Green Curriculum Framework

1. Purpose

The Institute of Business Management (IoBM) recognizes the role of higher education in preparing graduates to address contemporary environmental, social, economic, and governance challenges. Sustainability is an important consideration in developing responsible citizens, professionals, leaders, and innovators capable of contributing to sustainable development.

This Framework establishes principles and guidelines for integrating sustainability concepts, values, and competencies into the University's academic programs, teaching practices, learning experiences, and educational activities.

2. Objectives

The objectives of this Framework are to:

- Promote sustainability literacy among students.
- Integrate sustainability principles into teaching and learning.
- Encourage interdisciplinary understanding of sustainability challenges.
- Support the achievement of the United Nations Sustainable Development Goals (SDGs).
- Foster ethical, responsible, and informed decision-making.
- Encourage experiential and community-based learning.
- Prepare graduates to contribute positively to society and sustainable development.

3. Scope

This Framework applies to:

- Undergraduate programs
- Graduate programs
- Academic departments
- Faculty members
- Academic support units
- Co-curricular and extracurricular learning activities

across all colleges, schools, and academic units of the University.

4. Guiding Principles

Sustainability education at IoBM shall be guided by the following principles:

Relevance

Learning experiences should help students understand contemporary sustainability challenges and opportunities.

Integration

Sustainability concepts should be integrated within academic programs where appropriate and relevant to disciplinary contexts.

Interdisciplinarity

Students should be encouraged to appreciate the interconnected environmental, social, economic, technological, and governance dimensions of sustainability.

Responsibility

Education should promote responsible citizenship, ethical conduct, and social responsibility.

Lifelong Learning

Graduates should develop the capacity for continuous learning and adaptation in response to evolving sustainability challenges.

5. Sustainability in Teaching and Learning

IoBM shall encourage the integration of sustainability-related concepts and perspectives into teaching and learning activities where appropriate.

This may include:

- Sustainability-related discussions and case studies.
- Applied projects and assignments.
- Community-based learning opportunities.
- Research-based learning activities.
- Problem-solving approaches addressing real-world challenges.
- Ethical and responsible decision-making considerations.

The approach to integration may vary according to disciplinary context, program objectives, and learning outcomes.

6. Sustainability Competencies

The University shall seek to develop graduates who demonstrate an awareness of sustainability principles and their relevance to professional and civic life.

These competencies may include:

- Systems thinking.
- Critical thinking.
- Problem-solving.
- Ethical reasoning.
- Responsible decision-making.
- Collaboration and teamwork.
- Social and environmental awareness.
- Leadership and civic responsibility.

7. Sustainable Development Goals (SDGs)

The University encourages alignment of teaching and learning activities with relevant Sustainable Development Goals where appropriate.

Academic units may identify opportunities to connect learning experiences with sustainability-related local, national, and global challenges.

The SDGs may serve as a reference framework for curriculum enhancement, projects, research, and community engagement activities.

8. Experiential Learning and Community Engagement

IoBM recognizes the value of experiential learning in strengthening sustainability education.

The University shall encourage opportunities for students to engage in:

- Community-based projects.
- Service-learning activities.
- Research initiatives.
- Field experiences.
- Innovation and entrepreneurship activities.
- Sustainability-related competitions and challenges.

These experiences should help students connect academic knowledge with practical applications.

9. Co-Curricular and Extra-Curricular Learning

Sustainability education extends beyond the classroom.

The University shall encourage sustainability-related learning through:

- Student societies and organizations.
- Workshops and seminars.
- Conferences and forums.
- Awareness campaigns.
- Volunteer activities.
- Leadership development initiatives.

Such activities shall complement formal academic learning.

10. Faculty Development

The University shall support faculty members in integrating sustainability concepts into teaching and learning activities.

Support may include:

- Professional development opportunities.
- Workshops and training programs.
- Sharing of best practices.
- Access to relevant educational resources.
- Interdisciplinary collaboration opportunities.

Implementation shall be guided by institutional priorities and available resources.

11. Curriculum Review and Enhancement

Academic units are encouraged to consider sustainability perspectives during curriculum review and development processes.

Such considerations may include:

- Relevance of sustainability concepts to the discipline.
- Opportunities for interdisciplinary learning.
- Alignment with institutional sustainability objectives.
- Emerging societal and industry needs.

The Framework shall support continuous curriculum enhancement rather than prescribe specific curricular requirements.

12. Student Engagement

Students shall be encouraged to actively participate in sustainability-related learning opportunities and initiatives.

The University shall promote a culture in which students are empowered to:

- Explore sustainability challenges.
- Contribute innovative solutions.
- Participate in research and community engagement.
- Support sustainable campus practices.
- Demonstrate responsible citizenship.

13. Sustainability Literacy

IoBM aspires to ensure that all graduates develop a foundational understanding of sustainability and its relevance to their personal, professional, and societal responsibilities.

The University shall seek to strengthen sustainability literacy through both curricular and co-curricular learning opportunities.

14. Green Curriculum Targets

By 2030

IoBM shall strive to:

- Increase integration of sustainability-related learning opportunities across academic programs.
- Strengthen sustainability literacy among students.
- Expand experiential learning opportunities related to sustainability.
- Encourage interdisciplinary approaches to sustainability challenges.
- Enhance faculty engagement in sustainability education.
- Increase student participation in sustainability-related academic and co-curricular activities.
- Strengthen alignment between sustainability education, research, and community engagement.

Progress toward these targets shall be reviewed periodically.

15. Monitoring and Reporting

The University shall monitor:

- Sustainability-related learning opportunities.
- Student participation in sustainability activities.
- Faculty engagement in sustainability education.
- Sustainability-focused academic initiatives.
- Curriculum enhancement activities related to sustainability.

Performance shall be reported through the Sustainability Reporting Framework and Annual Sustainability Report.

16. Responsibilities

Academic Affairs

- Support implementation of this Framework.
- Encourage sustainability integration across academic programs.

Academic Departments

- Consider sustainability perspectives in curriculum review and enhancement activities.
- Encourage student engagement with sustainability-related learning opportunities.

Faculty Members

- Integrate sustainability concepts where relevant and appropriate.
- Encourage critical engagement with sustainability challenges.

Students

- Participate actively in sustainability-related learning experiences.
- Contribute to sustainability initiatives within and beyond the campus.

17. Review

This Framework shall be reviewed every three years or earlier if required.

18. Effective Date

This Framework shall take effect upon approval by the Academic Council and the President of the Institute of Business Management.

Approved By:

President, Institute of Business Management

Approved By: _____

Chairperson, Academic Council

Date: December 1st, 2025

Version: 1.0