



ATENEIO DE MANILA UNIVERSITY  
GRADUATE SCHOOL OF BUSINESS

# PROGRAM CATALOGUE

## 2025 EDITION

### MBA in Health Track



# PROGRAM CATALOGUE

ATENEO GRADUATE SCHOOL OF BUSINESS

## **MBA PROGRAM: MBA IN HEALTH Track**

2025 EDITION

The MBA in Health Catalogue is published by

**Ateneo de Manila University**

**Graduate School of Business**

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## PART I General Information

### I. A BRIEF HISTORY

#### Ateneo De Manila University

The Ateneo de Manila University traces its roots back to 1859 when, at the request of the City of Manila endorsed by Governor Norzagaray, the Jesuits took over the Escuela Municipal in Intramuros, the walled city of Manila. A primary school originally intended for the sons of Spaniards, it was opened by the Jesuits to native Filipinos as well. In 1865, the Jesuits received government approval to add a five-year program leading to the degree of Bachelor of Arts. In keeping with its new academic status, the school was renamed the Ateneo Municipal de Manila. Among the graduates in those early decades was Jose Protacio Rizal, A.B. 1877, who would later be named the Philippines' national hero.

With the withdrawal of city subsidies in 1901, the Ateneo became a private institution, dropping the word "Municipal" from its official name. In 1921, the American Jesuits of the Maryland-New York Province replaced the Spanish Jesuits as teachers and administrators of the Ateneo.

The Intramuros fire of 1932 completely destroyed the Ateneo buildings, forcing the school to move to a new location on Padre Faura Street, Ermita. During the battle for the liberation of Manila, the Padre Faura complex of buildings was razed. Temporary structures were quickly built, but in 1952, the Ateneo moved to its present spacious campus in Loyola Heights, Quezon City.

In 1958, the Society of Jesus in the Philippines was raised to the status of a full province. Administration of the Ateneo passed from New York to the Philippine Province of the Society of Jesus, and shortly after, the first Filipino Rector/President of the Ateneo was named. Since the growth of the Ateneo demanded a new status, the school obtained its charter as a university in 1959.

In 2000, the Ateneo de Manila School of Arts and Sciences restructured into four Loyola Schools: the School of Humanities, the John Gokongwei School of Management, the School of Science and Engineering, and the School of Social Sciences. When the School of Medicine was founded in 2007, it joined the Graduate School of Business, the Law School, the School of Government to form the Ateneo Professional Schools.

## PART I General Information

In 2023, the five Loyola Schools, including the newly founded Gokongwei Brothers School of Education and Learning Design, and four Professional Schools, were formally integrated into a University Higher Education unit.

### Ateneo Graduate School of Business

The Graduate School of the Ateneo de Manila was first established in 1948, with Master of Arts programs in Education and English as its initial offerings. Over time, other fields of study were introduced, among them Sociology, Economics, Philosophy, and Business Administration.

As its offerings grew in size and complexity, the Graduate School eventually found it necessary to split into two separate entities, and in 1960 the Graduate School of Arts and Sciences, and the Graduate School of Economics and Business Administration were born.

The Graduate School of Economics and Business Administration initially offered only two part-time evening programs: a Master of Arts in Economics, and a Master in Business Administration. A full-time MBA was added to its program portfolio in 1964. Two years later, the Master of Arts in Economics was transferred to the Graduate School of Arts and Sciences, and the school was reorganized into the present-day Ateneo Graduate School of Business, or AGSB.

The 1990s was a period of rapid growth and revitalization for AGSB. The period was characterized by the introduction of many innovative new degree as well as non-degree programs, and a boom in student enrollment.

Many new non-degree programs were launched, including the award-winning Leaders for Health program. Under the Leaders for Health Programme, the degree of Master in Community Health Management was developed and granted to participating doctors.

In 1998, the Ateneo Professional Schools, made up of AGSB and the Ateneo Law School, moved to its new state-of-the-art campus at the Rockwell Center, in Makati City. The Ateneo-Regis MBA program was launched that same year, in partnership with Regis University (Denver, Colorado), a pioneer and leader in adult and workplace-based learning.

To make its brand of business education more accessible to a wider public, the AGSB operates satellite campuses all over the country, including in Santa Rosa, Laguna; Clark, Pampanga; Cebu City, and Iloilo City.

In 2021, AGSB renewed the School's Vision and Mission, to commit to developing responsible business leaders in the Jesuit tradition of excellence in service to others.

## II. Vision and Mission

### ATENEO DE MANILA UNIVERSITY

#### **Vision**

In the spirit of being *Lux in Domino*, Light in the Lord, Ateneo de Manila University will be a force for good in seeking innovative and sustainable solutions to society's most pressing challenges. Rooted in its Filipino, Catholic, and Jesuit values, Ateneo will be a collaborative and engaged leader in the work of social transformation through education, formation, research, and social engagement.

#### **Mission**

As a University, Ateneo de Manila seeks to uphold, preserve, and communicate truth and apply it to human development and the preservation of the Earth.

As a Filipino University, Ateneo de Manila seeks to identify, enrich, and embody Philippine culture and contribute to the development of the nation and the upliftment of Filipinos as part of the global community.

As a Catholic University, Ateneo de Manila seeks to form persons-for-and-with-others who, following the teachings and example of Christ, will devote their lives to promotion of service and justice, especially for those who are most in need of help, the poor, and the powerless.

As a Jesuit University, Ateneo de Manila seeks the goals of Jesuit liberal education through the harmonious development of moral and intellectual virtues. Imbued with the Ignatian spirit, the University aims to lead its students to see God in all things and to strive for the greater glory of God and the greater service of mankind.

Ateneo de Manila University seeks all these through excellence in teaching, learning, and formation; creation and advancement of knowledge through cutting-edge research and creative work; cultivation of an inclusive, diverse, and sustainable institution and community; and an expansive and immersive engagement with society.

## ATENEO GRADUATE SCHOOL OF BUSINESS

### **Our Vision**

To be a leading management learning institution that develops responsible business leaders with the integrity and conviction to advance a sustainable society founded on human dignity

### **Our Mission**

As a Jesuit learning institution, we are committed to:

- Fostering a community of leaders for others grounded on the principles of Cura Personalis and Magis, and passionate in their belief in the interdependence of integrity, service, and expertise
- Developing relevant program offerings that equip our learners with the competences for leading and managing in the digital era, and mastery of self to succeed in their chosen endeavor
- Enhancing the personal and professional growth of our faculty and staff as they are crucial partners in the fulfillment of our mission

### **Our Core Values**

The pursuit of our Vision and Mission is grounded on:

- Love of country and responsible citizenship
- Care for the planet, care of the environment
- Expertise, service, and integrity
- Inclusiveness and respect for each other's differences
- A safe, nurturing, and caring environment for our learners, alumni, faculty, and staff

### III. AGSB Brand

The Ateneo Graduate School of Business exists to empower ethical and transformative leaders who drive innovation, champion social responsibility, and create meaningful impact in their industries and communities.

Guided by our Jesuit tradition of excellence and integrity, we aim to shape individuals into well-rounded professionals who balance success with service, fostering a future where business becomes a force for good in the world.

### IV. Our Students and Graduates

Our students are workplace-based, practitioner adult learners who are well on their way to managerial careers and wish to take advanced studies to equip them with the concepts, theoretical models, skills, principles, and values needed by today's managers and leaders. We seek to produce professionals, who can manage and lead in a changing environment, with fundamental skills steeped in unwavering principles and values.

AGSB strives to produce graduates who have competences that the world rewards and who embody the Ateneo educational philosophy:

- Responsible business leaders
- Equipped with leadership skills for the 4IR
- Who can lead digital transformation of their organizations
- Who exemplify Ignatian values underpinning the interdependence of expertise, service, and integrity.

### V. Our Competence

**Faculty.** Our faculty members are workplace-based and experience-driven management practitioners occupying senior executive positions in their respective organizations or entrepreneurs managing their own businesses.

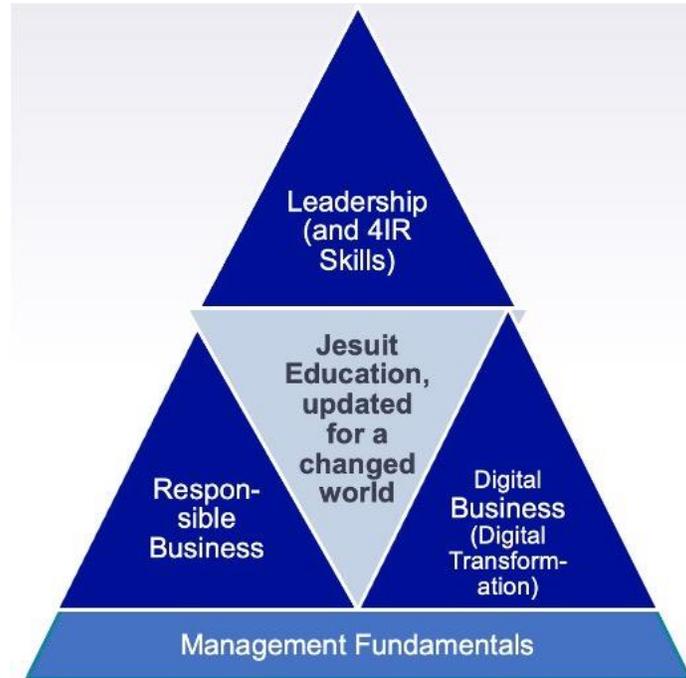
**Programs and Course Offerings.** A student in AGSB can choose from a portfolio of two programs – Master in Business Administration or Master in Entrepreneurship - each with different tracks, selecting the program and track that suits their learning and career needs and that they qualify for.

**Relevance.** AGSB adopts the principle of designing from context, not from content. As the world has changed, so has the role of business changed, and thus the role of the business school

## PART I General Information

and AGSB. To ensure relevance in the changing business and educational environment, AGSB consulted leaders from industry and the academe. External and internal stakeholders were engaged in strategy conversations, leading to the renewed Vision, Mission, and Values statement and a Strategic Plan, calling for transformative strategies in brand, product, quality, academics, and organization. Anchoring the strategies is an internal quality assurance system, to track progress toward the objectives.

**Value Proposition of Curriculum.** To continue the designing from context, the MBA curriculum has an updated value proposition, as illustrated in the diagram below.



Management fundamentals form the base. The three cornerstones of the new curriculum are Responsible Business, Digital Business, and Leadership and skills for the 4<sup>th</sup> Industrial Revolution. At the heart of the value proposition is Jesuit education, updated for a changed world. Together they represent a clear differentiation with other MBA programs.

**Outcome-Based Education.** As outlined in the AGSB Strategic Plan, the curriculum is built on the principle of Outcome-Based Education (OBE). As defined by the William G. Spady, “father of OBE,” in his book, *Outcome-Based Education: Critical Issues and Answers*: “Outcome-Based Education means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing curriculum, instruction, and assessments to make sure this learning ultimately happens.” (Spady, 1994) .

In AGSB, OBE starts from the picture of the AGSB MBA Graduate. The program, the track, and all courses then align towards forming this graduate.

## PART I General Information

**Workplace-based & Experience-driven Pedagogy.** Theory and practice come together naturally at the AGSB. Theories and principles are enlivened by being situated in the concrete management experiences of the teachers. At the same time, the work experience of the students are made more meaningful when contextualized within management theories and principles.

The AGSB uses the adult learner methodology of facilitative learning, in which both students and faculty are simultaneously teachers and students who leverage their practical experiences in an interactive manner. Through this methodology, the theories and concepts learned can be immediately applied, improved, and enhanced in a real business setting. To complete this process, practical insights and knowledge of practitioners can then be brought into the classroom for enhanced learning.

**Technology-Enabled Learning.** AGSB invests in technology resources that enable learning. Classrooms are set up for hybrid-flexible learning modes. The learning management system is based on an adaptive design, with 24-7 availability and accessibility on various types of devices. Agreements with technology providers at the University level ensure vigilance in applicability, robustness, and data security.

## PART II MBA Program: MBA in HEALTH Track

The MBA Degree Program was designed to cater to the different profiles of its students and their learning needs – with four Tracks differentiated through the following:

- Distinct admission requirements per track
- Track learning outcomes suited for the context of the target student profile
- While the topic outlines are consistent across the four tracks, teaching and learning activities vary across the tracks, as these are designed for the types of decisions that the target student profile faces

### Program Learning Outcomes: MBA

**PLO1:** Demonstrate proficiency in the foundational skills of management

**PLO2:** Demonstrate proficiency in the functional management disciplines

**PLO3:** Create an integrative management plan that integrates the core functional courses, as well as Responsible Business perspectives and Digital Transformation requirements

**PLO4:** Assemble a leadership portfolio that demonstrates how they have practiced their leadership skills based on Ignatian values

**PLO5:** Demonstrate proficiency in the specialized disciplines of chosen electives

There are four Tracks of the Master in Business Administration degree:

- MBA Standard
- MBA Middle Managers
- Ateneo-Regis MBA
- MBA in Health

This catalogue is devoted to MBA in Health.

## Track Learning Outcomes: MBA in HEALTH

**TLO1:** Demonstrate proficiency in the foundational skills of management applied and made relevant in the management of health care systems

**TLO2:** Demonstrate proficiency in the functional management disciplines in situations applied and made relevant in the management of health care systems

**TLO3:** Create an integrative management plan that integrates the core functional courses, as well as Responsible Business perspectives and Digital Transformation requirements

**TLO4:** Assemble a leadership portfolio that demonstrates how they have practiced their leadership skills based on Ignatian values

**TLO5:** Demonstrate proficiency in the specialized disciplines of chosen electives

## I. DISTINCTIVE FEATURES

The MBA in Health track is designed for leaders of health service organizations who find themselves managing their organizations without having had the benefit of previous formal management training.

This degree track offers a new model for training leaders for the health care industry by providing them not just with the necessary business frameworks and tools, but also a broad understanding of the challenges and opportunities posed by this rapidly transforming sector.

MBA in Health follows a trimestral schedule. MBA in Health can be completed in as short as seven trimesters of 14 weeks each.

## II. THE MBA IN HEALTH CURRICULUM

### GENERAL DESCRIPTION

The MBA in Health track consists of the following courses:

Major Courses	12 units
Core Courses in Management	21 units
Electives	6 units
<u>Integrating Courses</u>	<u>3 units</u>
<b>Total</b>	<b>42 units</b>

	COURSE	CODE	UNITS
<b>1. Major Courses</b>			
	Principles and Concepts in Health and Development	MBPCHDEV	3
	Managerial Epidemiology	MBEPIDEM	3
	Health, Culture, and Society	MHCULSOC	3
	Health Economics for Managers	MBHEAECO	3
<b>2. Core Courses</b>			
	Ethics in Health Care	MHETHICS	3
	Dynamics of Leadership	MHDYLEAD	3
	Principles and Dynamics of Management	MHMANPRI	3
	Marketing Management	MHMARKMA	3
	Financial Management	MHFINMAN	3
	Operations Management	MHOPEMAN	3
	Human Resource Management	MHHUMRES	3
<b>3. Electives (choose 2)</b>			
	Corporate Governance	MHCORPGOV	3
	Health Informatics	MHINFO	3
	Electronic Commerce	MHE-COMME	3
	Entrepreneurship	MHNTREP	3
	Investment Management	MHINVESMA	3

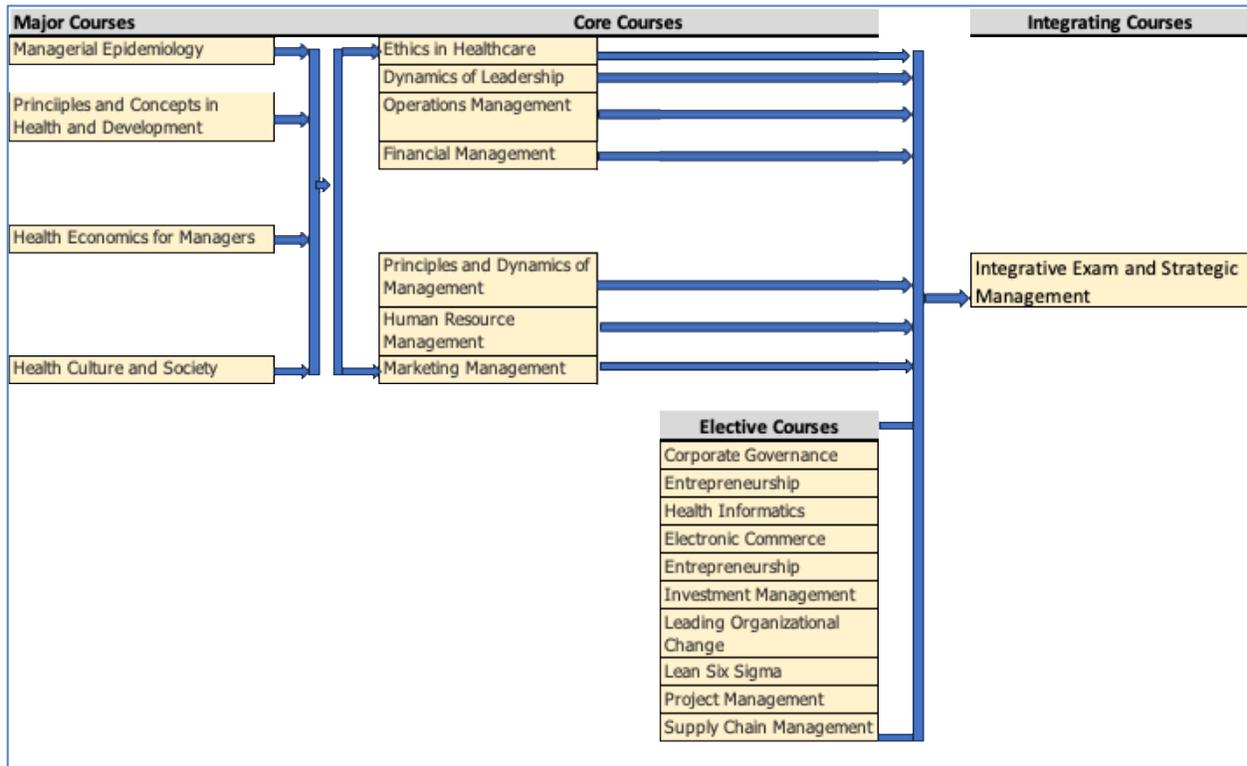
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Leading Organizational Change	MHLEADOC	3
Lean Six Sigma	MH6SIGMA	3
Project Management	MHPROJMA	3
Supply Chain Management	MHSUPMAN	3

4. Integrating Courses

Integrative Exam	MHINTEXM	0
Strategic Management	MHSTRAMA	3

MBA IN HEALTH COURSE SEQUENCE





## COURSE DESCRIPTIONS

### 1. Major Courses

#### **Principles and Concepts in Health and Development (MBPCHDEV)**

This core course provides a foundation for the Philippine health system, introducing students to concepts of health, development, and social determinants of health. It analyzes the components and stakeholders of the health system to foster a coherent understanding of its workings and to identify opportunities for reform.

#### **Managerial Epidemiology (MBEPIDEM)**

This course introduces graduate students to the use of epidemiology in management and decision-making for health care. It covers methods for measuring health needs, evaluating health programs and policies, and applying epidemiological principles to strategic planning and quality management.

#### **Health, Culture and Society (MHCULSOC)**

This course examines health issues through a social science lens, focusing on cultural competence and medical pluralism. It surveys various medical systems, particularly in the Philippines, to explore diverse meanings, beliefs, and practices around health and illness. The course also analyzes how macro-structures and institutions shape healthcare systems.

#### **Health Economics for Managers (MBHEAECO)**

This introductory course applies economic principles to the health sector, covering both microeconomic and macroeconomic concepts. It provides a framework for understanding the Philippine health system, analyzing health care policies, and evaluating interventions, with a focus on the allocation of limited resources.

## **2. Core Courses**

### **Ethics in Health Care (MBETHICS)**

This course introduces business ethics with a focus on its application in health care. It aims to help students examine moral values, understand the development of moral character, and use a model for ethical reasoning to analyze dilemmas in healthcare and business.

### **Dynamics of Leadership (MHDYLEAD)**

This course introduces students to leadership practices, guiding them to reflectively process leadership patterns in their personal and professional lives. It emphasizes critical thinking, ethics-based decision-making, and the drafting of a personal leadership development plan.

### **Principles and Dynamics of Management (MHMANPRI)**

This course introduces fundamental management concepts, skills, and techniques necessary to cope with the challenges of a fast-paced global business environment. The course covers management functions, paradigms, and emerging trends, as well as the application of analytical tools for effective management.

### **Marketing Management (MBMARKMA)**

This course provides a comprehensive understanding of marketing fundamentals and their application in the modern economy. It focuses on formulating and implementing marketing strategies related to market research, product and service management, pricing, and promotion while considering the impact of competition, digital technologies, and social responsibility.

### **Financial Management (MBFINMAN)**

This course focuses on decision-making under uncertainty for corporate financial management in healthcare institutions. It uses a problem-solving methodology to illustrate theories and tools for financial decisions. The course also addresses ethical issues and dilemmas faced by financial managers, with an emphasis on the primary mission of patient service.

### **Operations Management (MHOPEMAN)**

This course covers an in-depth study of specific Operations Management (OM) philosophies, concepts, trends, tools, and techniques to highlight the importance of OM in a manufacturing or service organization's pursuit of strategic goals and objectives. It focuses on strategic and tactical

## PART II MBA Program : MBA in HEALTH Track

issues covering quality management, process management, and supply chain management as applied to healthcare. The course also focuses on the managerial, ethical, and social implications of OM decisions.

### **Human Resource Management (MBHUMRES)**

This course focuses on aligning Human Resource Management (HRM) practices with organizational goals and values. It presents a fresh perspective on HR's role as a strategic partner and change agent, addressing topics such as reward systems, performance management, and recruitment from a strategic standpoint to build a competitive advantage.

### **3. Electives**

#### **Corporate Governance (MBCORPGOV)**

This course introduces students to corporate governance with local and global practical perspectives. It presents a case study approach to various governance practices and challenges, focusing on ASEAN integration and globalization. The course tasks students to explore the dynamics of corporate governance and how it adds value to organizations.

#### **Entrepreneurship (MHENTREP)**

This course inspires entrepreneurship by examining contemporary entrepreneurs and providing sound principles, concepts, and evaluation techniques. It assesses entrepreneurial capability, resource requirements, and risks to increase the likelihood of strategic success. The course is designed for those seeking an alternative to employment who are ready to face the challenges of starting their own businesses.

#### **Health Informatics (MHHINFO)**

The course will provide students concepts and tools in managing technology in health. The management of information has become a key competitive advantage among healthcare enterprises. New technologies such as the Internet and mobile have given rise to new channels of delivery.

#### **Electronic Commerce (MH-ECOMME)**

This course is designed to guide managers through embracing the benefits of e-commerce for customers, employees, and shareholders. It covers the design of e-commerce architectures, evaluation of suppliers, and management of projects to create competitive advantage. The course

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also discusses the role of senior management, ethical principles, the Philippines' Electronic Commerce Law, and the role of e-commerce in nation-building.

### **Investment and Portfolio Management (MHINVEMA)**

This course applies the principles of investment analysis and portfolio management to corporate and personal finance. It covers the investment process, risk and return management strategies, and ethical considerations in investment decisions.

### **Leading Organizational Change (MHLEADOC)**

This course is designed to strengthen your thinking and practice in organizational change. You will learn to diagnose, plan, and lead an organization that is always ready for change, focusing not just on a specific change but on transforming your organization into an adaptive one that continually senses and adapts.

### **Lean Six Sigma (MH6-SIGMA)**

This course covers Lean and Six Sigma concepts for both manufacturing and service businesses. It is a data-driven, process-oriented approach focused on reducing waste and minimizing defects to increase profitability and customer satisfaction. The course provides an overview of Lean, Six Sigma, and the DMAIC problem-solving methodologies.

### **Project Management (MHPROJMA)**

This course provides a framework for effective project management and leadership. Students will use appropriate tools and concepts to handle complex problems encountered when planning and executing projects. The course also covers the core processes for initiating, planning, executing, controlling, and closing projects.

### **Supply Chain Management (MHSUPMAN)**

This course explores management philosophies, concepts, and tools for integrating activities from material procurement to final product distribution. It covers managerial processes that span internal functions and link suppliers, partners, distributors, and customers. The course also addresses the operational, logistical, technological, and administrative aspects of supply chains from a business strategy and global competition perspective.

*Note that Elective Courses are under constant development. There will be new ones not yet listed at the time of publishing this catalogue.*

#### **4. Integrating Courses**

##### **Integrative Exam (MHINTEXM)**

The integrative exam, as the title indicates, integrates learning from the core courses to enable the student to complete the preparation for the capstone course.

##### **Strategic Management (MHSTRAMA)**

This capstone course enables learners to develop and implement strategic, cross-functional decisions. It integrates knowledge from other MBA courses and focuses on strategy formulation, implementation, and evaluation. The course aims to strengthen strategic thinking and promote ethical business decisions, corporate social responsibility, and nation-building.

## PART III ADMISSION REQUIREMENTS

### PART III Admission Requirements

To qualify for MBA in Health, an applicant must have:

1. A bachelor's degree, preferably in Health from a recognized college or university. Non-Health graduates may also be admitted subject to the decision of the Admission Committee.
2. A copy of the applicant's CV. The applicant must have accrued meaningful employment and work experience of at least five (5) years in a managerial or upper supervisory position
3. A copy of the official transcript of records (TOR) from the last school attended. Applicants who are in a post-bachelors' program but have not graduated yet are required to submit a copy of their bachelors' degree TOR.
4. Fully accomplished online application
5. Accomplished recommendation form from the current employer or from the last school attended

*In addition to the above-mentioned requirements, a foreign applicant must submit:*

1. Transcript of records or documents showing academic accomplishments from the country of origin, translated into English and authenticated by the Philippine Embassy or Philippine Consular Office in the country of origin
2. If the applicant is from a non-English speaking country, working English proficiency, both oral and written evidenced by IELTS Band 7 or higher
3. Copy of passport
4. An approved visa valid for study in the Philippines. As a rule, foreigners in the Philippines under a 9(a) visa cannot study in the Philippines. That visa must be converted to more commonly a student visa (9(f)). Other visas valid for study include:
  - 9(f) – Student
  - 9(g) – Working, Missionary
  - 13(a-g) - Immigrant
  - 47(a)(2) – Special Non-Immigrant
  - Diplomatic Visa – extend to dependents
  - SRRV – Retirees
  - SIRV – Investors
5. Alien Certificate of Registration (ACR-I Card) issued by the Bureau of Immigration.
6. Certificate of Employment – for those under a 9(g) visa