Course Title	SDG Addressed	Notes
College of Agriculture and Forestry		
Large Ruminant Production	SDG 2: Zero Hunger SDG 12: Responsible Consumption and Production	This course contributes to SDG 2 by improving food security, nutrition, and livelihoods through the provision of high-quality protein from meat and dairy, especially in rural areas. It also aligns with SDG 12 by promoting sustainable agricultural practices, efficient resource use, and reducing environmental impact through responsible waste management, improved feed efficiency, and climate-friendly practices. Both of these goals emphasize the importance of sustainable livestock farming for global food systems and environmental health.
Principles of Soil Science	SDG 2: Zero hunger SDG 3: Good health and well-being SDG 6: Clean water and sanitation SDG 11: Sustainable cities and communities SDG 12: Responsible consumption and production SDG 13: Climate action SDG 14: Life on water SDG 15: Life on Land	By understanding soil formation, properties, and management practices, students can contribute to sustainable agriculture, environmental conservation, and human well-being.
Soil Fertility, Conservation and Management	SDG 2: Zero hunger SDG 6: Clean water and sanitation SDG 12: Responsible consumption and production SDG 13: Climate action SDG 14: Life on water	An estimated 95% of the world's food came from the soil (FAO 2015). Food production is a direct function of soil fertlity, but not without adverse consequences for the environment. As such, SOIL02 has in its content topics that cascades and cuts through SDG 2, SDG 6 and 14, SDG 12, SDG 13 and SDG 15 as it delves on food production (SDG 2); management of soils and nutrients, soil erosion and conservation practices and how these will help alleviate problems on flooding and water pollution (SDG 6 and 14), as well as soil pollution (SDG 15), agriculture's contribution to greenhouse gas emissions and the huge potential of the soil to serve as carbon sink and reverse climate change through

	SDG 15: Life on land	Regenerative Agriculture (SDG 13), and the use of sustainable agriculture practices and responsible waste management (SDG 12 and 15).
Soil Chemistry		
Anatomy and Physiology of Farm Animals	SDG 2: Zero Hunger	Anatomy and physiology of farm animals is includes ensuring sustainable food production systems and implementing resilient agricultural practices. This course is directly linked to animal health, growth, and productivity. Proper understanding and management of their physiology are critical for ensuring that animals can efficiently convert feed into food products This supports sustainable food production which is a key aspect of SDG 2. Furthermore, it optimizes the health and physiology of farm animals reduces feed waste, increases productivity, and lowers the environmental footprint of farming because healthier animals require fewer resources. Understanding anatomy and physiology also helps in breeding and managing animals that are resilient to environmental stressors such as heat, cold, and disease. This aligns with the resilience goals under SDG 2, ensuring that farm animals can thrive in changing climates and conditions, which supports food security.
College of Arts and Sciences		
Masterpieces in World Literature	SDG 1: No Poverty SDG 2: Zero Hunger SDG 3: Good Health and Well-Being SDG 4: Quality Education SDG 5: Gender Equality SDG 10 : Reduced Inequalities SDG 11 : Sustainable Cities and Communities SDG 12 : Responsible Consumption and Production SDG 13 : Climate Action SDG 15 : Life on Land	Classic and Modern Literatures produced by different writers around the globe reveal the historical, socio-cultural, and political structures of various nations. They tackle various themes that enlighten the students about the many realities and nuances in the cultural norms and beliefs of various communities and/or nations. Social injustices and socio-political ills experienced by various nations such as social and gender inequalities, hunger, oppression, discrimination, and other crimes brought about by colonization were the usual topics and content of various literary pieces selected for the course to expand the knowledge and critical understanding of the Filipino students about global issues and relations. World literature, particularly Third World Literature, also reflects the many implications and effects of colonization, imperialism, feudalism, and urbanization to colonized nations like the Philippines.

	SDG 16 : Peace, Justice, and Strong Institutions	
Understanding the Self	SDG 3 : Good Health and Well-being; SDG 4 : Quality Education	SDG 3 : Understanding the self contributes to mental and emotional well-being and can promote healthy lifestyle choices.; SDG 4 : Self-awareness and understanding are essential for personal development and lifelong learning.
Purposive Communication	SDG 4 : Quality Education	SDG 4: Educating students about effective communication is fundamental to achieving quality education for all. SDG 5: Addressing workplace communication can also relate to gender equality in the workplace. SDG 8: Effective communication is crucial for job readiness and economic growth. SDG 9: Understanding technology's role in communication aligns with this goal. SDG 10: Exploring the impact of globalization on communication can help students understand how inequalities can be reduced or exacerbated. SDG 11: Understanding how communication contributes to sustainable urban development is vital for this goal. SDG 12: Evaluating the impact of messages on consumer behavior can relate to responsible consumption. SDG 16: Intercultural communication skills are essential for building peaceful and just societies. SDG 17: Promoting cross-cultural understanding and communication is critical for achieving partnerships across borders.
Art Appreciation	SDG 3 : Good Health And Well-Being SDG 4: Quality Education SDG 5: Gender Equality SDG 11: Sustainable Cities And Communities SDG 12: Responsible Consumption And Production SDG 13: Climate Action SDG 16: Peace, Justice And Strong Institution	SDG 3: Art is a therapeutic way of expressing the students' thoughts in their artworks that can help them in their mental health and well being. SDG 4: Empowering knowledge, skills, talents, values, attitudes, beliefs and culture of every individual as they express themselves through different art forms. SDG 5: Understanding the different issues in gender equality by listening to their art presentation. SDG 11: Tracing the preservation of antiques, history and biography of artists and artisans. SDG 12: Consuming recyclable materials in producing their artworks. SDG 13: No littering of unwanted spoils of art materials. Put them in proper segregation. Clean the area as they have finished. Turn off lights and electic fans. SDG 16: Sensitivity to one's artworks and being accountable, having good life, free of expressions thru arts.
College of Business and Management		

Applied Economics	SDG 5: Gender Equality SDG 7: Affordable And Clean Energy SDG 10: Reduced Inequalities SDG 11: Sustainable Cities and Communities SDG 12: Responsible Consumption and Production	This course deals with the basic principles of applied economics, and its application to contemporary economic issues such as prices of commodities, minimum wage, rent, and taxes. It covers an analysis of industries for the identification of potential business opportunities.
Monetary Policy and Central Banking	SDG 1: No Poverty SDG 8: Decent Work and Economic Growth SDG 10: Reduced Inequalities SDG 12: Responsible Consumption and Production	By aligning monetary policy with these goals, central banks can contribute to a more equitable and sustainable future.
Credit and Collection	SDG 1: No Poverty SDG 5: Gender Equality SDG 8: Decent Work and Economic Growth SDG 10: Reduced Inequalities SDG 12: Responsible Consumption and Production	By aligning credit and collection practices with these SDGs, financial institutions can contribute to broader social and economic development goals, fostering a more equitable and sustainable future.
Capital Market	SDG 8: Decent Work and Economic Growth SDG 9: Industry, Innovation and Infrastructure SDG 10: Reduced Inequalities	By aligning capital market activities and financial management with these SDGs, financial institutions can contribute to a more sustainable and equitable global economy.

	SDG 12: Responsible Consumption and Production SDG 13: Climate Action	
Financial Management	SDG 8: Decent Work and Economic Growth SDG 9: Industry, Innovation and Infrastructure SDG 10: Reduced Inequalities SDG 12: Responsible Consumption and Production SDG 13: Climate Action	By integrating these SDGs into financial management practices, organizations can contribute to a more sustainable and equitable economy, ultimately benefiting society as a whole.
Fundamentals of Accounting	SDG 8: Decent Work and Economic Growth SDG 10: Reduced Inequalities SDG 12: Responsible Consumption and Production SDG 16: Peace, Justice, And Strong Institutions SDG 17: Partnerships For the Goals	Integrating these SDGs into the fundamentals of accounting enhances the role of accounting in promoting sustainable practices and fostering an equitable society.
Special Topics in Financial Management	SDG 8: Decent Work and Economic Growth SDG 10: Reduced Inequalities SDG 12: Responsible Consumption and Production SDG 13: Climate Action	Integrating these SDGs into special topics in financial management can enhance its impact on promoting sustainable economic development and social equity.
College of Education		

Facilitating Learner-Centered Teaching	SDG 4: Quality Education	This course contribute to improving the quality of education by focusing on learner-centered teaching, which equips future educators with the knowledge and skills needed to create effective and inclusive learning environments. This includes understanding diverse learners, tailoring instruction to individual needs, and promoting lifelong learning. Ultimately, this contributes to the goal of ensuring inclusive and equitable quality education for all.
Child Development	SDG 4: Quality Education	This course contribute to improving the quality of education by focusing on learner-centered teaching and understanding child and adolescent development.
Child and Adolescent Development	SDG 4: Quality Education	These courses contribute to improving the quality of education by focusing on learner-centered teaching and understanding child and adolescent development.
Ethics	SDG 4: Quality Education SDG 5: Gender Equality SDG 16 : Peace Justice and Strong Institutions	It focuses on ensuring inclusive and equitable quality education for all. The topics of cultural sensitivity, ethical decision-making, and the role of education in national development all align with SDG 4. It addresses gender inequality and empowers all women and girls. The topics of cultural relativism, moral agency, and ethical leadership can be linked to gender equality. It focuses on promoting peaceful and inclusive societies, providing access to justice for all, and building effective, accountable, and inclusive institutions at all levels.
Building and Enhancing New Literacies Across the New Curriculum	SDG 4: Quality Education SDG 10 : Reduced Inequalities SDG 11: Sustainable Communities SDG 16: Peace, Justice, and Strong Institutions	SDG 4: By developing new literacies, it provides students with the skills they need to succeed in the 21st century. SDG 10: The course helps to bridge the digital divide and provide students with the tools they need to access opportunities and participate fully in society. SDG 11: The emphasis on eco-literacy aligns with the goal of promoting sustainable urban development.
Building Eco-Literacy in the 21st Century	SDG 4: Quality Education SDG 13: Climate Action SDG 15: Life on Land SDG 12: Responsible Consumption and Production	SDG 4: Quality Education is crucial as it emphasizes the need for educating individuals about environmental challenges and sustainable practices. This ensures that students become informed, responsible citizens who can actively contribute to global sustainability efforts. SDG 13: Climate Action is integrated by raising awareness of climate change and teaching students the necessary actions to mitigate its effects. It fosters a sense of responsibility, encouraging students to take personal and collective steps toward a sustainable future.

	SDG 6 : Clean Water and Sanitation SDG 4 : Quality Education SDG 16 : Peace, Justice, and Strong Institutions	SDG 15: Life on Land focuses on preserving biodiversity and ecosystems, which is a key component of eco-literacy. The subject teaches students the importance of conservation and protecting natural environments for long-term ecological balance. SDG 12: Responsible Consumption and Production is addressed by promoting sustainable resource management and reducing waste. Students learn to make informed, responsible choices about consumption that minimize environmental impact. SDG 6: Clean Water and Sanitation aligns with eco-literacy by highlighting the importance of water conservation and sustainable water management practices. This ensures that students understand the need to preserve water resources for future generations. SDG 4: Quality Education promotes inclusive and equitable quality education, which aligns with studying Philippine history to foster critical thinking, historical understanding, and informed citizenship. By learning about the nation's past, students gain a deeper awareness of cultural heritage and the importance of education in shaping society. SDG 16: Peace, Justice, and Strong Institutions will help students understand historical struggles for justice, independence, and nation-building in the Philippines aligns with this goal.
Masterpieces in World Literature	SDG 4: Quality Education	This course helps students form and express critical opinions of the assigned readings and develop critical reading, writing, and thinking skills through the analysis of various literary texts.
Mathematics in the Modern World	SDG 4: Quality Education	It helps develop critical thinking and problem solving skills by using examples that involve real life situations.
The Child and Adolescent Learners and Learning Principles	SDG 4: Quality Education	This course focuses on understanding child and adolescent development and applying effective learning principles, which are essential for quality education.
The Teaching Profession	SDQ 4: Quality Education	This course focuses on preparing individuals for the teaching profession and promoting quality education.
Understanding the Self	SDG 3: Good Health and Well-being SDG 4: Quality Education	SDG 3 : Understanding the self contributes to mental and emotional well-being and can promote healthy lifestyle choices.; SDG 4 : Self-awareness and understanding are essential for personal development and lifelong learning.
Foundations of Special and	SDG 4: Quality Education,	SDG 4 : The course aims to provide students with the knowledge and skills necessary to support learners with diverse needs,

Inclusive Education	SDG 10: Reducing Inequalities	SDG 10 : It promotes the idea that all individuals, regardless of their abilities, have the right to access education and participate fully in society
Teaching Music in the Elementary Grades	SDG 4: Quality Education SDG 11: Sustainable Cities and Communities, SDG 17: Partnerships for the Goals	SDG 4: Quality Education: Music education fosters creativity, critical thinking, and cultural understanding, contributing to a well-rounded education. SDG 11: Sustainable Cities and Communities: Music can promote community cohesion and cultural diversity, enhancing the quality of life in urban areas. SDG 17: Partnerships for the Goals: Music education can be valuable for intercultural dialogue and cooperation.
Teaching Arts in the Elementary Grades	SDG 4: Quality Education SDG 10: Reduced Inequalities SDG 16: Peace, Justice, and Strong Institutions	SDG 4: Quality Education: Arts education promotes creativity, self-expression, and cultural understanding, contributing to a holistic education. SDG 10: Reduced Inequalities: Arts education can provide opportunities for marginalized groups to express themselves and participate in cultural life. SDG 16: Peace, Justice, and Strong Institutions: Arts education can foster empathy, understanding, and tolerance, contributing to a more peaceful and just society.
Teaching Physical Education and Health in the Elementary Grades	SDG 3: Good Health and Well-being, SDG 4: Quality Education, SDG 11: Sustainable Cities and Communities.	SDG 3: Good Health and Well-being: Physical education and health education promote physical and mental health, reduce diseases, and improve overall well-being. SDG 4: Quality Education: Physical education and health education contribute to a well-rounded education by developing physical skills, promoting healthy lifestyles, and fostering social and emotional development. SDG 11: Sustainable Cities and Communities: Physical education and health education can encourage active lifestyles and create healthier urban environments.
Household Resource Management	SDG 1: No Poverty SDG 2: Zero Hunger SDG 4: Quality Education SDG 5: Gender Equality SDG 10: Reduced Inequalities SDG 12: Responsible Consumption and Production	SDG 1 & 2: This course explore the management of limited resources as to unlimited needs and wants. This allows learners to carefully plan and integrate different methods on ensuring resources in the household will be properly distributed to no poverty and zero hunger goals. SDG 4: This course provides insights on transforming future educators to produce students to train and educate them through the topics of the subject matter, in pursue to quality education SDG 5 & 10: This course answers the inequalities as well as gender bias on planning and management of household and its resources. This reduced gender bias

	SDG 16: Peace, Justice, and Strong Institution	and difference as per the management of the household resources SDG 12 & 16: As per the aim of the course, this allows and trains students in preparation for their future as managers of households, the basic institution of the society, to be stronger in the society by the responsible consumption of household resources and production per se.
Animal Production I Organic Agriculture Animal Production III	SDG 1: No Poverty SDG 2: Zero Hunger SDG 3: Good Health and Well-Being SDG 4: Quality Education SDG 8: Decent Work and Economic Growth SDG 12: Responsible Consumption and Production SDG 13: Climate Action SDG 15: Life on Land	SDG 1: Poultry Production, Ruminant Production, and Organic Agriculture all contribute to reducing poverty by providing livelihoods for small-scale farmers and agricultural workers. By offering income-generating opportunities, these sectors can lift families out of poverty, especially in rural areas. SDG 2: Poultry and ruminant production provide essential protein sources (meat, eggs, dairy) while organic agriculture encourages the production of diverse, healthy crops, which together ensure a stable food supply. SDG 3: Organic agriculture, in particular, promotes healthier food choices by minimizing the use of chemical fertilizers and pesticides, leading to safer food consumption. Likewise, the proper management of poultry and ruminant health ensures the safety of food products like meat, milk, and eggs, which directly impacts human health. SDG 4: Educational institutions provide students with specialized knowledge and practical skills in sustainable agricultural practices through the integration of these courses into agricultural curricula. This promotes lifelong learning opportunities for future farmers and agricultural professionals. SDG 8: Poultry and ruminant production, as well as organic agriculture, offer avenues for employment in agriculture, improving rural economies. Teaching best practices in these fields enhances productivity, leading to economic growth in the agricultural sector. SDG 12: Organic agriculture is particularly aligned with SDG 12 as it promotes sustainable production methods that conserve biodiversity and reduce waste. Similarly, responsible livestock farming, including poultry and ruminant production, ensures efficient resource use (e.g., water, feed) and minimizes environmental impact. SDG 13: Organic farming reduces greenhouse gas emissions and enhances soil carbon sequestration, which mitigates climate change. Likewise, sustainable poultry and ruminant production reduce the

		environmental footprint of meat and dairy industries by implementing practices that reduce methane emissions and enhance land use efficiency. SDG 15: Sustainable practices taught in these courses promote the protection of ecosystems and biodiversity. Organic agriculture encourages biodiversity conservation through natural farming practices, while sustainable livestock management ensures the protection of grazing lands and reduces land degradation.
Home Economics Literacy	SDG 4: Quality Education	This course focuses on the home economics discipline which learners acquired lifelong learning skills.
Ethics	SDG 4: Quality Education SDG 5: Gender Equality SDG 16: Peace Justice and Strong Institutions	SDG 4: It focuses on ensuring inclusive and equitable quality education for all. The topics of cultural sensitivity, ethical decision-making, and the role of education in national development all align with SDG 4. SDG 5: It addresses gender inequality and empowers all women and girls. The topics of cultural relativism, moral agency, and ethical leadership can be linked to gender equality. SDG 16: It focuses on promoting peaceful and inclusive societies, providing access to justice for all, and building effective, accountable, and inclusive institutions at all levels.
Teaching English in the Elementary Grades (Language Arts)	SDG 4: Quality Education	This course directly supports SDG 4 by preparing future educators to provide high-quality English language education in both first and second language contexts. Through a comprehensive study of language acquisition theories (Unit II) and a diverse range of teaching methods (Unit III), students will develop the skills necessary to address various learning needs and language proficiencies. Lessons on teaching the four macro skills—Listening, Speaking, Reading, Writing, and Viewing (Unit IV)—equip educators with strategies to promote literacy and communication, key elements of quality education. Additionally, the focus on lesson planning and demonstration teaching (Unit VI) ensures that future teachers can effectively implement the English curriculum (Unit V), promoting sustainable, inclusive, and equitable learning outcomes in alignment with SDG 4.
Technology for Teaching and Learning Technology for Teaching and Learning in the	SDG 4: Quality Education SDG 10: Reduced Inequalities	SDG4: PRED04 promotes inclusive and equitable education through the use of ICT. Equipping future early childhood educators with the knowledge and skills to incorporate technology into their teaching could contribute to providing quality education to young learners.

Elementary Grades 2		SDG 10: The course promotes equitable access to technology for all students. SDG 4 - The course ensures inclusive, equitable, and quality education for all, particularly by enabling teachers to create effective learning environments.
Introduction to ICT Internet Marketing Author Wares Key Drawings 2D Digital Animation	SDG 4: Quality Education SDG 9: Industry, Innovation and Infrastructure SDG 11: Sustainable Cities and Communities	SDG 4: These courses enhance students' knowledge and provide skills they need to succeed in the 21st century SDG 9: These courses focus on building resilient infrastructure, promoting inclusive and sustainable industrialization, and fostering innovation. SDG9 emphasizes the importance of access to Information and Communication Technologies SDG 11: It underscores the necessity for quality, safe, and inclusive educational infrastructures and environments.
Social Studies in Early Childhood Education	SDG 4: Quality Education SDG 16: Peace, Justice, and Strong Institutions	SDG 4: The course highlights the concepts in Social Studies as well as the developmentally appropriate strategies in teaching children about people's interactions in and with their social and physical environment now and in the past, both in local and global contexts. SDG 16: The students in this course are expected to demonstrate knowledge of teaching strategies that promote peace education, good citizenship in young children which are also responsive to the linguistic, cultural, socio economic and religious background.
The Teacher and the School Curriculum	SDG 4: Quality Education SDG 5: Gender Equality SDG 10: Reduced Inequalities	SDG 4: Quality Education The course equips future educators with the knowledge and skills needed to develop, implement, and evaluate effective curricula, ensuring access to quality education for all students. SDG 5: Gender Equality The focus on sociological foundations in curriculum development promotes gender-sensitive practices, fostering an inclusive learning environment for all genders. SDG 10: Reduced Inequalities By addressing the hidden curriculum and implementing equitable instructional tasks, the course aims to reduce disparities and promote equal opportunities in education.
Logic and Set Theory Statistics and Probability Mathematics in the Modern World	SDG 4: Quality Education	These subjects provide the foundational framework for critical thinking and problem-solving. Students learn to analyze arguments, identify patterns, and make logical deductions (Logic and Set Theory); applications of mathematics in various fields, fostering a lifelong interest in learning and understanding the world around us (MMW); and, equip students with the tools to analyze data, make informed decisions, and solve real-world problems (Stat and Prob). By integrating

		these elements into mathematics instruction, we can help students develop the skills and knowledge they need to succeed in school, their careers, and their lives. This aligns with the goals of SDG 4 and contributes to a more equitable and sustainable future.
Consumer Education	SDG 1: No Poverty SDG 5 : Gender Equality SDG 10 : Reduced Inequalities SDG 12 : Responsible Production and Consumption	SDG 1: Consumer education empowers individuals to make informed financial decisions, reducing vulnerability to poverty by promoting economic stability. SDG 5 : Consumer education encourages equitable access to resources and financial literacy for all genders, promoting economic independence and reducing gender disparities. SDG 10 : Educating consumers fosters awareness of fair trade practices, helping to reduce economic and social inequalities within and among countries. SDG 12 : Consumer education encourages sustainable consumption patterns, guiding individuals to make ethical choices that reduce environmental impact.
The Teaching Profession	SDQ 4: Quality Education	SDG 4: By teaching critical thinking about consumption, consumer education enhances lifelong learning skills and contributes to quality education for all.
Teaching Science in Elementary Level (Physics)	SDG 5: Quality Education	SDG 5: Consumer education encourages equitable access to resources and financial literacy for all genders, promoting economic independence and reducing gender disparities.
Teaching Internship	SDG 4: Quality Education SDG 10: Reduced Inequalities	SDG 10 : Educating consumers fosters awareness of fair trade practices, helping to reduce economic and social inequalities within and among countries.
The Teaching Profession Principles and Strategies in Teaching Mathematics	SDG 12: Responsible Consumption and Production	SDG 12 : Consumer education encourages sustainable consumption patterns, guiding individuals to make ethical choices that reduce environmental impact.
Teaching Arts in the Elementary Grades	SDG 4 : Quality Education SDG 10 : Reduced Inequalities SDG 16 : Peace, Justice, and Strong Institutions	SDG 4: Arts education promotes creativity, self-expression, and cultural understanding, contributing to a holistic education. SDG 10: Arts education can provide opportunities for marginalized groups to express themselves and participate in cultural life.

		SDG 16: Arts education can foster empathy, understanding, and tolerance, contributing to a more peaceful and just society.
Teaching Physical Education and Health in the Elementary Grades	SDG 3: Good Health and Well-being, SDG 4: Quality Education, SDG 11: Sustainable Cities and Communities.	SDG 3: Physical education and health education promote physical and mental health, reduce diseases, and improve overall well-being. SDG 4: Physical education and health education contribute to a well-rounded education by developing physical skills, promoting healthy lifestyles, and fostering social and emotional development. SDG 11: Physical education and health education can encourage active lifestyles and create healthier urban environments.
Technology in Teaching and Learning	SDG 4: Quality Education SDG 10: Reduced Inequalities	SDG 4: This course focuses on the use of digital technology to improve and enrich the teaching and learning experience. It emphasizes the importance of integrating technology into education to enhance the overall learning process. SDG 10: This course aims to leverage technology as a tool to overcome various barriers, including geographical, access, and digital disparities, to ensure that all learners, irrespective of their background, have equal opportunities to access high-quality education.
Electrical Installation and Maintenance 09 Electrical Installation and Maintenance 10	SDG 4: Quality Education SDG 8: Decent Work and Economic Growth SDG 9: Industry, Innovation and Infrastructure	SDG 4: Electrical Installation and Maintenance 09 and 10 provide quality education by offering specialized technical training in electrical systems, enhancing students' vocational skills. These courses incorporate both theoretical and practical knowledge, ensuring that learners are prepared for real-world challenges in the electrical and maintenance sectors. SDG 8: Electrical Installation and Maintenance 09 and 10 contribute directly to economic growth and the creation of decent work opportunities by equipping students with skills in demand in industries. Electricians, maintenance technicians, and other professionals in this field are essential to the functioning of modern economies. SDG 9: These courses directly contribute to SDG 9 by fostering technical expertise essential for building and maintaining modern infrastructure. Skilled workers in electrical installation and maintenance are critical to supporting the development of resilient infrastructure, promoting inclusive industrialization, and encouraging innovation in energy systems.
Farming System Swine Production	SDG 1: No Poverty SDG 2 : Zero Hunger	SDG 1: Farming System and Swine Production courses contribute to poverty reduction by equipping students with the knowledge and skills to generate income through diversified farming practices and swine

	SDG 3 : Good Health and Well-Being SDG 4 : Quality Education SDG 8 : Decent Work and Economic Growth SDG 12 :Responsible Consumption and Production SDG 13 : Climate Action SDG 15 : Life on Land	production. Smallholder farmers, in particular, benefit from understanding how to manage resources efficiently and adopt profitable farming strategies. SDG 2: Both Farming Systems and Swine Production are directly related to food security by enhancing agricultural productivity. These courses teach sustainable practices in food production, ensuring a stable supply of nutritious food, particularly meat and crops, to meet the growing demands of the population. SDG 3: These courses emphasize the importance of healthy and sustainable agricultural practices that directly impact human health and well-being. Safe and responsible swine farming, combined with sustainable farming systems, ensures that the food produced is free from harmful chemicals, antibiotics, or hormones, promoting overall public health. SDG 4: The courses contribute to SDG 4 by offering education that is directly applicable to agricultural industries, providing students with both theoretical and practical knowledge in farming systems and swine production. This leads to increased competency in managing agricultural enterprises. SDG 8: Farming Systems and Swine Production create opportunities for decent employment in agriculture, supporting economic growth in rural areas. By focusing on efficient, productive, and sustainable agricultural practices, these courses contribute to building a more robust agricultural sector that offers stable jobs and income. SDG 12: These courses promote sustainable and efficient use of resources in agriculture, ensuring that food production minimizes waste and environmental degradation. Farming System teaches the importance of crop-livestock integration, resource recycling, and reducing input costs, while Swine Production emphasizes responsible animal husbandry and waste management. SDG 13: Sustainable farming systems and swine production methods taught in these courses contribute to climate change mitigation by promoting practices that reduce greenhouse gas emissions, enhance carbon sequestration, and build resilience against climate shocks. SDG 15: These courses emphasize the importance of maintaining healthy ecosystems and biodiversity. Sustainable farming systems ensure that land is used efficiently without causing degradation, while

		responsible swine production reduces the environmental impact on land and water resources.
Craft Design	SDG 4: Quality Education SDG 12 : Responsible Consumption and Production	SDG 4: This course is intended to enhance student's knowledge, skills, and creativity with the various craft made which learners acquired lifelong learning skills. SDG 12: This course is vital to maximize recycling and minimize waste sent to landfill by using recyclable materials in making crafts.
Foundations of Special and Inclusive Education	SDG 4: Quality Education, SDG 10: Reducing Inequalities	SDG 4: The course aims to provide students with the knowledge and skills necessary to support learners with diverse needs , SDG 10: It promotes the idea that all individuals, regardless of their abilities, have the right to access education and participate fully in society
Children's Literature	SDG 4: Quality Education SDG 5: Gender Equality SDG 10 : Reduced Inequalities	SDG 4: This course promotes quality education by equipping future educators with the knowledge and strategies to use children's literature effectively in early childhood pedagogy. Lessons such as Literature-Based Lesson Planning and Interactive Reading Activities (Unit IV) align with SDG 4 by fostering literacy development and critical thinking skills. Additionally, the emphasis on Promoting a Lifelong Love of Reading (Unit III) and creating literate environments ensures that students are prepared to deliver engaging, inclusive, and high-quality education in their future classrooms. SDG 5: The course addresses gender equality through lessons in Addressing Diversity and Inclusion through Children's Literature (Unit V), where students will learn how to select books that promote diverse gender representations and challenge stereotypes. Using Literature to Discuss Social Issues further empowers educators to highlight gender equality themes and use literature as a tool for teaching about gender equity and empowerment, ensuring children's literature serves as a platform for balanced gender narratives in early education. SDG 10: This course integrates reduced inequalities by teaching future educators to select and use literature that reflects diverse cultures, languages, and experiences. Lessons such as Selecting Diverse and Inclusive Books (Unit V) and Promoting Mother-tongue, Multilingualism and Translanguaging address how children's literature can support marginalized and underrepresented groups. The final project, Storytelling and Book Donation Activity (Unit VI), directly supports this goal by reaching out to underserved communities, ensuring all children have access to quality reading materials regardless of socioeconomic background.

Introduction to Agriculture and Fishery Arts I	SDG 2 : Zero Hunger SDG 4 : Quality Education SDG 8: Decent and Economic Growth SDG 9: Industry, Innovation, and Infrastructure SDG 11: Sustainable Cities and Communities SDG12: Responsible Consumption and Production	SDG 2: Agriculture and Fishery play a critical role in achieving food security. By introducing students to sustainable agricultural and fishery practices, the course promotes techniques that can increase food production, reduce hunger, and ensure access to safe, nutritious food. Topics like crop management, aquaculture, and livestock production directly contribute to this goal. SDG 4 : This course fosters educational empowerment by equipping students with knowledge and skills in agriculture and fishery, contributing to informed communities. Quality education in these fields prepares students for careers in agriculture, ensuring they contribute to rural development, innovation, and sustainable practices in food production. SDG 8: Agriculture and fishery provide employment opportunities that drive economic growth, particularly in rural areas. The course introduces students to modern, sustainable farming and fishing practices, encouraging innovations that improve productivity, working conditions, and incomes in these sectors. This promotes both decent work and economic growth. SDG 9: The course introduces students to the role of innovation and infrastructure in enhancing agricultural and fishery productivity. Topics like mechanization, irrigation systems, and sustainable fishing technologies can be discussed to emphasize the need for modern infrastructure and innovation in improving efficiency and reducing environmental impact. SDG 11: Urban agriculture and sustainable fishery practices are becoming important in creating resilient and sustainable cities. The course can touch on practices such as community gardening, urban farming, and sustainable fisheries that contribute to food security and community development in urban settings. SDG 12: The course emphasizes sustainable agriculture and fishery methods that ensure the efficient use of natural resources and minimize waste. Teaching responsible production practices encourages students to contribute to systems that balance food production with environmental conservation, supporting the goal of sustainable consumption and production.
Play and Developmentally Appropriate Practices in ECE	SDG 4: Quality Education	This course focuses on the importance of play and other developmentally appropriate practices and methods that will address the physical, social, emotional, and cognitive needs of the young learners. Provide a nurturing and stimulating environment. An

		application of the knowledge of theories will be demonstrated through designing appropriate play-based learning activities
The Teacher and the School Curriculum ECE Curriculum Models	SDG 4: Quality Education SDG 5: Gender Equality SDG 10: Reduced Inequalities	SDG 4: The course equips future educators with the knowledge and skills needed to develop, implement, and evaluate effective curricula, ensuring access to quality education for all students. SDG 5: The focus on sociological foundations in curriculum development promotes gender-sensitive practices, fostering an inclusive learning environment for all genders. SDG 10: By addressing the hidden curriculum and implementing equitable instructional tasks, the course aims to reduce disparities and promote equal opportunities in education. a
Teaching math in Primary Grades Advanced Statistics Problem Soving, Math Investigation and Modeling Assessment of Learning 1	SDG 4: Quality Education	SDG 4 aims to ensure inclusive and equitable quality education for all. This goal is directly connected to the teaching of mathematics in primary grades, advanced statistics, problem-solving, math investigation and modeling, and assessment of learning. In terms of Inclusive and Equitable Education, mathematics instruction is accessible to all students, regardless of their learning styles, abilities, or backgrounds. Use differentiated instruction, accommodations, and modifications to meet the needs of diverse learners. In addition, Provide equal opportunities for all students to learn mathematics. This includes ensuring access to quality resources, technology, and support services. By integrating these elements into mathematics instruction, we can help students develop the skills and knowledge they need to succeed in school, their careers, and their lives. This aligns with the goals of SDG 4 and contributes to a more equitable and sustainable future.
Teaching Science in the Elementary Level (Chemistry)	SDG 1: No poverty SDG 2: Zero hunger SDG 3: Good health and well-being SDG 4: Quality Education	This course prepares students on what to and how to teach elementary Chemistry. Among the content that is included in the course is about materials and the harmful and beneficial changes accompanying it. From the content courses taught, the importance of good health and well-being, zero hunger and no poverty are discussed.
Teaching Science in the Elementary Level (Biology)	SDG 1: No poverty SDG 2: Zero hunger	The course its two-fold: pedgagoy and content. In terms of pedagogy, SDG 4 is addressed as the course focuses on how biology should be taught in the elementary level. Different models, strategies,

	SDG 3: Good health and well-being SDG 4: Quality Education SDG 6: Clean water and sanitation SDG 7: Affordable and clean energy SDG 12: Responsible consumption and production SDG 13: Climate action SDG 14: Life below water SDG 15: Life on land	approaches and pedagogies are explored. The other SDGs are being addressed in teaching the content part of the course . Topics include: (1) the ecosystem and how to take care of it; (2) do's and dont's for responsible stewardship; and (3) harnessing energy alternatives to promote a more sustainable future, among others.
The Child and Adolescent Learners and Learning Principles	SDG 4: Quality Education	This course focuses on understanding child and adolescent development and applying effective learning principles, which are essential for quality education.
College of Engineering and Technology		
General Surveying 2	SDG 8: Decent Work and Economic Growth, SDG 9: Industry Innovation and Infrastructure	The general surveying course within geodetic engineering is related to SDG 8 as it equips students with the precise measurement techniques essential for effective land and resource management, thereby fostering sustainable economic growth and promoting decent work opportunities in infrastructure projects in the Philippines. Furthermore, it contributes to SDG 9 by enabling the design and implementation of resilient infrastructure, ensuring that development initiatives are informed by accurate data, which enhances the efficiency and sustainability of both urban and rural development efforts.
Management Engineering	SDG 9: Industry, Innovation, and Infrastructure	By equipping students with skills in engineering management and optimization, it fosters innovative solutions that enhance the efficiency and sustainability of infrastructure development
Environmental Science and Engineering	SDG 6: Clean Water and Sanitation	The course in environmental engineering includes discussions on the Clean Water Act of the Philippines, aligns with SDG 6 by providing students with essential

		knowledge on water quality management necessary for ensuring clean water access and sanitation. By understanding and applying these laws, future engineers can develop effective strategies to combat water pollution and promote sustainable water practices.
AB Products Processing and Storage	SDG 2: Zero Hunger SDG 8: Decent Work and Economic Growth	As the course deals with the principles of processing and storage of agricultural products, it mainly contributes to the food security of the country. Efficient processing and storage methods would also reduce food loss and increase the market of agricultural products. Knowledge from this course would also contribute to job creation as well as innovation since agricultural processing and storage facilities require personnel and technologies.
Design and Management of AB Processing Systems	SDG 8: Decent work and economic growth SDG12: Responsible consumption and production	As we produce and develop more agricultural and food products, the global footprint and production of waste has significantly increased. This course would guide students to be able to design and manage AB processing systems to ensure sustainable consumption and production patterns. Knowledge from this course would also enhance global manufacture and reduce poverty by creating more job opportunities through the processing facilities.
Control System	SDG 19: Industry, Innovation and Infrastructure	Provides a comprehensive overview of control systems and their practical implementation using the versatile Arduino platform. Control systems play a pivotal role in automation, robotics, and various technological applications. Arduino, with its simplicity and adaptability, serves as an excellent tool for understanding and implementing control systems.
IT ERA	SDG 19: Industry, Innovation and Infrastructure	Provides a comprehensive overview of the Information Technology (IT) landscape, encompassing fundamental concepts, hardware and software components, digital safety, and multimedia applications. Students will gain a solid understanding of the IT era's impact on society and explore essential knowledge, skills for navigating the digital landscape effectively.
Engineering Mechanics II	SDG 4: Quality Education SDG 9: Industry, Innovation and Infrastructure	SDG 4 : Engineering Mechanics II encompasses advanced principles of mechanics, including dynamics, fluid mechanics, and statics, which are crucial for students pursuing engineering disciplines. Quality education in these areas ensures that students acquire the technical knowledge and skills necessary for their future careers. This aligns with SDG 4s emphasis on

		promoting high-quality education that is relevant to students' future employment. SDG 9 focuses on building resilient infrastructure, promoting sustainable industrialization, and fostering innovation. Mastery of engineering mechanics is critical for the design and analysis of infrastructure systems, machinery, and transportation systems. Skills acquired in Engineering Mechanics II contribute to creating innovative solutions necessary for developing robust and sustainable infrastructures.
Principles of Soil Science	SDG 4: Quality Education SDG 15: Life on Land	SDG 4 : The course covers fundamental understanding about soil health, sustainable land management, and agricultural practices, which contributes to SDG 4 (Quality Education) by improving their preparedness for a range of environmental and agricultural jobs. By educating students how to preserve soil resources, stop degradation, and promote biodiversity—all of which are essential for preserving healthy ecosystems—it also advances SDG 15 : Students gain the ability to safeguard land resources, support environmentally conscious practices, and sustainable agriculture through this course.
ABE and Related laws Specialization Contracts and Professional Ethics	SDG 4: Quality Education	By providing students with fundamental legal information and ethical principles pertinent to agricultural and bio systems engineering practices, the course meets SDG 4 (Quality Education). This knowledge improves their ability to make decisions and equips them to advance ethical standards and responsible leadership in their respective fields of expertise.
Technopreneurship 101	SDG 4 : Quality Education SDG 9 : Industry, Innovation and Infrastructure	SDG 4: The information and abilities necessary to innovate and develop sustainable business solutions in technology-driven industries, the course supports SDG 4 (Quality Education). By promoting an entrepreneurial attitude and the development of new technologies and infrastructures that fuel economic growth and innovation, SDG 9: It also corresponds with SDG 9 (Industry, Innovation, and Infrastructure). Students get the skills necessary to improve their employment prospects in the ever changing digital industry while also making a positive impact on a more resilient and sustainable economy.
Methods of Research	SDG 8 : Decent Work and Economic Growth	The methods of research in geodetic engineering is related to SDG 8, by equipping students with essential analytical skills for evidence-based approaches that

		drive sustained economic growth and decent work. This focus on innovative research fosters data-driven decision-making, enhancing productivity and efficiency in infrastructure development and resource management.
General Surveying 1	SDG 8 : Decent Work and Economic Growth, SDG 9 : Industry Innovation and Infrastructure	SDG 8 : The general surveying course within geodetic engineering is related to SDG 8 as it equips students with the precise measurement techniques essential for effective land and resource management, thereby fostering sustainable economic growth and promoting decent work opportunities in infrastructure projects in the Philippines. SDG 9 : It contributes to SDG 9 by enabling the design and implementation of resilient infrastructure, ensuring that development initiatives are informed by accurate data, which enhances the efficiency and sustainability of both urban and rural development efforts.
IT ERA	SDG 9 : Industry, Innovation and Infrastructure	Provides a comprehensive overview of the Information Technology (IT) landscape, encompassing fundamental concepts, hardware and software components, digital safety, and multimedia applications. Students will gain a solid understanding of the IT era's impact on society and explore essential knowledge, skills for navigating the digital landscape effectively.
Web System and Technologies	SDG 9 : Industry, Innovation and Infrastructure	Provide a comprehensive understanding of web systems and the underlying technologies that power the internet. It also covers about the fundamentals of web development, client-server architecture, and various web technologies and gain practical experience in building and deploying web applications.
Computer System Utilization	SDG 9 : Industry, Innovation and Infrastructure	Cover a wide range of topics, including operating systems, software applications, hardware components, networking, security, and troubleshooting techniques. This course designed to provide students with a practical understanding of effectively utilizing computer systems to enhance productivity, optimize performance, and solve real-world problems.
AB Electrification and Control Systems	SDG 4 : Quality Education SDG 7 : Affordable and Clean Energy SDG 14 : Climate Action	By offering technical education in electrification and control technologies, the course supports SDGs 4, 7, and 13. It gives students knowledge and skills that improve their employability and advance renewable energy solutions. By teaching electrification and control system, design and optimization may be achieved to reasonably priced, sustainable energy. Since efficient use of electricity and renewable resource are encouraged, climate action is being supported. All things considered, the course is essential to the

		advancement of climate resiliency, sustainable energy, and education.
Engineering Data Analysis	SDG 4 : Quality Education SDG 7 : Affordable and Clean Energy SDG 14 : Climate Action	By offering technical education in electrification and control technologies, the course supports SDGs 4, 7, and 13. It gives students knowledge and skills that improve their employability and advance renewable energy solutions. By teaching electrification and control system, design and optimization may be achieved to reasonably priced, sustainable energy. Since efficient use of electricity and renewable resource are encouraged, climate action is being supported. All things considered, the course is essential to the advancement of climate resiliency, sustainable energy, and education.
Engineering Data Analysis	SDG 2 : Zero Hunger SDG 4 : Quality Education	SDG 2 : The course contributes to SDG 2 (Zero Hunger) by teaching them to analyze agricultural data which could enhance food production, supply chains, and resource management to improve food security. By giving students analytical skills that improve their employability and problem-solving abilities across a range of areas, it also advances SDG 4 : The course equips students with the necessary skills to effectively solve real-world issues such as poverty and sustainability by promoting critical thinking and data literacy.
Farm Structure and Mechanization	SDG 2 : Zero Hunger SDG 4 : Quality Education SDG 9 : Industry, Innovation and Infrastructure	SDG 2 : By educating students how to develop effective farm structures and use automation technologies that boost agricultural output and food security, the course contributes to SDG 2 (Zero Hunger). By giving students hands-on experience with contemporary farming practices and farm infrastructure, it contributes to SDG 4 : Quality Education by improving students' prospects for employment. Furthermore, through encouraging innovation in agricultural technologies and infrastructure, it advances SDG 9 : Industry, Innovation, and Infrastructure, enhancing farming efficiency and sustainable development.
Physics for Engineers	SDG 4 : Quality Education SDG 8 : Decent Work and Economic Growth	SDG 4 and 8: The goal focuses on ensuring inclusive and equitable quality education. Physics for Engineers plays critical role in providing engineering students with the fundamental knowledge and analytical skills necessary for their future careers. A solid understanding of physics is essential for various engineering disciplines, promoting quality education that prepares students for problem-solving and innovation. Additionally, Physics for Engineers prepares students for a wide range of careers in engineering

		fields, thereby supporting economic growth. Skills gained from this course open opportunities in industries that are crucial for development and innovation, leading to stable employment and professional advancement.
Engineering Mechanics I	SDG 4 : Quality Education SDG 9 : Industry, Innovation and Infrastructure	SDG 4 : Engineering Mechanics I provides students with essential knowledge and problem-solving skills that form the foundation for their engineering education and careers. A strong grasp of basic mechanics is crucial for all engineering disciplines, promoting high-quality that supports students' academic and professional development. SDG 9: Emphasizes the importance of building resilient infrastructure and fostering innovation. The principles taught in Engineering Mechanics I are essential for the design and analysis of structural components and systems in various engineering fields. As solid understanding of these fundamentals enables future engineers to contribute to innovative resilient infrastructure solutions.
Elementary Statistics	SDG 3 : Good Health and Well-Being SDG 4 : Quality Education	SDG 3 and 4: Quality education is at the core of Elementary Statistics. The goal emphasizes equitable and inclusive education for all. By providing students with the skill to analyze and interpret data, the course enhances their critical thinking and decision-making abilities, which are essential for their academic and professional success. Additionally, Statistics is crucial in the health sector for designing studies, analyzing health data, and interpreting outcomes. Knowledge of statistics allows healthcare professionals to make informed public health trends, thereby improving overall health and well-being.
Food Process Engineering	SDG 2 : Zero Hunger	Food Process Engineering deals with the application of engineering principles to the processing of agricultural and food materials including drying, freezing, size alteration, mechanical separation, mixing etc. Knowledge on these engineering principle have the application on preserving food, reducing spoilage and losses, and extending shelf life of agricultural and food materials
Precalculus	SDG 4 : Quality Education	Precalculus enhances critical thinking, problem-solving and analytical skills of the students. This course forms the mathematical foundation for higher education in the fields under Science, Technology, Engineering and Mathematics which contributes to the promotion of inclusive and equitable quality education.
Plant and Livestock Systems	SDG 2 : Zero Hunger	SDG 2 and 9 : Knowledge from this course, particularly in designing improved plant and livestock systems,

and Environmental Control Engineering	SDG 9 : Industry, Innovation, and Infrastructure	would also improve the food supply system, thus, contributing to food security. As future agricultural and bio systems engineers, students should be aware of global and environmental issues to reduce the effects on agricultural efficiency. To address these key issues, knowledge from this course promotes innovative engineering solutions such as smart farming technologies with the application of environmental control engineering. This contributes to the agricultural industry, and building resilient agricultural infrastructures.
Engineering Mechanics II	SDG 4 : Quality Education SDG 9 : Industry, Innovation and Infrastructure	SDG 4: Engineering Mechanics II encompasses advanced principles of mechanics, including dynamics, fluid mechanics, and statics, which are crucial for students pursuing engineering disciplines. Quality education in these areas ensures that students acquire the technical knowledge and skills necessary for their future careers. This aligns with SDG 4s emphasis on promoting high-quality education that is relevant to students' future employment. SDG 9 : focuses on building resilient infrastructure, promoting sustainable industrialization, and fostering innovation. Mastery of engineering mechanics is critical for the design and analysis of infrastructure systems,machinery, and transportation systems. Skills acquired ing Engineering Mechanics II contribute to creating innovative solutions necessary for developing robust and sustainable infrastructures.
Data Structure and Algorithm	SDG 4 : Quality Education SDG 9 : Industry, Innovation, and Infrastructure	SDG 4 and 9 : Covers standard data representation and algorithm to solve computing problems efficiently (with respect to space requirements and time complexity of algorithms) This covers the following: stacks, queues, trees, link list, maps and sets. Adaptive learning system algorithms allow students to receive individualized instruction which aligns to SDG 4. Ques are examples of data structures that aid in logistics operations optimization, which SDG 9 falls under this category.
Principles of Soil Science	SDG 4 : Quality Education SDG 15 : Life on Land	SDG 4 : The course covers fundamental understanding about soil health, sustainable land management, and agricultural practices, which contributes to SDG 4 (Quality Education) by improving their preparedness for a range of environmental and agricultural jobs. By educating students how to preserve soil resources, stop degradation, and promote biodiversity—all of which are essential for preserving healthy ecosystems—it also advances SDG 15 : Students gain the ability to safeguard land resources, support environmentally conscious

		practices, and sustainable agriculture through this course.
ABE and Related laws Specialization Contracts and Professional Ethics	SDG 4 : Quality Education	By providing students with fundamental legal information and ethical principles pertinent to agricultural and biosystems engineering practices, the course meets SDG 4 (Quality Education). This knowledge improves their ability to make decisions and equips them to advance ethical standards and responsible leadership in their respective fields of expertise.
Technopreneurship 101	SDG 4 : Quality Education SDG 9 : Industry, Innovation and Infrastructure	SDG 4 : The information and abilities necessary to innovate and develop sustainable business solutions in technology-driven industries, the course supports SDG 4 (Quality Education). By promoting an entrepreneurial attitude and the development of new technologies and infrastructures that fuel economic growth and innovation, SDG 9 : it also corresponds with SDG 9 (Industry, Innovation, and Infrastructure). Students get the skills necessary to improve their employment prospects in the ever changing digital industry while also making a positive impact on a more resilient and sustainable economy.
Methods of Research	SDG 8 : Decent Work and Economic Growth	The methods of research in geodetic engineering is related to SDG 8, by equipping students with essential analytical skills for evidence-based approaches that drive sustained economic growth and decent work. This focus on innovative research fosters data-driven decision-making, enhancing productivity and efficiency in infrastructure development and resource management.
General Surveying 1	SDG 8 : Decent Work and Economic Growth, SDG 9 : Industry Innovation and Infrastructure	SDG 8 : The general surveying course within geodetic engineering is related to SDG 8 as it equips students with the precise measurement techniques essential for effective land and resource management, thereby fostering sustainable economic growth and promoting decent work opportunities in infrastructure projects in the Philippines. SDG 9 : it contributes to SDG 9 by enabling the design and implementation of resilient infrastructure, ensuring that development initiatives are informed by accurate data, which enhances the efficiency and sustainability of both urban and rural development efforts.
Web System and Technologies	SDG 19 : Industry,	Provide a comprehensive understanding of web systems and the underlying technologies that power

	Innovation and Infrastructure	the internet. It also covers about the fundamentals of web development, client-server architecture, and various web technologies and gain practical experience in building and deploying web applications.
Computer System Utilization	SDG 19 : Industry, Innovation and Infrastructure	Cover a wide range of topics, including operating systems, software applications, hardware components, networking, security, and troubleshooting techniques. This course designed to provide students with a practical understanding of effectively utilizing computer systems to enhance productivity, optimize performance, and solve real-world problems.
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Engineering Data Analysis	SDG 2 : Zero Hunger SDG 4 : Quality Education	The course contributes to SDG 2 (Zero Hunger) by teaching them to analyze agricultural data which could enhance food production, supply chains, and resource management to improve food security. By giving students analytical skills that improve their employability and problem-solving abilities across a range of areas, it also advances SDG 4 (Quality Education). The course equips students with the necessary skills to effectively solve real-world issues such as poverty and sustainability by promoting critical thinking and data literacy.
Farm Structure and Mechanization	SDG 2 : Zero Hunger SDG 4 : Quality Education SDG 9 : Industry, Innovation and Infrastructure	By educating students how to develop effective farm structures and use automation technologies that boost agricultural output and food security, the course contributes to SDG 2 : By giving students hands-on experience with contemporary farming practices and farm infrastructure, SDG 4 : it contributes by improving students' prospects for employment. Furthermore, through encouraging innovation in agricultural technologies and infrastructure,

		SDG 9 : enhancing farming efficiency and sustainable development.
Physics for Engineers	SDG 4 : Quality Education SDG 8 : Decent Work and Economic Growth	The goal focuses on enusring inclusive and equitable quality education. Physics for Engineers plays critical role in providing engineering students with the fundamental knowledge and analytical skills necessary for their future careers. A solid understanding of physics is essential for various engineering disciplines, promoting quality education that prepares students for problem-solving and innovation. Additionally, Physics for Engineers prepares students for a wide range of careers in engineering fields, thereby supporting economic growth. Skills gained from this course open opportunities in industries that are crucial for development and innovation, leading to stable employment and professional advancement.
Elementary Statistics	SDG 4 : Quality Education SDG 3 : Good Health and Well-Being	Quality education is at the core of Elementary Statistics. The goal emphasizes equitable and inclusive education for all. By providing students with the skill to analyze and interpret data, the course enhances their critical thinking and decision-making abilities, which are essential for their academic and professional success. Additionally, Statistics is crucial in the health sector for designing studies, analyzing health data, and interpreting outcomes. Knowledge of statistics allows healthcare professionals to make informed public helath trends, thereby improving overall health and well-being.
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Precalculus	SDG 4 : Quality Education	Precalculus enhances critical thinking, problem-solving and analaytical skills of the students. This course forms the mathematical foundation for higher education in the fields under Science, Technology, Engineering and Mathematics which contributes to the promotion of inclusive and equitable quality education.
Plant and Livestock Systems and Environmental Control Engineering	SDG 2 : Zero Hunger SDG 9 : Industry, Innovation, and Infrastructure	Knowledge from this course, particularly in designing improved plant and livestock systems, would also improve the food supply system, thus, contributing to food securirty. As future agricultural and biosystems engineers, students should be aware of global and

		environmental issues to reduce the effects on agricultural efficiency. To address these key issues, knowledge from this course promotes innovative engineering solutions such as smart farming technologies with the application of environmental control engineering. This contirbutes to the agricultural industry, and building resilient agricultural infrastructures.
College of Veterinary Medicine		
Diagnostic Imaging	SDG 15 : Life on Land	This course deals with the various technique in diagnosing diseases of animals
General Physiology	SDG 15 : Life on Land	This course deals with the physiological processes of animals
Introduction to Clinics	SDG 3 : Good Health and well Being SDG 15 Life on Land	The course involves demonstration of methods in clinical examination, diagnosis and treatment of animal diseases
Clinical Pharmacology	SDG 4: Quality Education SDG 5: Gender Equality SDG 14: Life Below Water SDG 15: Life on Land	This course deals with the knowledge on drugs for treatment of animals on land and water.
Systemic Physiology	SDG 4: Quality Education SDG 5: Gender Equality SDG 14: Life Below Water SDG 15: Life on Land	This course deals on the physiological functions and processes of animal's body system
General Microbiology	SDG 4: Quality Education SDG 5: Gender Equality SDG 14: Life Below Water SDG 15: Life on Land	This course deals with the world of microbiology and it's effect on animals and humans
Thesis writing and Thesis outline defense	SDG 4: Quality Education SDG 5: Gender Equality	Students will prepare and defense a research topics on animals and also in humans.

	SDG 14: Life Below Water SDG 15: Life on Land	
Special topics on Large and wild animal research	SDG 4: Quality Education SDG 5: Gender Equality SDG 14: Life Below Water SDG 15: Life on Land	This course deals with special topics in large and wild animal research focusing on improving large and wild animal management practices, animal health and welfare.

Description:

The courses listed above present the courses that integrate sustainability into various disciplines offered in the University. These courses have undergone the process of syllabus and learning plan review and approval by the Office of Curriculum and Instruction (OCI) to embed sustainability principles into their curriculum. By addressing these Sustainable Development Goals (SDGs), these courses empower students with the necessary knowledge and skills to tackle global challenges and to contribute to a more sustainable future.

Total number of courses with sustainability embedded for courses running in 2023: 177