



School of Leadership and Advanced Studies

# ACADEMIC HANDBOOK

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## WESLEYAN HYMN

*Wesleyan University, our soul's Mother and the fount of our hopes and dreams,  
We, who walked in your portals pledge to you, our Grand Dame of Gold and Green  
No matter how near or far we may be, your beacon in our lives will beam.  
Wesleyan University, in our hearts forever remain!*

*Paragon of justice and honesty, a reflection of your light may we be  
Brave defenders of life and liberty and imbued with loyalty.  
We pray that you thrive with God by your side, that all of the whole world may see  
God's glory shining on you, our Dear Wesleyan University!*

## ACCREDITATION AND AFFILIATIONS

Wesleyan University-Philippines is one of only 67 higher education institutions in the Philippines granted autonomous status by the Commission on Higher Education. Only five private schools in Region III enjoy this status. WU-P is among the 17 institutions awarded with Institutional Accredited Status in 2014 by the Federation of Accrediting Agencies of the Philippines (FAAP). The FAAP, authorized by the CHED, certifies the quality levels of accredited programs at the tertiary level.

WU-P is an active institution member of

- the International Association of Methodist Schools, Colleges and Universities (IAMSCU);
- the Association of Universities in Asia and the Pacific (AUAP);
- the Asia-Pacific Association of Methodist Educational Institutions (APAMEI); and
- the Philippine Association of Methodist Schools, Colleges, Universities and Seminaries (PASMUS); and
- the Philippine Association of Christian Schools, Colleges, and Universities (ACSCU).

## MISSION

For the glory of God, Wesleyan University-Philippines provides quality education imbued with Wesleyan spirituality to produce competent and conscientious graduates committed to the healing of persons and the renewal of the whole of creation.

## VISION

As a Filipino and a Methodist university, WU-P fosters God's vision for humanity through academic excellence, innovative research, transformative leadership, and care for environment, imbued with social holiness.

## CORE VALUES

- **Competence.** We promote high academic standards carried out by highly capable faculty members and employees in equipping the students and the WU-P communities with cutting-edge knowledge and skills and the refinements of the liberal arts responsive to development.
- **Compassion.** We empathize with and endeavor to respond to the needs of the communities we serve.
- **Unity.** We nurture the spirit of harmony through mutual respect and understanding, in our efforts at fellowship and building community.
- **Spirituality.** We manifest that education is both brilliance and character, which is the acquisition of wisdom anchored on social holiness and the teachings of Jesus Christ.
- **Accountability.** We assume full responsibility for all our decisions, actions, and their consequences. We demonstrate stewardship in utilizing resources and integrity in fulfilling our roles and capacities as models of servant leadership.

# IDEAL WESLEYAN GRADUATE

The WU-P graduate embodies global competitiveness, servant leadership, uncompromised integrity, and a compassionate heart. Nurtured in the Wesleyan tradition, s/he is ready to serve as an effective agent of change in a dynamic society. In addition, graduates of the School of Leadership and Advanced Studies manifest excellence in the performance of their responsibilities in their chosen vocation, serving with a deep sense of love of God, others, and the nation.

## HISTORICAL STATEMENT

Wesleyan University-Philippines, a non-stock, non-profit, United Methodist Church-related, non-sectarian, co-educational institution stands for SCHOLARSHIP, SERVICE and CHARACTER. Its ultimate aim is to develop people and communities for a better life by empowering the youth for exemplary leadership to strengthen democratic institution for national-building.

Here are some important dates in Wesleyan history:

1946	<ul style="list-style-type: none"> <li>Initial meeting for a group of dedicated Methodist brethren led by the late Rev. Carlos Mañacop to establish Philippine Wesleyan College (PWC).</li> <li>Rev. Dr. Dionisio D. Alejandro, first Filipino Methodist Bishop, was elected first president of the PWC.</li> </ul>
1947	<ul style="list-style-type: none"> <li>PWC was granted government recognition on July 1.</li> <li>Initial enrollees numbered 368 in Liberal Arts and Teacher Education; Elementary and Secondary Education were offered.</li> <li>Rev. Carlos Mañacop, then district superintendent of the Methodist church, was appointed second president.</li> </ul>
1948	<ul style="list-style-type: none"> <li>PWC was incorporated on April 28.</li> </ul>
1952	<ul style="list-style-type: none"> <li>Dr. Roxy Lefforge was elected third College President.</li> <li>The Graduate School opened.</li> </ul>
1954	<ul style="list-style-type: none"> <li>Dr. Asuncion Perez, the first Filipino woman cabinet member of the Philippine government as Social Welfare Officer, was elected fourth College President.</li> <li>A U-shaped concrete four-storey building in Del Pilar St., a building for elementary pupils, a girls' dormitory, a concrete and two-story building housing the College of Technology at Cushman Campus were constructed.</li> </ul>
1957	<ul style="list-style-type: none"> <li>Rev. Dr. Fidel Galang was elected fifth College President</li> </ul>
1960	<ul style="list-style-type: none"> <li>College of Commerce opened.</li> <li>Master of Arts in Education was offered.</li> </ul>
1970	<ul style="list-style-type: none"> <li>Dr. Gloria D. Lacson, former Dean of the Mary Johnson College of Nursing, was elected as sixth College President and eventually first University President</li> <li>Support for the Handicapped through Rehabilitation and Education (SHARE) program began; construction of SHARE Building and Job-skills Building was completed.</li> <li>Pre-elementary education was offered thru a unit initially known as Vanessa Ann Kindergarten.</li> <li>Beginning of an Information and Development Desk which later became the Research &amp; Development Office.</li> </ul>

1973	<ul style="list-style-type: none"> <li>▪ College of Nursing opened.</li> <li>▪ Bachelor of Science in Social Work was offered.</li> <li>▪ Doctor of Education (EdD) was offered in the Graduate School.</li> </ul>
1974	<ul style="list-style-type: none"> <li>▪ Bachelor of Science in Agriculture and Bachelor of Science in Electronics and Communicators Engineering courses were offered.</li> </ul>
1977	<ul style="list-style-type: none"> <li>▪ Bachelor of Science in Nutrition and Dietetics was offered.</li> </ul>
1978	<ul style="list-style-type: none"> <li>▪ PWC became Wesleyan University-Philippines (WU-P) for its steady growth and high academic standards, competent and dedicated faculty, personnel, improved facilities, expanded academic programs, broadened base for clientele and enriched community and social services.</li> </ul>
1982	<ul style="list-style-type: none"> <li>▪ The University prepared a ten-year development plan, which main goal was to transfer the entire University to the present-day Cushman Campus in Mabini Extension.</li> <li>▪ Plans included not only infrastructure but also human resource development, research and outreach, and more scholarship grants, among others.</li> </ul>
1983	<ul style="list-style-type: none"> <li>▪ Offering of Master in Business Administration.</li> </ul>
1985	<ul style="list-style-type: none"> <li>▪ WU-P produced the Top 1 in the board examination for Certified Public Accountants.</li> </ul>
1990	<ul style="list-style-type: none"> <li>▪ Bachelor of Science in Accountancy was offered.</li> </ul>
1991	<ul style="list-style-type: none"> <li>▪ All academic units of the University were transferred and accommodated in the Cushman campus.</li> <li>▪ Academic Building and EZE Building were built, along with the Library and Research Building.</li> </ul>
1994	<ul style="list-style-type: none"> <li>▪ The Office of the Student Affairs reopened; the University's official student publication, now named <i>Genre</i>, began publishing.</li> </ul>
1995	<ul style="list-style-type: none"> <li>▪ Dr. Emmanuel G. Cleto, former Commissioner of the Civil Service Commission, was elected seventh University President.</li> <li>▪ Construction of the D. D. Alejandro Hall, a four-story concrete building which houses the College of Computer Studies; courses in Computer Science began.</li> <li>▪ Building of the University dormitory (now housing the University hospital) and three-story building which now houses the Pre-School and Elementary Departments.</li> </ul>
1998	<ul style="list-style-type: none"> <li>▪ The College of Engineering (formerly College of Technology) was chosen by the CHED as the Center of Development for BSECE program.</li> </ul>
1999	<ul style="list-style-type: none"> <li>▪ Opening of the College of Criminology; Bachelor of Science in Computer Engineering was offered.</li> </ul>
2001	<ul style="list-style-type: none"> <li>▪ Dr. Zenaida P. Lumba, former President of Harris Memorial College, was elected eighth University President.</li> <li>▪ College of Hotel Restaurant and Institution Management (now the College of Hospitality and Tourism Management) opened; Millennium Building which houses the Graduate School, and Graduate Library was dedicated.</li> </ul>
2002	<ul style="list-style-type: none"> <li>▪ WU-P produced the Top 1 in the board examination for Electronics and Communications Engineers.</li> </ul>
2003	<ul style="list-style-type: none"> <li>▪ WU-P was granted five-year DEREGULATED STATUS by the Commission Higher Education (CHED).</li> </ul>



2005	<ul style="list-style-type: none"> <li>Atty. Guillermo T. Maglaya was elected ninth President.</li> <li>WU-P Cardiovascular Diagnostic Center and Hospital was made operational; DWUP-FM Radio started airing.</li> <li>Intensification of alumni-relations through the computer-based communication and Wesleyan Connects publication.</li> </ul>
2009	<ul style="list-style-type: none"> <li>WU-P was granted AUTONOMOUS STATUS by CHED for a period of five years, that is, from 2009-2014 (March).</li> <li>Prof. Manuel G. Palomo was elected tenth President (May).</li> <li>WU-P declared a drug-free, smoke-free, alcohol free campus.</li> <li>Make-over of the campus physical facilities, refurbishing of buildings; Wi-Fi enabled environment; air-conditioned classrooms.</li> <li>Restoration of the Supreme Student Council (SSC)</li> </ul>
2010	<ul style="list-style-type: none"> <li>Opening of the College of Allied Medical Health Sciences; offering of additional courses Bachelor of Science in Information Technology and Doctor of Philosophy (Ph.D.) in Business Administration.</li> <li>More intense efforts in quality assurance mechanisms were plotted out and implemented along the areas of curriculum, research and development, outreach, health care, scholarship and scholars' welfare; community and church relations.</li> </ul>
2011	<ul style="list-style-type: none"> <li>Hon. Pacifico B. Aniag was appointed OIC - President.</li> <li>Level II Re-accredited Status granted to the following course offerings: Doctor of Education, Master of Arts in Education, Master in Business Administration; Level I Re-accredited Status for B.S. in Social Work; Level I Accredited Status for M.A. in Nursing and B.S. in Hotel and Restaurant Management; earlier, pre-school was granted Level II Accredited Status, too.</li> <li>Level III Re-accredited Status was granted to the following programs: Elementary, High School, Bachelor of Arts, Bachelor of Elementary education, Bachelor of Secondary Education, Bachelor of Science in Business Administration, and Bachelor of Science in Accountancy.</li> </ul>
2012	<ul style="list-style-type: none"> <li>Hon. Pacifico B. Aniag was elected 11<sup>th</sup> President.</li> </ul>
2014	<ul style="list-style-type: none"> <li>Master in Hospital Administration and Bachelor of Science in Pharmacy were offered</li> <li>The following programs were elevated to Level III Accredited Status: Doctor of Education, Master of Arts in Education, Master of Arts in Nursing, Master in Business Administration, and Bachelor of Science in Social Work.</li> <li>WU-P was awarded the Institutional Accreditation Status by the Federation of Accrediting Agencies of the Philippines (FAAP) effective from September 2014 to April 2018</li> </ul>
2015	<ul style="list-style-type: none"> <li>CHED granted the offering of Master of Divinity in Missiology and Bachelor of Science in Psychology.</li> </ul>
2016	<ul style="list-style-type: none"> <li>CHED granted Autonomous Status to the University effective April 1, 2016 - May 31, 2019.</li> </ul>
2019	<ul style="list-style-type: none"> <li>Retired Judge Benjamin D. Turgano is elected as the 12<sup>th</sup> President.</li> </ul>

Since its founding, the Wesleyan academic community has strived towards the realization of its institutional philosophy, its vision, and mission. Consequently, it has set some records of sorts:

- It is the only Methodist University in the Philippines.
- It was the first private university in Nueva Ecija.
- Almost all academic degree offerings of WUP are accredited, giving it the prestige of having a very high number of accredited programs by comparison with other educational institutions in the whole country.

- It has six accredited programs that enjoy Level III status, namely, arts and sciences, commerce, accountancy, education, high school, and elementary.
- It enjoys a five-year “autonomous” status (March 11, 2009- March 31, 2014), an upgraded level from the “de-regulated” status granted by CHED from October 27, 2003 to October 26, 2008, attesting to its high quality education.
- Its Graduate School was the first accredited graduate school in the region.
- It was the first university in the region to top the board examination for Certified Public Accountants (1985) and for Electronics and Communications Engineers (2002).
- It is the only university in Nueva Ecija that has a genuine campus radio station.
- It was rated “Excellent” in the management assessment conducted by the Institutional Development Program of FAPE in 1987.
- It was chosen as one among the Top 21 Universities in the whole country through the 1995 assessment done by CHED.
- It has close and strong linkages with various national and foreign agencies.

## SCHOOL OF LEADERSHIP AND ADVANCED STUDIES (formerly called Graduate School)

The opening of the Wesleyan University-Philippines Graduate School was the brainchild of Dr. Roxy Lefforge, the institution’s third President. It was conceived shortly after she assumed office in 1952 in collaboration with some Methodist members who saw the need to offer an advance course in Education. Operation of the Graduate School started during the second semester of A.Y. 1952-1953 with thirty students. Today, the School of Leadership and Advanced Studies (SOLAS) stands as a hallmark of higher education in this part of Central Luzon and is the oldest Graduate School in Region III.

In A.Y. 2021-2022, WU-P implemented a verticalization of its degree programs. Hence, several programs at the Graduate School were transferred to various Colleges. At this time, SOLAS focuses on leadership, administration, and other innovative degree programs that seek to equip responsible citizens who play important regional, national, or global roles.

### VISION STATEMENT

As a graduate school, SOLAS contributes to national and global progress through graduates equipped with holistic education and kingdom values.

### MISSION STATEMENT

For the glory of God, SOLAS equips dutiful men and women with academic and leadership competencies relevant to the times.

### OBJECTIVES

As a unit of Wesleyan University-Philippines, SOLAS aims toward the holistic development of persons and professionals, the expansion of knowledge through scholarly research, and the innovation of initiatives and strategies that address the needs of contemporary society.

Since its opening in 1952, the Graduate School has blazed a trail of achievements:

1952	<ul style="list-style-type: none"> <li>MA (Administration and Supervision) started</li> </ul>
1974	<ul style="list-style-type: none"> <li>EdD program started</li> <li>FAPE Canter of Graduate Studies in Central Luzon</li> </ul>
1975	<ul style="list-style-type: none"> <li>FAPE Training Center</li> <li>FAPE assisted training in Guidance and Counseling in cooperation with DLSU Guidance Center.</li> </ul>
1984-1990	<ul style="list-style-type: none"> <li>Hosted PAGE III Conferences</li> <li>Level I: MBA, MAN, MAEd (additional majors)</li> <li>Sponsored 1<sup>st</sup> PAGE III Student Congress</li> </ul>
1991	<ul style="list-style-type: none"> <li>Hosted PAGE III Research Update Congress</li> <li>Level I: EdD, MAEd, MBA</li> <li>First to be given Level I status by ACSCU- AAI</li> </ul>
1995	<ul style="list-style-type: none"> <li>Level II: EdD, MAEd, MBA</li> </ul>
2000	<ul style="list-style-type: none"> <li>Level II: EdD, MAEd, MBA</li> </ul>
2003	<ul style="list-style-type: none"> <li>Level II: EdD, MAEd, MBA</li> </ul>
2005	<ul style="list-style-type: none"> <li>Graduate School was evaluated VERY GOOD by CHED</li> </ul>
2010	<ul style="list-style-type: none"> <li>Re-accredited Level II: EdD, MAEd, MBA</li> <li>MAN granted Level I acceditation</li> </ul>
2011	<ul style="list-style-type: none"> <li>New program offered: Master in Criminal Justice Education major in Criminology</li> </ul>
2012	<ul style="list-style-type: none"> <li>Level III Accredited Status was granted to EdD, MAEd, MAN and MBA programs</li> <li>Implemented revised EdD &amp; MAEd curricula</li> <li>New majors offered: EdD major in Educational Supervision, MAEd Major in Instructional Design and Technology</li> </ul>
2014	<ul style="list-style-type: none"> <li>New Program offered: Master in Hospital Administration</li> </ul>
2016	<ul style="list-style-type: none"> <li>New Programs offered: Master in Public Administration, and MBA major in Social Entrepreneurship and Management</li> </ul>
2017	<ul style="list-style-type: none"> <li>Preparation for Level III Resurvey Status on the following programs: EdD, MAEd, MAN, MBA</li> <li>Preliminary Survey (PhD BA)</li> </ul>
2020	<ul style="list-style-type: none"> <li>New majors offered: EdD major in Educational Leadership Management, MAEd major in Physical Education</li> <li>Distance Learning for Master of Arts in Nursing was offered</li> <li>New program offered: Professional Master in Public Management, Professional Master in Educational Leadership, Master of Education in Early Childhood Education, Master of Education in Language Education, Master of Education in Science Education, Master of Education in Mathematics Education</li> </ul>
2021	<ul style="list-style-type: none"> <li>University verticalization system, which moved most of the degree programs to various Colleges</li> <li>Graduate School renamed as School of Leadership and Advanced Studies (SOLAS)</li> <li>Dr. Dick Eugenio was appointed Dean in July.</li> <li>Only the following remained at SOLAS: MBA, MHA, MPA, PMEL, PMPM, PhD BA</li> </ul>
2022	<ul style="list-style-type: none"> <li>SOLAS began offering the STM.</li> </ul>

The leadership of SOLAS and its accomplishments over the years are because of the tireless effort and commitment of its various Deans:

- |                            |           |
|----------------------------|-----------|
| ▪ Dr. Joseph R. Bautista   | 1957-1961 |
| ▪ Dr. Luzviminda H. Bulala | 1962-1963 |
| ▪ Dr. Rosalia R. Juanito   | 1969-1975 |

▪ Dr. Lourdes Reyes	1976
▪ Mrs. Cecilia O. LEgaspi	1976-1977
▪ Dr. Milagros Villamin	1977-1981
▪ Dr. Epitacio Palispis	1981-1993
▪ Dr. Jose F. Calderon	1994-1997
▪ Dr. Edith M. Bunyi	1997-1998
▪ Dr. Clarafe A. Gonzales	1998-1999
▪ Dr. Dominador Cabasal	1999-2000
▪ Dr. Zenaida P. Lumba	2000-2002
▪ Dr. Mutya Paulino	2002-2006
▪ Dr. Anselmo D. Ludpag	2006-2009
▪ Dr. Mrinalini Landicho	2009-2010
▪ Dr. Maria Victoria Paz B. Pascual	2010-2014
▪ Dr. Estrella C. Buenaventura	2014-2017
▪ Dr. Michael P. Fronda	2017-2019
▪ Dr. Gener Subia	2019-2021
▪ Dr. Dick Eugenio	2021-

# PHILOSOPHY OF GRADUATE-LEVEL EDUCATION

Much in this section is from Australian Qualifications Framework Council, *Australian Qualifications Framework*, 2nd ed. [January 2013], 17.; *ASEAN Qualifications Reference Network Framework* (December 2018), 18-19; *AQRF Referencing Report of the Philippines* (May 2019), 142; and *CHED Memorandum Order 15, Series of 2019*, 3-4, 11-12.

In keeping with the language established by the Commission on Higher Education of the Philippines, certain SOLAS degrees may be classified as “professional/vocational” and the PhD as “focused/specialist.” Degrees that do *not* require theses are considered “professional/vocational,” and degrees that *do* require theses are “focused/specialist.” This is not to say that the standards for one are higher than the standards for the other, but that the purposes of the degrees are different. The professional/vocational master’s degrees qualify individuals to apply an advanced body of knowledge in a range of contexts for professional practice and serve as a pathway for further learning, whereas the specialist/focused degrees qualify individuals to apply an advanced body of knowledge in a range of contexts for professional practice *or scholarship* and serve as a pathway for further learning.

In all the degrees offered at SOLAS, graduates will have an advanced and integrated understanding of a complex body of knowledge in one or more disciplines or areas of practice.

As to *knowledge*, graduates will have expert, specialized cognitive and technical skills in a body of knowledge or practice in order to analyze critically, reflect on, synthesize and integrate complex information, problems, concepts and theories. Graduates will have knowledge of research principles and methods applicable to the field of study and will have mastered a body of knowledge that includes an understanding of recent developments in a discipline and/or professional practice. In addition, those taking professional/vocational degrees will have knowledge of the professional practice of their field.

As to *skills*, they will be able to research and apply established theories to a body of knowledge or practice, and to interpret and communicate knowledge, skills, and ideas to specialist and non-specialist audiences. Graduates will have the cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on context, theory, and professional practice. They will have the cognitive, technical and creative skills to investigate, analyze, synthesize, and integrate complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice. They will have the cognitive, technical, and creative skills to generate and evaluate complex ideas and concepts at an abstract level. They will have the communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions, and professional decisions to specialist and non-specialist audiences. They will have the technical and communication skills to design, evaluate, implement, analyze, and theorize about developments that contribute to professional practice. They will have knowledge and skills in a specialized field or multi-disciplinary field of study for professional practice, self-directed research, and/or lifelong learning. In addition, those taking specialist/focused degrees will be able to contribute scholarship to the discipline through writing a thesis and an article in peer-reviewed journals.

As to the *application of knowledge and skills*, graduates will be able to demonstrate self-direction, originality, adaptability, and responsibility as practitioners or learners. Graduates will be able to exercise

creativity and initiative in professional practice and/or further learning. Graduates will be able to apply their learning with high levels of personal integrity, responsibility, and accountability. Graduates will be able to plan and execute substantial scholarship and/or professionally-focused projects.

As to *degree of independence*, graduates will demonstrate a high substantial degree of independence that involves exercise of leadership and initiative in individual or group work, and involving research in a multi-disciplinary field. They possess research knowledge and skills that allow them to make appropriate decisions about methodology and analyze data objectively and contextually.

## ADMISSION POLICIES

### ADMISSION REQUIREMENTS

For successful admission at SOLAS, applicants must meet the following criteria:

- Students have graduated with an undergraduate degree from a government-recognized or accredited higher education institution (HEI). (Students may be asked to submit college catalogues, syllabi, or other documents in order to indicate the academic level of undergraduate work.)
- Admission to any master's program requires students to have a college academic average grade of at least 80.
- Admission to any doctoral program requires students to have a relevant master's degree from accredited HEIs and whose general average is at least 85. For non-verticalized degree programs (e.g. from MPA to PhD BA), applicants will be required to take a bridging program composed of 9 units toward the doctoral specialization (including 3 units of research).
- By way of exception, any student with a lower general average may initially be admitted on a probationary basis for one semester. After demonstrating the capacity to undertake graduate or post-graduate studies, he/she may be formally admitted to the program.
- Enrollment in any research doctoral program requires a successfully passed master's thesis. For graduates of non-thesis programs, they shall be required to finish 6 units of research courses before admission, and submit a research paper that will be used to gauge if the applicant has the skills to pursue a doctoral research degree.
- Applicants who do not aim to pursue any degree programs but intend to attain knowledge enhancement and personal development may be admitted to non-degree status. However, they should undergo the required admission procedures. In the event that these students decide to pursue a particular degree program, the same policies and requirements observed by the degree shall apply to them.
- Provisional admission may be given to students falling short of full admission requirements. Provisional admissions are valid for one semester only. Failure to comply to the requirements of admission after one semester will entail being dropped from the program.
- NOTE: Master of Sacred Theology and PhD in Religious Studies have different admission requirements. Please check the program descriptions in this document.

### INTERNATIONAL STUDENTS

- Applicants must submit an official, standardized, internationally recognized English test result.
- Applicants must present a Permit to Study from the Commission on Higher Education.
- Successful international students will have begun the application process not later than 3 months prior to WU-P Registration Week.

## PROCEDURES FOR ADMISSION

For successful admission at SOLAS:

- An application form will have been carefully filled out by the applicant. The form can be obtained from the SOLAS Office upon request, and is available at the WU-P website. The application form requires that the student supply a small recent 2x2 picture.
- Official transcripts of all undergraduate and graduate schools attended by the student will have been submitted to the SOLAS Office. The transcripts should have the remark "Copy for WU-P."
- A photocopy of the applicant's birth certificate must be submitted.
- Students who are transferring credits from other HEIs must submit a statement of honorable dismissal and a recommendation for admission. An original Transcript of Records is also required.
- Students desiring financial assistance must communicate with the Office of Student Affairs for the Form and process of scholarship application.

## PLEDGE

Upon admission, students are expected to agree to abide by the following pledge: "I do solemnly promise that I will diligently and faithfully attend to the instruction and exercises of WU-P; observe its rules of conduct relating to students, respect the admonition of the instructional staff, and cooperate with the Spirit and spiritual emphasis of the University while I shall continue as a student of the institution. I recognize the University's sole prerogatives to promulgate such reasonable rules and regulations it deems necessary for the effective realization of its educational mandate and that should I disagree to them, I will voluntarily withdraw my enrolment and hold it free from liabilities."

# ACADEMIC SCHEDULE

## ACADEMIC YEAR

The academic year consists of two semesters of 18 weeks each and a summer of 6 weeks. The first semester begins in August. There is a two-week break between semesters. From June through the beginning of August, summer classes are offered.

## SUSPENSION OF CLASSES

WU-P honors the Philippines' national, provincial, and local holidays. Suspension of classes proclaimed by the local government unit (LGU) because of weather conditions are also implemented.

## SEMESTRAL DUE DATES

- The LAST DAY to change to AUDIT or to DROP a course is usually the Friday of the second week after classes officially begin. The actual dates are announced by the Registrar's Office.
- For semestral classes, the LAST DAY to file for an INCOMPLETE is one week before the Final Examination Week. For cohort classes, the last day would be 2 days before the last day of the class.
- The LAST DAY to have final thesis/dissertation defense, to qualify for graduation, is not beyond four weeks before the semester ends. Final defenses done after this will be considered for graduation in the following semester.

- DUE DATE OF PAPERS is normally the week before the Final Examination Week of the semester. No work received after this time will receive full credit. For cohort classes, students are expected to turn all their assignments on or before the last day of the class, unless otherwise instructed by the professor.

The exact dates for the above will be provided by the Registrar's office and posted on the WU-P website and social media pages and groups.

## INSTRUCTIONAL POLICIES

The subjects taught at SOLAS, their aims and objectives, and the ways in which they are taught reflect the values of the Kingdom of God, the ethos of the United Methodist Church, and the standards set by the Commission on Higher Education and our accrediting bodies.

- Instructors recognize that every class is an event of edification, where students receive the grace of learning and experience personal and professional growth.
- Following CMO 46, Series of 2012, every course must reflect an Outcomes-Based Education (OBE) framework, where methods of learning delivery and assessments must be aligned with specific course outcomes.
- Every course provides opportunity for professional practitioners and research scholars to engage in informed dialogue.
- Every course requires students to have an output: either a project (for professional degrees) or research paper (for research degrees).
- Every course is sensitive to Christian principles and how they may be applied to the needs of society. This means that every course is expected to have a missional ethos.
- Specific courses have required components that highlight WU-P values and address program outcomes.

## SYLLABUS

Certain elements on various syllabi are non-negotiable or not change-able. This is to make sure that any given syllabus implements institutional core emphases, objectives, and expected degree program outcomes. All syllabi taught at WU-P are submitted to the Director of Office of Instruction for quality assurance, evaluated by the Program Head, and approved by the Dean. Normally, students receive a copy of the syllabus on the first week of classes. For cohorts, the syllabus might be distributed earlier, especially when pre-readings are required.

## CHANGES IN DEGREE PROGRAMS

At the time of initial registration the student declares an intention concerning the degree he/she will pursue. This can be changed by permission of the Dean anytime during the student's academic journey. However, units already taken may not be transferred to another degree, because various degree programs have different curricular expectations. Only units taken that are also found in the new degree program may be credited, but even then, a student may not transfer more than 50% of curriculum.

## STUDENT COURSE LOAD

The normal class load is 9-12 credit units per semester. A full-time student is one who takes 12 units per semester for credit. A part-time student, or who has full-time employment somewhere, may only enroll



up to 9 units per semester. During the summer sessions, the maximum class load is 9 units. Graduating students who have a GWA of 1.3 or above may request to enroll an additional 3 units in a given semester.

## STUDENT LEARNING HOURS

Students are expected to spend 80-120 learning hours for each 3-unit class. These learning hours may be divided between synchronous and asynchronous learning activities. One (1) learning hour is defined as 60 minutes of any learning activity appropriate to the academic award being offered, including 10 minutes of break. (This does not apply to courses such as Capstone Project, Thesis Seminar, Thesis Writing, and Internship, which may require more learning hours because of the nature of the expected outcome).

The computation of hours for out-class learning activities is as follows:

Student Learning Activity	Time Allotted
Reading	20 pages per hour
Research Papers (essays, book reports, etc.)	100-125 words per hour
Non-research Papers (journals, reflection papers, personal position papers, etc.)	150-200 words per hour
Class Presentation	3 hours per 15-minute presentation

Students enrolling at SOLAS must consider the total expected learning hours in order to thrive and finish well. For every 3-unit enrolled, students need to allocate 5-8 hours per week (for 16 weeks) for their classes and requirements (excluding Registration Week and Final Examination Week). Full-time students, or those taking 12 units, need to allocate approximately 30 hours for their studies each week during the semester.

## VERTICALIZATION PRE-REQUISITE

Students may enroll in any of the master's programs without a verticalized undergraduate degree. However, students enrolling in Doctor of Philosophy programs who have (a) no verticalized master's degree or (b) have not written a master's thesis, must take 12 units of the field of specialization before they are admitted into the PhD program (e.g. an MPA graduate must take 9 units of BA-related courses in research and content before admission to the PhD BA). Graduates of non-thesis master's degrees must also do a bridging program worth 12 units to enroll in doctoral research degrees such as a PhD.

## REQUESTING CLASSES

A student may request a course to be offered in any given semester. The request must be submitted to the Dean's Office on or before the deadline announced. Typically, this would be two weeks before the previous semester ends or four weeks upon the publication of the schedule of classes. No request will be considered beyond the set deadline for requests. Only graduating students who, for valid reasons, failed to take the courses when they were previously offered, are allowed to request and join these classes. Should a requested class have less than 7 students, the requesting student(s) will divide among themselves the total fee equivalent to 15 enrolled students.

## TUTORIAL CLASSES

A tutorial class is a course in the existing curriculum conducted outside the normal classroom setting, usually to help a student meet a graduation requirement. These classes entail a lot of independent study from the student. Minimal supervision will be given by the professor. This means that students must be

self-motivated to finish the requirements of completion for the class. The following stipulations and guidelines apply:

- Tutorial classes are offered only when there are only 1-2 students enrolled in the class.
- The student must spend as much time on the subject as would be expected in a regular class (80-120 learning hours). Most of the learning hours will be spent on guided research and other asynchronous learning activities.
- The student(s) and professor should have 8-16 hours of synchronous meetings throughout the semester. The first meeting should be within the first week of the semester. The rest of the 80-120 hours should be spent on asynchronous learning activities.
- A syllabus with specific requirements and course outline must be submitted to the Dean's Office by the professor at the time of registration.
- The course must be completed within the semester. If an incomplete grade is needed, proper request must be made in accordance with policy.

## **SEMESTRAL REGULAR CLASSES**

A semestral regular class follows the flexible-learning guidelines of the university, where synchronous and asynchronous learning modalities are employed throughout the semester. Regular faculty and student interactions are expected. The following stipulations and guidelines apply:

- A regular class is composed of 3 or more students enrolled in the course.
- Every 3-unit course requires that students spend 80-120 learning hours. These hours will be divided between synchronous and asynchronous learning activities.
- Classes are expected to have at least 24 hours of synchronous learning activities. The remaining 56-96 hours must be used by students in assigned readings, writing papers, preparing for class presentations, forum discussion, and other asynchronous learning activities.
- The course must use Canvas as their learning platform.
- A syllabus with specific requirements and course outline must have been approved by the Office of Instruction and be submitted to the Dean's Office by the professor.
- The course must be completed within the semester. If an incomplete grade is needed, proper request must be made in accordance with policy.

## **COHORT CLASSES**

A cohort class is an intensive 4-week module. It is offered only to students in cohort programs. As an intensive module, students complete all learning hours and learning activities within four weeks. To ascertain that the same academic standards we have on regular classes are followed, the guidelines for Regular Classes are applied. The only difference is that unlike regular classes where all course requirements are completed in one semester, all course requirements in cohort classes must be completed in one month. A cohort class may only be opened with a minimum of 15 paying students.

## **FORMAT FOR TERM PAPERS**

Course papers shall conform to the standards of the APA Format and Style. However, depending on the course, professors may require their students to submit papers using other format and styling.

# EDUCATIONAL POLICIES

## THESIS AND DISSERTATIONS

Full-time faculty members will typically serve as advisors to thesis writers. Advisers should possess an appropriate degree, and are assigned by Program Heads and approved by the Dean, based on the proposed topic submitted by students. The proposed topic should be within the range of the adviser's area of competence. Minor modifications in the topic may be handled by the adviser, while major modifications should be approved by the proposal defense panel.

There are four major documents writers will need to submit. These documents must be submitted to the Office of the College Dean. In table form, the requirements or expectations about each of these documents are the following:

DOCUMENT	DETAIL	DATE OF SUBMISSION	ORAL DEFENSE?
Topic Approval Form	One-page document that details the proposed research topic.	End of the second semester of enrolment.	No
Prospectus (2,000-3,000 words)	A short document that provides more detail about the research being conducted.	Two weeks upon enrollment of Thesis/Dissertation Seminar class.	No
Proposal (Thesis: 15,000-30,000 words; dissertation: 20,000-40,000 words)	Contains front matters, Chapters 1-2, Appendices, and Reference List.	Ideally, to be submitted 4 weeks before the semester ends when one is enrolled in Thesis/Dissertation Seminar class.	Yes
Final Thesis/Dissertation (Thesis: 25,000-50,000 words; dissertation: 60,000-80,000 words)	Contains front matters, Chapters 1-3, Appendices, and Reference Materials.	For students who wish to graduate, writers must submit their final thesis/diss for defense 6 weeks before the semester/summer ends.	Yes

For theses, the Final work must be 25,000-50,000 words; for dissertations, they must be 60,000-80,000 words. Submissions below or beyond the word limit will not be entertained. Theoretically the length of the thesis depends on the topic and contents of the thesis. Yet for the convenience of the writing process, WU-P implements the maximum number of words. The word count includes footnotes, but not front matter, bibliography, and appendices.

Submissions will be run through a plagiarism software. Submissions with a 6% (and above) plagiarized material will not be scheduled for defense, and will need to be resubmitted.

Final defenses are organized by the College Dean. Students must submit (1) a completed TD Form 105 - Final Defense Request, (2) receipt from the Accounting Office that shows they have paid the Final Defense fee, and (3) the full manuscript of the Thesis/Dissertation in electronic form (as MS Word document) to the College Dean's Office before the Dean organizes their defense. Submissions found violating academic integrity policies (e.g. plagiarism) will not be allowed to be defended. Defenses will be organized two weeks after the successful submission of the listed requirements. The student is responsible in sending the manuscript to the members of the panel.

Final thesis/dissertation defenses should be done 4 weeks before the end of the semester in order to qualify for graduation in that semester. This means that the Application Form for Final Defense must be filled up and submitted to the Dean's Office at least 6 weeks before the end of the semester.

The defense process serves to engage students in a dialogue to exam the validity of their final research processes and conclusions in order to ensure that the work is defensible in the world of related research. During the defense, panel members will ask questions to the student for clarification on points of their research and to make observations concerning the research. Students must defend their research by explaining what they have done and why.

All thesis/dissertations final defenses are open to the public.

The thesis/dissertation is evaluated by a grade, averaged from scores of the panel members. Revisions may be necessary and should be based on the recommendations made by the panel. The panel has the final word on what revisions are necessary. The final defense is scheduled for 120 minutes (2 hours).

After a successful final defense, the final thesis/dissertation, with its revisions, must be approved by the adviser and then presented to all the panel members and the College Dean for their signatures. Upon showing the completed Sample B - Signature Page to the College Dean, the Dean allows the student to print and bind their thesis/dissertation. Students must submit three (3) bound copies to the College Dean's Office. Students must also submit a DVD with the thesis/dissertation saved in it, as PDF document, to the College Dean's Office. The student must also send the PDF copy of the thesis/dissertation to the College Dean and University Librarian.

In order to qualify to walk in graduation in any given semester, students should submit to the College Dean the final, revised manuscript a week before the semester ends. If the revision deadline is not met, students will be eligible for one year to complete the revisions without penalty. The student needs to re-enroll Thesis/Dissertation Writing until he/she submits the revised manuscript. The student's diploma will be signed and dated at the end of the semester in which the student completes the revisions of the final thesis/dissertation. **IMPORTANT NOTICE:** If the student does not submit the corrected thesis/dissertation within one year of the final defense, he/she is ineligible for graduation. To reactivate eligibility the student must complete and defend a new thesis/dissertation.

For further guidance, students should read WU-P's *Thesis and Dissertation Handbook*.

## CAPSTONE PROJECT

Students enrolled in professional degree and non-thesis programs like Master of Business Administration, Master in Hospital Administration, Master in Public Administration, Professional Master in Educational Leadership, and Professional Master in Public Management will need to finish a Capstone Project worth 3 units. The Capstone Project allows SOLAS to confirm if students have learned the necessary skills of research, writing, and application needed to be successful and effective after their graduation. Ultimately,

a capstone project represents fresh ideas and proposals addressing specific issues. It gives students the opportunity to demonstrate the knowledge and skills they have gained throughout their study.

In writing a Capstone Project, students look at real world examples and situations, and discuss potential solutions to problems based on their acquired skills at the university. Students will need to ask the right questions, gather the most important information, critically look at issues, analyze problems involved, assess challenges, threats, and opportunities, and recommend solutions. The project thus prepares students for leadership roles that require creative innovation and educated imagination.

Capstone Projects must contain research. Depending on the topic, students may need to employ quantitative, qualitative, ethnographic, or mixed methods research. This is particularly important because the project must consider the context of the community under investigation and/or the community for whom the Project is written. Literature written on the topic, especially those written in the last ten years, must also be a part of the research.

Students must enroll in the Capstone Project course. The course professor is responsible in meeting with the students. These meetings will help students improve their research methods, writing and argument, as well as provide an opportunity for feedback.

Students are advised to see WU-P's *Capstone Project Handbook* for more detailed guidance.

## **PUBLICATION REQUIREMENT**

Students pursuing graduate and post-graduate studies in the sciences and in the arts (M.A., M.S., and Ph.D.) are required to publish at least one article in a peer-reviewed journal as a requirement for graduation. Professional graduate degree programs are not required to accomplish this. Because of the nature of publication and the timeline of studies, students only need to show written evidence (e.g. e-mail) that their submission has been accepted for publication and will be printed in a later issue. The written confirmation must specify that the submitted article is ready for printing. This means that students should have already completed suggested revisions of reviewers, if any. Students must submit the written confirmation to the Dean before the last day of the semester they hope to graduate.

## **INTELLECTUAL PROPERTY RIGHTS**

Students own the Copyright of their own work, whether these are photos, videos, paper submissions, or projects submitted for a course or as a requirement for degree completion. Except for theses and dissertations, which require written permission of the WU-P librarian for duplication or reproduction, students may publish or disseminate their works on digital or printed platforms. However, students require written permission of their professors should they publish anything with the professor's notation(s).

## **CLASS ATTENDANCE**

All students are expected to attend synchronous sessions in accordance with their course schedule. Excused absences include emergencies, illnesses (for which the student should secure a note from a doctor or the school nurse) or a death in the immediate family. Professors have the right to request additional work for any of the sessions missed by students. No children or other persons who are not officially enrolled are permitted to attend classes. A student who accumulates three (3) times late in the class (15 minutes late) without valid reason shall be considered ABSENT, but is not allowed to leave until the class is over.

A student who incurs unexcused absences of more than 20% of the prescribed number of class/laboratory hours (consecutive or non-consecutive) without valid reason during the semester shall be considered "DROPPED." Students who fail to accomplish the dropping form would be declared unofficially dropped.

## ACADEMIC INTEGRITY

Academic honesty is expected of all students of SOLAS. It is an integral part of the educational process, where learning takes place in an atmosphere of mutual trust and respect. Each student is responsible to maintain high standards of academic ethics, personal honesty, and moral integrity. Infractions of honest academic behavior will be dealt with fairly and firmly.

### INFRACTIONS INCLUDE:

- Plagiarism - stealing another person's ideas and representing them as your own - to use another's statements or thoughts without giving the source appropriate credit, including but not limited to un-cited copied portions of papers downloaded from the internet;
- Cheating on a quiz or an exam;
- Submission of the same paper for several courses;
- Submitting a borrowed or purchased paper;
- Defacing or unauthorized taking of material from the classroom or library;
- Dishonesty in reported reading;
- Signing the roll or submitting an in-class assignment for someone not present; and
- Excessive copying of notes from another student without permission.

SOLAS deals with academic dishonesty as a unit. Offenses are dealt with cumulatively, not per class or per professor. All violations/accounts will be reported by the instructor to the Dean, who will then record the offense in the student's record on Automate. The e-mail or report of the instructor will also be printed and lodged in the student's folder at the SOLAS office. Upon reporting, the instructor will receive a notice from the Dean on the number of offences the particular student has been reported for the offense. A penalty will then be levied by the instructor in accordance with the following:

- For the first offense, the instructor will give a warning to the student and ask the student to re-write the paper or exam. The student will watch an instructional video on plagiarism. All resubmissions will be considered late.
- On the second offense, the student will automatically receive a score of zero for the particular submitted assignment. The student will not be allowed to re-submit.
- On the third offense, the student will get an "F" grade for the course and will be placed under Academic Probation status.
- A student who commits plagiarism under Academic Probation will automatically be suspended for one academic year.

## MAXIMUM RESIDENCY

The time limitation for completion of degrees is measured from the time of enrollment. For all SOLAS master's programs, students must graduate within four (4) years after the first semester of enrolment. For doctoral programs, students must finish within six (6) years. A year of extension or leave of absence may be requested by students from the Program Head and must be approved by the Dean. Should a student fail to complete the degree, a Graduate Certificate may be awarded if the student successfully finished half of the curriculum total units. A certificate granted in this situation is considered terminal and may not be applied towards future study.

# ACADEMIC RECORDS, GRADES, AND EXAMINATIONS

## ADDING AND DROPPING COURSES

Courses cannot be added or dropped except by permission of program heads or the Dean. Change of registration may be secured from the Registrar's office. Adding or changing of subjects may be done only within two (2) weeks from the start of classes or during the prescribed time period. Mere absence from class sessions will not constitute withdrawal. Unauthorized withdrawal from any course will result in the recording of a failing grade on the student's record.

Only irregular students are allowed to change their time schedules and enrolled subjects within the prescribed duration of two (2) weeks from the start of the regular semester/term. However, students should follow the course sequence or pre-requisites of their respective degree programs, and they should not have variance or conflict with their schedules of classes or internships.

A student who has already settled the tuition and miscellaneous fees in full or partial but eventually withdraws in writing the enrolled subjects (for whatever purpose or reason) before the deadline of dropping of subjects, may have the following charges:

- A student may be charged 10% of the total amount of paid fees for the semester if he/she withdraws before the deadline of the prescribed period of dropping of subjects, or
- A student may be charged 20% of the total amount of paid fees for the semester if he/she withdraws within one month after the deadline of the prescribed period of dropping of subjects.
- No refund of paid tuition fees to a student who withdraws anytime after the second week of classes. Nonetheless, if the reason for withdrawal is valid or justifiable, the student shall be charged the fees only up to the last month of attendance.
- A student is considered officially dropped from a subject if there is an accomplished official dropping form, otherwise, he/she is still deemed enrolled for the full term, and thus still subject to pay all the corresponding fees.

## TRANSCRIPTS AND RECORDS

Personal information about a student is not released without the written consent of the student. Transcripts are released only upon the written authorization of the student. All accounts with the university must be paid before such a release can be made. Transcripts of Records are released by the Registrar's Office.

## TRANSFER OF CREDITS FROM OTHER GRADUATE SCHOOLS

Courses that have been taken previously at a CHED-recognized and accredited HEI may be transferred to WU-P. Those courses that meet the specific requirements of the student's study program may be applied toward the degree. However, no more than 50% of the units required for a degree may be transferred. Majority of the curriculum units should have been taken at WU-P. No thesis or dissertation submitted at another HEI will be honored as a requirement for degree completion at WU-P. All courses, including those transferred or credited from previous transcripts, will count toward the graduate GWA. Students

transferring from another HEI must follow the admission process and submit the admission requirements of SOLAS, plus present a Certificate of Honorable Dismissal from their previous institution.

Students who wish to have the units they have taken from another institution credited at SOLAS should accomplish a substitution form with attached transcript of records with recommending approval of the Dean and the Registrar before the final approval of the VPAA.

## CROSS REGISTRATION

Students at SOLAS may, by cross-registration, take up to six (6) semester hours of the curriculum at any of our partner HEIs only upon permission of the Dean and concurred in by the University Registrar. The student should abide by the maximum number of academic loads. Subjects to be taken in other schools should have the same number of units and school calendar. Units earned from unauthorized cross-registration shall not be given credit by WU-P. Cross-enrollment is preferably with an institution with similar accredited status as WU-P.

## WITHDRAWAL FROM SOLAS

Withdrawal from SOLAS during the academic year must be made in writing to the Registrar's Office. Neglecting to do this may result in failing grades in the student's present courses and affect re-entry to study. To receive an honorable dismissal from WU-P, the student must have satisfied all financial obligations to the university and have a record of satisfactory conduct. Once the petition to withdraw is granted, the student shall be given transfer credentials.

## GRADING POLICIES

The following grading system is adopted by the School of Leadership and Advanced Studies:

Grade Point	Equivalence	Category	Remarks
1.0	99-100	Excellent	Indicates diligence and originality, an effective grasp of material beyond memorization, and a high degree of freedom from error.
1.1	96-98		
1.2	95-96	Superior	
1.3	93-94		
1.4	91-92	Very Satisfactory	Indicates an above-average quality of work, an industrious attitude and thoroughness in what is undertaken, with considerable insight into the course material.
1.5	90		
1.6	89		
1.7	88	Satisfactory	
1.8	87		
1.9	86		
2.0	85		
2.1	83-84	Barely Satisfactory	Indicates work that tends to be mechanically correct, that has satisfied the completion of assignments, but that lacks consistency, originality, insight, and depth.
2.2	82-83		
2.3	81-82		
2.4	80-81		
2.5	79	Not Satisfactory	Indicates work that is below average, lacks initiative, lacks responsible completion of assignments, and reflects the inability of the
2.6	78		
2.7	77		
2.8	76		



2.9	77		student to grasp the significance of learning materials.
3.0	75		
3.1	74	Failure	Indicates failure to do satisfactory work.

As an institutional requirement, any graduate student who gets a grade below 2.0 in any of the major or cognate subjects has to offset the low grade.

## INCOMPLETE GRADE

An Incomplete Grade (Inc.) indicates that students possessed valid justification for not completing subject requirements within the appropriate time limits established by the professor. Incomplete grades will be given only in cases of emergencies (e.g., death in family, hospitalization). Requests for Incomplete should be made in writing to the Program Head before the Final Examination Week of the semester. The Program Head, in consultation with the professor(s), will approve or disapprove the request. A student is given a maximum of 6 months to comply with the requirements for incomplete grades. Failure to comply with any of the specific requirements within the prescribed period will result in getting a failing grade, and the student is required to retake the subject.

A student with incomplete grade is required to accomplish a completion form duly signed by the Registrar, the subject teacher, and the respective Dean. Copy of the form is provided once payment is made to the treasurer's office (P75 each form). Then, receipt is presented to the registrar to get a copy of completion form.

## PASS/FAIL

There are units in the curriculum that do not require a number grade and are not included in the calculation of the General Weighted Average (GWA). In short, credit is given but the GWA is unaffected. For these courses, like the Comprehensive Examinations, the Transcript of Records will only contain Pass or Fail.

## AUDITING CLASSES

In some cases, program heads and the Dean may advise or allow students to enroll courses as audit units. Students are expected to attend classes, but are not required to submit assignments or take tests. No credit or grade shall be granted to audit students. Students pay the appropriate amount of audit fee at the Accounting's Office. Audited classes are available to those who would like to take a course they are interested in outside their curriculum. (For instance, an MBA student is only required to take two of the three courses listed in the Core Courses, but one of the courses is of great significance to her for her employment. She may then take the course as an audit.)

## REPEATING CLASSES

Courses prescribed for graduation must be repeated if failed (grade of 2.0 or below). If a student fails a class, takes it again, and successfully passes, only the new grade will be used in calculating the general weighted average (GWA), though the original grade remains on the transcript. No other course may be repeated for credit.

## ACADEMIC WARNING AND PROBATION

An Academic Warning is issued to students who receive less than a 2.0 GWA in any given semester. A student must establish an average of 2.0 or higher in the first semester and maintain this average through the course of study. At the close of each semester the Dean reviews the grade point average of each student in order to take special note of the students with academic problems, and places them on

academic probation. The Dean will ask program heads to advise such students to show marked improvement in the next semester, and if the student gets another GWA below 2.0, the student will not be permitted to continue as a student at SOLAS.

## CLASS EXAMINATIONS

Class examinations must be taken on time unless there are medical or authentic emergency situations, such as a death in the immediate family. SOLAS courses must follow the scheduled weeks of Mid-Term and Final Examinations designated by the Registrar's Office.

## COMPREHENSIVE EXAMINATIONS

Comprehensive Examinations evaluate student competency in their field of academic discipline. They are designed to allow students to review and integrate the learning that has taken place across their degree program and reflect on the application of that learning to their vocational contexts. The examinations also allow students to demonstrate the breadth and depth of their learning. Questions are drawn from different courses, with the goal of challenging students in integrating ideas and how they might employ theoretical learning to enhance their career.

The comprehensive exam is not course-oriented; rather, it is program-oriented. Although questions consider the courses in the curriculum, they are much more related to the desired outcomes of the degree program. Hence, while there may be questions of information, there is greater emphasis on the quality of the content of knowledge (along with how they are gained, processed, and articulated) and their application in concrete situations.

All students must pass a comprehensive examination for graduation. Students will take their Comprehensive Exam when they have finished all their courses, or with thesis or dissertation remaining only. Passing the Comprehensive Exam is required for students before they defend their thesis or dissertation proposals.

Comprehensive Exams are administered thrice an academic year: once for each semester, and once during the Summer. They are administered on the following fixed dates:

First Semester	Second week of November
Second Semester	First week of April
Summer	Second week of July

Students may get either Pass (P) or Fail (F) as marks for their Comprehensive Examination. Although the grade of the Comprehensive Examination does not affect the GWA, the student must pass the examination to graduate.

Students must read the *Comprehensive Examination Guidelines* document for more detailed information about the policies and procedures.

## GRADUATION HONORS

A student who has complied with the requirements for graduation and who has attained an outstanding scholastic average at the university may graduate with Academic Distinction, High Academic Distinction, or Highest Academic Distinction. The standards for award of honors are determined periodically by the academic awards committee, generally within the following guidelines:

English Honors	Grade Point	Equivalent Range
With Highest Academic Distinction	1.00-1.11	98-100
With high Academic Distinction	>1.11-1.21	96-97
With Academic Distinction	>1.21-1.30	93-95

Awardees should also not have any grade below 93 (or 1.3). They should have enrolled at least 6 units per semester, and have taken at least 80% of their program units at WU-P. Academic Commendation is awarded to those who have a GWA of 1.3 or above, but have received 1.4 grades in any of the courses they have taken.

## GRADUATION

Upon approval of the faculty through a scheduled Faculty Conference, graduation candidates are recommended by the Dean to the President and the Board of Trustees for graduation. The Faculty Conference presents the names of candidates to the members of the faculty, who are then given the opportunity to express their concerns. If there are no objections, the list of candidates is approved by majority vote. The list is considered final and the decision to allow a candidate to graduate is irrevocable, except through the power of the President and/or the Board of Trustees.

A student must have an average of 2.0 or higher in order to qualify for graduation. Only those students who have an average of 1.5 or higher will be recommended for advanced study beyond the M.B.A., M.H.A., M.P.A., P.M.E.L., and S.T.M.

For graduating students, all course work, including remedial requirements and work from Incomplete grades must be submitted by the semester's Due Date. In the event this deadline is not met, students forfeit their chance to graduate that year. All bills to the university must be paid in full before a diploma is issued. It is the responsibility of the student to ensure that all requirements for graduation have been met before the end of the semester. They must accomplish a clearance form. Hard copies of theses or dissertations, with their completed Signature Page, should have been submitted to the Dean's Office before the end of the semester to qualify for graduation in that given semester; otherwise, the student will need to re-enroll in Thesis Writing or Dissertation Writing in the following semester and also be delayed in graduation.

## GOVERNMENT S.O. NUMBER

Graduates of autonomous universities such as WU-P are exempted from getting Special Order (S.O.) Numbers. There will be a statement in the student's Transcript of Records that WU-P is an autonomous university.

# PROGRAMS AND DEGREES

## PREPARATION FOR PROFESSIONAL WORK

Those who are planning to engage in professional work in their chosen field are advised to take the non-thesis specialization of the various program offerings at SOLAS. These degree programs provide a solid basis for graduates to be expert practitioners in their fields. Their degree enables them to implement theories and models to concrete circumstances in their work.

As graduates of professional degree programs, students will be qualified to pursue a doctoral professional program such as Doctor of Business Administration. However, they may not be allowed to enroll in doctoral research programs such as a Doctor of Philosophy. Graduates of non-thesis professional masters degrees will be required to take 9 units of research courses in order to qualify to enroll in a Ph.D.

## **PREPARATION FOR TEACHING**

Students anticipating to teach in tertiary education are urged to pursue graduate or post-graduate programs with thesis/dissertation. In short, they should pursue research degree programs, which equip them to be scholars, researchers, and teachers. The Ph.D. is a research degree that equips graduates to teach at the highest level of scholarship in the field.

# MASTER IN BUSINESS ADMINISTRATION

The Master in Business Administration (MBA) is a 36-unit graduate degree program designed to develop capable, socially responsible, and mature managers and leaders in today's evolving global business environment. The program focuses on skills needed by business professionals, such as analytical reasoning, communication, leadership, and strategic thinking. WU-P MBA embodies the university's ethos of Christian character and excellence in one's chosen vocation. Thus, the program prepares graduates to possess godly values to work competitively and ethically in the global marketplace.

## Program Outcomes

At the end of the program, graduates will be able to

1. understand and systematize advanced concepts, principles, and theories related to business administration at the local and global levels;
2. apply relevant skills in responding to challenges, threats, and opportunities in the business marketplace;
3. construct appropriate tools and theories to address circumstances that demand creative innovation;
4. analyze situations quickly and critically to come up with suitable decisions;
5. establish collaboration with partners and various organizations for various projects and endeavors;
6. create business strategies and plans applicable to the social, economic, and political needs at the local, regional, national, and global levels;
7. display effective communication skills in written and oral form and in formal and informal occasions; and
8. execute their responsibilities competitively and in godliness.

## Course Delivery Method

Courses will be offered on flexible learning system. This means that each course will have synchronous and asynchronous learning activities throughout the week. Synchronous sessions may be physical or virtual (depending on the circumstances). Attendance is checked during synchronous sessions. Asynchronous learning activities may include doing assigned readings, writing papers, taking quizzes, joining online forum and discussions, performing on-site requirements, and other learning experiences assigned by the professor.

## Degree Specializations

The curriculum builds upon basic core courses, major subjects, cognates, and thesis/non-thesis requirements. The MBA has three concentrations: Thesis, Non-thesis, and the Hotel and Restaurant Management.

## Curriculum: MBA – with Thesis

	COURSE #	COURSE NAME	UNITS
Basic Courses (9 units)	MBA 201	Business Research	3
	MBA 202	Organization and Management Theories	3
	MBA 203	Statistics for Business Research	3
	MBA 204	Human Resource Management	3

Major Subjects (15 units)	MBA 205	Marketing Management	3
	MBA 206	Finance Management and Managerial Accounting	3
	MBA 207	Operation Management	3
	MBA 208	Business Management Information System with Computer Application	3
Cognates (6 units)	MBA 209	International Trade	3
	MBA 210	Quantitative Techniques	3
	MBA 211	Macroeconomics Analysis	3
Thesis (6 units)	THESIS 301	Thesis Writing	6
Others	COMPRES	Comprehensive Examination	0

## Course Learning Path

The MBA (with Thesis) may be completed in two years, both for full-time and part-time studies. Students are advised to follow the course sequence in order not to encounter problems in their academic journey.

### FULL TIME STUDENTS

YEAR 1 SEMESTER 1	YEAR 1 SEMESTER 2	YEAR 1 SUMMER
MBA 201 Business Research	MBA 203 Statistics for Business	<i>Any 2 of the following:</i>
MBA 202 Organization and Management Theories	MBA 204 Human Resources Management	MBA 209 International Trade
MBA 206 Finance Management and Managerial Accounting	MBA 205 Marketing Management	MBA 210 Quantitative Techniques
MBA 207 Operations Management	MBA 208 Business Management Information System	MBA 211 Macroeconomics Analysis
YEAR 2 SEMESTER 1		
Comprehensive Examination		
Thesis Writing		

### PART TIME STUDENTS

YEAR 1 SEMESTER 1	YEAR 1 SEMESTER 2	YEAR 1 SUMMER
MBA 201 Business Research	MBA 203 Statistics for Business	<i>Any 2 of the following:</i>
MBA 202 Organization and Management Theories	MBA 205 Marketing Management	MBA 209 International Trade
MBA 206 Finance Management and Managerial Accounting	MBA 208 Business Management Information System	MBA 210 Quantitative Techniques
		MBA 211 Macroeconomics Analysis
YEAR 2 SEMESTER 1	YEAR 2 SEMESTER 2	YEAR 2 SUMMER
Thesis Writing	MBA 204 Human Resources Management	Comprehensive Examination
MBA 207 Operations Management		

## Curriculum: MBA – Non-Thesis

	COURSE #	COURSE NAME	UNITS
Basic Courses (9 units)	MBA 201	Business Research	3
	MBA 202	Organization and Management Theories	3
	MBA 203	Statistics for Business Research	3
Major Subjects (15 units)	MBA 204	Human Resource Management	3
	MBA 205	Marketing Management	3
	MBA 206	Finance Management and Managerial Accounting	3
	MBA 207	Operation Management	3
	MBA 208	Business Management Information System with Computer Application	3
Cognates (6 units)	MBA 209	International Trade	3
	MBA 210	Quantitative Techniques	3
	MBA 211	Macroeconomics Analysis	3
Non-Thesis (6 units)	MBA 212	Corporate Entrepreneurship	3
	MBA 213	Project Feasibility Study	3
Others	COMPRE	Comprehensive Examination	0

## Course Learning Path

The MBA (Non-Thesis) may be completed in two years, both for full-time and part-time studies. Students are advised to follow the course sequence in order not to encounter problems in their academic journey.

### FULL TIME STUDENTS

YEAR 1 SEMESTER 1	YEAR 1 SEMESTER 2	YEAR 1 SUMMER
MBA 201 Business Research	MBA 203 Statistics for Business	MBA 209 International Trade
MBA 202 Organization and Management Theories	MBA 204 Human Resources Management	MBA 211 Macroeconomics Analysis
MBA 206 Finance Management and Managerial Accounting	MBA 205 Marketing Management	
MBA 207 Operations Management	MBA 208 Business Management Information System	
YEAR 2 SEMESTER 1	YEAR 2 SEMESTER 2	
MBA 212 Corporate Entrepreneurship	Comprehensive Examination	
MBA 213 Project Feasibility Study		

### PART TIME STUDENTS

YEAR 1 SEMESTER 1	YEAR 1 SEMESTER 2	YEAR 1 SUMMER
MBA 201 Business Research	MBA 204 Human Resources Management	MBA 209 International Trade

MBA 202 Organization and Management Theories	MBA 205 Marketing Management	MBA 211 Macroeconomics Analysis
MBA 206 Finance Management and Managerial Accounting	MBA 208 Business Management Information System	
<b>YEAR 2 SEMESTER 1</b>	<b>YEAR 2 SEMESTER 2</b>	<b>YEAR 2 SUMMER</b>
MBA 207 Operations Management	MBA 203 Statistics for Business	Comprehensive Examination
MBA 212 Corporate Entrepreneurship		
MBA 213 Project Feasibility Study		

## Curriculum: MBA – Hotel and Restaurant Management

	COURSE #	COURSE NAME	
Basic Courses (9 units)	MHRM 201	Business Research	3
	MHRM 202	Organization and Management Theories	3
	MHRM 203	Statistics for Business Research	3
	MHRM 204	Human Resource Management	3
	MHRM 205	Marketing Management	3
Major Subjects (18 units)	MHRM 206	Financial Management and Managerial Accounting	3
	MHRM 207	Operations Management	3
	MHRM 208	Advanced Hotel, Restaurant, and Resort Organization and Management	3
	MHRM 209	Advanced Food and Beverage Management	3
	MHRM 210	Advanced Banquet and Catering Management	3
	MHRM 211	Advanced Tour Guiding and Travel Management	3
Non-Thesis (9 units)	CASE STUDY	Case Study Presentation	3
	COMPRE	Comprehensive Examination	0
	INT	Internship	6

## Course Learning Path

The MBA in Hotel and Restaurant Management may be completed in two years, both for full-time and part-time studies. Students are advised to follow the course sequence in order not to encounter problems in their academic journey.

### FULL TIME STUDENTS

<b>YEAR 1 SEMESTER 1</b>	<b>YEAR 1 SEMESTER 2</b>	<b>YEAR 1 SUMMER</b>
MHRM 201 Business Research	MHRM 204 Human Resources Management	Case Study Presentation



MHRM 206 Financial Management and Managerial Accounting	MHRM 208 Advanced Hotel, Restaurant, and Resort Organization and Management	MHRM 211 Advanced Tour Guiding and Travel Management
MHRM 207 Operations Management	MHRM 209 Advanced Food and Beverage Management	
MHRM 210 Advanced Banquet and Catering Management	MHRM 205 Marketing Management	
<b>YEAR 2 SEMESTER 1</b>		
INT Internship		
Comprehensive Examination		

### PART TIME STUDENTS

<b>YEAR 1 SEMESTER 1</b>	<b>YEAR 1 SEMESTER 2</b>	<b>YEAR 1 SUMMER</b>
MHRM 201 Business Research	MHRM 204 Human Resources Management	Case Study Presentation
MHRM 206 Financial Management and Managerial Accounting	MHRM 209 Advanced Food and Beverage Management	MHRM 211 Advanced Tour Guiding and Travel Management
MHRM 207 Operations Management	MHRM 205 Marketing Management	
<b>YEAR 2 SEMESTER 1</b>	<b>YEAR 2 SEMESTER 2</b>	<b>YEAR 2 SUMMER</b>
MHRM 210 Advanced Banquet and Catering Management	MHRM 208 Advanced Hotel, Restaurant, and Resort Organization and Management	Comprehensive Examination
INT Internship		

### Curriculum: MBA – Social Entrepreneurship

	COURSE #	COURSE NAME	
Basic Courses (9 units)	SEM 100	Formation of Social and Developmental Entrepreneurship	3
	SEM 101	Social Marketing Research	3
	SEM 102	Management Information System with Computer Education	3
Major Courses (15 units)	SEM 103	Strategic Planning and Management	3
	SEM 104	Measurement and Evaluation of Social Enterprise	3
	SEM 105	Human Resource Management	3
	SEM 106	Risk Management	3
	SEM 107	Financial Management and Managerial Accounting	3
Cognates (12 units)	SEM 108	Operations Management	3
	SEM 109	Product Development and Capital Management	3
	SEM 110	Internal and External Environment Assessment	3
	SEM 111	Transformational Leadership and Management	3
Others (3 units)	COMPRE	Comprehensive Examination	0
	CAPS	Capstone Project	3

## Course Learning Path

The MBA in Social Entrepreneurship may be completed in two years, both for full-time and part-time studies. Students are advised to follow the course sequence in order not to encounter problems in their academic journey.

<b>YEAR 1 SEMESTER 1</b>	<b>YEAR 1 SEMESTER 2</b>	<b>YEAR 1 SUMMER</b>
SEM 100 Formation of Social and Developmental Entrepreneurship	SEM 102 Management Information System with Computer Education	SEM 106 Risk Management
SEM 101 Social Marketing Research	SEM 104 Measurement and Evaluation of Social Enterprise	SEM 109 Product Development and Capital Management
SEM 103 Strategic Planning and Management	SEM 105 Human Resource Management	SEM 111 Transformational Leadership and Management
<b>YEAR 2 SEMESTER 1</b>	<b>YEAR 2 SEMESTER 2</b>	
SEM 107 Financial Management and Managerial Accounting	COMP Comprehensive Examination	
SEM 108 Operations Management	CAPS Capstone Project	
SEM 110 Internal and External Environment Assessment		

# MASTER IN HOSPITAL ADMINISTRATION

The Master in Hospital Administration (MHA) is a 36-unit graduate degree program that equips graduates to be effective administrators of hospitals or health care facilities. The program covers topics such as financial management, legal and ethical issues of health services, information management, economics and policy, strategic marketing, hospital planning and design, and hospital administration. Graduates shall be well-equipped to demonstrate managerial and leadership competencies, and exhibit critical thinking, and ethical sensitivity in decision-making in the various areas of responsibilities in hospital administration.

## Program Outcomes

At the end of the program, graduates will be able to

1. understand and systematize advanced concepts, principles, and theories related to hospital administration at the local and global levels;
2. apply relevant skills in responding to challenges, threats, and opportunities in hospital management;
3. analyze and evaluate hospital management challenges and opportunities and propose action plans based on professionalism and good governance;
4. establish collaboration with partners and various organizations for various projects and endeavors;
5. create strategies and plans applicable to the social, economic, and political needs at the local, regional, national, and global levels;
6. display effective communication skills in written and oral form and in formal and informal occasions;
7. execute their responsibilities competitively and in godliness; and
8. undertake research that will improve the practice of hospital management.

## Course Delivery Method

Courses will be offered on flexible learning system. This means that each course will have synchronous and asynchronous learning activities throughout the week. Synchronous sessions may be physical or virtual (depending on the circumstances). Attendance is checked during synchronous sessions. Asynchronous learning activities may include doing assigned readings, writing papers, taking quizzes, joining online forum and discussions, performing on-site requirements, and other learning experiences assigned by the professor.

## Degree Specializations

The curriculum builds upon basic core courses, major subjects, cognates, and thesis/non-thesis requirements. The MHA has two concentrations: with Thesis and Non-thesis.

## Curriculum: MHA – with Thesis

	COURSE #	COURSE NAME	UNITS
Basic Courses (9 units)	HA 101	Introduction to Hospital Administration	3
	HA 102	Statistics with Computer Education	3
	HA 103	Research Methodology	3
Major Subjects (15 units)	HA 104	Biostatistics	3
	HA 105	Health Care Financial Management	3

Cognates (6 units)	HA 106	Legal and Ethical Issues in Healthcare	3
	HA 107	Hospital Information Management	3
	HA 108	Healthcare Economics and Policy	3
	HA 109	Entrepreneur and Strategic Marketing	3
	HA 110	Trends in Hospital Management	3
	HA 111	Human Behavior in Healthcare Organization	3
	HA 112	Strategic Hospital Planning, Design, and Construction	3
Thesis (6 units)	THESIS WRITING	Thesis Writing	6

## Course Learning Path

The MHA with Thesis may be completed in two years, both for full-time and part-time studies. Students are advised to follow the course sequence in order not to encounter problems in their academic journey.

### FULL TIME STUDENTS

YEAR 1 SEMESTER 1	YEAR 1 SEMESTER 2	YEAR 1 SUMMER
HA 101 Introduction to Hospital Administration	HA 102 Statistics with Computer Education	HA 104 Biostatistics
HA 103 Research Methodology	HA 107 Hospital Information System	HA 106 Legal and Ethical Issues in Healthcare
HA 105 Health Care Financial Management	HA 108 Healthcare Economics and Policy	
HA 112 Strategic Hospital Planning, Design, and Construction	HA 109 Entrepreneur and Strategic Marketing	
YEAR 2 SEMESTER 1		
Comprehensive Examination		
Thesis Writing		

### PART TIME STUDENTS

YEAR 1 SEMESTER 1	YEAR 1 SEMESTER 2	YEAR 1 SUMMER
HA 101 Introduction to Hospital Administration	HA 102 Statistics with Computer Education	HA 104 Biostatistics
HA 103 Research Methodology	HA 107 Hospital Information System	HA 106 Legal and Ethical Issues in Healthcare
HA 112 Strategic Hospital Planning, Design, and Construction	HA 109 Entrepreneur and Strategic Marketing	
YEAR 2 SEMESTER 1	YEAR 2 SEMESTER 2	YEAR 2 SUMMER
HA 105 Health Care Financial Management	HA 108 Healthcare Economics and Policy	Comprehensive Examination
Thesis Writing		

## Curriculum: MHA – Non-Thesis

	COURSE #	COURSE NAME	UNITS
Basic Courses (9 units)	HA 101	Introduction to Hospital Administration	3
	HA 102	Statistics with Computer Education	3
	HA 103	Research Methodology	3
Major Subjects (15 units)	HA 104	Biostatistics	3
	HA 105	Health Care Financial Management	3
	HA 106	Legal and Ethical Issues in Healthcare	3
	HA 107	Hospital Information System	3
	HA 108	Healthcare Economics and Policy	3
Cognates (6 units) (choose only 2)	HA 109	Entrepreneur and Strategic Marketing	3
	HA 110	Trends in Hospital Management	3
	HA 111	Human Behavior in Healthcare Organization	3
	HA 112	Strategic Hospital Planning, Design, and Construction	3
Non-Thesis (6 units) (choose 2 only)	COMPRE	Comprehensive Examination	0
	HA 113	Executive Leadership on Health	3
	HA 114	Healthcare Strategic Planning Management	3
	HA 115	Healthcare Administrative Capstone	3

### Course Learning Path

The MHA Non-thesis may be completed in two years, both for full-time and part-time studies. Students are advised to follow the course sequence in order not to encounter problems in their academic journey.

#### FULL TIME STUDENTS

YEAR 1 SEMESTER 1	YEAR 1 SEMESTER 2	YEAR 1 SUMMER
HA 101 Introduction to Hospital Administration	HA 102 Statistics with Computer Education	HA 104 Biostatistics
HA 103 Research Methodology	HA 107 Hospital Information System	HA 106 Legal and Ethical Issues in Healthcare
HA 105 Health Care Financial Management	HA 108 Healthcare Economics and Policy	
HA 112 Strategic Hospital Planning, Design, and Construction	HA 109 Entrepreneur and Strategic Marketing	
YEAR 2 SEMESTER 1	YEAR 2 SEMESTER 2	
HA 114 Healthcare Strategic Planning Management	Comprehensive Examination	
HA 115 Healthcare Administrative Capstone		

#### PART TIME STUDENTS

YEAR 1 SEMESTER 1	YEAR 1 SEMESTER 2	YEAR 1 SUMMER
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HA 101 Introduction to Hospital Administration	HA 102 Statistics with Computer Education	HA 104 Biostatistics
HA 103 Research Methodology	HA 107 Hospital Information System	HA 106 Legal and Ethical Issues in Healthcare
HA 112 Strategic Hospital Planning, Design, and Construction	HA 109 Entrepreneur and Strategic Marketing	
<b>YEAR 2 SEMESTER 1</b>	<b>YEAR 2 SEMESTER 2</b>	<b>YEAR 2 SUMMER</b>
HA 105 Health Care Financial Management	HA 115 Healthcare Administrative Capstone	Comprehensive Examination
HA 114 Healthcare Strategic Planning Management	HA 108 Healthcare Economics and Policy	

# MASTER IN PUBLIC ADMINISTRATION

The Master in Public Administration (MPA) is a 36-unit graduate degree program designed for professionals who work or would like to work in public service. The program enhances the administrative and managerial skills of students in their respective workplaces, particularly in government agencies and organizations. The curriculum deals with competencies necessary for public servants in their chosen field of specialization and equips graduates to be the effective in leadership positions. Individuals who are interested in working or engaging in the development, promotion, and advancement of effective, efficient, and efficacious public organizations and administration will greatly benefit from this program.

## Program Outcomes

At the end of the program, graduates will be able to

1. understand and systematize advanced concepts, principles, and theories related to public administration;
2. apply relevant skills in responding to challenges, threats, and opportunities in public management;
3. analyze and evaluate public administration challenges and opportunities and propose action plans based on professionalism and good governance;
4. establish collaboration with partners and various organizations for various projects and endeavors;
5. create strategies and plans applicable to the social, economic, and political needs at the local, regional, or national levels;
6. display effective communication skills in written and oral form and in formal and informal occasions;
7. execute their responsibilities competitively and in godliness; and
8. undertake research that will improve the practice of public administration.

## Course Delivery Method

Courses will be offered on flexible learning system. This means that each course will have synchronous and asynchronous learning activities throughout the week. Synchronous sessions may be physical or virtual (depending on the circumstances). Attendance is checked during synchronous sessions. Asynchronous learning activities may include doing assigned readings, writing papers, taking quizzes, joining online forum and discussions, performing on-site requirements, and other learning experiences assigned by the professor.

## Degree Specializations

The curriculum builds upon basic core courses, major subjects, cognates, and thesis/non-thesis requirements. The MPA has two concentrations: with Thesis and Non-thesis.

## Curriculum: MPA – with Thesis

	COURSE #	COURSE NAME	UNITS
Basic Courses (9 units)	MPA 100	Research Method	3
	MPA 101	Statistics in Public Administration	3
	MPA 102	Intro to Public Administration and Public Services	3
	MPA 103	Public Fiscal Administration	3

Major Subjects (15 units)	MPA 104	Climate Change and Disaster Risk Management	3
	MPA 105	Public Policy and Program Administration	3
	MPA 106	Human Resource Management	3
	MPA 107	Trends and Issues in Public Administration	3
Cognates (6 units) (choose only 2)	MPA 108	Ethics and Values in Public Service	3
	MPA 109	Special Topics in Public Administration	3
	MPA 110	Current Trends, Issues and Problems in Education	3
Thesis (6 units)	MPA-Thesis	Thesis Writing	6
Others	COMPRES	Comprehensive Examination	0

## Course Learning Path

The MPA with Thesis may be completed in two years, both for full-time and part-time studies. Students are advised to follow the course sequence in order not to encounter problems in their academic journey.

### FULL TIME STUDENTS

YEAR 1 SEMESTER 1	YEAR 1 SEMESTER 2	YEAR 1 SUMMER
MPA 100 Research Method	MPA 101 Statistics in Public Administration	MPA 103 Public Fiscal Administration
MPA 102 Intro to Public Administration and Public Services	MPA 106 Human Resource Management	MPA 104 Climate Change and Disaster Risk Management
MPA 105 Public Policy and Program Administration	MPA 107 Trends and Issues in Public Administration	
MPA 108 Ethics and Values in Public Service	MPA 109 Special Topics in Public Administration	
YEAR 2 SEMESTER 1		
Comprehensive Examination		
Thesis Writing		

### PART TIME STUDENTS

YEAR 1 SEMESTER 1	YEAR 1 SEMESTER 2	YEAR 1 SUMMER
MPA 100 Research Method	MPA 101 Statistics in Public Administration	MPA 103 Public Fiscal Administration
MPA 102 Intro to Public Administration and Public Services	MPA 106 Human Resource Management	MPA 104 Climate Change and Disaster Risk Management
MPA 105 Public Policy and Program Administration	MPA 107 Trends and Issues in Public Administration	
YEAR 2 SEMESTER 1	YEAR 2 SEMESTER 2	YEAR 2 SUMMER
MPA 108 Ethics and Values in Public Service	MPA 109 Special Topics in Public Administration	Comprehensive Examination
Thesis Writing		



## Curriculum: MPA – Non-Thesis

	COURSE #	COURSE NAME	UNITS
Basic Courses (9 units)	MPA 100	Research Method	3
	MPA 101	Statistics in Public Administration	3
	MPA 102	Intro to Public Administration and Public Services	3
Major Subjects (15 units)	MPA 103	Public Fiscal Administration	3
	MPA 104	Climate Change and Disaster Risk Management	3
	MPA 105	Public Policy and Program Administration	3
	MPA 106	Human Resource Management	3
	MPA 107	Trends and Issues in Public Administration	3
Cognates (6 units) (choose only 2)	MPA 108	Ethics and Values in Public Service	3
	MPA 109	Special Topics in Public Administration	3
	MPA 110	Current Trends, Issues and Problems in Education	3
Non-Thesis (6 units)	MPA 111	Strategic Planning and Development in Local Government	3
	MPA 112	History and Future of Public Administration	3
Others	COMPRES	Comprehensive Examination	0

### Course Learning Path

The MPA Non-thesis may be completed in two years, both for full-time and part-time studies. Students are advised to follow the course sequence in order not to encounter problems in their academic journey.

#### FULL TIME STUDENTS

YEAR 1 SEMESTER 1	YEAR 1 SEMESTER 2	YEAR 1 SUMMER
MPA 100 Research Method	MPA 101 Statistics in Public Administration	MPA 103 Public Fiscal Administration
MPA 102 Intro to Public Administration and Public Services	MPA 106 Human Resource Management	MPA 104 Climate Change and Disaster Risk Management
MPA 105 Public Policy and Program Administration	MPA 107 Trends and Issues in Public Administration	
MPA 108 Ethics and Values in Public Service	MPA 109 Special Topics in Public Administration	
YEAR 2 SEMESTER 1	YEAR 2 SEMESTER 2	
MPA 111 Strategic Planning and Development in Local Government	Comprehensive Examination	
MPA 112 History and Future of Public Administration		

#### PART TIME STUDENTS

<b>YEAR 1 SEMESTER 1</b>	<b>YEAR 1 SEMESTER 2</b>	<b>YEAR 1 SUMMER</b>
MPA 100 Research Method	MPA 101 Statistics in Public Administration	MPA 103 Public Fiscal Administration
MPA 102 Intro to Public Administration and Public Services	MPA 106 Human Resource Management	MPA 104 Climate Change and Disaster Risk Management
MPA 105 Public Policy and Program Administration	MPA 107 Trends and Issues in Public Administration	
<b>YEAR 2 SEMESTER 1</b>	<b>YEAR 2 SEMESTER 2</b>	<b>YEAR 2 SUMMER</b>
MPA 108 Ethics and Values in Public Service	MPA 109 Special Topics in Public Administration	Comprehensive Examination
MPA 111 Strategic Planning and Development in Local Government		
MPA 112 History and Future of Public Administration		

# PROFESSIONAL MASTER IN EDUCATIONAL LEADERSHIP

The Professional Master in Educational Leadership (PMEL) is full-time, one-year professional graduate degree program built on a cohort-learning model. It is designed to prepare qualified and effective K-12 school administrators and instructional leaders, produce effective K-12 school principals who can also serve as positive change agents in the community, and develop school leaders with the necessary skills and capacity to improve student learning and implement best practices. Students will be guided to create and implement innovations and programs that will help students and schools achieve educational goals. Students in the program are expected to become problem-solvers, decision-makers, advocates, and managers who are guided by Christian principles and values.

## Program Outcomes

At the end of the program, graduates will be able to

1. produce innovative ideas and theories related to school administration;
2. create projects, policies, and procedures appropriate for their context of employment;
3. champion children and public education in the larger political, social, economic, legal, and cultural contexts;
4. collaborate, communicate, engage, and empower others inside and outside the organization to pursue excellence in learning;
5. design effective and efficient curriculum and instructional leadership in pursuing educational goals and meeting educational system requirements;
6. apply relevant skills in responding to challenges, threats, and opportunities in educational management;
7. display effective communication skills in written and oral form and in formal and informal occasions;
8. use data effectively in making decisions and in proposing educational solutions; and
9. execute their responsibilities competitively and in godliness.

## Course Delivery Method

Courses will be offered on flexible learning system. This means that each course will have synchronous and asynchronous learning activities throughout the week. Synchronous sessions may be physical or virtual (depending on the circumstances). Attendance is checked during synchronous sessions. Asynchronous learning activities may include doing assigned readings, writing papers, taking quizzes, joining online forum and discussions, performing on-site requirements, and other learning experiences assigned by the professor. As a cohort, students will finish one course per month, with all the required class interaction and requirements the syllabus requires.

## Curriculum

	COURSE #	COURSE NAME	UNITS
Core Courses (24 units)	PM EL 201	Educational Laws and Policies	3
	PM EL 202	Business Models in Education	3
	PM EL 203	Educational Entrepreneurship	3
	PM EL 204	Organizational Studies	3

	PM EL 205	Human Behavior in Organization	3
	PM EL 206	Fiscal Management in Education	3
	PM EL 207	Curriculum and Instructional Innovations	3
	PM EL 208	Educational Assessment and Evaluation	3
Others (6 units)	PM EL 209	Wesleyan Spirituality and Advocacies	3
	PM EL 210	Methodist Social Principles	3
	COMP	Comprehensive Examination	0
Output (3 units)	CAPS	Capstone Project	3

## Course Learning Path

As a cohort, students take the classes together until the completion of the program. Because the program is designed to be completed in a year, with its teacher-student interactions and off-class requirements, a class must be offered each month. Once enrollment for new students reach 15, a new cohort will begin. This means that the new cohort may begin at any time during the academic year.

Month 1 – Educational Laws and Policies

Month 2 – Business Models in Education

Month 3 – Educational Entrepreneurship

Month 4 – Organizational Studies

Month 5 – Human Behavior in Organization

Month 6 – Fiscal Management in Education

Month 7 – Curriculum and Instructional Innovations

Month 8 – Educational Assessment and Evaluation

Month 9 – Methodist Social Principles

Month 10 – Wesleyan Spirituality and Advocacies

Month 11 - Comprehensive Examination; and Capstone Project

# MASTER OF SACRED THEOLOGY

The STM is a graduate research degree for those who wish to pursue a more advanced theological degree focusing on a particular discipline, ministerial involvement, and other religious leadership practice. The STM provides advanced study for (1) aspiring scholar-teachers preparing for doctoral studies, (2) scholars who wish to deepen their training or engage a new field, and (3) ministers who want to enhance their competency in a specific area of study or professional practice.

Specializations are in Old and New Testaments, Theology, Christian History, Missions, Pastoral Theology, and Christian Education.

## Admission Requirements

Applicants seeking admission to the STM requires that applicants have finished a Master of Divinity or another master's degree in theology or religious studies from an accredited higher education institution, and have at least a 2.0 Weighted Grade Average (GWA) in their finished master's degree. Applicants must submit the following admission requirements below.

1. Birth certificate (photocopy)
2. Original Transcript of Records (all finished undergraduate and graduate degrees)
3. Filled-up application form
4. An updated CV
5. Two positive recommendations
6. a personal statement about their Christian faith, particularly where they are now in the current faith journey (500 to 1,000 words in English)

## Program Outcomes

At the end of the program, students will be able to

1. understand and systematize advanced concepts, principles, and theories related to their specialization;
2. apply biblical-theological principles to specific situations in any given context;
3. engage other scholars in meaningful discussion;
4. write research papers of high quality and fit for publication;
5. display effective communication skills in written and oral forms, and in formal and informal occasions; and
6. engage in lifelong learning and understanding of the need to keep abreast of the developments in the field.

## Course Delivery Method

Research courses are offered on flexible learning modality. This means that these course will have synchronous and asynchronous learning activities throughout the week. Synchronous sessions may be physical or virtual (depending on the circumstances). Attendance is checked during synchronous sessions. Asynchronous learning activities may include doing assigned readings, writing papers, taking quizzes, joining online forum and discussions, performing on-site requirements, and other learning experiences assigned by the professor.

Core courses are offered as independent studies, where the student is assigned readings and papers by the adviser. Each course offered as independent studies requires the same number of learning hours like any other course at SOLAS. Each independent study course requires students to read 1,300 to 1,600 pages and write 8,000 to 10,000 words of paper. A high level of independence is required for students to do well in independent studies.

## Curriculum

Students are advised to take the 30 units in order for their degree to be recognized beyond WU-P.

Research Courses	
Theological Research Methods	3
Data Analysis Techniques in Theological Research	3
Core Courses	18
Thesis Writing	6
TOTAL	30

## Course Learning Path

The program may be finished in 2 years. Students must complete all academic requirements in 4 years.

FIRST YEAR	<b>FIRST SEMESTER</b> Theological Research Methods Data Analysis Techniques Core Course 1 Core Course 2	<b>SECOND SEMESTER</b> Core Course 3 Core Course 4 Thesis Writing
SECOND YEAR	<b>FIRST SEMESTER</b> Core Course 5 Core Course 6 Thesis Writing	<b>SECOND SEMESTER</b> Thesis Writing

# DOCTOR OF PHILOSOPHY IN BUSINESS ADMINISTRATION

The Doctor of Philosophy in Business Administration is a research degree designed to develop and advance knowledge and perspective through analytical synthesis of management and leadership theories and principles. It is designed for scholarly growth in the theoretical foundations of business administration, management academics, and writing skills. It promotes Christian-based, humane, socially responsible, and effective business leadership. It is the expressed goal of the program to equip graduates with research and change management skills needed in the academia and other organizations in the twenty-first century. The program also exposes students to current issues and trends and to real-world scenarios, and challenges them to conduct research that addresses these.

## Program Outcomes

At the end of the program, graduates will be able to

1. convey information, written and oral, across all types of audiences, venues and media in a manner that can easily be understood;
2. demonstrate knowledge and critical thinking related to management and leadership theories and principles;
3. conduct research to address current issues, trends, and challenges in the field, thereby contributing knowledge;
4. create appropriate curriculum and manage educational programs related to business administration;
5. lead in the implementation of the country's educational and economic programs to help attain national development goals and objectives; and
6. collaborate, communicate, engage, and empower others inside and outside the organization they are working.

## Course Delivery Method

Courses will be offered on flexible learning system. This means that each course will have synchronous and asynchronous learning activities throughout the week. Synchronous sessions may be physical or virtual (depending on the circumstances). Attendance is checked during synchronous sessions. Asynchronous learning activities may include doing assigned readings, writing papers, taking quizzes, joining online forum and discussions, performing on-site requirements, and other learning experiences assigned by the professor.

## Curriculum

	COURSE #	COURSE NAME	UNITS
Basic Courses (9 units)	PhD BA 301	Advanced Business Research	3
	PhD BA 302	Advanced Organization and Management Theories	3
	PhD BA 303	Advanced Statistics for Business Research	3
	PhD BA 304	Advanced Human Resource Management	3
Major Cognates (15 units)	PhD BA 305	International Marketing	3
	PhD BA 306	Data and Business Analytics	3
	PhD BA 307	Strategy and International Business	3

	PhD BA 308	Advanced Project Feasibility Study	3
	PhD BA 309	Comparative Management Systems	3
	PhD BA 310	Transformational Leadership	3
	PhD BA 311	Advanced Fiscal and Resource Management	3
	PhD BA 312	Project Planning, Development, and Evaluation	3
	PhD BA 313	Entrepreneurship Analysis	3
Cognates/ Electives (3 units)	PhD BA 314	Economic Theory and Polity	3
	PhD BA 315	Comparative Banking Systems	3
	PhD BA 316	Special Topics in Business Administrations	3
	PhD BA 317	Legal Bases of Business and Social Responsibility and Good Governance	3
Others	COMPRE	Comprehensive Examination	0
Dissertation (15 units)	DISSERT 400	Dissertation Seminar	3
	DISSERT 401	Dissertation Writing	12

## Course Learning Path

The PhD in Business Administration may be completed in two years, both for full-time and part-time studies. Students are advised to follow the course sequence in order not to encounter problems in their academic journey.

### FULL TIME STUDENTS

YEAR 1 SEMESTER 1	YEAR 1 SEMESTER 2	YEAR 1 SUMMER
PHD BA 301 Advanced Business Research	PHD BA 304 Advanced Human Resource Management	PHD BA 307 Strategy and International Business
PHD BA 302 Advanced Organization and Management Theories	PHD BA 305 International Marketing	PHD BA 313 Entrepreneurship Analysis
PHD BA 310 Transformational Leadership	PHD BA 312 Project Planning, Development, and Evaluation	
PHD BA 317 Legal Bases of Business and Social Responsibility and Good Governance		
YEAR 2 SEMESTER 1	YEAR 2 SEMESTER 2	
Comprehensive Examination	DIST 401 Dissertation Writing	
DIST 400 Dissertation Seminar		

### PART TIME STUDENTS

YEAR 1 SEMESTER 1	YEAR 1 SEMESTER 2	YEAR 1 SUMMER
PHD BA 301 Advanced Business Research	PHD BA 304 Advanced Human Resource Management	PHD BA 307 Strategy and International Business
PHD BA 302 Advanced Organization and Management Theories	PHD BA 305 International Marketing	PHD BA 313 Entrepreneurship Analysis



PHD BA 310 Transformational Leadership	PHD BA 312 Project Planning, Development, and Evaluation	
<b>YEAR 2 SEMESTER 1</b>	<b>YEAR 2 SEMESTER 2</b>	
PHD BA 317 Legal Bases of Business and Social Responsibility and Good Governance	COMPRES Comprehensive Examination	
DIST 400 Dissertation Seminar	DIST 401 Dissertation Writing	

# COURSE DESCRIPTIONS

## A. MASTER IN BUSINESS ADMINISTRATION

### MBA 201 BUSINESS RESEARCH

Presents the basic methods and techniques of research that are generally applicable to all fields of activity in the business world. Helps students know enough about correct research procedures to enable them to evaluate a proposed or completed project in connection with or to determine whether research would likely be worthwhile in connection with a particular business problem.

### MBA 202 ORGANIZATION AND MANAGEMENT THEORIES

Deals with fundamental concepts of the nature of the people and organizations. It covers the study of structures of organization and examines the evolution for scientific management to contingency and system management. It includes an analysis of the philosophy, goals and principles of management, by studying the function of management, their purposes activities and interactions. The student is required to do a comparative study of different organizational structure and systems of management of a scientific public/private office/unit.

### MBA 203 STATISTICS FOR BUSINESS RESEARCH

Deals with the use of mathematical and statistical tools needed for business decisions. It exposes students to the computation, explanation and use of financial and other numerical data in financial decisions. The course makes use of computer spreadsheets in performing statistical analysis such as confidence interval, hypothesis testing, experimental design and analysis of variance, and regression analysis to aid business decision-making. Students are introduced to various types of software such as Microsoft Excel, Stata and EViews.

### MBA 204 HUMAN RESOURCE MANAGEMENT

Deals with the external and internal context of human resources management; its functions, which include planning and staffing performance appraisal, compensation and reward systems, training and development; employment relationship management; and outcomes of human resources management.

### MBA 205 MARKETING MANAGEMENT

Deals with advanced topics such as to set up effective marketing operations, market planning and product development. Topics on advertising management, marketing research, quantitative analysis for marketing decision are given emphasis. The course dwells on decisional approach to the formulation and implementation of marketing programs and strategies through the analysis of market dynamics, customer behavior and competitive structure. The course gives substantial emphasis on the economic, social and legal implications of marketing decisions.

### MBA 206 FINANCE MANAGEMENT AND MANAGERIAL ACCOUNTING

Deals with the analysis and interpretation of financial statements. The complexities of related transaction will be investigated and explained like stocks, bonds, marketable securities, portfolio, inflation, purchasing power, working capital and the like. For the managerial accounting aspect, this focuses on the management's use of financial information for the decision making, planning, implementing, monitoring and evaluating and control. Topics explored include performance measurement, cost behavior, methodologies and allocation, budget development and ratio/balance analysis.

### MBA 207 OPERATION MANAGEMENT

Expounds the operations management of products and services which covers areas of operation and competitiveness, operation strategy, quality management, statistical quality

control, productive system design, and operating productive systems.

#### **MBA 208 BUSINESS MANAGEMENT INFORMATION SYSTEM WITH COMPUTER APPLICATION**

Focuses on the information/internet technologies for e-commerce and m-commerce, this course analyzes the management issues surrounding the development and use of IT in an organization, including its role in providing a competitive edge and its impact on operation, strategy, and execution. It also explores the effect of technology on service cost and competition. It also includes systems fundamentals; information systems applications and technology; information strategy planning, system analysis; system design and implementation; information system control and security; information resource management and managing international information systems.

#### **MBA 209 INTERNATIONAL TRADE**

Explores alternative approaches for explaining the pattern and terms of trade. An examination of the gain from trade and commercial policy will include issues of protectionism, economic integration, and strategic trade policy.

#### **MBA 210 QUANTITATIVE TECHNIQUES**

Reviews basic algebraic systems of equations, inequalities, determinants, matrices and common logarithms, graphing, law of signs, functions, and integral calculus. The course involves inventory models and decision theory.

#### **MBA 211 MACROECONOMICS ANALYSIS**

Concerned with the behavior of the economy as a whole. Macroeconomics addresses the determination of the economy's total output and services (GDP), the growth of output, the determinants of the price level and rate of inflation, the factors that determine employment (and unemployment), the balance of payments, and the exchange rates. The purpose of this course is to address macroeconomics in theory and practice.

#### **MBA 212 CORPORATE ENTREPRENEURSHIP**

Explores the nature of domestic and international entrepreneurship; entrepreneurial entry into international business; financing a new business entity, its management, growth and maturation; legal issues for the entrepreneur; and entrepreneurship.

#### **MBA 213 PROJECT FEASIBILITY STUDY**

Produces comprehensive written document that describes all the relevant external and internal aspects vital in starting a new business entity. This shows the integration of functional plans such as organizational and management plan, marketing plan, financing plan, production plan, financial information plan, and environmental and industry analysis. Likewise, it ventilates on measuring plan progress, plan updates and pitfalls of business plans.

#### **THESIS 301 THESIS WRITING**

Covers the actual writing of the thesis manuscript. It also includes the oral presentation of the thesis findings and the submission of final, approved manuscript.

## **B. MASTER IN BUSINESS ADMINISTRATION - HOTEL AND RESTAURANT MANAGEMENT**

#### **MHRM 201 BUSINESS RESEARCH**

Presents the basic methods and techniques of research that are generally applicable to all fields of activity in the business world. Helps students know enough about correct research procedures to enable them to evaluate a proposed or completed project in connection with or to determine whether research would likely be worthwhile in connection with a particular business problem.

#### **MHRM 202 ORGANIZATION AND MANAGEMENT THEORIES**

Deals with fundamental concepts of the nature of the people and organizations. It covers the study of structures of organization and examines the evolution for scientific management to contingency and system management. It

includes an analysis of the philosophy, goals and principles of management, by studying the function of management, their purposes activities and interactions. The student is required to do a comparative study of different organizational structure and systems of management of a scientific public/private office/unit.

#### MHRM 203 STATISTICS FOR BUSINESS RESEARCH

Deals with the use of mathematical and statistical tools needed for business decisions. It exposes students to the computation, explanation and use of financial and other numerical data in financial decisions. The course makes use of computer spreadsheets in performing statistical analysis such as confidence interval, hypothesis testing, experimental design and analysis of variance, and regression analysis to aid business decision-making. Students are introduced to various types of software such as Microsoft Excel, Stata and EViews.

#### MHRM 204 HUMAN RESOURCE MANAGEMENT

Deals with the external and internal context of human resources management; its functions, which include planning and staffing performance appraisal, compensation and reward systems, training and development; employment relationship management; and outcomes of human resources management.

#### MHRM 205 MARKETING MANAGEMENT

Deals with advanced topics such as to set up effective marketing operations, market planning and product development. Topics on advertising management, marketing research, quantitative analysis for marketing decision are given emphasis. The course dwells on decisional approach to the formulation and implementation of marketing programs and strategies through the analysis of market dynamics, customer behavior and competitive structure. The course gives substantial emphasis on the economic, social and legal implications of marketing decisions.

#### MHRM 206 FINANCE MANAGEMENT AND MANAGERIAL ACCOUNTING

Deals with the analysis and interpretation of financial statements. The complexities of related transaction will be investigated and explained liked stocks, bonds, marketable securities, portfolio, inflation, purchasing power, working capital and the like. For the managerial accounting aspect, this focuses on the management's use of financial information for the decision making, planning, implementing, monitoring and evaluating and control. Topics explored include performance measurement, cost behavior, methodologies and allocation, budget development and ratio/balance analysis.

#### MHRM 207 OPERATION MANAGEMENT

Expounds the operations management of products and services which covers areas of operation and competitiveness, operation strategy, quality management, statistical quality control, productive system design, and operating productive systems.

#### MHRM 208 ADVANCED HOTEL, RESTAURANT AND RESORT MANAGEMENT

Facilitates better understanding of the theoretical concepts of organization and processes of management as it applies to the different organizations in the hospitality industry such as hotels, restaurants, and resorts. By exploring the four pillars of management; planning, organizing, leading and controlling, students will determine how organizations leverage their scarce resources to achieve their goals. Thus students will gain a deeper perspective on the field of management and insights into the concepts of organizational structure.

#### MHRM 209 ADVANCED FOOD AND BEVERAGE MANAGEMENT

Provides a comprehensive knowledge concerning food and beverage management. Focuses on the operation of basic concept in dining room, food, meal and beverage management as well as front of the house and back of the house departments. It emphasizes critical areas such as menu planning, purchasing,

receiving, food cost analysis, forecasting and development and setting up a dining and table service. Only the most recent literature and trends will be utilized in the course for discussions.

#### **MHRM 210 ADVANCED BANQUET AND CATERING MANAGEMENT**

Provides a comprehensive look at planning, starting, and operating a successful catering business. Whether on premise, off premise, mobile, inside a hotel, part of a restaurant or run from a home kitchen, the student will learn the necessary skills from competence in cooking to managerial skills. Only the most recent literature and trends will be utilized in the course for discussions.

#### **MHRM 211 ADVANCED TOUR GUIDING AND TRAVEL MANAGEMENT**

Provides an advanced and comprehensive understanding of how the tourism industry operates, giving students a grounding in business operations and regulations, culturally appropriate and sustainable practices and effective planning. Only the most recent literature and trends will be utilized in the course for discussions.

#### **CASE STUDY PRESENTATION**

Uses case studies to analyze and integrate the various disciplines of hospitality management and the tourism industry. A critical attitude toward all administrative and management thought is encouraged. This course examines cases of transition, reorganization, and redesign in order to gain insight into the psychological, organizational and sociological aspects of successful leadership in changing environments. The course acquaints students with the application of a case study approach and related theories of leadership in the Hospitality Industry. It is designed to provide practice for future administrators in the following areas: group decision making, leadership, planning and organizing, sensitivity, judgment, and communication skills.

#### **INT INTERNSHIP**

A work-based learning course which enables students to develop practical skills, relate theory to practice and to gain a sound base of industrial experience by working – on a paid or voluntary basis – for a range of organizations within the hospitality industry. In addition, this course seeks to develop ‘employability skills’ to assist students in progressing towards a career in hospitality.

### **C. MASTER IN HOSPITAL ADMINISTRATION**

#### **HA 101 INTRODUCTION TO HOSPITAL ADMINISTRATION**

Analysis of the functions and processes of administration, organizational theories, strategies, and techniques in a hospital system. This course also discusses the integration of HR into the strategic and operational decision-making processes of the organization. Topics include the legal HR environment, organizational strategy and development, recruitment, retention, training, compensation management and employee relations. Significant time will be spent discussing human resource issues in today's workplace.

#### **HA 102 STATISTICS WITH COMPUTER EDUCATION**

An understanding of the nature, significance and uses of statistics in education is the focus of this course. It includes a review of elementary statistics and familiarizes the students with different methods and techniques such as random sampling, distribution of measurements; graphical-histogram/linear and numerical, central tendency (mean, mode, median), variability (range, percentile, variance, standard deviation, chi-square and methods of correlation's. Instruction will include application of SPSS in research undertaking.

#### **HA 103 RESEARCH METHODOLOGY**

Provides background for both the producer of research concerned with the promotion of research as a science and a consumer of

research interested with the interpretation and application of research findings. It is a survey of nature of research, the methods and techniques through which it is conducted and the crucial role it plays in the advancement of research as a science.

#### HA 104 BIOSTATISTICS

A competency-oriented course which emphasizes both the theoretical and the practical aspects of biostatistics. This course presents fundamental concepts in descriptive biostatistics, exploratory data analysis, and statistical inference, focusing on probability and analysis of one, two, three or more samples. Topics include discrete and continuous probability models; expectation and variance; central limit theorem; inference, including hypothesis testing and confidence for means, proportions, and counts; maximum likelihood estimation; sample size determinations; elementary non-parametric and parametric methods; graphical displays; and data transformations.

#### HA 105 HEALTHCARE FINANCIAL MANAGEMENT

Provides a basic understanding of health services financial management with emphasis on the discounted cash flow analysis, risk, financial statements, capital investments, debt and equity financing and capital budgeting. It blends accounting and finance theories, principles, concepts and techniques most important to managers in the health care industry.

#### HA 106 LEGAL AND ETHICAL ISSUES IN HEALTHCARE

An overview of legal and ethical issues facing the health care industry that will provide students with a basic working knowledge of how health law and ethics can be applied to real-world problems. Components studies include: overview of the legal process and resources; ethical issues of concern to health providers; constitutional considerations in health care, legal and ethical issues related to access to health care, end of life issues, and reproductive health; role and structure of hospital ethics committees; tort law and professional liability;

fraud and abuse, government regulation, doctrine of informed consent, confidentiality, and ethical decision making.

#### HA 107 HOSPITAL INFORMATION SYSTEM

Applications and simulation of the fundamental concepts of hospital information system and their significance to hospital problem-solving and decision making.

#### HA 108 HEALTHCARE ECONOMICS AND POLITY

An introduction to the theoretical foundations of health care economics and its application to the health care industry and payment systems and to the field of health policy both at the national and state level. The course presents health care economics as a main source of rapid changes in health care markets, and includes studies of provider behaviour, insurance, expenditures, market structure, competition, costs, utilization, and access on the economics side, and cost-and case-based reimbursement and capitalization on the reimbursement side. This course will also provide students with an understanding of the process of health policy analysis and its implementation.

#### HA 109 ENTREPRENEUR AND STRATEGIC MARKETING

Designed to encourage entrepreneurial thinking within the future leaders of the health care industry. This is accomplished with an introduction to the role of strategic decision-making and marketing. Specific attention will be placed on the principles of marketing, the marketing concepts, seeing the patient as customer, and the fundamental issues and decisions involved in planning and marketing plan for a health care product or service.

#### HA 110 TRENDS IN HOSPITAL MANAGEMENT

Examines the three systems that are vital to the service generation or production concepts of the hospital. Discusses the major developments in theory and practice in hospital administration.

#### HA 111 HUMAN BEHAVIOR IN HEALTHCARE ORGANIZATION

Deals with the nature and scope of organizational behavior, and causes and effects to work relationships within the internal and external environment.

#### HA 112 STRATEGIC HOSPITAL PLANNING, DESIGN, AND CONSTRUCTION

Interdisciplinary analysis on the forces controlling the hospital, including status of technology and current building legislation, its planning, developing, designing and contracting.

#### HA 113 EXECUTIVE LEADERSHIP ON HEALTH

Provides a detailed understanding of the administration and organization of healthcare systems, including analysis of management problems, planning, evaluation, operations, and policy analysis within the healthcare environment.

#### HA 114 HEALTHCARE STRATEGIC PLANNING AND MANAGEMENT

Investigates the strategic planning and management of today's health care industry both from a worldwide prospective as well as a generic hospital one and the planning required for an expansion into the global market. In particular, market research, international trends, remunerations and conditions, language considerations, health and safety aspects, organizational structures, job descriptions, career planning, training, housing and integration into foreign cultures and systems.

#### HA 115 HEALTHCARE ADMINISTRATIVE CAPSTONE

Serves as a culminating experience in which students are expected to apply knowledge gained from their graduate experience. The course is designed to provide a final experience in which students demonstrate mastery of content and allow an opportunity closure and connection between courses. The purpose of this capstone course is to facilitate the integration and synthesis of content through critical thinking; it is also a turning point for the student from education to professional practice.

Students have one term to complete the capstone project.

#### THESIS WRITING

Covers the actual writing of the thesis manuscript. It also includes the oral presentation of the thesis findings and the submission of final approved manuscript.

### D. MASTER IN PUBLIC ADMINISTRATION

#### MPA 100 RESEARCH METHOD

Analysis and application of the various research methodologies relevant to public administration and management.

#### MPA 101 STATISTICS IN PUBLIC ADMINISTRATION

Deals with the use of mathematical and statistical tools needed for public administrations decisions. It exposes students to the computation, explanation and use of financial and other numerical data in financial decisions. The course makes use of computer spreadsheets in performing statistical analysis such as confidence interval, hypothesis testing, experimental design and analysis of variance, and regression analysis to aid business decision-making. Students are introduced to various types of software such as Microsoft Excel, Stata and EViews.

#### MPA 102 INTRO TO PUBLIC ADMINISTRATION AND PUBLIC SERVICES

Introduces students to the history, practices, and the constitutional branches of the government. It also includes studies organizations, public service, and reform issues.

#### MPA 103 PUBLIC FISCAL ADMINISTRATION

Involves lessons in financial management, budgeting and auditing, fiscal policy and national development and revenue and treasury management in various government agencies.

**MPA 104 CLIMATE CHANGE AND DISASTER RISK MANAGEMENT**

Deals with the concepts and practices of reducing disaster risks through systematic efforts to analyze and reduce the causal factors of disasters, disaster mitigation and preparedness. It also includes approaches in managing the effects of climate variability and climate change.

**MPA 105 PUBLIC POLICY AND PROGRAM ADMINISTRATION**

Includes important topics such as policy analysis, project development and management, the policy process and program development and management.

**MPA 106 HUMAN RESOURCE MANAGEMENT**

Involves the management of human resources dealing with the policies and regulations in the selection, training, placement, appraisal, compensation, and employee representation in the public sector.

**MPA 107 TRENDS AND ISSUES IN PUBLIC MANAGEMENT**

Deals with the current issues and future prospects of public management including reforms and other special issues.

**MPA 108 ETHICS AND VALUES IN PUBLIC SERVICE**

Legal frameworks and initiatives in promoting ethics and accountability in public service with focus on the rules implementing the code of conduct and ethical standards for public officials and employees.

**MPA 109 SPECIAL TOPICS IN PUBLIC ADMINISTRATION**

Focuses on a specialized topic or area of public administration, designated by course subtitle. Topics will vary according to the area of specialization of the instructor and the interests of the graduate students in the program.

**MPA 110 CURRENT TRENDS, ISSUES AND PROBLEMS IN EDUCATION**

Examines current and emerging issues and trends impacting education. Topics may include socially and culturally responsive teaching, teacher resiliency, trauma responsive classrooms, differentiation, student stress and mental health, grit, emerging technologies, flexible classrooms, and cultivating creativity. Emphasis will be on developing, analyzing, and clarifying beliefs and practices as they relate to education.

**MPA 111 STRATEGIC PLANNING AND DEVELOPMENT IN LOCAL GOVERNMENT**

Centers on the principles of development planning in light of socio-economic development trends, issues, and realities. It starts with the discussion of development concepts and how they relate to the operational demands in local government. It also examines planning approaches and methodologies from a historical perspective and looks at best planning practices and management strategies within the Philippines.

**MPA 112 HISTORY AND FUTURE OF PUBLIC ADMINISTRATION**

Explores the history of public administration as a field of study, highlighting the theories and principles that have emerged since its inception in the academia. The trajectory of public administration will also be studied in the light of current trends in the Philippines and Asia.

**MPA THESIS THESIS WRITING**

Covers the actual writing of the thesis manuscript. It also includes the oral presentation of the thesis findings and the submission of final approved manuscript.

**E. PROFESSIONAL MASTER IN EDUCATIONAL LEADERSHIP****PM EL 201 EDUCATIONAL LAWS AND POLICIES**

Surveys and analyzes educational laws and policies in the governance of basic education. Students will be exposed to various scenarios,



past and present, that demand legal thinking and solutions.

**PM EL 202 BUSINESS MODELS IN EDUCATION**  
Surveys and appreciates business ideas in education and effective business practices and principles. Analyzes successful educational institutions in their marketing, recruitment, retention, and administrative strategies.

**PM EL 203 EDUCATIONAL ENTREPRENEURSHIP**  
Analyzes educational entrepreneurship models such as industry-school partnerships, educational consultancies, product development, project development, and others.

**PM EL 204 ORGANIZATIONAL STUDIES**  
Explores organizational theories, principles, and models applied to educational contexts. It covers the study of structures of organization and examines the evolution for scientific management to contingency and system management. It includes an analysis of the philosophy, goals and principles of management, by studying the function of management, their purposes activities and interactions.

**PM EL 205 HUMAN BEHAVIOR IN ORGANIZATION**  
Analyzes human behavior in educational work environment and its impact on job performance, communication, motivation, leadership, and school performance. Deals with fundamental concepts of the nature of the people and organizations.

**PM EL 206 FISCAL MANAGEMENT IN EDUCATION**  
Deals with financial planning process, resource management, and efficient financial management in educational management.

**PM EL 207 CURRICULUM AND INSTRUCTIONAL INNOVATIONS**  
Surveys and analyses curricular and instructional innovations in the Philippines and abroad. Explores contemporary principles and theories that guide academic leaders in writing

curriculum and innovating pedagogical techniques fit for their students.

**PM EL 208 EDUCATIONAL ASSESSMENT AND EVALUATION**  
Equips students in the utilization of various assessment and evaluation tools in improving students' performance and in achieving educational goals.

**PM EL 209 WESLEYAN SPIRITUALITY AND ADVOCACIES**  
Analysis of Wesleyan spirituality and advocacies based on the writings and works of John Wesley and other Methodist leaders.

**PM EL 210 METHODIST SOCIAL PRINCIPLES**  
Utilizations of the Methodist social principles in development educational programs, making decisions, and in creating educational advocacies.

**CAPS CAPSTONE PROJECT**  
Gives students the opportunity to demonstrate the knowledge and skills they have gained throughout their study. Designed to encourage students to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, research skills, media literacy, teamwork, planning, self-sufficiency, or goal setting—i.e., skills that will help prepare them for their careers. Must contain a research component.

## **F. MASTER OF SACRED THEOLOGY**

**RES 301 THEOLOGICAL RESEARCH METHODS**  
Orients students to research methods and study skills applicable to successful scholarship in the theological disciplines, and introduces the student to the nature of studies in Bible, Christian doctrine, and history. Equips students with skills necessary for writing a master's thesis.

**RES 302 DATA ANALYSIS TECHNIQUES IN THEOLOGICAL RESEARCH**  
Provides knowledge and practical training in qualitative, quantitative, and mixed methods

research designs, particularly in relationship to data analysis. Equips students with the foundational skills in writing the thesis.

#### RES 303 THESIS WRITING

Guides students as they undertake a thesis of original research into a given problem arising from biblical, theological, historical, practical or other areas of divinity studies. Students complete and defend thesis.

#### BS 301 STUDIES IN OLD TESTAMENT LITERATURE

Covers the way that Old Testament has been interpreted by the church and by theological scholarship. Also discusses the rudiments of Old Testaments history and religion. Recommended for students without previous training in Old Testaments studies.

#### BS 302 STUDIES IN NEW TESTAMENT LITERATURE

Introduces students to the literature and critical study of the New Testament. Through readings and exegesis the New Testament is introduced as a Christian canonical collection and their historical context. This course is recommended for students without previous training in New Testament studies.

#### BS 303 STUDIES IN BIBLICAL THEOLOGY

Introduces, through readings and critical evaluation, contemporary and classical works in biblical theology. The course is intended to make students familiar with the insight and problems of the study of biblical theology.

#### BS 304-305 STUDIES IN HEBREW GRAMMAR AND EXEGESIS 1 and 2

In this course the student will learn the rudiments of Old Testament Hebrew grammar and syntax. This will also develop the skill to exegete Old Testament texts based on analysis of the Hebrew text.

#### BS 306-307 STUDIES IN GREEK GRAMMAR AND EXEGESIS 1 and 2

In this course the student will learn the rudiments of New Testament Greek grammar and syntax. This will also develop the skill to

exegete New Testament texts based on analysis of the Greek text.

#### BS 308 CONTEMPORARY STUDIES IN BIBLICAL THEOLOGY

Encompasses 21st century overtures and discussions on the theology of the Bible and how such theological perspectives address relevant concerns in Biblical understanding, theological discourse, and practical ministry.

#### BS 309 PSEUDIGRAPHY AND THE DEAD SEA SCROLLS

provides a rich parallel literary, historical, theological, and cultural background to the Biblical world and its Christian message that is relevant to theology and mission in the Fourth Industrial Revolution.

#### BS 310 BIBLICAL HERMENEUTICS AND EXEGESIS

Equips students for more consistent, competent, and consecrated engagement with Scripture that is relevant to the changing landscapes of Christian mission and responsive to the need for holistic ministries in diverse ethno-linguistic, economic, political, ecumenical, and global contexts

#### BS 311 ADVANCED STUDIES IN BIBLICAL INTERPRETATION

Equips students with the skills of biblical interpretation. Students will be introduced to knowledge needed to work with the different types of literature or genre found in the Bible as well as matter of context and content. Students will also learn how to use the leading text, tools, and Bible software to enhance their exegetical skills. *Prerequisite:* Studies in Biblical Theology; Studies in the Literature of the Old Testaments or Studies in the New Testaments.

#### TH 301 STUDIES IN CHRISTIAN THEOLOGY

Introduces the central themes and theology problem in the Christian tradition. presents and discusses their importance to the Christian life as well to society. The basic themes of Christian theology, such as revelation, sin, the trinity, creation, evil, Christology, and nature of the

church will be address. The relationship of theology and ethics will be addressed throughout the course.

#### TH 302 STUDIES IN CHRISTIAN HISTORY

Provides a survey of the history of Christianity. It will introduce the early theologians of the church to the religious reformation of early modern Europe. The course will pay especially attention to the history of Christianity in the Fertile Crescent and Asia.

TH 303-304 SEMINAR IN THEOLOGY 1 and 2  
Studies the theologies of a certain period or of certain thinkers within the Christian Church. Course content varies to include such topics as the theology of the early church, the Greek Fathers, Augustine, the Reformation, or the nineteenth-century.

TH 305-306 SEMINAR IN HISTORY 1 and 2  
Fits the research interests that students of church history have. Encourages local, regional, and national studies.

TH 307 WESLEYAN THEOLOGY AND TRADITION  
Aims to describe the theological distinctiveness of the Wesleyan and Methodist theological tradition, and the historical development of the holiness movement and its theology. Discusses the applications of Wesleyan theology to certain issues of contemporary relevance.

#### TH 309 ADVANCED STUDIES IN CONTEXTUAL THEOLOGY

Examines the questions, challenges, and opportunities of contextual theology in Asia.

#### TH 310 ADVANCED STUDIES IN ECUMENICS, EVANGELISM, AND MISSION

Explores the biblical, historical, and theological foundations of ecumenism, evangelism, and missiology. Focuses on how these traditions relate to the pastoral setting in today's Asian context.

#### TH 311 STUDIES IN PHILOSOPHY OF RELIGION AND MORAL ETHICS

Introduces the key questions of philosophy that contribute to theological studies, especially those of the philosophy of religions and moral philosophy. Students will be made familiar with the problem and methods of philosophical investigation and how they have contributed to theological thought.

#### MS 301 BIBLICAL THEMES IN CHRISTIAN MINISTRIES

Identifies selected themes of Scripture that bear witness to the Christian proclamation of the Gospel and application of its implications in Christian fellowship, discipleship, stewardship, worship, and leadership.

#### MS 302-303 SEMINAR IN MISSION 1 and 2

An intensive study of the principles and practices of missions. Seminar topics may include: discipleship, church planting, contextualization, church growth, evangelism, diaspora mission, community development, and social gospel.

#### MS 304-305 HISTORY OF MISSION 1 and 2

Acquaints students with the spread of the church around the world through both Roman Catholic and Protestant missions. Deals with theories that have shaped missions.

#### MS 306 WESLEYAN EVANGELISM AND MISSIONS

Prepares students for faithful and fruitful leadership in evangelism through the local church. Familiarizes students with various methods of evangelism in the Wesleyan tradition that are helpful in the local church, including personal and small-group evangelism, special services, and laity training.

#### MS 307 STUDIES IN HISTORY AND CULTURAL ANALYSIS

Allows students to be directed in readings, research, or projects in missiology, including the history of modern missions or missionary anthropology.

#### MS 308 STUDIES IN RELIGIOUS MOVEMENTS AND CULTURAL ANALYSIS

Studies a particular religion or religious movement. Course content varies to include

such topics as local religions and sects, religions in Asia, or spiritual movements in the world that affect Asia. Allow students to covenant with a professor to pursue an in-depth study of an area of religious movements and cultural analysis.

#### PT 301-302 ADVANCED STUDIES IN PRACTICAL THEOLOGY 1 and 2

An intensive study of the principles and practices of pastoral ministry and practical theology. Topics may include: worship, discipleship, evangelism, congregational leadership, pastoral care, and counseling.

#### PT 303 WESLEYAN PASTORAL MINISTRY

Explores pastoral ministry from Wesleyan points of view in order to enhance ministry in congregational contexts. Considers pastoral practices and spiritual formation from Wesleyan theological perspectives.

#### PT 304 PASTORAL CARE AND COUNSELING

Develops skills and sensitivities to enable spiritual and emotional health within the church. Emphasizes self-understanding and listening skills. Examines life passages, sources of personality problems and various types of counselling.

#### PT 305 PASTORAL MINISTRY IN THE 4IR

Explores important knowledge and skills necessary for ministers to acquire for successful and relevant engagement in the Fourth Industrial Revolution.

#### CE 301 FOUNDATION OF CHRISTIAN EDUCATION

Provides an overview of the biblical, theological, philosophical, historical, sociological, psychological and curricular foundations of Christian education. Surveys Christian education ministries across the life span with special attention to the contemporary Asia-Pacific church and its context.

#### CE 302 CURRICULUM AND INSTRUCTIONAL INNOVATIONS

Surveys and analyses curricular and instructional innovations in the Philippines and abroad. Explores contemporary principles and theories

that guide academic leaders in writing curriculum and innovating pedagogical techniques fit for their students.

#### CE 303 EDUCATION IN MINISTRY

Introduces the basic principles of education needed in Christian ministry. Examines how education principles may be creatively used in church-related ministries. Covers essential skills for teaching in the church or in educational settings.

#### CE 304 EDUCATIONAL ASSESSMENT AND EVALUATION

Equips students in the utilization of various assessment and evaluation tools in improving students' performance and in achieving educational goals.

#### CE 305 EDUCATION LAWS AND POLICIES

Surveys and analyzes educational laws and policies in the governance of basic education. Students will be exposed to various scenarios, past and present, that demand legal thinking and solutions.

#### CE 306 INSTRUCTIONAL METHODS AND POLICIES

Considers various methods of teaching. Analyzes purposes, appropriateness, and effectiveness of methods. Gives attention to resource utilization, and projected and non-projected materials and media.

## G. DOCTOR OF PHILOSOPHY IN BUSINESS ADMINISTRATION

#### PHD BA 301 ADVANCED BUSINESS RESEARCH

Application of business research methodologies for corporations, joint ventures, conglomerates etc. in the local and foreign environment. The process of writing the dissertation begins here.

#### PhD BA 302 ADVANCED ORGANIZATION AND MANAGEMENT THEORIES

Begins by developing a paradigm perspective on the nature of scientific research and theory. Examines seminal contributors to theories of

organization and individual behaviour in organizations with attention to both historical context and current approaches. Topics such as classical management theory, the human relations perspective, motivation, institutional theory, comparative organizational designs; change processes; the organizational-environment contingency, and systems perspectives; inter-organizational forms, organizational learning; organizational dysfunction and ethical perspectives are examined. Students take an active role in presenting and critiquing early and current theory and practice as well as relating theory and research to their own experience.

#### PhD BA 304 ADVANCED HUMAN RESOURCE MANAGEMENT

Explores the most recent theories and principles in human resource management. Emphasis will be given on published literature over the last 24 months. Students are expected to do class presentations, engage in critical engagement and discussion, and write a rigorous research paper on one particular contemporary theory.

#### PhD BA 305 INTERNATIONAL MARKETING

Methods applied to estimate potential and to select pricing and distribution strategies; communications to serve markets outside the Philippines; methods to serve these markets through branches, ware-housing operations, international brokers and traders and foreign affiliates; adaptations to markets in countries with different cultural, political, and economic characteristics; review of marketing and distribution methods of a selected number of Philippine and foreign companies.

#### PhD BA 306 DATA AND BUSINESS ANALYTICS

Provides students with the knowledge and skills to apply advanced quantitative and qualitative modelling techniques to analyse and develop solutions to contemporaneous business challenges. At the beginning of the course, students will learn the foundation of analytical tools. The students will apply them to analyse real-world issues.

#### PhD BA 307 STRATEGY AND INTERNATIONAL BUSINESS

Covers the theory and practice of developing and implementing strategies for gaining competitive advantage in the global business environment. Students will master the theoretical body of knowledge in the fields of strategic management and international business. They will also consider a variety of empirical approaches used to research the international competitive strategy process. Explores the accelerating globalization of industries, regionalization of competition, and the institutional contexts that both facilitate and impede the formation and implementation of strategies globally.

#### PhD BA 309 COMPARATIVE MANAGEMENT SYSTEMS

Explores various management systems worldwide. Investigates global management strategies related to contemporary issues. Students will conduct an analysis of select global economies and management strategies surrounding today's problems.

#### PhD BA 310 TRANSFORMATIONAL LEADERSHIP

This course provides a comprehensive approach that incorporates behavioural elements, personality aspect of leadership, and the social structure or culture of organizations created by transformational leaders. It includes the multifaceted nature of leadership, incorporating individuals and groups in distributed process.

#### PhD BA 311 ADVANCED FISCAL AND RESOURCE MANAGEMENT

Provides an in-depth analysis of financial management in corporations with emphasis on decision making. Working capital management, short-term and long-term financing, mergers, business failures, and reorganizations are considered in depth with and extension of the valuation concepts presented in the basic financial management course.

#### PhD BA 312 PROJECT PLANNING, DEVELOPMENT AND EVALUATION

Various stages, technique and models of project feasibility study preparation from its planning stage, development and evaluation and appraisal stages.

#### PhD BA 313 ENTREPRENEURSHIP ANALYSIS

Evaluation of productive enterprise in business and industry, description and causes of business failure, review of such factors as energy, shelter, agri-business, industrial benefit analysis, and profitability.

#### PhD BA 314 ECONOMIC THEORY AND POLICY

Explores the theory of prices and markets and examines macro-economics policies of government that affect the management decisions of business. Explores the theoretical roots of competing policy options in areas such as taxation, fiscal and monetary policy, international trade and antitrust regulation. Also assesses the implications for business decisions of various government regulations as they affect the productivity and overall performance of the private sector.

#### PhD BA 315 COMPARATIVE BANKING SYSTEMS

Studies internal banking regulations, regional banking policies, and banking models in different countries.

#### PhD BA 316 SPECIAL TOPICS IN BUSINESS ADMINISTRATION

Covers areas and subjects that are not offered in the regular curriculum. Special topics is a mechanism that facilitates the development of new courses and encourages experimentation and curriculum development in the different business administration fields.

#### PhD BA 317 LEGAL BASES OF BUSINESS, SOCIAL RESPONSIBILITY, AND GOOD GOVERNANCE

Covers all laws enacted and promulgated relative to the establishment, operation, dissolution, liquidation of business organizations. It also covers cases which need legal interventions. Likewise, it includes the legal and ethical principles which both facilitate and regulate corporate business.

#### DISSERT 400 DISSERTATION SEMINAR

Provides opportunities for students to present their findings to their classmates, critique each other's works, and offer constructive suggestions to one another. The goal is for students to defend their proposal before the end of the course.

#### DISSERT 401 DISSERTATION WRITING

Covers the actual writing of dissertation manuscript. It includes the oral presentation of the dissertation and the submission of final, approved manuscript. Throughout the course, students will be encouraged to present in colloquium, seminars, and conferences.

## FINANCIAL INFORMATION

The current fees at SOLAS are as follows in Philippines Pesos. These costs are for A.Y. 2021-2022 (the fees may change every year).

Tuition fee (per unit)	800 (master's degrees) 1,301.59 (doctoral degrees)
Miscellaneous fees	6,745 (per semester)
ID fee	175 (one time payment)
Comprehensive Exam fees	500 (master's degrees) 800 (doctoral degrees)
Thesis fees	24,000 (total)
Dissertation fees	42,500 (total)

SOLAS Office, including our Dean, program heads, faculty members, and staff do not receive and process payments of students. All payments must be made at the Accounting Office.

Scholarship grants may be applied through the Office of Student Affairs (OSA). Students must accomplish and submit the application form before the deadline in order to be considered.

## CONTACT INFORMATION

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