS in Entrepreneurship with specialization: Social Entrepreneurship for the IPs to the BOR for approval and offering at Pamulaan Center starting June 2012.

For and in behalf of Pamulaan Center
Surlita M. Sumugat
Proponent

PROPOSED PROGRAM in BS ENTREPRENEURSHIP
(Specialization: Social Entrepreneurship for IP)
PAMULAAN Center for Indigenous Peoples' Education

RATIONALE:

Given the various socio-economic challenges that the Indigenous Peoples face, there is a need to come up with an education program that will respond to the capacity of the IPs in uplifting their lives and serve as their reprieve from poverty. A course in social entrepreneurship seeks to respond to these issues.

Social entrepreneurship is defined as the work of either a non-profit or for profit business owners who integrate social responsibility and innovative solutions into their operations to address the society's most pressing social problems to further socio-economic and environmental goals.¹

This course hopes to respond to the need of the IP youth in improving their lives for the changes that happens in their culture and social condition.

A major concern on these changes is how they can cope with the demands of society both in socio-political and economic aspects.

The course in social entrepreneurship will try to combine the various aspects of social development particularly in agriculture, popular education, economics, anthropology and management.

The core of the program is on leadership capacity with specific competencies that will prepare them as future managers and facilitators on livelihood program and enterprise development.

Based on our five-year experience in running an IP Education in Pamulaan, we realized the need to enhance our existing programs by expanding our course offering.

The target number of students for the social entrepreneurship course this coming school year is 35 to 40. To date, we already have almost 100 qualified applicants who has signified their intent to enter the program. These are applicants coming from the various provinces, particularly from among the indigenous groups of the country.

¹http://www.ashoka.org/social_entrepreneur; http://www.caseatduke.org/documents/dees_sedef.pdf

NEED ASSESSMENT and PROGRAM OBJECTIVES
PROPOSED PROGRAM IN BS ENTREPRENEURSHIP
Specialization: Social Entrepreneurship for IPs

I. Background/Situation :

Indigenous peoples (IPs) occupy more than 10 million hectares of the total landmass of 30 million hectares. Despite the vastness of their ancestral domain and the richness of their natural resources, they remain as one of the most impoverished and vulnerable sectors in the country. Due to poverty and lack of access to development opportunities, several IP communities have been lured to allow the entry of exploitative industries, like mining, logging and mono-cropping plantations, in their territories. While these communities still value their culture and way of life, they are also at a loss and are desperately in need to meet their economic difficulties and challenges.

Faced with similar situation, however, other IP communities prefer to engage in environment-friendly and culturally sensitive livelihood activities to address their economic difficulties. With the support of other stakeholders, their livelihood activities have shown greater potentials to meet the needs of their family and community, without jeopardizing their land, environment, and culture.

These emerging initiatives are worth looking into so that they can further be improved and replicated in other IP communities in the country.

Given this context, it is important that IP youth and future leaders are able to develop and strengthen their skills and their capacities on implementing sustainable livelihood and community development programs; also given the various socio-economic challenges that the Indigenous Peoples face, there is a need to come up with an education program that will respond to the capacity of the IPs in uplifting their lives and serve as their reprieve from poverty.

A course in social entrepreneurship seeks to respond to these issues. Last 17 to 21 October 2011, Pamulaan organized the Kalindogan 2011 with the theme on Social Entrepreneurship as an attempt to:

1. Provide a deeper understanding on the nature and relevance of social enterprise in IP communities;
2. Enhance knowledge and skills in developing, managing and sustaining social enterprises in IP communities;
3. Identify policies and resources supportive of social enterprise development in IP communities;
4. Formulate guidelines on the promotion of sustainable and culture-sensitive social enterprises in IP communities; and
5. Strengthen network of social entrepreneurs and other support groups involved in each of the IP communities involved.

As an output, a total of 220 participants composed of community leaders and Indigenous youth coming from: Baguio City, Camarines Norte, Ilocos Sur, Rizal Province, Nueva Vizcaya, Mindoro Occidental, Mindoro Oriental, Mountain Province, Palawan, Pampanga, Quirino, Tarlac, Boracay, Iloilo, Bukidnon, Surigao, Davao Oriental, and the many parts of Mindanao.

A major recommendation after the conference is to develop a professional training program on Social Entrepreneurship among the Indigenous People, specifically:

1. Avert and prohibit environmentally and culturally destructive activities such as mining, logging, slash and burn w/in residual forest, land conversion, distribution of inorganic fertilizer by the government, price control by buyers, control export of products, buying of finished products, improper recording of finance, unhealthy business competition resulting to: crab mentality, self-centeredness, envy and culture of gossiping. This will also include habits: such as "maniana" habit, "utang na loob" syndrome, personal vices.

2. Promote and continue the Empowerment and Capability building of the IP leaders, organizational members; advocacy and awareness raising seminar on: RA 8371: IPRA Law of 1997 and other laws protecting IP rights; FPIC; Ancestral Domain claims/titles processing and Sustainable Agriculture systems and practices(i.e organic fertilizer processing, multi-cropping systems); Community-managed enterprises; Production of high quality products; Written agreement between organizations and buyers; Promotion of fair trade; Planting of raw materials; Partnership between Peoples' Org, Civil Society Orgs and Government Agencies(i.e. DENR, DAR, DA, DOH); Policy on environmental preservation particularly on the cutting and planting of trees. Continuing dialogue w/ IP elders and continuing practice of IP farming Systems and Practices; Sharing of trade secrets; Use of organic and high income generating products and live-out values such as: Bayanihan spirit, Culture sensitivity, Resourcefulness.

3. Improve the capability building training, product quality, better marketing strategies, proper labeling; transparency in community manages-enterprise; proper recording of finances; product quality, research and promotion of fair trade; enhance the members' self-esteem and collaboration among members, provide better facilities and efficient operation; human resources development, better and fair pricing; clarify policies on land use most especially the converted banana plantations the lands once planted with corn and rice; information and education dissemination(agriculture); involvement of the Department of Agriculture and the Department of Agrarian Reform to endorse organic product, soil testing, and seed banking that will directly benefit the community. Endorsement and support to the health practices .e.g. herbal medicine, and the continues linkages and connection of the community with those with differing cultures and traditions specially the Teduray in Maguindanao. Continued support and training of the tribal leaders for good practice, the proper negotiations with the various agencies, and community management (to avoid politicizing)

In response to this clamor, PAMULAAN and its partners decided to offer a course on Bachelor of Science on Entrepreneurship major in Social Entrepreneurship for the Indigenous Peoples.

II. Program Objectives: (Why is there a need to offer a new program?)

Social entrepreneurship is defined as the work of either a non-profit or for profit business owners who integrate social responsibility and innovative solutions into their operations to address the society's most pressing social problems to further socio-economic and environmental goals.¹

The course hopes to respond to the need of the IP youth in improving their lives for the changes that happens in their culture and social condition, specifically:

1. A major concern on these changes is to develop mechanisms on how the students can cope with the demands of society both in the socio-political and economic aspects;
2. The course in social entrepreneurship will also try to combine the various aspects of social development particularly in agriculture, popular education, economics, anthropology and management;
3. The course will also develop core competencies on leadership capacities that will prepare them as future leaders and provide them with a sustainable source of livelihood; and
4. The course will also enhance the existing program of PAMULAAN as an educational institution for the IPs by expanding its present course offerings as a result of its five years experience of implementation.

The proposed syllabus and competencies are products of these consultations that we have been conducting for almost one year at this time.

III. Number of Possible Students/Takers for SY 2012-2013

We have conducted a series of consultation from among the community leaders, IP youth and experts on Social Entrepreneurship. The target number of students for the social entrepreneurship program for school year 2012-2013 is 35 to 40. To date, we already have more or less 100 applicants who meet the pre-qualification requirements and who signified their intent to enroll the program. There are about some 15 initial candidates that will be evaluated based on the initial screening. These are applicants coming from the various provinces, particularly from among the indigenous groups of the country.

IV. Previous Consultations

Attached are the documentations of the results, suggestions and/or comments which transpired during our previously conducted consultations on social entrepreneurship with the IP representatives and social entrepreneur experts.

¹ http://www.ashoka.org/social_entrepreneur;
http://www.caseatduke.org/documents/dees_sedef.pdf

Curriculum Suggestion:	Process / Timetable	Remarks / Notes:
<ul style="list-style-type: none"> • How come previous social enterprise was not sustainable. • There is a need to professionalize enterprise identified and its further development for IPs. • Approval from CHED and consortium from state universities? On IP Education, they do not have this same curriculum together with the professors. 	<ul style="list-style-type: none"> • It can be a ladderized program, there can be a study two (2) years certificate program but can be pursued into a four (4) year degree later on. 	<ul style="list-style-type: none"> • Perhaps, if there is help in their products, they can do something. There are 30 students / graduates every year – what will they do? Also SANAMA (of Mindoro) didn't succeed. • Can we include high-school and those who received non-formal school?
<ul style="list-style-type: none"> • What is the basic knowledge and skills we want or decide that they can be critical of for their own situation. 		
<ul style="list-style-type: none"> • BEHAVIORAL INTERVENTION: <ol style="list-style-type: none"> 1. They themselves can run it on their own and if they have different views on how to run and manage the business; 2. How to strengthen it; 3. Awareness building and marketing; 4. How to strategize; 5. How to make project proposals; 6. How to manage the people; 7. How to continue the project, to sustain the spirit of the members of the organization; 8. Provide communication skills and tutorials, brochure development, integrate culture and entrepreneurship including its packaging, etc. • Types of products Weaving, corn production, coffee, jam and jelly, soap making herbal medicine – all women and then also men, due to water system intervention. 	<ul style="list-style-type: none"> • Even before the two (2) years, they need to start with something; • Assign who can monitor at the start: your module –is it going to be two (2) weeks or one month and what they implement • By two (2) years, bring them to Mindoro or they can meet four times and then they can have another exposure. 	<ul style="list-style-type: none"> • Call other IPs that had their own, what training do you need to make it more viable as an initiative? • Women are the ones working and writing about how to develop their culture and modify it. Women do their work regularly more than men. Example: Jenita Eko of Lake Sebu Indigenous Women Weavers Association, Inc. (LASIWWAI, Inc.) They are now regular suppliers and can sustain the quality and not really mass production. They put sacredness in the color and design. • Can we see what seems to be generic but at the same time, can be adopted in their cultural background and then set the trend on entrepreneurship training as you practice within its operations.
<ul style="list-style-type: none"> • Business management course is a bit different from a social enterprise development course. It is very traditional, and there is a clash and there are complaints not so much awareness level on enterprise development. 	<ul style="list-style-type: none"> • Experimental for them see who are the implementers and then a two (2) year program and then how many months can be allotted as start up module and for how long? 	<ul style="list-style-type: none"> • There is also the Andok's company whom we can tap to deploy the students for their On-the-Job Training for at least 20 to 24 students at the start. (Andok's is a partner with Assisi's Public Private Partnership Program for the ten poorest municipalities).
<ul style="list-style-type: none"> • Basic topics that are not suited should not be included, there might be a problem based on the students' and on the practices of tribes of the community. There is a need to develop the system of exchange. There is also the theoretical part. • What is their life? How do they transport and transfer the farm to market goods? City only and then to their areas? For the Agricultural products, what is the system of trading? Where does the indigenous cultural practice come from and can it be simulated with the natural trading. • There should be value chain and analysis. It should be in such a way that it does not disrupt their way of life due to western practices. 	<ul style="list-style-type: none"> • Iba ang indigenous, economic and enterprise – buying and selling – as a pattern. 	

<ul style="list-style-type: none"> It can be developed into a more progressive enterprise, as there is also an intrusion of the economic system which is based on the market system of the corporate world. 		
<ul style="list-style-type: none"> Trace practices from primary to secondary crafts and then they can see the economic value added and find out if it is still consistent with their heritage. The tracking should be part of the enterprise. 	<ul style="list-style-type: none"> There can be an initial twelve (12) pairs, with six (6) projects and then they can have mentoring. These are the IPs who can do something to their communities in the next five (5) years. 	<ul style="list-style-type: none"> It can contribute in the IP's body of knowledge, different from microenterprise and the corporate world – where here it depends on the research of the students from the IP communities.
<ul style="list-style-type: none"> What is the commodity flow? What is the set of knowledge they need to know first? 		<ul style="list-style-type: none"> Tomatoes are cheaper in the Mt. Province, after this is set, then the products of Davao can come in if there be storms in the area. In Malaybalay, there is also the NFA rice, it is much cheaper if they sell it. They need also to see the distribution system.
<ul style="list-style-type: none"> Include value chain assessment in the curriculum How to transport and preserve the products. There is a need to study core knowledge and skills initially as project and then build up from there. 		
<ul style="list-style-type: none"> Study the patterns on how they use the funds and resources and to rehabilitate and gather enough capital to transport it through the years (public school teacher needed to be consulted and proper documentation). Study also the bargaining power and how they are organized, tie it up with the contacts in the city and then promote capital build up. The teacher should be part of it, then there should also be second liners: Who will keep the records? Who will manually put the products down to the traders? What should they get from the traders from the lowlands? There should be record keeping. In contrast with the lowland, they cannot focus on this aspect any longer and the assumption is; there is a management system on how to go about in lowland farming but not upland farming – it became unsustainable because each are on their own. There can be two: from outside and then the products. Know them as units they transport, individually. There is no bargaining power yet but then it happened. 		<ul style="list-style-type: none"> On what was sustained as products are the bananas of the Aetas. Based on a NEDA study, the study on Pinatubo Rehabilitation turned out that the Aetas resettled elsewhere. A project source from the UNDP suggests that dislocated IPs should have interventions in terms of livelihood rehabilitation – a differentiated livelihood in the lowlands and the Aetas where the teachers assigned to the area were instrumental and the link to its success. They have to know and establish what the existing practices are and how they trade. They can use that for anything and then they can see the opportunities as well. These are the requirements and costs, it is more on the external. Then they have to go back to the promotions, and what can be done in capacity marketing. Have a look outside first before your products are developed. They resettled, they got funding for the banana plots, they returned and cooperate where transport comes with the bargaining power of coop. After, they bought a vehicle, there was a capital build-up. The Jeepney became a workhorse and earned income too and that made it sustainable. Although they were taken care by the public school teachers, they learned to record and

<ul style="list-style-type: none"> Accounting is also crucial. This is if they do not have it yet, but if they already have it, then it is a different story altogether. They were victims and they are also relocated. They were part of civil war. In Foundation for Sustainable Society, Inc. (FSSI) for example, there is also entrepreneurship, they buy the coffee supply from Matutum (Gen. San.) – from Green Tropics and then they are being trained about the local market as well. For example: Nestle buy in bulk during harvest time so they get a cheaper price. 		track down the trade.
<ul style="list-style-type: none"> Explore new products – if it is challenging, all the more the preparation is diversified. This is during the second phase already but we should always start with the existing enterprise. 		
<ul style="list-style-type: none"> There should also be market assessments, also because there are trading systems that are being controlled by lowlanders that are not being penetrated by others. Use this as an opportunity. It seems like an entrepreneur is also like a private investigator. They can miss the opportunity but they can follow and where they go after and also the skills that are also needed for the process. Sometimes there are no external help. One assumption is that they tend to depend on outside help but on their own, they can trace it. They also will need to study the COMMODITY FLOW and MARKET ASSESSMENT – then the value chain assessment, parang commodity flow lang ang takbo niya. What is the process involved, and the prices as well. 		
<ul style="list-style-type: none"> Also, study the sourcing implication: Segregate the grain and separate the good and bad bundle--Include a system of qualification. They have to have familiarity of the product so they can grade and classify according to the supply and prices at hand. 	<ul style="list-style-type: none"> All that in one module. Three (3) modules: External Mastery, Business and Set Mastery. How to handle and track records keeping; What is the managers' and entrepreneur's way of thinking (mindset) should be part of the set mastery. 1st mastery is the environment. How and what is the system, what is the pricing, who are the best players? In the business itself, what are the requirements and the needs (they have to group themselves to have a bargaining power in the lowlands). For example: 	<ul style="list-style-type: none"> They buy by bulk or segregate the grain, separate the good the bad, bundle and then sell better. There are koritas trades for example, there is also a different pricing when everything is all in. whatever is the supply but give lower prices. Ex. Abaca supply – will that be covered? Raw material supply. If the opportunity is the raw material – what does it entail and where do they sell/trade it? For example: T'nalak is a special weave. They have abaca and grades of fibers. They should return, grade and classify for some form of standards. They should have familiarity. For example, if the raw material is grany, then if they get that, they need a proof and also when they clean it. If this is the system of

	<p>Selling to Nestle, and Green Tropics – Bay, a former forester has a special place in the IP Communities. They already have a learning versus Nestle.</p>	<p>qualification, we can qualify if this is a fake or authentic and there is an implication in its sourcing.</p> <ul style="list-style-type: none"> • If they did not follow a certain standard, then they can have a different requirement from • Nestle – where they judge according to purity alone and not by different pricing due to grain and strain quality.
<ul style="list-style-type: none"> • Know also how they can organize themselves because that is their valued resources; • Where they are, and what is viable to harvest or not. • There should also be sanctions: if there an individual violator in the community. They can be policed as well. They can also develop a relationship with it as a social capital. For example, the chieftain now can say that they have started schooling – then we establish now that they have disposable income. • This is the treasure and not the abundance per se. Not in the lowlands but here as they are hosted by IPs all over the country. For instance: Bay and Basil Reyes as foresters before are also now involved with the organizational strengthening as their initiative – at least for the first two batches. 	<ul style="list-style-type: none"> • Study the environment, then the business and then do the research – i-on-site practicum, assess deeper, the next time they meet, what is the assessment based on the inputs they have. • This can be done during the one and a half (1.5) months,. Then they need to go back and investigate, allot another three (3) months, do the external/ internal assessment after. But what is more important is they need to go back to the situation. • It can be five (5) months, also it can be that they go around to monitor as mentor – or “call a friend”; after using the data, how do you now position again? Assess the local situation and even the data, there is a question now on doing a hard research or manage it (externally). They need to have a different asset or skills, they need to be fed with it what to do out of the general practice. But there is somebody who can be good at it then can deal with the other factors behind it. 	<ul style="list-style-type: none"> • The Bote Sentral and Coffee Alamid experience, they felt the need to get a roasting machine in the uplands as the added value is there. That is their prospect but it is important that the young students to be involved. They themselves can organize. The former students are the ones managing their own business now.
<ul style="list-style-type: none"> • More on the externals and then the operations – if market is not suited with the products, they need to assess all the data. 		<ul style="list-style-type: none"> • If they will do all the research, they can do that but they also try assessing the other data--can the students really do it or only the experts can? So that the outsourced will not be duped.
<ul style="list-style-type: none"> • There is a need for deepening – we need information and assign those that are good in research: those that can do it, read and analyze the data and their implications. • Ateneo and UP, can they be partners? It can also be that a pool of students can do it initially in Ateneo as practicum as actual business, gather and present the data. 	<ul style="list-style-type: none"> • Second stage – how to deal with experts – don’t just believe but question them as well. What is their skill.? • Keeping up with rents, update and the development of new design. After three (3) years, is the design still look hot? This is part of external scanning – there 	<ul style="list-style-type: none"> • Example: They have their own agenda sa Coffee Coard, for example: I will link you with my group, etc. but it should be profit for my group as well. So there should be others who are not biased – we can also ask Chit Juan.

	are changes that went with how the assessment would look like.	
<ul style="list-style-type: none"> • food vs. handicrafts – start slow and then stable, handicrafts tend to be strong at first and then fizzles out. • Getting investments – what is the third aspect? 	<ul style="list-style-type: none"> • Proper marketing and placement, assess, strategize, organize and then ask for possible investments, and then conduct operations. • What are the requirements after we have organized them properly? Then expansion and then financing, If the operations is properly conducted then one can choose if they will avail of a loan or equity for financing and then at the end, improve the existing system. • Identify also where you need to grow and what kind. • Review again the three (3) areas: and then another two and then another two months and then six (6) months after. This includes the innovations. 	<ul style="list-style-type: none"> • For example: in handicrafts, the profit margin goes down tremendously after. Like T'nalak, furniture, bags. Water lilies made into bags. After a while., many will imitate it, there are many who are like that and it was not sustainable.
<ul style="list-style-type: none"> • Will talk to the university management to include the program as an offering. 		<ul style="list-style-type: none"> • The inventory is also a headache. There are enterprises that are mixed and diversified.
<ul style="list-style-type: none"> • How do they deal with older generation? They help gather raw materials – the elders help in encouraging raw materials – na standardized na ang pagbili ng mataas at mabang presyo. • They need the elders not to sell it during lean months and People's Organizations also helps. • What do the young entrepreneurs need or the type of help with the old: this is where the cultural values will come out. Like what we do in education. The first module recognizes what is the profile as an IP Educator, also as an IP Entrepreneur. This is due to the fact that every culture has a different set of values. Like how the Chinese patriach transfer this trait. There are a lot of women entrepreneurs now. 	<ul style="list-style-type: none"> • They need two projects: Tig-dalawa project in one hand out – para hindi masyado mabigat. • You'll need one semester to develop, to be offered in second semester this year. • In the ethno research, they need to do a thesis. They also need to show that the transportation as overhead cost, the drafting of the modules itself is tedious and we need to have trainings for indigenous leaders on enterprise development. 	<ul style="list-style-type: none"> • They should also be able to write in their own language – so they will know what they will write about. • In T'nalak for example, majority are female, also in the marketing aspect. In Tugdaan, it is also the women even in the coffee enterprise. • Also in crafts making the women excel but in rattan making, basket weaving, it is the men who dominate the trade. They are also the ones who handle the permitting – but it depends on the products. Men also handle those in the bottled business. It also goes in the awareness. There are some who are tied to the healing practices, when it is commercialized, the potency is gone. It is how we balance everything without compromising its potency. • They are connected in the tradition but elders do not want it due to potency of tradition. Like those in the upland areas, even the dye or color of the T'nalak, the cultural value is gone for those doing it commercially. It will look like it is going to be an Asian Development Program, also with PRIME assisted program, they will help the Artist Awardees. So this is offered and can be offered to Awardees which can

		<p>be funded also by the RM Foundation. They started initially in the Philippines. They can also get funding from the PEF – kahit wala muna sa funding. Their innovations if they can make it into a proposal if they will need capitalization. Sandy gave money but enough to start. Spices in general, ginger tea – lalo nan yung dilaw. Mabilis without sugar. Coco sap sugar – PCA got it. DAR mas mura from Palawan.. Harvesting and maintenance seemed to be the most challenging part.</p>
<ul style="list-style-type: none"> As an initial case study, invite prospective students for input – if they have. 		<ul style="list-style-type: none"> Contact Manolita Gonzales, Lino Bolida
<ul style="list-style-type: none"> For mentoring, we can also invite others. 		<ul style="list-style-type: none"> There was also a study on how water is being marketed and supplied to the fitness clubs – like Gatorade. It turned out that this is not for children as it tends to damage their liver. But due to its sales, they do not need to preserve it, there is some form of radius to have it sold as a commodity.
<ul style="list-style-type: none"> We also need associates who can run enterprises: those who can see the business aspect first. 		
<ul style="list-style-type: none"> Put the right language for the modules. <p>DAP perhaps can help in its microfinance, also target NGOs and POs, details should be more on the self aspect.</p>		<ul style="list-style-type: none"> Green tropics-canadian firm. Who can mentor? Like CSDO coordinator before Jimmy Unsoy to be identified Ariel Aguirre (as resource person) – coco choir – fibering operation – rope, twine, communities, fiber, coconets, ropes, flatliners, doormats PONTMAIN – 5 tons of coconut husk per day. Parang Bicol, pero mas maliit. Pwede, husking sand twining operation. Have to work with community groups. Joanne Uy – Bukidnon CRS Tboli – and ARC na malapit sa Lake Sebu Agrarian Reform na IPs, may microfinance aspect, partner ng agrarian reform. Kayang kaya ng George yan. Two (2) modules na natapos Philsen (?) siya ang nag manage noon. We also need to look into the viability of entrepreneurship and their organizational capacities.

Experts on Social Entrepreneurship present during the Consultation Meetings conducted are the following:

1. Mr. RENE GUARIN, Program Coordinator/Facilitator, Value Chain Development Program Philippines Inter-Church Organization for Dev't. Cooperation (ICCO) *
2. Mr. ULYSSES MIDAS, Jr., Program Manager, Foundation for the Philippine Environment *
3. Mr. JAY LACSAMANA, Executive Director, Foundation for a Sustainable Society Inc. (FSSI) *
4. Ms. VERONICA VILLAVICENCIO, Free-lance NGO Worker, formerly connected with the Foundation for the Philippine Environment*
5. Mr. PAOLO BENIGNO "Bam" AQUINO, III, President - MicroVentures, Inc./ BOT - Venture for Fund Raising**
6. Mr. CARMELO ENRIQUEZ, Data Bank Chief, Notre Dame Business Resource Center Foundation, Notre Dame University, General Santos City **
7. Mr. BENJAMIN D. ABADIANO, President, ADVOCAFE**
8. Ms. MARIE ANNE J. HOW, Senior Trade Micro, Small & Medium Enterprise Specialist-Trade Micro, Small & Medium Enterprise Development Division (TMSMEDD) DTI Region XI**
9. Mr. DIOSDADO PERNES, Chief, Timber Management Section, Forest Resources Conservation Division, Department of Environment and Natural Resources**
10. Mr. GEORGE SORIANO, Director, Institute of Productivity and Quality, Development Academy of the Philippines**
11. Pastor DELBERT RICE, Executive Director, Kalahan Educational Foundation, Nueva Vizcaya **
12. Ms. MARIETTA PARAGAS, CORDNET, Baguio City**
13. Ms. LIGAYA LINTAWAGIN, Tugdaan Mangyan Center for Indigenous Peoples' Education**
14. Ms. MERCEDES MEDIODIA, Executive Director, Nagkakaisang Tribo ng Palawan (NATRIPAL)**
15. Ms. JENITA EKO, President, Lake Sebu Indigenous Weavers Women's Association, Inc. (LASIWWAI, Inc.)**

* Social Entrepreneurship and Development Meeting, PAMULAAN, Davao City 28 May 2011.

** *Kalindogan 2011 Conference on "Social Entrepreneurship: Strengthening Indigenous Peoples' Capacity on Sustainable Livelihood and Community Development," 17 to 22 October 2011, University of Southeastern Philippines, Mintal Campus, Davao City.*

1. INTRODUCTION TO SOCIAL ENTREPRENEURSHIP

This course provides the introduction on the background of social entrepreneurship in the Philippine context and, expectations, the program, and clarifies the objectives of the course; the rules and protocols; methodology and processes of the entire SE module.

2. SOCIAL ENTREPRENEURSHIP STRATEGIES AND TOOLS

The course defines social entrepreneurship and its various strategies and tools. It also provides information on how to be successful in business by mastering its three important areas: Self (Manager), Enterprise (Business Management-Internal) and Environment (Industry-External); and the various roles of being an originator, organizer and operator. It uses an integrated and experiential approach in developing and managing an enterprise. An overview of salient topics to be covered includes: the Triple Bottom Line & Stakeholders Analysis; Social Enterprise Strategies, Tools Menu-Subsector, QDP-Value Chain modules; the Life Forces and Life Cycle of a Social Enterprise; which includes the Business Planning Process.

3. BUSINESS PLAN PROCESS: BASIC FINANCE

The course examines the over-all Social Enterprise Structure and provides feedback and commitment in support of the participant and the business. Input on identifying the status, bottlenecks and opportunities will also be reviewed. It will also include Records Keeping and the Social Entrepreneurship Mindset.

4. BASIC ACCOUNTING AND BOOKKEEPING (BUSINESS MATH)

It deals with the mathematics needed in doing business. It includes mathematics of marketing, accounting and finance. The students are taught how to make spreadsheets both in traditional and computer-aided methods. As future teachers of indigenous community schools, the teacher may be challenged to handle not only the classes, but also in handling projects related to the operations of the school as well as other community projects.

5. MICRO-MARKET STUDY FRAMEWORK AND TOOLS

Come out with a case study and input on Micro-Market Study and Tools; Consumer Study Framework & Tool; Internal Analysis Tool & Framework; and Work plan for the Research. Environmental Analysis (EA) and field research of the Social Enterprise Field research of the following: Industry using Value Chain and Porter Analysis and Tools; Micro Market Area Research; and Consumer Research.

6. LIVELIHOOD DEVELOPMENT IN INDIGENOUS COMMUNITIES

The course will discuss the various efforts and initiatives for livelihood development in indigenous communities and will include its various challenges, best practices, plans and tips for a better Marketing, Operations, Finance & Human Resources handling of a new or continuing social enterprise. Various case studies will also be presented for a better appreciation of the subject.

7. ENTERPRISE MANAGEMENT

The course includes a business simulation kit, a calendar sheet, raw materials, money cards and other conditions that will simulate running an actual business for social entrepreneurship, its actual incubation and other scenarios needed to provide the salient information on how to project and make a cash flow statement to actually implement an actual business enterprise. The various strategies and different schools of thought will also be introduced focusing on the stakeholder's analysis and its impact or an effective strategy formation in social enterprises.

8. EXTERNAL POLICIES AND PRACTICES

The course provides the various government policies, guidelines, permitting requirements and other legal and environmental requirements and documents needed for compliance of a new or continuing social enterprise—including the schedule for yearly renewal and filing for the proper operation of the business.

9. INTERNAL POLICIES, PROCESSES AND PRACTICES THAT STRENGTHENS A COMMUNITY ENTERPRISE

This study will include the internal rules and guidelines in understanding operation and operations management; the opportunities, functions and goals of a business; and the tools in developing and proper flow of its operations. The course will provide the importance of analyzing the outcomes, resources, facilities and condition of the working environment; the competence of the people and its network and affiliates and ultimately—the operations of processes and functions to optimize the business' productivity and service quality.

10. MARKET AND SOCIAL ENTREPRISES: MYTHS & REALITIES

The course provides the important information on how to look and define a market; the gaps, opportunities, the strategic advantage and other guidelines on making a market situation work for the advantage of the enterprise. It defines the buyers, the conditions and the cycle of having the product, services; the market segments, how to assess the customers including test marketing and trade fair; focusing on the triple bottom line approach.

11. SOCIAL ENTERPRISE MARKETING MANAGEMENT

The course defines the target market's quality, definition, purchasing behavior, and the markets' needs and wants; the available products and services. The processes involved in selling, outlet selection, booking of order, collection, merchandising, outlet maintenance and promotion as part of the marketing scheme and operations. The course will also provide the importance of differentiating how the marketing products and services vis a vis commercial marketing and the various dynamics in the consumer's attitudes and the need for innovations in terms of positioning, product, package, place, price, people, promotions and advertising.

12. QUALITY DELIVERY PRODUCTIVITY ASSESSMENT: BENCHMARKING AND LINE BALANCING

The course sets the standards on benchmarking vs. the Industry; value chain management including the activities and functions for making a product earn and other added features for creating, value adding—from the raw materials to the finished product of a social enterprise.

13. SOCIAL ENTERPRISE FINANCIAL MANAGEMENT & TOOLS

The course will comprehensively discuss the function of managing the triple and multiple bottom lines in finance management. Various templates and models will also be included in the module covering the capital, simple financial forecasting, budget allocation and financial control. More importantly, the course will be able to impart knowledge on financial viability and sustainability—and its impact on how the objectives and profitability of a social enterprise and how it may be a success or failure by how it has been defined by the people in terms of benefit.

14. BUSINESS DEVELOPMENT PLANNING

The course will provide the information, technical skills and strategies on how to run an actual business enterprise. The program is designed to provide a solid background on social entrepreneurship and its actual incubation and / or growing of the business.

15. CRAFTING A BUSINESS PLAN FOR INCUBATION & SOME LEARNING INSIGHTS

The course will provide the processes involved and the various requirements and forms in the formation and a business plan suited for a specific social enterprise. Some of the best practices and incidents to avoid will also be discussed—the advantages and future plans for the development and sustainable social community enterprise.

16. SUSTAINABLE FUND MANAGEMENT

The course provides the management tools to properly sustain the fund—its sources, availability, handling and—information on the internal and external various available funding agencies. Some features and technical parameters on eligibility; how to match the proposal with the funding agency will also be discussed including some of the basic financial measures such as: income and expenditure statement; assets and liabilities; cash flow, etc. and other common grounds for negotiation for acceptable terms and packages towards partnership building and sustainability of the enterprise.

17. STRATEGIC MARKETING MANAGEMENT AND PLANNING: QUALITY DELIVERY PRODUCTIVITY ASSESSMENT

Know how to plan for a social enterprise using Strategic Marketing Management and Marketing Planning; Quality Delivery Productivity Assessment, Benchmarking, Line Balancing, PERTCPM and Operations Planning; HR Framework and Strategic HR Management; Finance Management and tools; Crafting Business Plan for Incubation.

18. STRATEGIC DEVELOPMENT AND OPERATIONS PLANNING THE BUSINESS PLAN PRESENTATION OF UPDATES AND PERFORMANCES

The course will strategically provide information on planning the growth of the social enterprise through inputs on development planning and operations; plotting and working out the schedule of business plan, its presentation of updates and performances. The enterprise management, human resources, funds management, equipment and materials, and other processes involved to efficiently run a social enterprise and at the same time, focusing on the quality, delivery and productivity that transforms the quality of life of others and those within the social enterprise.

19. SOCIAL ENTERPRISE HUMAN RESOURCE FRAMEWORK AND ORGANIZATIONAL DEVELOPMENT

The course discusses the various skills on building leadership, organizational and negotiation skills in managing a growing social enterprise. It also discusses the performance map, and other requirements for managers as leaders and social entrepreneur through culture-building, assessing the organizational scheme and being the agents of change in its implementation. The module will also address the transformational needs of the personnel as owners and primary stakeholders of the enterprise.

20. DESIGNING A SOCIAL ENTERPRISE THRU PERFORMANCE, MONITORING AND EVALUATION SYSTEM

The course will study the design the social enterprise through the various performance and monitoring system, enterprise monitoring framework and tools; and crafting the social enterprise evaluation and monitoring system.

21. COMMUNITY DEVELOPMENT AND IMMERSION

This course exposes the students to the specific elements and tools necessary for the management of development programs, such as Logframe, Cost Benefit Analysis, Stakeholder Analysis etc., and their application in a critical fashion. It focuses on program management as a policy issue, and, in particular, on how different perspectives in aid programming (including women, beneficiaries, administrators and donors) and the level of their participation influence program outcomes. The course will take a comparative approach, looking at the experiences in program management from the perspective of different stakeholders through the case study method. Finally it will look at how success is measured in aid delivery, through participatory evaluation and impact assessment. The whole process requires the students' immersion in the reality of the community.

22. HOW TO IMPLEMENT AN ACTUAL BUSINESS/ENTERPRISE (INTERNSHIP-FIELD WORK)

The course will provide for the actual participation of the student through an immersion and actual engagement in the operations and day to day running of the business for at least one month. The course will also study the proper documentation of the whole operations/market cycle—from the gathering of raw materials; up to the actual processing and selling of the product to the target market. This incubation period will essentially provide the actual lesson on realizing the value of running an actual business and what lessons can be culled from the experience so that a better market or product may be established by the student at the end of the four-year course.

23. SUBMISSION AND DEFENSE OF THE ENHANCED STRATEGIC BUSINESS PLAN (THESIS)

Finalization of the new direction plan and submission of documents as a pre-requisite for graduation.



BACHELOR OF SCIENCE IN ENTREPRENEURSHIP
 Specialization: Social Entrepreneurship for Indigenous Peoples
 Effective S.Y. 2012-2013

Name: _____

Entrance Date (Sem/SY): _____

First Semester	
Course No.	Description
Eng1	Study and Thinking Skills
Fil1	Komunikasyon sa Akademikong Filipino
Math1	College Algebra
Soc Sci 1	Society & Culture w/ Family Planning
Soc Sci 2	Philippine History
Nat Sci 1	General Chemistry 1 (Lec)
Nat Sci 1L	General Chemistry 1 (Lab)
SocEntrep1	Intro to Social Entrepreneurship
SocEntrep2	Social Entrepreneurship Strategies & Tools
PE 1	Physical Fitness Activities
CWTS1	Civic Welfare & Training Services 1

FIRST YEAR	
Unit	Pre-Requisite
3	
3	
3	
3	
3	
2	
1	
3	
3	
(2)	
(3)	
24	

Second Semester			
Course No.	Description	Unit	Pre-Requisite
Eng2	Writing in the Discipline	3	Eng1
Fil2	Pagbasa at Pagsulat Tungo sa Pananaliksik	3	Fil1
Math2	Plane and Spherical Trigonometry	3	Math1
Soc Sci 3	Politics and Governance w/ Phil. Const.	3	
Soc Sci 4	Life and Works of Rizal	3	
Nat Sci 2	General Biology (Lec)	2	
Nat Sci 2L	General Biology (lab)	1	
SocEntrep3	Business Plan Process: Basic Finance	3	SocEntrep 1 & 2
SocEntrep4	Basic Accounting and Bookkeeping	3	Math 1
PE 2	Rythmic Activities	(2)	PE1
CWTS2	Civic Welfare & Training Services 2	(3)	
24			

First Semester	
Course No.	Description
Fil3	Masing na pagpapahayag
Hum1	Arts
Soc Sci 5	General Psychology
Soc Sci 6	Basic Econ.w/ Taxation & Agrarian Reform
SocEntrep5	Micro-Market Study Framework & Tools
Soc.Entrep6	Livelihood Development in Indigenous Communities
IPAD3	Introduction to Community Development
SocEntrep7	Enterprise Management
P.E.3	Games and Minor Sports

SECOND YEAR	
Unit	Pre-Requisite
3	Fil2
3	
3	Nat Sci2
3	Math 1
3	SocEntrep4
3	
3	
(2)	PE1
24	

Second Semester			
Course No.	Description	Unit	Pre-Requisite
Eng3	Speech and Oral Communication	3	Eng 1
Hum2	Philosophy	3	Hum 1
CS10	Intro. to Information Technology	2	
CS10L	Intro. to Information Technology (lab)	1	
Phy Sci 1	General Physics 1 (Lec)	2	Math2
Phy Sci 1L	General Physics 1 (lab)	1	
SocEntrep8	External Policies and Practices in Social Entrepreneurship	3	
BAT9	Water Resource Management	3	
SocEntrep9	Internal Policies, Processes and Practices that Strengthens a Community Enterprise	3	
Educ1A	Facilitating Learning	3	
P.E. 4	Major Sports and Recreational Activities	(2)	PE1
24			

First Semester	
Course No.	Description
Lit 1	Philippine Literature
Stat1	Basic Statistics
IPAD 4	Social Mapping, Local Resources and Community Politics
IPAD 6	Critical Assessment of Contemporary Development Practices
Soc Entrep10	Market and Social Enterprises: Myths & Realities
SocEntrep11	Social Enterprise Marketing Management
SocEntrep12	Quality Delivery Productivity Assessment; Benchmarking and Line Balancing
IPAD 2	Research and Documentation on Indigenous Knowledge & Practices

THIRD YEAR	
Unit	Pre-Requisite
3	
3	Math 1
3	Eng 2
3	
3	SocEntrep5
3	
3	
3	
3	
3	
24	

Second Semester			
Course No.	Description	Unit	Pre-Requisite
Lit 2	World Literature	3	Lit1
IPAD 15	Indigenous Development in the Philippines:Problems and Prospects	3	
SocEntrep13	Social Enterprise Financial Management & Tools	3	SocEntrep 10
SocEntrep14	Business Development Planning	3	
SocEntrep15	Crafting a Business Plan for Incubation & Some Learning Insights	3	
SocEntrep16	Sustainable Fund Management	3	Soc Entrep 11
IPAD 9	Qualitative Research Methods	3	Eng 2
BAT 4	Introduction to Diversified & Integrated Farming System	3	
24			

First Semester	
Course No.	Description
IPAD 7	Gender, Development and Social Context
IPAD 8	Leadership and Governance
SocEntrep17	Strategic Mktg. Mgt. & Planning: Quality Delivery Prod.Assessment
SocEntrep18	Strategic Dev't. & Operations Planning- Bus. Plan Presentation of Updates and Performances
Soc Entrep19	Social Enterprise Human Resource Framework & Organizational Development
SocEntrep20	Designing a Social Enterprise thru Performance, Monitoring and Evaluation System

FOURTH YEAR	
Unit	Pre-requisite
3	
3	
3	Soc Entrep13
3	Soc Entrep14
3	
3	
18	

Second Semester			
Course No.	Description	Unit	Pre-Requisite
SocEntrep21	Community Development and Immersion	3	
SocEntrep22	How to Implement an Actual Bus/Enterprise (Internship)	6	4th year standing
SocEntrep23	Submission and Defense of the Enhanced Strategic Business Plan	6	
15			

SUMMARY	
Gen.Ed. Subjects	69
Specialization (Social Entrep)	75
Electives/Cognate	33
TOTAL UNITS	177
Non Academic	
PE 1-4	8
CWTS 1-2	6
14	

LADDERIZED CURRICULUM FRAMEWORK
Bachelor of Science in Entrepreneurship
Specialization: Social Entrepreneurship for Indigenous Peoples

		COMPETENCIES					CERTIFICATE	Employment Opportunities
		1. Knowledge of theories, concepts, processes, procedure and techniques	2. Facilitate participatory and investigative skills	3. Adaptive/operative, knowledge and skills	4. Analytical, critical, communicative, decisional and problem-solving skills	5. Strategic, collaborative & integrative knowledge, skills, attitudes & values		
2 nd Year Subjects	<ul style="list-style-type: none"> - Frameworks on Micro-Market Study 7 Tools; - Enterprise Management; - Livelihood Potentials and Development in Indigenous Communities - Community Development; - Taxation and Agrarian Reform; - Arts. 	<ul style="list-style-type: none"> - Internal Policies, Process and Practices that Strengthens a Community Enterprise; - Power Dynamics and Peace Building; General psychology; - General Physics 	<ul style="list-style-type: none"> - External Policies and Practices in Social Entrepreneurship; - Information Technology; - Water Resource Management. 	<ul style="list-style-type: none"> - Internal and External Policies, Processes, and Practices that Strengthens a Community Enterprise; - Speech and oral communication; - masining na pagpapahayag; 	<ul style="list-style-type: none"> - Micro-Market Study; Framework & Tools - Livelihood Development in Indigenous Communities; - Facilitating learning; - Games and minor sports; - Major sports and recreational facilities. 	Certificate in Social Entrepreneurship	<ul style="list-style-type: none"> - engage in micro-enterprise - clerical aide - research aide - assistant development worker 	
1 st Year Subjects	<ul style="list-style-type: none"> - Thinking and Communication skills; College Algebra; - Plane & Spherical Trigonometry; - Chemistry and Biology Laboratory activities 	<ul style="list-style-type: none"> - Understanding of the physical composition, properties and reaction of matter; - Society and Culture with family planning; - Understanding the Business Planning Process; Financial Matters; 	<ul style="list-style-type: none"> - Key Concepts in Social Entrepreneurship - Strategies and Tools; - Understanding of the Filipino Culture and History and the Indigenous Peoples and IPRA Law; - Basic Accounting and Book Keeping 	<ul style="list-style-type: none"> - Dynamics of social inter-action based on the information on the various Social Entrepreneurship Strategies and Tools; - Dynamics in Business Processing; 	<ul style="list-style-type: none"> - self expression through writing in the discipline; - Life & works of Rizal; - small group cooperative learning of numbers & figures - Physical fitness & Rhythmic activities; 			

LADDERIZED CURRICULUM FRAMEWORK
Bachelor of Science in Entrepreneurship
Specialization: Social Entrepreneurship for Indigenous Peoples

		COMPETENCIES					DIPLOMA	Employment Opportunities
		1. Knowledge of theories, concepts, processes, procedure and techniques	2. Facilitate participatory and investigative skills	3. Adaptive/operative, knowledge and skills	4. Analytical, critical, communicative, decisional and problem-solving skills	5. Strategic, collaborative & integrative knowledge, skills, attitudes & values		
4 th Year Subjects		<ul style="list-style-type: none"> -Strategic Marketing Management and Planning: Quality Delivery Productivity Assessment; -Strategic Development and Operations Planning: The Business Plan Presentation of Updates and Performances -Social Enterprise Human Resource Framework and Organizational Development 	<ul style="list-style-type: none"> -Gender Development and Social Contempt; -How to Implement an Actual Business/Enterprise (Internship-Fieldwork) 	<ul style="list-style-type: none"> -Leadership and Governance; 	<ul style="list-style-type: none"> -Designing a Social Enterprise thru Performance, Monitoring and Evaluation System; 	<ul style="list-style-type: none"> -Community Dev't. and Immersion; -Practicum/ Laboratory -Final Project Report/thesis 	Bachelor of Science in Entrepreneurship Specialization: Social Entrepreneurship for the IPs	<ul style="list-style-type: none"> -social entrepreneur -researcher -SE trainor -paralegal officer -project coordinator -development worker -peace counselor -product owner, dealer and distributor
3rd Year Subjects		<ul style="list-style-type: none"> -Philippine Literature; - World Literature; -Social Enterprise Financial Management and Tools; -Sustainable Fund Management; -Qualitative Research Methods 	<ul style="list-style-type: none"> -Qualitative Research Methods; -Research and Documentation on Indigenous Knowledge and Practices 	<ul style="list-style-type: none"> -Basic Statistics; -Social Enterprise Marketing Management; -Introduction to Diversified & Integrated Farming System; 	<ul style="list-style-type: none"> -Social Mapping, Local resources and Community Politics; -Market and Social Enterprises: Myths and Realities; -Critical Assessment of Contemporary Development Practices; -Quality Delivery Productivity Assessment: Benchmarking and Line Balancing; -Indigenous Development in the Philippines: Problems and Prospects; 	<ul style="list-style-type: none"> -Business Development Planning; - Crafting a Business Plan for Incubation and Some Learning Insights 		

PROPOSED PROGRAM
BACHELOR OF SCIENCE IN ENTREPRENEURSHIP
(Specialization: Social Entrepreneurship for IP)

COURSE DESCRIPTION

I. GENERAL EDUCATION

ENGLISH 1: STUDY AND THINKING SKILLS

Credit: 3 units

The course introduces the English language as a tool for study and learning and other thinking skills. It develops the ability to use the meta-language of grammar with ease and explains the form, meaning and use of the elements of grammar.

ENGLISH 2: WRITING IN THE DISCIPLINE

Credit: 3 units

This course focuses on the development of students' capability to write in English. It will provide a study of the forms of discourse stressing their essential features and characteristics, with a view of developing in the students the ability to write narrative, descriptive, expository and argumentative compositions using representative reading selections, especially indigenous materials, as models. It will also encourage the students to write on subjects and issues affecting the effort of IP communities for self-determination.

ENGLISH 3: SPEECH AND ORAL COMMUNICATION

Credit: 3 units

The course teaches the proper structure and dynamics of the speaking component of the language taking into account its nature, its theoretical underpinnings, and the competencies to be developed. It also examines the process of oral communications and the various forms of speech arts from public speaking and group discussions to debate, oral interpretation and dramatics.

LIT 1: PHILIPPINE LITERATURE

Credit: 3 units

The course provides a study of Philippine Indigenous Peoples literature: folklores, mythologies, stories, poems, songs and other literary forms. The study should enable the students to develop a deeper understanding of the Philippine IP perspective as distinct from other ethnic groups and cultures. It will also give them an insight into their origin, their desires, fears, instincts, needs and cultural patterns.

LIT 2: WORLD LITERATURE

Credit: 3 units

As a continuation of the Philippine IP literature, the course opens the students to the wider perspective of indigenous peoples in the whole world. By studying selected world IP literary works: folklores, mythologies, stories, poems, songs and others literary pieces, the students will be able to understand the common elements uniting all indigenous peoples in the world as well as the richness of their origin and distinct way of viewing and doing things as seen in their cultural patterns.

FILIPINO 1: KOMUNIKASYON SA AKADEMIKONG FIPINO

Credit: 3 units

Ang Filipino 1 ay isang metalingwistik na pag-aaral sa gamit ng akademikong Filipino sa iba't ibang sitwasyon at larangan. Sa paraang interdisiplinaryo at interaktibo, inaasahang

maunawaan at malilinig sa mga mag-aaral ang mga kailangang kaalaman at kasanayan sa paggamit ng Filipino sa lalong mataas na edukasyon.

FILIPINO 2: PAGBASA AT PAGSULAT TUNGO SA PANANALIKSIK

Credit: 3 units

Ang Filipino 2 ay pagpapalawak ng mga kaalaman at kasanayan sa kritikal na pagbasa at lohikal na pagsulat tungo sa pagsasagawa ng sariling pananaliksik. Tumatalakay ito sa mga teorya, simulain at mga metodo at pagsasanay sa pagbasa at pagsulat sa wikang Filipino. Sa pagpili ng paksa para sa pagsasanay sa pagbasa at pagsulat, sisikaping bigyan ng natatanging puwang ang mga paksang may kaugnayan sa buhay ng mga katutubo.

FILIPINO 3: MASINING NA PAGPAPAHAYAG

Credit: 3 units

Sumasaklaw ang kursong ito sa malikhaing pagsulat at pagbigkas kaugnay ng apat na paraan ng pagpapahayag: pagsasalarawan, pagsasalaysay, paglalahad at pakikipagtalastasan na may tuon sa mga estilo ng wika. Lilinang ang kursong ito sa mga kasanayan sa pasalita at pasulat na pagpapahayag ng estudyante bilang isang indibidwal, bahagi ng etnikong grupo, mamayan ng isang bansa, at bahagi ng global na komunidad.

MATH 1: COLLEGE ALGEBRA

Credit: 3 units

This course provides a study of the basic algebraic concepts including graphs and equations. Lessons and techniques learned in this course should be related to indigenous ways of counting and measurement such that both should enhance the students' appreciation of the discipline in their daily life cycle.

MATH 2: PLANE & SPHERICAL TRIGONOMETRY

Credit: 3 units

The course aims to develop students' understanding of the fundamentals of trigonometric functions: angles, solution of triangles, periodic phenomena and their applications. The course extends to include analytical trigonometry and applications of trigonometry to navigation.

CS 10: INTRO TO INFORMATION TECHNOLOGY

Credit: 2 units

This is a three-unit modular course which focuses on the understanding of concepts and the acquisition of basic skills aimed at providing students with basic literacy on current ICTs including the Internet and other telecommunications and network-based technologies and their utilization for research, communication, publishing, productivity, teaching and learning.

CS 10L: INTRO TO INFORMATION TECHNOLOGY (LAB)

Credit: 1 unit

As a continuation and follow up of CS 10, it provides a hands-on practice in the use of the different forms of information technology like the Internet and other telecommunications and network based technologies.

NAT SCI 1: GENERAL CHEMISTRY 1 (LEC)

Credit: 2 units

An introduction to the fundamentals of organic chemistry, including hybridization, structure nomenclature and the application of electronic effects in predicting physical properties and reactivities. The chemistry of the different classes of organic compounds is covered.

NAT SCI 1L: GENERAL CHEMISTRY 1 (LAB)

Credit: 1 unit

An organic laboratory course designed to develop skills and techniques in the separation and purification of organic compounds. The laboratory course serves as the venue for the observation of structural effects on the physical and chemical properties of organic compounds. Both chemistry lecture and laboratory should lead the students to a deeper understanding of the processes involved in mining and its effect on the environment and on the health of individual persons and of communities.

NAT SCI 2: GENERAL BIOLOGY (LEC)

Credit: 2 units

This is an introductory course on the general concepts and principles pertaining to the complex pattern of interaction between the physical environment and the biological communities on earth. Emphasis is also given to the current environmental issues and concerns. It also explores how the IP concept of kinship with the earth and the whole environment can contribute to the preservation and conservation of the integrity of creation.

NAT SCI 2L: GENERAL BIOLOGY (LAB)

Credit: 1 unit

This deals with the basic principles and methodologies pertaining to populations and community structure. The assessment of environmental quality is also included.

PHY SCI I: GENERAL PHYSICS 1 (LEC)

Credit: 2 units

A primary course that involves the planning, design and construction of basic instruments for physics and chemistry laboratory activities.

PHY SCI 1L: GENERAL PHYSICS 1 (LAB)

Credit: 1 unit

A laboratory course that supplements Physics for Health Science 1.

SOC SCI 1: SOCIETY & CULTURE W/ FAMILY PLANNING

Credit: 3 units

The course will provide background for students to contextualize family life and culture as vital part of the society. It deals with the role played by family members to maintain peace and harmony in the society within the framework of the various theories of Peace Building. It examines the different approaches in peace building, applied to various conceptual and factual scenarios. By the end of the semester, the student should have a deeper understanding of the different factors that bring about conflict, the interventions that may be made to address and resolve conflict, and sustainability mechanisms that prevent its re-occurrence.

SOC SCI 2: PHILIPPINES HISTORY

Credit: 3 units

This course will study the history of the Philippines with special emphasis on Indigenous Filipinos before and after the Spanish colonial period. Topics to be covered include: first contact; processes of invasion, occupation, and settlement; issues of development, human rights, peace and justice issues; the IPRA Law of 1998; the struggle for land rights; health, and education. There will be special attention to the dialogue between Indigenous Filipinos and mainstream/westernized societies. Students will be encouraged to use the extensive resources available for Indigenous history, oral traditions by the elders, written works, and excursions to various sites of significance in Indigenous Filipino history.

SOC SCI 3: POLITICS AND GOVERNANCE W/ ^{Phil.} A CONSTITUTION
 Credit: 3 units

The course will provide a study of the Philippine constitution, which defines the human rights, and responsibilities of every Filipino, and therefore, the basic foundation of politics and governance. It will also proceed with a comparative study of traditional and contemporary political systems as to government structure, organization, function, operation and politics. Moreover, it also deals with the current issues and challenges of politics and governance in IP communities and in the Philippines at large.

SOC SCI 4: LIFE AND WORKS OF RIZAL
 Credit: 3 units

The course provides the learners an opportunity to get to know Dr. Jose Rizal as a Filipino youth and hero: his person, his philosophy and values as portrayed in his life, works and writings. The course is geared towards helping the students to develop a sense of honor and direction as indigenous Filipino youth.

SOC SCI 5: GENERAL PSYCHOLOGY
 Credit: 3 units

This course introduces the psychological bases of behavior in motivation, learning, memory, development, personality, perception, behavior and attitude. At the completion of this course, students should know and understand the major theoretical perspectives and methods of psychology, have some knowledge of the various content areas of psychology, and be able to apply what they know of psychology to their everyday lives.

SOC SCI 6: BASIC ECONOMICS W/ TAXATION AND AGRARIAN REFORM
 Credit: 3 units

An introductory course to the study of economics. It aims to acquaint the beginning student with an understanding of the various economic principles. It will enable him to appreciate more fully the important functions of the individual in an economic society where he lives. This course discusses the meaning and significance of economics: the nature of economic problems, the quantitative approaches in solving economic problems, and the economic setting in Philippine conditions. Topics in taxation and land reform will also be discussed. It also endeavors to evaluate the land reform system in the Philippines especially in terms of its implementation and impact on the life of the farmers.

STAT 1: BASIC STATISTICS
 Credit: 3 units

The course introduces students to the Mathematics of Chance that includes counting techniques, probability distributions and mathematical expectations. It exemplifies the usefulness of mathematics in decision-making.

HUM 1: ARTS
 Credit: 3 units

The course is an in-depth study of IP arts and culture with emphasis on their special features and contribution to Philippine culture and value systems. It hopes to awaken in the students a sense of pride in their own arts and culture and to become instruments in the collection, preservation and promotion of indigenous arts and cultures as school of living tradition.

HUM 2: PHILOSOPHY
Credit: 3 units

It aims at a deeper understanding and appreciation of IP philosophies and worldview through the study of IP mythologies and folklores. It also seeks to explore the significant role and contribution of IP philosophies and worldview in the different cultural patterns of communities and societies in the world. Moreover, it also analyzes these indigenous philosophies and worldview in relation to current worldviews as popularized by modern technologies.

PE 1: PHYSICAL FITNESS ACTIVITIES
Credit: 2 units

As a foundation course, PE 1 presents and discusses the fundamentals and dynamics of physical education and its significance in promoting a sense of wholeness and harmony in every person and in community. It also provides study and hands on exercises in physical fitness activities, both traditional and contemporary.

PE 2: RHYTHMIC ACTIVITIES
Credit: 2 units

Rhythm is very much a part of indigenous culture, in particular, indigenous music and dance. The course exposes the students to indigenous and contemporary rhythmic activities with a view of enabling them to discover and appreciate the beauty, meaning and symbolisms of their own culture.

PE 3: GAMES AND MINOR SPORTS
Credit: 2 units

PE 3, which deals with indigenous games and sports, seeks to present the integration of games and sports in the life cycle of indigenous communities. It explores and discusses the special characteristics of IP games and sports and their impact in the IP concept and systems of life. Moreover, it seeks to bring to life in the awareness and practices of the contemporary IP as well as other Filipino youths the country's traditional games and sports.

PE 4: MAJOR SPORTS AND RECREATIONAL ACTIVITIES
Credit: 2 units

PE 4 is a study of the philosophy and dynamics of major sports and recreational activities. It also provides actual involvement and participation in these exercises as opportunities for values and skills building with special emphasis on the elements of trust, respect, teamwork, excellence, sportsmanship and patriotism.

NSTP/CWTS/ROTC 1 & 2: CIVIC WELFARE & TRAINING SERVICE 1 & 2
Credit: (6 units)

These two courses will be an opportunity for an in-depth and guided community immersion and service. The process includes the following: orientation, actual experience of immersion and service, reflection/integration, sharing of experiences, evaluation and action planning. The monitoring and evaluation of the students will be a shared responsibility and service of the program and the partner community/organization.

II. SPECIALIZATION

SOC ENTREP 1: INTRODUCTION TO SOCIAL ENTREPRENEURSHIP
Credit: 3 units

This course provides the introduction on the background of social entrepreneurship in the Philippine context. It includes the expectations, the program, and clarifies the objectives of the course; the rules and protocols; methodology and processes of the entire Social Entrepreneurship module.

SOC ENTREP 2: SOCIAL ENTREPRENEURSHIP STRATEGIES AND TOOLS

Credit: 3 Units

The course defines social entrepreneurship and its various strategies and tools. It also provides information on how to be successful in business by mastering its three important areas: Self (Manager), Enterprise (Business Management-Internal) and Environment (Industry-External); and the various roles of being an originator, organizer and operator. It uses an integrated and experiential approach in developing and managing an enterprise. An overview of salient topics to be covered includes: the Triple Bottom Line & Stakeholders Analysis; Social Enterprise Strategies, Tools Menu-Subsector, QDP-Value Chain modules; the Life Forces and Life Cycle of a Social Enterprise; which includes the Business Planning Process.

SOC ENTREP 3: BUSINESS PLAN PROCESS: BASIC FINANCE

Credit: 3 Units

The course examines the over-all Social Enterprise Structure and provides feedback and commitment in support of the participant and the business. Input on identifying the status, bottlenecks and opportunities will also be reviewed. It will also include Records Keeping and the Social Entrepreneurship Mindset.

SOC ENTREP 4: BASIC ACCOUNTING AND BOOKKEEPING (BUSINESS MATH)

Credit: 3 units

It deals with the mathematics needed in doing business. It includes mathematics of marketing, accounting and finance. The students are taught how to make spreadsheets both in traditional and computer-aided methods. As future teachers of indigenous community schools, the teacher may be challenged to handle not only the classes, but also in handling projects related to the operations of the school as well as other community projects.

SOC ENTREP 5: MICRO-MARKET STUDY FRAMEWORK AND TOOLS

Credit: 3 Units

Come out with a case study and input on Micro-Market Study and Tools; Consumer Study Framework & Tool; Internal Analysis Tool & Framework; and Work plan for the Research. Environmental Analysis (EA) and field research of the Social Enterprise Field research of the following: Industry using Value Chain and Porter Analysis and Tools; Micro Market Area Research; and Consumer Research.

SOC ENTREP 6: LIVELIHOOD DEVELOPMENT IN INDIGENOUS COMMUNITIES

Credit: 3 Units

The course will discuss the various efforts and initiatives for livelihood development in indigenous communities and will include its various challenges, best practices, plans and tips for a better Marketing, Operations, Finance & Human Resources handling of a new or continuing social enterprise. Various case studies will also be presented for a better appreciation of the subject.

SOC ENTREP 7: ENTERPRISE MANAGEMENT

Credit: 3 Units

The course includes a business simulation kit, a calendar sheet, raw materials, money cards and other conditions that will simulate running an actual business for social entrepreneurship, its actual incubation and other scenarios needed to provide the salient information on how to project and make a cash flow statement to actually implement an actual business enterprise. The various strategies and different schools of thought will also be introduced focusing on the stakeholder's analysis and its impact or an effective strategy formation in social enterprises.

SOC ENTREP 8: EXTERNAL POLICIES AND PRACTICES IN SOCIAL ENTREPRENEURSHIP

Credit: 3 Units

The course provides the various government policies, guidelines, permitting requirements and other legal and environmental requirements and documents needed for compliance of a new or

continuing social enterprise—including the schedule for yearly renewal and filing for the proper operation of the business.

SOC ENTREP 9: INTERNAL POLICIES, PROCESSES AND PRACTICES THAT STRENGTHENS A COMMUNITY ENTERPRISE

Credit: 3 Units

This study will include the internal rules and guidelines in understanding operation and operations management; the opportunities, functions and goals of a business; and the tools in developing and proper flow of its operations. The course will provide the importance of analyzing the outcomes, resources, facilities and condition of the working environment; the competence of the people and its network and affiliates and ultimately—the operations of processes and functions to optimize the business' productivity and service quality.

SOC ENTREP 10: MARKET AND SOCIAL ENTERPRISES: MYTHS & REALITIES

Credit: 3 Units

The course provides the important information on how to look and define a market; the gaps, opportunities, the strategic advantage and other guidelines on making a market situation work for the advantage of the enterprise. It defines the buyers, the conditions and the cycle of having the product, services; the market segments, how to assess the customers including test marketing and trade fair; focusing on the triple bottom line approach.

SOC ENTREP 11: SOCIAL ENTERPRISE MARKETING MANAGEMENT

Credit: 3 Units

The course defines the target market's quality, definition, purchasing behavior, and the markets' needs and wants; the available products and services. The processes involved in selling, outlet selection, booking of order, collection, merchandising, outlet maintenance and promotion as part of the marketing scheme and operations. The course will also provide the importance of differentiating how the marketing products and services vis a vis commercial marketing and the various dynamics in the consumer's attitudes and the need for innovations in terms of positioning, product, package, place, price, people, promotions and advertising.

SOC ENTREP 12: QUALITY DELIVERY PRODUCTIVITY ASSESSMENT: BENCHMARKING AND LINE BALANCING

Credit: 3 Units

The course sets the standards on benchmarking vs. the Industry; value chain management including the activities and functions for making a product earn and other added features for creating, value adding—from the raw materials to the finished product of a social enterprise.

SOC ENTREP 13: SOCIAL ENTERPRISE FINANCIAL MANAGEMENT & TOOLS

Credit: 3 Units

The course will comprehensively discuss the function of managing the triple and multiple bottom lines in finance management. Various templates and models will also be included in the module covering the capital, simple financial forecasting, budget allocation and financial control. More importantly, the course will be able to impart knowledge on financial viability and sustainability—and its impact on how the objectives and profitability of a social enterprise and how it may be a success or failure by how it has been defined by the people in terms of benefit.

SOC ENTREP 14: BUSINESS DEVELOPMENT PLANNING

Credit: 3 Units

The course will provide the information, technical skills and strategies on how to run an actual business enterprise. The program is designed to provide a solid background on social entrepreneurship and its actual incubation and / or growing of the business.

SOC ENTREP 15: CRAFTING A BUSINESS PLAN FOR INCUBATION &

SOME LEARNING INSIGHTS

Credit: 3 Units

The course will provide the processes involved and the various requirements and forms in the formation and a business plan suited for a specific social enterprise. Some of the best practices and incidents to avoid will also be discussed—the advantages and future plans for the development and sustainable social community enterprise.

SOC ENTREP 16: SUSTAINABLE FUND MANAGEMENT

Credit: 3 Units

The course provides the management tools to properly sustain the fund—its sources, availability, handling and—information on the internal and external various available funding agencies. Some features and technical parameters on eligibility; how to match the proposal with the funding agency will also be discussed including some of the basic financial measures such as: income and expenditure statement; assets and liabilities; cash flow, etc. and other common grounds for negotiation for acceptable terms and packages towards partnership building and sustainability of the enterprise.

**SOC ENTREP 17: STRATEGIC MARKETING MANAGEMENT AND PLANNING:
QUALITY DELIVERY PRODUCTIVITY ASSESSMENT**

Credit: 3 Units

Know how to plan for a social enterprise using Strategic Marketing Management and Marketing Planning; Quality Delivery Productivity Assessment, Benchmarking, Line Balancing, PERTCPM and Operations Planning; HR Framework and Strategic HR Management; Finance Management and tools; Crafting Business Plan for Incubation.

**SOC ENTREP 18: STRATEGIC DEV'T. AND OPERATIONS PLANNING
THE BUSINESS PLAN PRESENTATION OF UPDATES
AND PERFORMANCES**

Credit: 3 Units

The course will strategically provide information on planning the growth of the social enterprise through inputs on development planning and operations; plotting and working out the schedule of business plan, its presentation of updates and performances. The enterprise management, human resources, funds management, equipment and materials, and other processes involved to efficiently run a social enterprise and at the same time, focusing on the quality, delivery and productivity that transforms the quality of life of others and those within the social enterprise.

**SOC ENTREP 19: SOCIAL ENTERPRISE HUMAN RESOURCE FRAMEWORK
AND ORGANIZATIONAL DEVELOPMENT**

Credit: 3 Units

The course discusses the various skills on building leadership, organizational and negotiation skills in managing a growing social enterprise. It also discusses the performance map, and other requirements for managers as leaders and social entrepreneur through culture-building, assessing the organizational scheme and being the agents of change in its implementation. The module will also address the transformational needs of the personnel as owners and primary stakeholders of the enterprise.

**SOC ENTREP 20: DESIGNING A SOCIAL ENTERPRISE THRU PERFORMANCE,
MONITORING AND EVALUATION SYSTEM**

Credit: 3 Units

The course will study the design the social enterprise through the various performance and monitoring system, enterprise monitoring framework and tools; and crafting the social enterprise evaluation and monitoring system.

SOC ENTREP 21: COMMUNITY DEVELOPMENT AND IMMERSION

Credit: 3 units

This course exposes the students to the specific elements and tools necessary for the management of development programs, such as Logframe, Cost Benefit Analysis, Stakeholder Analysis etc., and their application in a critical fashion. It focuses on program management as a policy issue, and, in particular, on how different perspectives in aid programming (including women, beneficiaries, administrators and donors) and the level of their participation influence program outcomes. The course will take a comparative approach, looking at the experiences in program management from the perspective of different stakeholders through the case study method. Finally it will look at how success is measured in aid delivery, through participatory evaluation and impact assessment. The whole process requires the students' immersion in the reality of the community.

SOC ENTREP 22: HOW TO IMPLEMENT AN ACTUAL BUSINESS/ENTERPRISE (INTERNSHIP-FIELD WORK)

Credit: 6 Units

The course will provide for the actual participation of the student through an immersion and actual engagement in the operations and day to day running of the business for at least one month. The course will also study the proper documentation of the whole operations/market cycle—from the gathering of raw materials; up to the actual processing and selling of the product to the target market. This incubation period will essentially provide the actual lesson on realizing the value of running an actual business and what lessons can be culled from the experience so that a better market or product may be established by the student at the end of the four-year course.

SOC ENTREP 23: SUBMISSION AND DEFENSE OF THE ENHANCED STRATEGIC BUSINESS PLAN (THESIS)

Credit: 6 Units

Finalization of the new direction plan and submission of documents as a pre-requisite for graduation.

III. ELECTIVES / COGNATE**IPAD 2: RESEARCH AND DOCUMENTATION ON INDIGENOUS KNOWLEDGE AND PRACTICES**

Credit: 3 Units

This foundations-research course will enable students to become knowledge-guided practitioners. Students will learn about research as a scientific method of discovery and as a method of obtaining objective feedback in their work in Indigenous communities. The research process will include a thorough investigation/exploration of indigenous communities environmental settings, settlement and subsistence patterns: farming, hunting, etc, worldviews, learning systems, healing, etc. Thus, the students become significant instruments in the crucial and urgent tasks of collecting and conserving indigenous knowledge, practices, and technology.

The course focuses on the core concepts of the scientific method. It aims to ensure that students are able to easily comprehend studies carried out by others, conduct their own research, and integrate this material into their own research agenda. In addition, the course is also designed to demystify the scientific method, build upon the students' existing strengths, and develop and integrate new skills in a manner that furthers the students' competence as practitioners and/or scholars of Indigenous issues.

IPAD 3: INTRODUCTION TO COMMUNITY DEVELOPMENT

Credit: 3 Units

The course aims to initiate a lively and practical discourse on Community development as a theory and its application in the Philippine setting. It would dwell on the general view of the NGO-community and explore the different approaches of selected organizations. Focus would

also be trained on the Mindanao situation, specifically on the different factors that has influenced its situation according to the views of leaders from multi-cultural societies. Together with initiatives of communities and their companions on the journey, the course would explore how the different stakeholders take part in a successful community development undertaking.

IPAD 4: SOCIAL MAPPING, LOCAL RESOURCES AND COMMUNITY POLITICS

Credit: 3 Units

This course provides a comprehensive guide to the tools and methods on 'rapid assessment,' in order to train students to map the varied relationships between members of local communities and their environmental, social, and cultural resources. Techniques to be discussed include: wealth ranking, interviewing questionnaires, genealogical data collection, household surveys, geographical mapping, participatory rural appraisal - all within gendered contexts. Further, the course will consider the similarities and differences between standard anthropological methods and participatory development tools, and assess the implications of the various techniques, given the objectives of participatory development.

IPAD 6: CRITICAL ASSESSMENT OF CONTEMPORARY DEVELOPMENT PRACTICES

Credit: 3 Units

This course aims to give students the opportunity and ability to undertake a detailed examination and analysis of contemporary development approaches such as micro-credit, participatory land-use planning, enterprise development, and gender practice. Over the course of the semester, students shall be required to select one key issue of particular interest to them, and prepare a comprehensive research paper to be presented at the end of the semester as part of a mini-conference.

IPAD 7: GENDER, DEVELOPMENT AND SOCIAL CONTEXT

Credit: 3 Units

The course will introduce the key elements of the Gender and Development debates, including the theories surrounding women and development, gender and development, and contemporary approaches to gender mainstreaming. Case studies will be introduced from different cultural contexts, including the Philippines and indigenous societies. Topics to be covered include the following: gender and development; gender analysis; gender mainstreaming; women, men, and human rights; gender, culture, and religion; gender and violence; and gender, power, and decision-making.

IPAD 8: LEADERSHIP AND GOVERNANCE

Credit: 3 Units

Leadership and governance focuses on the dynamics of leadership in both formal (government, traditional, religious) and non-formal (developmental leadership) structures. It explores the role of leaders in initiating, implementing, and sustaining peace-building efforts in their respective communities. Political factors that relate to human security and vulnerability are scrutinized, including conflict and modalities of conflict management, alliances, interest, articulation and aggregation, the relationship between micro-politics and macro-politics, including the various socio-economic, cultural, historical, and ecological factors that affect the political realm. The course likewise covers issues of representation, equity, democracy, international development, culture, capacity building, the rule of law, humanitarian intervention, state sovereignty, and the relationship between the state and civil society.

IPAD 9: QUALITATIVE RESEARCH METHODS

Credit: 3 Units

This course in Qualitative Research Methods provides an overview and motivation for the use of qualitative research methods, a critical survey of the various forms that this may take in the social sciences and area studies and offers practical, hands-on experience in using selected methods. The combination of traditional lecturing alongside workshops allows students to gain both theoretical understanding as well as practical experiences of various qualitative research methods – including observation, interviewing and elite interviews, questionnaires and surveys,

and the use of case studies. Instruction is given by tutors with experience of conducting research in the various methods.

**IPAD 15: INDIGENOUS DEVELOPMENT IN THE PHILIPPINES:
PROBLEMS AND PROSPECTS**

Credit: 3 units

The course examines how the Philippine government (represented by various presidential administrations) has defined and addressed the critical issue of development, and the diverse Indigenous responses to development options presented within varying contexts. In order to gain an understanding of indigenous development dilemmas, the course will utilize theoretical and methodological frameworks, as well as empirical case studies. Issues such as the history of policy development in this area, from 'protection' to 'assimilation and integration' to 'self-determination and self-management,' the manner by which these issues are articulated, and the differing perspectives of development shall be analyzed.

The course will focus on a number of current debates on indigenous development, including, *inter alia*: the development impact of land rights and native title; welfare reform and the issue of 'passive' versus 'active' welfare; the role of government; the complexities of education in cross-cultural and remote settings; and the nature of Indigenous engagements with the market, the state, and the customary economy, in a variety of regional and industry-specific contexts.

EDUC 1a: FACILITATING LEARNING

Credit: 3 Units

The course emphasizes the contemporary theories and research on the cognitive, meta-cognitive, motivational, and individual difference factors in the acquisition of knowledge.

It focuses on contemporary theories and research on learning. (As such, some of the traditional theories of learning will not be addressed in detail.) The exploration and discussion of these theories and research focuses on how these apply to the Philippines, regional, local and personal experiences, most especially in the context of the Indigenous Filipinos. More importantly, the processing and thorough understanding of the theories and research assists the teacher to better facilitate the learning processes among students.

**BAT 4: INTRODUCTION TO DIVERSIFIED & INTEGRATED
FARMING SYSTEMS (DIFS) 1**

Credit: 3 units

This course deals with the definition, elements, principles, concepts, types, and practices relating to Diversified and Integrated Farming Systems (DIFS). Aside from discussing the basic principles of sustainable agriculture, the course will compare/contrast DIFS with monoculture/mono-cropping, with particular emphasis on the advantages and disadvantages of each method.

BAT 9: WATER RESOURCE MANAGEMENT

Credit: 3 units

This course takes an in-depth look at the principles and practices of soil and water management, including the varying ways and systems of soil & water conservation. The importance of water in agriculture and in the water cycle is given particular importance. It will provide a systematic understanding of the requirements of plants for water and mineral nutrient and how these can be managed. Moreover, it will also evaluate the use of water, nutrients and other resources on agriculture regimes as well as their impacts on the wider environment and analyze the sources and effects of environmental pollution and application of appropriate tools and techniques to manage water pollution.

Available Required Resources for the Proposed Program

Item	No.	Guest Lecturers/Visiting /Fulltime Faculty	Qualification
Faculty	1	Mr. PAOLO BENIGNO "BAM" AQUINO, III Executive Director Pinoy MeFoundation President - MicroVentures, Inc. Board of Trustees - Venture for Fund Raising	Lecturer / Entrepreneur Hapinoy
	2	Ms. JENITA EKO Executive Director LASIWWAI	Social Entrepreneur Bachelor of Laws / Bachelor of Arts / Founder and Leader and Executive, Lake Sebu Indigenous Women Weavers, Inc.
	3	Ms. MERCEDES MEDIODIA Executive Director NATRIPAL	Executive Director Nagkakaisang Tribo ng Palawan (NATRIPAL) Social Entrepreneur
	4	Mr. RENE GUARIN Program Coordinator Value Chain Dev. Prog. Phils.-Inter- Church Org. for Dev. Cooperation. Executive Director - Upland Mktng Fderation, Inc.	ProgramCoordinator/Facilitator Value Chain Development Program Philippines – Inter-Church Organization for Development Cooperation
	5	Mr. JAY LACSAMANA Executive Director FSSI www.fssi.com.ph	Executive Director Foundation for Sustainable Society, Inc. (FSSI)
	6	Mr. BENJAMIN D. ABADIANO President, ADVOCAFE www.assisi-foundation.org www.advocafe.com	President, Assisi Development Foundation, Inc. and Advocafe – Coffee for a Cause, Co-Chairperson Pamulaan Steering Committee, MA Anthropology
	7	Dr. Danilo B. Pacoy Faculty Member USEP-CGB	Ph.D Extension Education, Master of Agriculture Business,
	8	Dr. Sherlito C. Sable Dean/Faculty Member USEP-CGB	Ph.D in Development Administration, Master in Public Administration , MM Development Management,
	9	Dr. Eulalio C. Patayon Faculty Member USEP-CGB	Doctor Business Administration, MA Mathematics, MS Agriculture Economics,
	10	Dr. Rec E. Eguia Faculty Member USEP-CGB	Ph.D Development Research Administration, Master in Mgt. Major in Development Management, BS in Agricultural Economics
	11	Prof. Remegio R. Gabuya Faculty Member USEP-CGB	Master on Management, BA Business Administration
	12	Prof. Rosfe Corlae D. Badoy Faculty Member USEP-CGB	PhD Organizational Studies (CAR), Master in Business Administration, BS in Commerce / Accounting (CPA),
	13	Prof. Jolly Laboy Faculty Member USEP-CGB	Doctor of Bus. Adm. (candidate), Master in Management, BA Business Management
	14	Prof. Samuel O. Parami Faculty Member USEP-CGB	Master in Participatory Development, Master in Management, AB English / Philosophy
	15	Prof. Hector B. Cadena Faculty Member USEP-CGB	Ph. D Development Studies (CAR), Master of Business Administration, BS Agriculture

16	Prof. Ma. Leah E. Cadena Faculty Member USEP-CGB	Ph.D Development Studies (CAR), Master of Business Administration, BS Agriculture Economics
17	Prof. Joeteddy B. Bugarin Faculty Member USEP-CGB	Ph.D Development Research Admin.(CAR), MS in Agriculture Economics, AB English
18	Prof. Silverio V. Magallon Jr. Faculty Member USEP-CGB	Master in Agriculture Economics (CAR), BSA in Agriculture Economics
19	Prof. Clarita G. Patayon Faculty Member USEP-CGB	Master of Business Administration, BS in Commerce Maj. in Accounting
20	Prof. Charito Z. Sulatar Faculty Member USEP-CGB	MS Animal Science (CAR), BSA- Animal Science
21	Prof. Ma. Daisy S. Padao Faculty Member USEP-CGB	Master of Public Administration (CAR), BS in Public Adm., BS in Community Development
22	Prof. Analiza P. Aguilar Faculty Member USEP-CGB	Master of Public Administration, BS in Community Development
23	Prof. Allan H. Navales Faculty Member USEP-CGB	Ph.D in Dev. Research and Adm. (CAR), MA Theology, Advance Leadership, AB Philosophy, AB English

Available Laboratory/Facilities for the Proposed Program

Laboratory	<p>ADVOCAFE – Upper Ground, RMAF Commercial Parking Building., - J. Quintos St., Brgy. 699, Zone 076, Malate, Manila www.advocafe.com</p> <p>PAMULAAN Livelihood Projects Various Livelihood Program in IP Communities www.pamulaan.assisi-foundation.org/</p>	<p>Lake Sebu Indigenous Women Weavers Association, Inc. (LASIWWAI, Inc.) – Lake Sebu, South Cotabato</p> <p>TUGDAAN Processing Center – Naujan, Oriental Mindoro www.tugdaan.assisi-foundation.org/</p>
Infrastructure	<p>Existing Facilities in PAMULAAN Center:</p> <ul style="list-style-type: none"> • Training Center • The Living Heritage Center – Museum • IKSP Resource Center • Peace Hub • E-lib/ Mediation, Meditation Corners • Living quarters (dorm) • Classrooms • Meeting Rooms • Amphitheater/ Garden 	<p>Facilities in CGB College:</p> <ul style="list-style-type: none"> • Classrooms • Science Laboratories • E-lib • Computer Lab • Audio-Visual Room • Covered Court • Canteen • Library

Proposed Schedule of Classroom and Laboratory Rooms Utilization

UseP-Mintal campus has available existing classrooms and laboratory rooms to be used for the full implementation of the proposed program in BS Entrepreneurship major in social entrepreneurship for the IPs. The college and the center shared facilities for use by our students.

At present with the four programs offered by the college plus the three programs of Pamulaan, even during peak hours for classes there are still existing vacant unused rooms due to the additional classrooms being created after the construction of the third floor of the Annex building. The available facilities of the college are the following:

19 - standard size classrooms	1 - E-library	1 – Computer laboratory
2 - Science laboratory rooms	1- Library	1 – Medical Clinic
1 – Animal Science Lab. Rm.	6 – Student Orgs. Offices	1 – Covered Court
1 - Audio-visual room	1 - Student Coordinator's Office	
1 - Guidance Office	1 – Canteen and other Admin support offices	

Pamulaan Center also has enough rooms and areas for instructional purposes such as:

2 - Big size classrooms	1 - Training Center
2 – Resource Centers (Peace Hub & IKSP Hub)	1- Meditation Corner
1 - Mini-Museum (The Living Heritage Center)	1 - Mediation Area
1 – Herbal garden & healing house	1- E-library
1 - Coffee factory area	
1 - Advocafe corner	

Other laboratory activities needed for the program can be conducted at the IP communities where Pamulaan has strong linkages.



UNIVERSITY OF SOUTHEASTERN PHILIPPINES
PAMULAAN
 Center for INDIGENOUS PEOPLES Education



Mintal, Davao City

October 22, 2012

Dr. Marnie Grace I. Sonico
 University Board Secretary
 University of Southeastern Philippines
 Obrero, Davao City

Thru: **Dr. Marcelo M. Angelia**
 Vice President for Academic Affairs
 This University

S I R / M A D A M:

This is in reference to the Memorandum issued by Atty Julito D. Vitriolo, CESO III, Executive Director IV of the Commission on Higher Education. Considering the favorable recommendation of CHED to offer Bachelor of Science in Entrepreneurship with specialization in Social Entrepreneurship at Pamulaan Center effective School Year 2012 - 2013, the undersigned requests for the inclusion in the agenda for Board Confirmation on the coming Board of Regents' Meeting of the University.

Attached herewith are the following to wit:

- a. CHED Memorandum/Endorsement
- b. Endorsement/Minutes of the College Curriculum Committee
- c. Minutes of the University Curriculum Committee
- d. Folder/Copy of the Proposed Curriculum in BS in Entrepreneurship
 (Specialization: Social Entrepreneurship for the IPs)

For your favorable consideration.

Respectfully yours,

Surlita M. Sumugat
SURLITA M. SUMUGAT
 Coordinator

Noted:

Sherlito C. Sable
DR. SHERLITO C. SABLE
 College Dean

Noted: *[Signature]*
 10/23/12

"Strengthening Indigenous People's Potential for Leadership."



Mintal, Davao City

October 22, 2012

Dr. Marnie Grace I. Sonico
University Board Secretary
University of Southeastern Philippines
Obrero, Davao City

Thru: Dr. Marcelo M. Angelia
Vice President for Academic Affairs
This University

S I R / M A D A M:

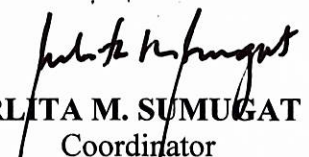
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For your favorable consideration.

Respectfully yours,


SURLITA M. SUMUGAT
Coordinator

Noted:


DR. SHERLITO C. SABLE
College Dean

received: 
10/22/12

"Strengthening Indigenous People's Potential for Leadership."



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

MEMORANDUM FROM THE OFFICE OF THE EXECUTIVE DIRECTOR

TO : DR. RAUL C. ALVAREZ, JR., CESO III
Acting Director IV
CHEDRO XI
Loyola St., Obrero
Davao City

SUBJECT: PROPOSED OFFERING OF SOCIAL ENTREPRENEURSHIP AS
SPECIALIZATION UNDER THE EXISTING BACHELOR OF
SCIENCE IN ENTREPRENEURSHIP PROGRAM OF THE
UNIVERSITY OF SOUTHEASTERN PHILIPPINES (USEP),
DAVAO CITY, EFFECTIVE SCHOOL YEAR 2012-2013

DATE : September 12, 2012

=====

This has reference to the application request of the abovesited HEI to offer Social Entrepreneurship as specialization under its existing Bachelor of Science in Entrepreneurship.

Please be informed, that a special meeting with Dr. Antonio Lopez, Co-Chair of TC Bus. Adm./Entrep./Office Adm. was held on September 11, 2012. Hereunder are the comments and recommendation:

1. Davao is an appropriate area where communities nearby can benefit on the offering of said specialization under the Bachelor of Science in Entrepreneurship;
2. The program will encourage community development focusing on public and private partnership; and
3. Recommends favorably the offering of the said specialization under the existing BS Entrep. Program.

In view of the above comments and favorable recommendation, this Office interposes no objection to the offering of the same, provided that the said HEI should strictly adhere to the provisions of CMO No. 17, s. 2005 (Policies and Standards for the Bachelor of Science in Entrepreneurship). Said specialization is to be offered only at the College of Governance and Business for **USEP – Pamulaan Center for Indigenous Peoples Education, effective School Year 2012-2013.**

For the institution's information and compliance.


ATTY. JOLITO D. VITRIOLO, CESO III
Executive Director IV

Republic of the Philippines
 University of Southeastern Philippines
 Davao City
UNIVERSITY CURRICULUM COMMITTEE

EMERGENCY MEETING

Date : February 13, 2012

Time : 1:30 P.M.

Venue : CED Accreditation Office

MINUTES OF MEETING

1. Time Started : 1:45
2. Attendance : Vic Jean Soller
Romel V. Gador
Catherine M. Roble
Juse Lyn P. Hiponia
3. Opening Prayer : Juse Lyn P. Hiponia – Chair, UCC
4. Presentation of the Agenda of the Meeting
5. Evaluation of Proposals for the offering of new programs and revision/enhancing of existing programs

Master of Arts in Literature

- a. Proponent : CAS
- b. First Evaluation: February 2011
- c. Committee Evaluation Summary:
 - Has complied with most of the requirements for a proposal of a new program, however, there is a need to clearly address infrastructure requirement for its offering (e.g., classrooms, laboratories, equipment, etc.).
- d. VPAA Remarks:

The proposal to offer new Programs shall be planned ahead to avoid problems of lack of classrooms and faculty. (February 24, 2011)
- e. Compliance submitted to the VPAA in September 8, 2011

- A letter stating compliance to the requirement was submitted to Dr. Marcelo M. Angelia by Dr. Ma. Rita C. Tuban, Chair of the Literature Department through De. Eveyth P. Deligero, Dean of CAS. The communication states that:

This is compliance with your letter, dated February 24, 2011, informing us about lack of classrooms and faculty for our proposed Master of Arts in Literature. Attached are the list of faculty for the Master of Arts in Literature and the proposed schedule of course offerings of Mater of Arts in Literature for the First Semester, School Year 2011 – 2012.

Dr. Eveyth P. Deligero, the Dean of College of Arts and Sciences, has given SB Room 3-6 as the available room for the Master of Arts in Literature for its first year of operation. However, on its second year of course offerings, the Dean will look for another available room or will allow the use of the AVR instead.

(Note: This communication was forwarded to the Chair of the University Curriculum Committee Chair)

- f. First Endorsement dated September 19, 2011 by the Chair of the University Curriculum Committee:

Respectfully forwarded to Dr. Marcelo M. Angelia, VP for Academic Affairs for consideration and appropriate action. The attached proposal (i.e., Master of Arts in Literature of the College of Arts and Sciences has passed the evaluation of the University Curriculum Committee for new academic programs (Attachment 1), however, was deferred due to concerns/issues regarding availability of faculty and classroom (Attachment 2).

- g. A communication to the President thru the VPAA in support for the offering of the program in school year 2012 – 2013 was submitted by fourth year students of AB Literature of SY 2011 -2012.
- h. The communication was forwarded by the VPAA to the Chair of the University Curriculum Committee in January 20, 2012 for comment and evaluation.

Remarks:

- The letter of Dr. Deligero regarding the availability of room for the program is only applicable for its first year of implementation. There is a need to devise a mechanism to ensure sustainability of program implementation.

University Curriculum Committee
Emergency Meeting
February 13, 2012
1:30 P.M.

**Evaluation of Proposals for the Offering of New Programs and
Revision/Enhancing of Existing Programs (cont.)**

2. AB Filipino

- a. Proponent : CAS
- b. First Evaluation: February 2011
- c. Committee Evaluation Summary:
 - Has complied with most of the requirements for a proposal of a new program, however, there is a need to clearly address infrastructure requirement for its offering (e.g., classrooms, laboratories, equipment, etc.).
- d. VPAA Remarks:

The proposal to offer new Programs shall be planned ahead to avoid problems of lack of classrooms and faculty. (February 24, 2011)
- e. Re-submitted February 11, 2012
 - Attachment:

Certification of the Availability of Classroom by Dr. Eveyth P. Deligero, CAS Dean dated February 9, 2012 which states that:

This is to certify that the College of Arts and Sciences has available room to accommodate the offering of the AB Filipino this first semester school year 2012 – 2013.

Furthermore, the chair of the Department of Natural Sciences – Prof. Jasmine Tamsi Gervacio agreed during the college meeting in February 7, 2012 that AB Filipino courses offering will be given priority in the schedules of rooms SB 14 and SB 15 before accommodating schedules from other colleges.

Remarks:

Prioritizing the AB Filipino courses in the schedules of SB-14 and SB-15 before accommodating schedules from other colleges will not address the prevailing problem of lack of classrooms and laboratories in the university especially with its full implementation.

**Evaluation of Proposals for the Offering of New Programs and
Revision/Enhancing of Existing Programs (cont.)**

3. BS Entrepreneurship Specializing in Social Entrepreneurship for IP (New Program)

- a. Proponent : College of Governance and Business
b. Evaluation

Requirement	Remarks
Minutes - Approval by the Local Academic Council	None
Endorsement by the Dean/Unit Head	YES
Feasibility Study	NONE
Rationale (e.g., CMOs, PRC requirements, etc.)	YES
Program Objectives	NONE
Prospectus of the Proposed Program	<ul style="list-style-type: none"> • To follow uniwide general education curriculum as mandated by CHED. • Topics pertaining to IP (e.g., literature, arts, law, etc. may be integrated in the course syllabus)
Course Syllabi of the Proposed Program	NONE
Structured Proposed Curriculum/Summary of Units & Course Content	YES
List of resources available in the college/unit to support the offering of proposed program <ul style="list-style-type: none"> • Faculty (number & qualifications) • Infrastructure (classrooms, laboratories, equipment) 	YES

Evaluation of Proposals for the Offering of New Programs and

Revision/Enhancing of Existing Programs (cont.)

3. Master of Education in Special Education (formerly Master of Education in Exceptional Children)
- Proponent : College of Education, Obrero Campus
 - Evaluation

Requirements for Curriculum Revision/Enhancement	Remarks
Minutes of Approval by the Local Academic Council	NONE
Endorsement by the Dean/Unit Head	COMPLIED
Justification on the revision	COMPLIED
Matrix that show comparison of the existing and revised curriculum	COMPLIED
Course syllabi of the revised courses	NONE
Structured revised curriculum /summary of units and course content	COMPLIED
Photocopy of the existing curriculum with CHED RO-XI notation	NONE

Remarks:

- There is a need to clarify title of the degree program (i.e., Master of Education in Special Education or Master in Education major in Special Education).
- There is a need to define 'project study' as a requirement for the degree. How is it different from that in technology courses?
- All master programs must have thesis writing.
- Thesis is not indicated in the prospectus.

6. Pre-requisite of English 3

- Pre-requisite of English 3 is English 1.
- A student may proceed to English 3 after taking English 1 without having to take English 2.
- English 2 and English 3 may be enrolled concurrently. (Dr. Roble)

7. Monitoring of the implementation of General Education curriculum

- The office of VPAA has monitored the implementation of Gen.Ed curriculum in all programs and found that some programs still do not follow the uniwide general education curriculum as mandated by CHED.

8. Other matters

- Curriculum proposals will be recommended to the University Academic Council for deliberation and approval subject to fulfillment of the requirements for a curriculum proposal and the recommendations by the committee and the office of the VPAA.

Prepared by:


JOSE LYN P. HIPONIA

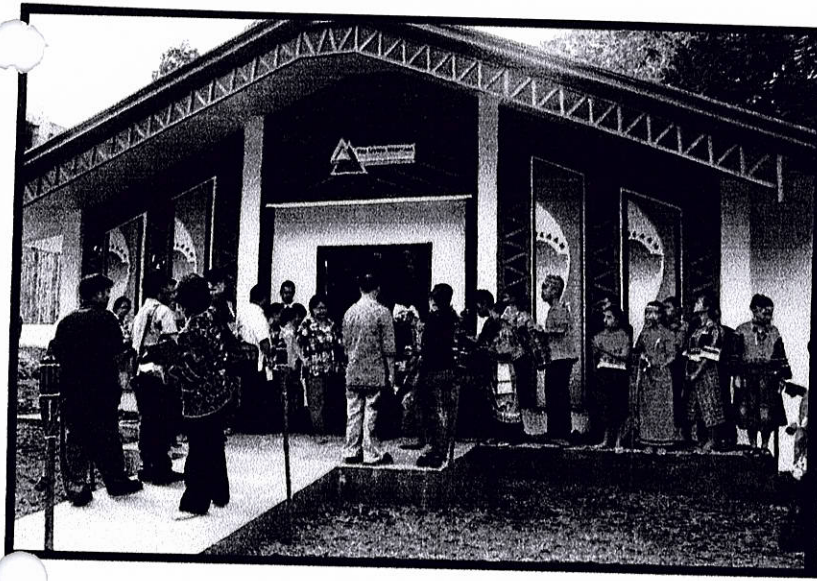
Chair, University Curriculum Committee

Note:

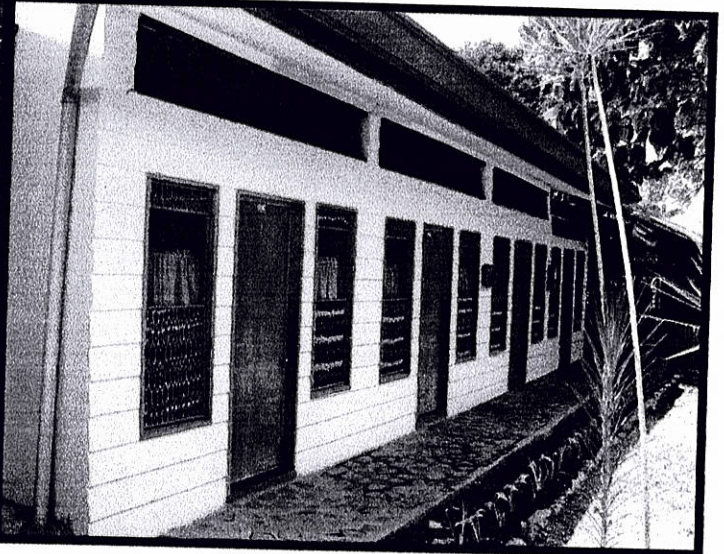
It is recommended by the VPAA that CAS will present during the University Council Meeting the current schedule of utilization of classroom and laboratory rooms and a projected schedule of utilization of classrooms and laboratory rooms with the full implementation of the AB Filipino and MA Literature Programs.

These schedules of utilization of classrooms and laboratory rooms will be used as bases for decision(s) that will be made regarding the offering of the programs in SY 2012 – 2013.

LIVING HERITAGE CENTER



DORMITORY



E-LIBRARY

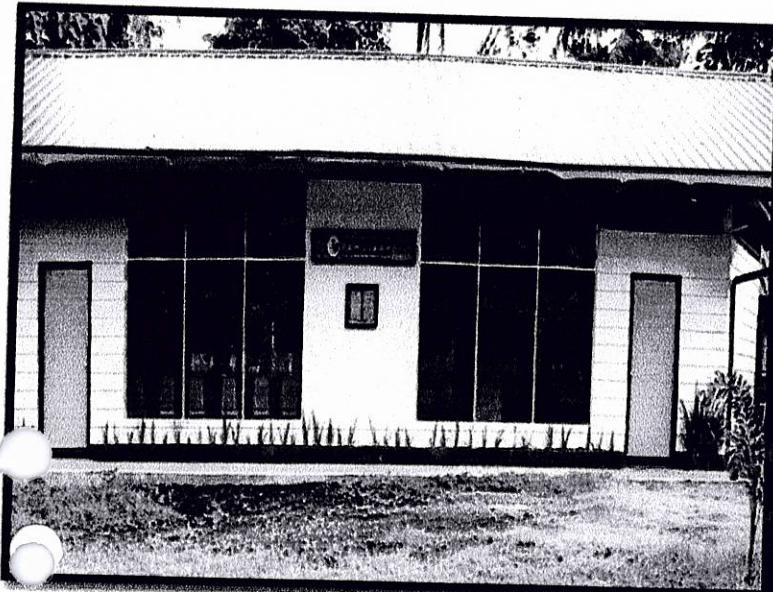


RESOURCE CENTER

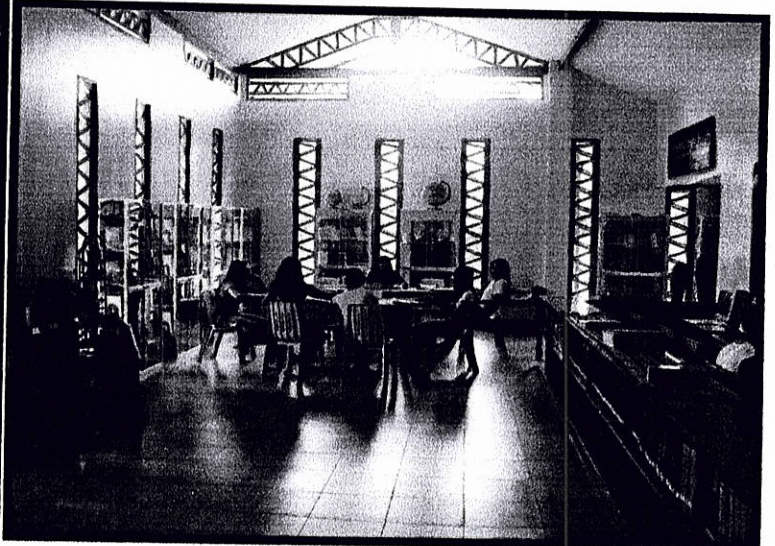
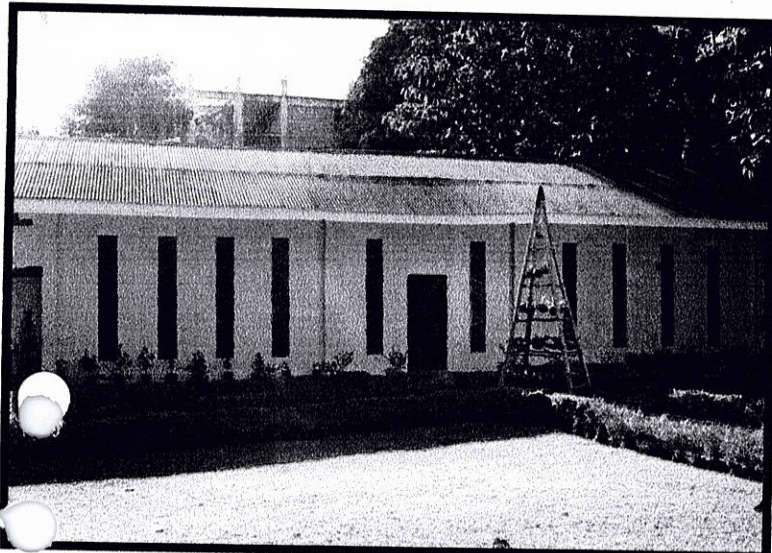


AVAILABLE FACILITIES FOR THE PROPOSED PROGRAM IN
BS ENTREPRENEURSHIP (Specialized in Social Entrepreneurship for IPs')

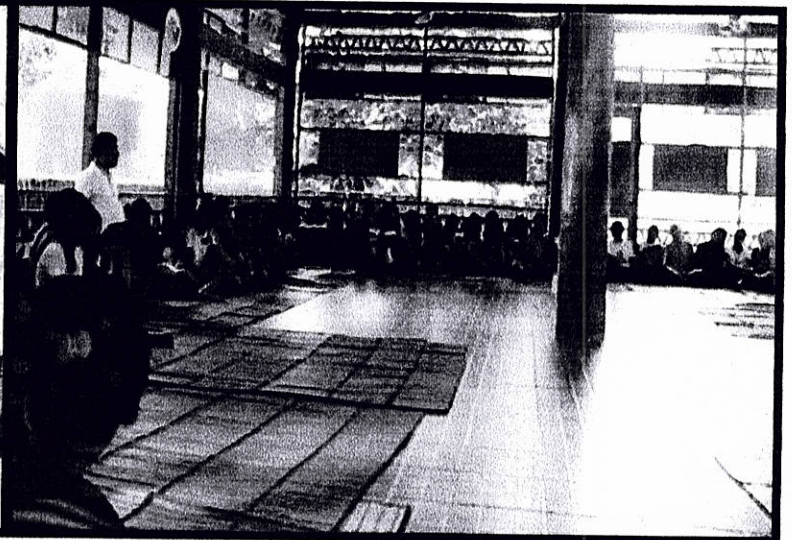
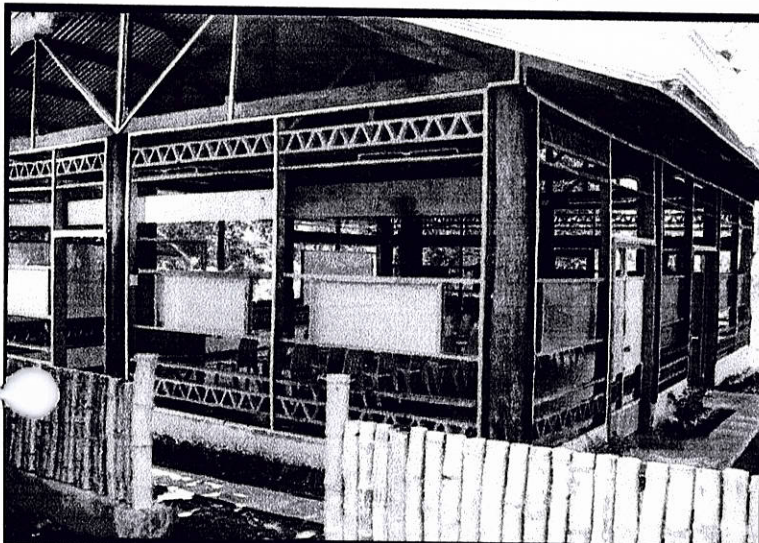
CLASSROOMS



LIBRARY

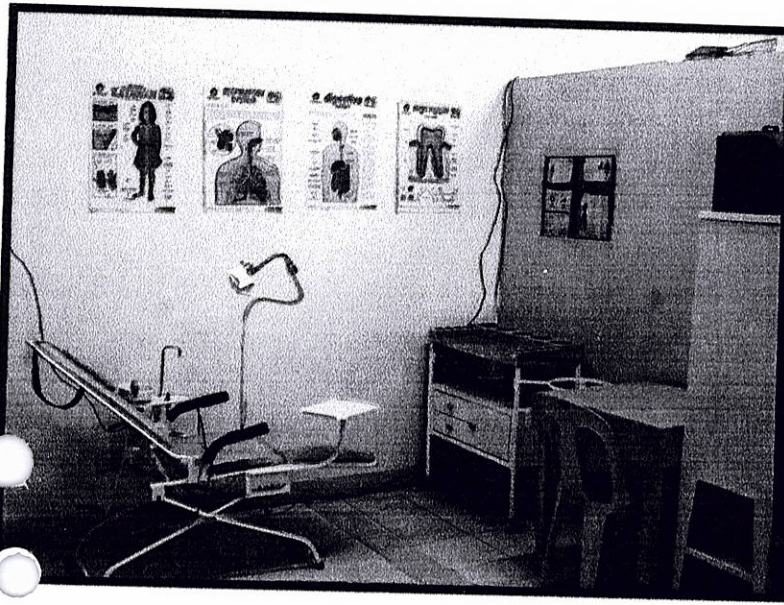


TRAINING CENTER

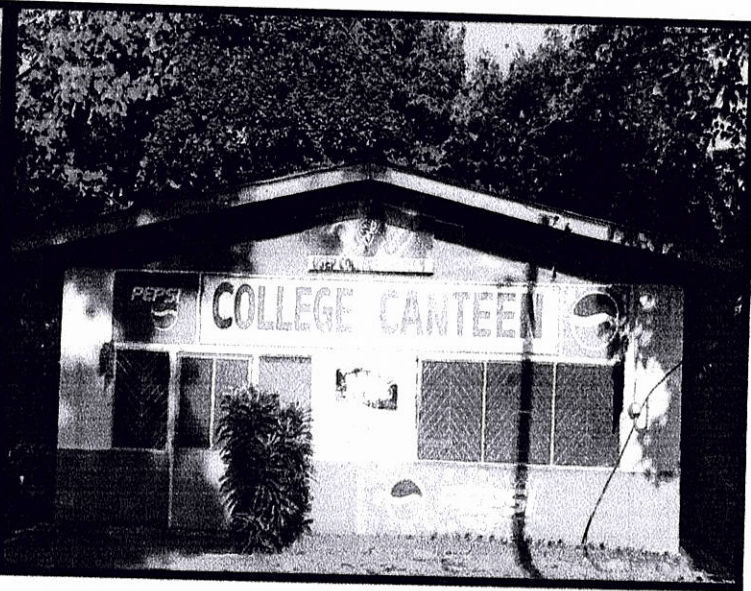


CGB MINTAL COLLEGE FACILITIES

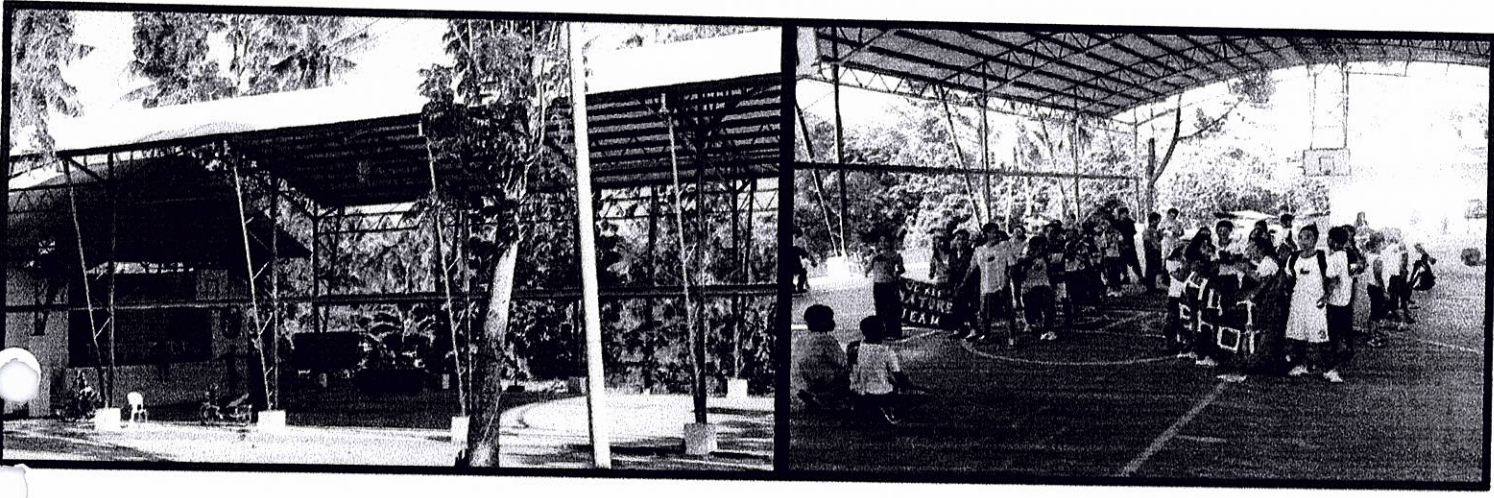
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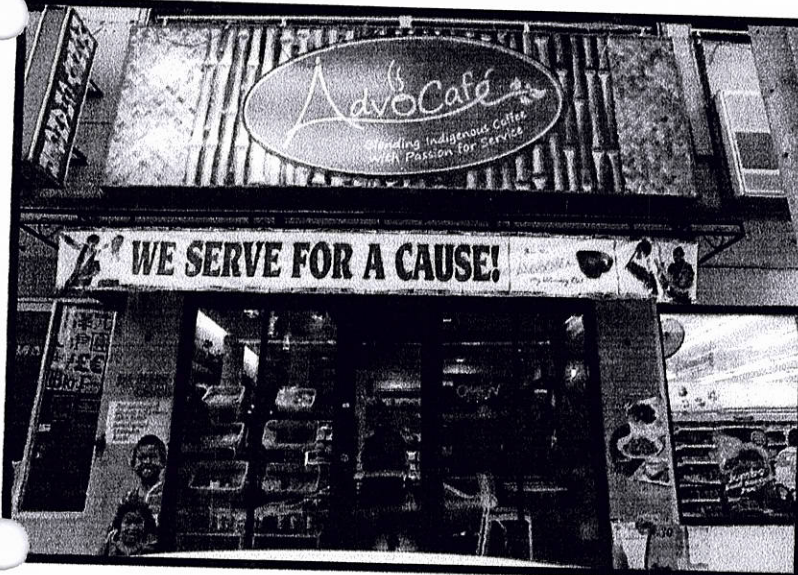
CANTEEN



GYMNASIUM



LABORATORY FACILITIES FOR THE PROPOSED PROGRAM

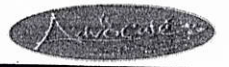


EDUCATION



It's good to know that your purchase helps send Indigenous Children and Youth to school.

From them to you: "Bunton Buwaywa" (Thank you so much!)



AdvocaCafe + You =

EDUCATION

NATRI PALAWAN CRAFTS

TUGDAAN (MANGYAN'S) FOOD PROCESSING

