

# ACM Curriculum

Management and Department

Ramon V. del Rosario College of Business

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## 1.0 ACM Program Rationale

The Asia-Pacific region is in the midst of the challenges of globalization and liberalization. As global competition intensifies and as countries open their economies to foreign players, businesses are hard-pressed to lower their costs of production, and to constantly improve the quality of their products and services to satisfy the escalating needs and wants of consumers. To do this, companies need to invest in both cutting-edge technology and competitive human resources.

Consequently, the increasingly competitive business environment has made it imperative for colleges and universities to upgrade the quality of education and training they provide their students so that these students could adequately meet the requirements of businesses for productive workers. As a result, colleges and universities have increasingly sought the cooperation of the world of work in recent years. By closely communicating and cooperating with the world of work, higher education institutions do not only improve the education but also the employment opportunities of their students.

Industry-academe cooperation has been advocated because the future tasks of the graduates and the competencies expected of them are different from job to job. Constant communication is expected to provide schools with the right signals, even if they are diverse, contradictory, or vaguely expressed. Industry-academe cooperation is likewise important because classroom instruction has become inadequate to prepare students well for the world of work. Studies have shown that "experiential learning" is a powerful tool supplementing cognitive processes of learning clearly separated from work.

Since the education sector is the major source of skilled human resources for the business sector, it is important for these two sectors to establish a strong partnership. Ideally, the graduates of colleges and universities must have the proper knowledge, values, and skills that address the short- and long-term needs of the business sector. In this situation, the cost of retooling new graduates being absorbed by companies will be reduced. In addition, colleges and universities need not "waste" time and efforts in conducting courses that are not needed by business and industry.

## 2.0 ACM Program Components

The ACM Program is composed of a general education curriculum required by the Commission of Higher Education (CHED) by virtue of CHED Memorandum Order (CMO) No. 39 series of 2006 as reinforced by DLSU under its 2003 General Education Curriculum. Subjects are taught by faculty from the College of Liberal Arts and the College of Science. There is also a set of business and professional courses taught by the faculty of the Ramon V. del

Rosario College of Business (RVR-COB) and the School of Economics. This serves as the signature education of business students.

ACM students take basic and integrating business subjects offered by the Management and Organization Department as well as a unique set of major subjects. These unique subjects prepare students for their internship and thesis. The management internship component taken across three alternate terms during the junior and senior years of an ACM student. Students enrolled in an internship are not allowed to enroll in any other academic course so that they can focus their 40-hour week on practical learning. There are also three subjects with respect to the thesis component.

ACM students take a total of 183 academic units and 12 non-academic units. The subjects and its prerequisites are summarized in a course checklist given to all freshmen. This checklist serves as the curriculum map that is binding between DLSU and each student. There can be no changes in the curriculum mid-stream. Should there be a necessity to make changes in the curriculum and its flow, this is made applicable only to incoming freshmen.

### 3.0 General Education Courses

All DLSU students take a general education courses, not only to comply with CHED requirements but also to become a well-rounded Lasallian. Based on publicly disseminated information, the DLSU General Education Curriculum is described as a set of foundational, formative, and integrative courses intended to inculcate in students a critical appreciation of the diverse fields of human knowledge, their principles and science, and their arts and methods of inquiry. The General Education Curriculum provides the foundation for lifelong learning and challenges students to think critically and ethically. The ultimate goal is to produce in students a nationalistic and humanistic outlook and the development of a carefully reasoned adult faith in the Lasallian tradition that promotes human flourishing and inspires dedicated service to God and the Filipino nation, especially by helping the marginalized members of our society.

### 4.0 College Courses

As the premiere business school, the RVRCOB requires its students to take a set of subjects beyond the expectations of the Commission on Higher Education. This provides RVR-COB students an edge when they join the workforce. Students take 12 units of accounting, 12 units of advanced mathematics, 6 units of finance, 12 units of law, 6 units of application, and 6 units of marketing. ACM students take an additional three units of marketing to prepare them for brand management.

As part of a basic business education at DLSU, students also take 9 units of economics and three units each of operations management and management science.

#### 5.0 Department Courses.

The Management and Organization department offers management courses that are taken by other students in the RVRCOB. Thus, many sections are opened each trimester. This allows ACM students to select their schedule and interact with other students. These subjects are Business Organization, Human Behavior in Organization, Strategic Management, and International Business.

#### 6.0 ACM Courses

There are very few courses unique and exclusive for ACM students. There are the two subjects in human resource management as well as three 3-unit internships. There is also a Management Research class similar to other majors as well as a Thesis component, broken into two – the proposal and final thesis.

#### 7.0 Electives

ACM students are to take five 3-unit courses as electives of the program. Students may take any elective offered by other departments within and outside the College, provided they meet the pre-requisites.