SUMMARY OF COURSE PROGRAMS WITH SUSTAINABILITY EMBEDMENT

SeqNo	Course Program	Major	Notes
	School of Graduate Studies		
1	Doctor of Philosophy (Ph.D.)	Educational Management	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education and topics on ethical leadership and governance, sustainable school finance and financial resources management, communications management, problem solving and decision making for educational management of personnel and learners in sustainable schools; sustainable trends and issues in education including peace education; alternative systems of education, management of student services
2	Doctor of Philosophy in Commerce (Ph.D. Commerce)		embeds integrations of sustainability with special focus on SDG 8 Decent Work and Economic Growth and SDG 12 Responsible Consumption and Production through discussion of topics on Business Ethics and Corporate Social Responsibility, Psychology of Human Development, Business Organization & Management, Corporate/Strategic Planning (with Change and Consulting Strategies), Global Business Management, Executive Leadership and Management, Risk Management & Insurance, International Economics, Project Management & Evaluation, Entrepreneurship, Public Finance & Fiscal Management, Management of Information Technology, Government & Business and Cooperative Management
3	Doctor of Philosophy in Science Education (Ph.D. Sc. Ed.)	Biology	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education and topics on ethical leadership and governance, management of information technology, problem solving and decision making for educational management of teachers and students in biology education; sustainable trends and issues in science education including peace education; alternative systems of biology education
4	Doctor of Philosophy in Science Education (Ph.D. Sc. Ed.)	Mathematics	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education and topics on ethical leadership and governance, management of information technology, problem solving and decision making for educational management of teachers and learners in mathematics education; sustainable trends and issues in education including peace education; alternative systems of mathematics education
5	Doctor of Public Administtration (D.P.A.)		embeds integrations of sustainability with special focus on SDG 16 Peace, Justice and Strong Institutions with subjects on Psychology of Human Development, Administrative Ethics in Public Service, Comparative Development Administration, Administration of Economic Development, Rural and Urban Administration and Development, Administration of Local Government and Regional Development, Project Development Management, Administrative Communication, Socio-Political Development
6	Master of Arts (M.A.)	Language	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
7	Master of Arts in Education (M.A.Ed.)	Early Childhood Education	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education

SUMMARY OF COURSE PROGRAMS WITH SUSTAINABILITY EMBEDMENT

SeqNo	Course Program	Major	Notes
8	Master of Arts in Education (M.A.Ed.)	Educational Administration	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education and topics on ethical leadership and governance, sustainable school finance and financial resources management, communications management, problem solving and decision making for educational management of personnel and learners in sustainable schools; sustainable trends and issues in education including peace education; alternative systems of education, management of student services
9	Master of Arts in Education (M.A.Ed.)	Guidance & Counseling	embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Professional, Legal and Ethical Issues in Guidance and Counseling, Counseling for Special Cases; Guidance for Exceptional Children; Developmental Psychology
10	Master of Arts in Education (M.A.Ed.)	Pedagogy	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
11	Master of Arts in Education (M.A.Ed.)	Physical Education	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
12	Master of Arts in Education (M.A.Ed.)	Reading Education	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
13	Master of Arts in Education (M.A.Ed.)	Religious Education	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
14	Master of Arts in Education (M.A.Ed.)	Special Education	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
15	Master of Arts in Teaching (M.A.T.)	Biology	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
16	Master of Arts in Teaching (M.A.T.)	Chemistry	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
17	Master of Arts in Teaching (M.A.T.)	English	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
18	Master of Arts in Teaching (M.A.T.)	Filipino	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
19	Master of Arts in Teaching (M.A.T.)	Physics	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education

SUMMARY OF COURSE PROGRAMS WITH SUSTAINABILITY EMBEDMENT

SeqNo	Course Program	Major	Notes
20	Master of Arts in Teaching (M.A.T.)	Social Studies	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
21	Master in Business Administration (M.B.A.)		embeds integrations of sustainability with special focus on SDG 8 Decent Work and Economic Growth and SDG 12 Responsible Consumption and Production through discussion of topics on Business Ethics and Corporate Social Responsibility, Business Organization & Management, Corporate/Strategic Planning, Global Business Management, Executive Leadership and Management, Risk Management & Insurance, International Economics, Project Management & Evaluation, Entrepreneurship, Public Finance & Fiscal Management, Management of Information Technology, Government & Business and Cooperative Management
22	Master of Developmental Arts and Design (M.D.A.D.)		embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure and SDG 11 Sustainable Cities and Communities, with discussions of topics on green designs, sustainable project planning, sustainable resource management
23	Master in Engineering (M.E.)	Civil Engineering	embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure and SDG 11 Sustainable Cities and Communities, with discussions of topics on green designs, sustainable transport, sustainable project planning, sustainable resource management
24	Master of Information Technology (M.I.T.)	Software Development	embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure in subjects on Object-Oriented Application Development, Advanced Software Development with Web Application, Implementation Technologies for e-Business Applications
25	Master of Library and Information Science (M.L.I.S.)		embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure in subjects on Advanced Library and Information Management, Records Management, Museology and Preservation of Cultural Heritage
26	Master in Public Administration (M.P.A.)		embeds integrations of sustainability with special focus on SDG 16 Peace, Justice and Strong Institutions with subjects on Administrative Ethics in Public Service, Comparative Development Administration, Administration of Economic Development, Rural and Urban Administration and Development, Administration of Local Government and Regional Development, Project Development Management, Administrative Communication, Socio-Political Development
27	Master of Science in Accountancy (M.S.A.)		embeds integrations of sustainability with special focus on SDG 8 Decent Work and Economic Growth and SDG 12 Responsible Consumption and Production through discussion of topics on business and accounting ethics, risk management, and internal control systems; poverty reduction; innovation, and sustainable industrialization; sustainability in decision-making, corporate social responsibility, and green finance; resource efficiency, environmental audits, sustainability reporting, and compliance with environmental regulations; sustainable trade practices, international collaborations for development; tax incentives for social programs, and corporate taxation of CSR initiatives

28	Master of Science in Biology (M.S.Bio.)		embeds integrations of sustainability and social responsibility with special focus on SDG 15 Life on Land with subjects with subjects on Advanced Development Biology, Ecology and Microbiology

SUMMARY OF COURSE PROGRAMS WITH SUSTAINABILITY EMBEDMENT

SeqNo	Course Program	Major	Notes
29	Master of Science in Nursing (M.S.N.)	Adult Health Nursing	embeds integrations of sustainability and social responsibility with special focus on SDG 3 Good Health and Well-Being with subjects on Bioethics, Human and Financial Resource Management, Management Strategies in Nursing, Evidence-based Practice (EBP) in Nursing Administration, Nursing Entrepreneurship, Health Care Communication, Transcultural Nursing, Community Epidemiology, Hazards and Emergency Management; and discussions and practicum on providing access to essential health care and services
30	Master of Science in Nursing (M.S.N.)	Community Health Nursing	embeds integrations of sustainability and social responsibility with special focus on SDG 3 Good Health and Well-Being with subjects on Bioethics, Human and Financial Resource Management, Management Strategies in Nursing, Evidence-based Practice (EBP) in Nursing Administration, Nursing Entrepreneurship, Health Care Communication, Transcultural Nursing, Community Epidemiology, Hazards and Emergency Management; and discussions and practicum on providing access to essential health care and services
31	Master of Science in Nursing (M.S.N.)	Maternal & Child Health Care	embeds integrations of sustainability and social responsibility with special focus on SDG 3 Good Health and Well-Being with subjects on Bioethics, Human and Financial Resource Management, Management Strategies in Nursing, Evidence-based Practice (EBP) in Nursing Administration, Nursing Entrepreneurship, Health Care Communication, Transcultural Nursing, Community Epidemiology, Hazards and Emergency Management; and discussions and practicum on providing access to essential health care and services
32	Master of Science in Nursing (M.S.N.)	Nursing Administration	embeds integrations of sustainability and social responsibility with special focus on SDG 3 Good Health and Well-Being with subjects on Bioethics, Human and Financial Resource Management, Management Strategies in Nursing, Evidence-based Practice (EBP) in Nursing Administration, Nursing Entrepreneurship, Health Care Communication, Transcultural Nursing, Community Epidemiology, Hazards and Emergency Management; and discussions and practicum on providing access to essential health care and services
33	Master of Science in Teaching (M.S.T.)	Mathematics	embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; and topics on sustainable trends and issues in education including peace education; alternative systems of education
	College of Law		

34	Juris Doctor (J.D.)		embeds integrations of sustainability and social responsibility with special focus on SDG 16 Peace, Justice and Strong Institutions through subjects on Legal and Judicial Ethics; Indigenous Peoples; Collective Bargaining and Alternative Dispute Resolutions; Gender Sensitivity and Laws on Women and Children's Rights; Environmental and Natural Resources Law

SUMMARY OF COURSE PROGRAMS WITH SUSTAINABILITY EMBEDMENT

SeqNo	Course Program	Major	Notes
	School of Accountancy & Business		
35	Bachelor of Science in Accountancy (B.S.A.)		embeds integrations of sustainability with special focus on SDG 8 Decent Work and Economic Growth and SDG 12 Responsible Consumption and Production through discussion of topics on business and accounting ethics, risk management, and internal control systems; poverty reduction; innovation, and sustainable industrialization; sustainability in decision-making, corporate social responsibility, and green finance; resource efficiency, environmental audits, sustainability reporting, and compliance with environmental regulations; sustainable trade practices, international collaborations for development; tax incentives for social programs, and corporate taxation of CSR initiatives, and required institutionally mandated in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
36	Bachelor of Science in Management Accounting (B.S.M.A.)		embeds integrations of sustainability in topics on business and accounting ethics, risk management, and internal control systems; poverty reduction; innovation, and sustainable industrialization; sustainability in decision-making, corporate social responsibility, and green finance; resource efficiency, environmental audits, sustainability reporting, and compliance with environmental regulations; sustainable trade practices, international collaborations for development; tax incentives for social programs, and corporate taxation of CSR initiatives, with required institutionally mandated in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
37	Bachelor of Science in Business Administration (B.S.B.A.)	Financial Management	embeds integrations of sustainability with special focus on SDG 8 Decent Work and Economic Growth and SDG 12 Responsible Consumption and Production through discussion of topics on ethical investing, financial inclusion, sustainable consumption, climate risk and finance, green loans and mortgages, philanthropy, sustainable business models, innovation for sustainability, access to finance for sustainable ventures, resource efficiency, sustainable supply chain management, lean and green operations, quality management systems, sustainable product design, sustainable reporting and disclosure, investment strategies, risk management, stakeholder engagement, budgeting for the SDGs, debt management and sustainability, transparency and accountability, sustainable/green marketing, partnerships for sustainable marketing, with required institutionally mandated in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness

SUMMARY OF COURSE PROGRAMS WITH SUSTAINABILITY EMBEDMENT

SeqNo	Course Program	Major	Notes
38	Bachelor of Science in Business Administration (B.S.B.A.)	Marketing Management	embeds integrations of sustainability with special focus on SDG 8 Decent Work and Economic Growth and SDG 12 Responsible Consumption and Production through discussion of topics on ethical investing, financial inclusion, sustainable consumption, climate risk & finance, green loans & mortgages, philanthropy, sustainable business models, impact measurement & management, innovation for sustainability, access to finance for sustainable ventures, resource efficiency, sustainable supply chain management, lean & green operations, quality management systems, sustainable product design, investment strategies, risk management, stakeholder engagement, budgeting for the SDGs, debt management, transparency and accountability, sustainable/green marketing, partnerships for sustainable marketing, with required institutionally mandated in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
39	Bachelor of Science in Entrepreneurship (B.S.Entrep.)		embeds integrations of sustainability with special focus on SDG 8 Decent Work and Economic Growth and SDG 12 Responsible Consumption and Production through discussion of topics on ethical investing, financial inclusion, sustainable consumption, climate risk and finance, green loans and mortgages, philanthropy, sustainable business models, innovation for sustainability, access to finance for sustainable ventures, resource efficiency, sustainable supply chain management, lean and green operations, quality management systems, sustainable product design, investment strategies, risk management, stakeholder engagement, budgeting for the SDGs, debt management, transparency and accountability, sustainable/green marketing, partnerships for sustainable marketing, with required institutionally mandated in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
40	Bachelor of Science in Hospitality Management (B.S.H.M.)		embeds integrations of sustainability with special focus on SDG 8 Decent Work and Economic Growth and SDG 12 Responsible Consumption and Production through discussion of topics on sustainable hospitality practices, water & sanitation management, wastewater management, climate change, health & safety regulations, community engagement & education, cultural heritage preservation, decent work conditions, inclusive employment practices, sustainable supply chain management, innovation & technology for sustainability, community engagement, environmental sustainability, food waste management, sustainable sourcing, eco-friendly packaging, energy & water efficiency, menu design for sustainability, consumer education & engagement, water stewardship, urban tourism & sustainable cities, sustainable urbanization, energy & resource management, fair employment practices, customer engagement in sustainability, sustainable transportation, sustainable marketing, with required institutionally mandated in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness

SUMMARY OF COURSE PROGRAMS WITH SUSTAINABILITY EMBEDMENT

SeqNo	Course Program	Major	Notes
41	Bachelor of Science in Office Administration (B.S.O.A.)		embeds integrations of sustainability and corporate social responsibility with special focus on SDG 8 Decent Work and Economic Growth and SDG 12 Responsible Consumption and Production through discussion of topics on sustainable office management practices, efficiency, inclusion, green office technologies, climate risk, innovation for sustainability, ethical leadership & governance, partnerships & collaboration, resource efficiency, with required institutionally mandated in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
42	Bachelor of Science in Tourism Management (B.S.T.M.)		embeds integrations of sustainability with special focus on SDG 8 Decent Work and Economic Growth and SDG 12 Responsible Consumption and Production through discussion of topics on community-based tourism, eco-tourism & nature-based tourism, cultural & heritage tourism , sustainable supply chain management, marketing sustainable products, sustainable facility management, inclusive leisure activities, environmental conservation, health & well-being, green supply chain management, sustainable procurement, waste reduction & management, energy & water management, reverse logistics & circular economy, risk management & resilience, transportation & logistics, sustainable event planning, green venues & facilities, carbon footprint reduction, ethical & responsible tourism, diversity, equity & inclusion, professional integrity & accountability, biodiversity conservation, with required institutionally mandated in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace & Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health & Fitness
	School of Engineering, Architecture & Information Technology		
43	Bachelor of Science in Architecture (B.S.A.R.)		embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure and SDG 11 Sustainabile Cities and Communities, through discussions of topics on disaster risk reduction, green designs, sustainable tropical design, plumbing & sanitary systems, community-centric architecture & urban design, alternative building construction systems, with required institutionally mandated in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness

| 44 | Bachelor of Science in Civil Engineering (B.S.C.E.) | | embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure and SDG 11 Sustainable Cities and Communities, discussions of topics on earthquake engineering, disaster risk reduction, sustainable transportation systems, green engineering and designs, flood control, water systems and water treatment, water supply and waste water management, plumbing and sanitary systems, alternative building construction systems, including subjects on Technopreneurship, People and the Earth's Ecosystem, Environmental Science, and Occupational Safety and Health; with required institutionally mandated in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness |

SeqNo	Course Program	Major	Notes
45	Bachelor of Science in Computer Engineering (B.S.Cp.E.)		embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure including subjects on Technopreneurship, People and the Earth's Ecosystem, Environmental Science, and Occupational Safety and Health; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
46	Bachelor of Science in Electrical Engineering (B.S.E.E.)		embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure including subjects on Technopreneurship, People and the Earth's Ecosystem, Environmental Science, and Occupational Safety and Health; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
47	Bachelor of Science in Electronics Engineering (B.S. E.C.E.)		embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure including subjects on Technopreneurship, People and the Earth's Ecosystem, Environmental Science, and Occupational Safety and Health; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
48	Bachelor of Science in Information Technology (B.S.I.T.)		embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure including subjects on Technopreneurship, People and the Earth's Ecosystem, Environmental Science, and Occupational Safety and Health; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
49	Bachelor of Science in Computer Science (B.S.C.S.)		embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure including subjects on Technopreneurship, People and the Earth's Ecosystem, Environmental Science, and Occupational Safety and Health; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
50	Bachelor of Library and Information Science (B.L.I.S.)		embeds integrations of sustainability and social responsibility with special focus on SDG 9 Industry, Innovation and Infrastructure with subjects on Library and Information Management, Records Management, Preservation of Cultural Heritage, and including subjects on Technopreneurship, People and the Earth's Ecosystem, Environmental Science, and Occupational Safety and Health; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness

SeqNo	Course Program	Major	Notes
51	Bachelor of Science in Mathematics		embeds integrations of sustainability and social responsibility with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
	School of Health & Natural Sciences		
52	Bachelor of Science in Biology (B.S.Bio.)		embeds integrations of sustainability and social responsibility with special focus on SDG 15 Life on Land with subjects on Development Biology, Industrial Microbiology, Epidemiology; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
53	Bachelor of Science in Biology (B.S.Bio.)	Medical Biology	embeds integrations of sustainability and social responsibility with special focus on SDG 15 Life on Land with subjects on Development Biology, Industrial Microbiology, Epidemiology; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
54	Bachelor of Science in Biology (B.S.Bio.)	Microbiology	embeds integrations of sustainability and social responsibility with special focus on SDG 15 Life on Land with subjects on Development Biology, Industrial Microbiology, Epidemiology; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
55	Bachelor of Science in Medical Laboratory Science (B.S.M.L.S.)		embeds integrations of sustainability and social responsibility with special focus on SDG 3 Good Health and Well-Being with activities on providing access to essential health care and services; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
56	Bachelor of Science in Nursing (B.S.N.)		embeds integrations of sustainability and social responsibility with special focus on SDG 3 Good Health and Well-Being with discussions and practicum on providing access to essential health care and services; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
57	Bachelor of Science in Pharmacy (B.S.P.)		embeds integrations of sustainability and social responsibility with special focus on SDG 3 Good Health and Well-Being with activities on providing access to essential health care and services; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness

SeqNo	Course Program	Major	Notes
	School of Teacher Education & Humanities		
58	Bachelor of Arts (A.B.)	Journalism	embeds integrations of sustainability and social responsibility with special focus on SDG 16 Peace, Justice and Strong Institutions through subjects in subjects on Community Journalism, Journalism Ethics, Development Journalism; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
59	Bachelor of Arts in Communication (B.A. Comm.)		embeds integrations of sustainability and social responsibility with special focus on SDG 16 Peace, Justice and Strong Institutions through subjects on subjects on Communication Ethics, Development Communation, Risk, Disaster and Humanitarian Communication; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
60	Bachelor of Arts in English Language Studies (B.A.E.L.S.)		embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
61	Bachelor of Arts in Political Science (B.A.Po.S.)		embeds integrations of sustainability and social responsibility with special focus on SDG 16 Peace, Justice and Strong Institutions through subjects on Ethics and Accountability in Public Service, Corporate Governance and Social Responsibility, Social Legislation, International Conflict Resolution and Management System with Peace Education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
62	Bachelor of Early Childhood Education (B.E.C.Ed.)		embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
63	Bachelor of Elementary Education (B.E.Ed.) with Certificate in Religious Education (CREED)		embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness

SeqNo	Course Program	Major	Notes
64	Bachelor of Forensic Science (B.F.Sci.)		embeds integrations of sustainability and social responsibility with special focus on SDG 16 Peace, Justice and Strong Institutions through subjects on Human Rights and Ethics, Violence Against Women and Children, Mass Fatality Incident Investigation, Sexual Assault Investigation; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
65	Bachelor of Physical Education (B.P.E.) with Certificate in Religious Education (CREED)		embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
66	Bachelor of Secondary Education (B.S.Ed.) with Certificate in Religious Education (CREED)	English	embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
67	Bachelor of Secondary Education (B.S.Ed.) with Certificate in Religious Education (CREED)	Filipino	embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
68	Bachelor of Secondary Education (B.S.Ed.) with Certificate in Religious Education (CREED)	Mathematics	embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
69	Bachelor of Secondary Education (B.S.Ed.) with Certificate in Religious Education (CREED)	Religious & Values Education	embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
70	Bachelor of Secondary Education (B.S.Ed.) with Certificate in Religious Education (CREED)	Science	embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness

SeqNo	Course Program	Major	Notes
71	Bachelor of Secondary Education (B.S.Ed.) with Certificate in Religious Education (CREED)	Social Studies	embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
72	Bachelor of Science in Criminology (B.S.Crim.)		embeds integrations of sustainability and social responsibility with special focus on SDG 16 Peace, Justice and Strong Institutions through subjects on Professional Conduct and Ethical Standards, Juvenile Delinquency and Juvenile Justice System, Dispute Resolution and Crises/Incident Management, Non-institutional Corrections, Therapeutic Modalities, Character Formation with Leadership, Decision-Making, Management and Administration with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
73	Bachelor of Science in Psychology (B.S.Psycho.)		embeds integrations of sustainability and social responsibility with special focus on SDG 3 Good Health and Well-Being with topics on Developmental Psychology, Field Methods in Psychology, Industrial/Organizational Psychology, School Counseling, Social Psychology, Group Dynamics; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
74	Bachelor of Science in Social Work (B.S.S.W.)		embeds integrations of sustainability and social responsibility with special focus on SDG 10 Reduced Inequalities with subjects on Social Change and Development, Social Counseling, Social Work with Individuals and Families; Social Work Community Education and Training, Social Work Practice with Communities, Social Welfare Project/Program Development and Management; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness
75	Bachelor in Public Administration (B.P.A.)		embeds integrations of sustainability with special focus on SDG 16 Peace, Justice and Strong Institutions with subjects on Local and Regional Governance, Organization and Management, Project Development and Management, Operations Management, Public Policy and Program Administration, Environmental Management, Governance and Development, Globalization and Public Administration, Records and Property Management, Ethics and Accountability in Public Service, Leadership and Decision Making, Knowledge Management and ICT for PA, Corporate Governance and Social Responsibility, Public Accounting and Budgeting with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness

SUMMARY OF COURSE PROGRAMS WITH SUSTAINABILITY EMBEDMENT
Academic Year 20252026

SeqNo	Course Program	Major	Notes
76	Bachelor in Special Needs Education (B.S.N.Ed.) with Specialization in Early Childhood Education with Certificate in Religious Education (CREED)		embeds integrations of social sustainability with special focus on SDG 4 Quality Education; with activities in subjects on Special and Inclusive Education, including peace education; with required institutionally mandated subjects in Environmental Protection Management, Disaster Risk Reduction Management, Justice, Peace and Integrity of Creation; Indigenous Peoples; Interreligious Dialogue; Physical Activities towards Health and Fitness

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SUMMARY OF EDUCATION STUDY PROGRAMS RELATED TO SUSTAINABILITY OFFERED
Academic Year 2025-2026

	School/College/Faculty	SeqNo	Education Study Program	Education Specialization/Major
1	**School of Graduate Studies**	1	Doctor of Philosophy in Educational Management	Educational Management
		2	Doctor of Philosophy in Science Education	Biology Education
		3	Doctor of Philosophy in Science Education	Mathematics Education
		4	Master of Arts	Language Education
		5	Master of Arts in Education (M.A.Ed.)	Early Childhood Education
		6	Master of Arts in Education (M.A.Ed.)	Educational Administration
		7	Master of Arts in Education (M.A.Ed.)	Guidance & Counseling
		8	Master of Arts in Education (M.A.Ed.)	Pedagogy
		9	Master of Arts in Education (M.A.Ed.)	Physical Education
		10	Master of Arts in Education (M.A.Ed.)	Reading Education
		11	Master of Arts in Education (M.A.Ed.)	Religious Education
		12	Master of Arts in Education (M.A.Ed.)	Special Education
		13	Master of Arts in Teaching (M.A.T.)	Biology Education
		14	Master of Arts in Teaching (M.A.T.)	Chemistry Education
		15	Master of Arts in Teaching (M.A.T.)	English Language Education
		16	Master of Arts in Teaching (M.A.T.)	Filipino Language Education
		17	Master of Arts in Teaching (M.A.T.)	Physics Education
		18	Master of Arts in Teaching (M.A.T.)	Social Studies Education
		19	Master of Library and Information Science (M.L.I.S.)	Library and Information Science
		20	Master of Science in Biology (MS Bio)	Biology Education
		21	Master of Science in Teaching (M.S.T.)	Mathematics Education
2	**School of Engineering, Architecture & Information Technology**	22	Bachelor of Library & Information Science (B.L.I.S.)	Library and Information Science
		23	Bachelor of Science in Mathematics	Mathematics Education
3	**School of Health & Natural Sciences**	24	Bachelor of Science in Biology (B.S.Bio.)	Biology Education
4	**School of Teacher Education & Humanities**	25	Bachelor of Arts in English Language Studies (B.A.E.L.S.)	English Language Studies
		26	Bachelor of Early Childhood Education (B.E.C.Ed.)	Early Childhood Education
		27	Bachelor of Elementary Education (B.E.Ed.) with Certificate in Religious Education (CREED)	Elementary Teacher Education
		28	Bachelor of Physical Education (B.P.E.) with Certificate in Religious Education (CREED)	Physical Education
		29	Bachelor of Secondary Education (B.S.Ed.) in English with Certificate in Religious Education (CREED)	English Language Education
		30	Bachelor of Secondary Education (B.S.Ed.) in Filipino with Certificate in Religious Education (CREED)	Filipino Language Education
		31	Bachelor of Secondary Education (B.S.Ed.) in Mathematics with Certificate in Religious Education (CREED)	Mathematics Education
		32	Bachelor of Secondary Education (B.S.Ed.) in Religious and Values Education	Religious & Values Education
		33	Bachelor of Secondary Education (B.S.Ed.) in Science with Certificate in Religious Education (CREED)	Science Education
		34	Bachelor of Secondary Education (B.S.Ed.) in Social Studies with Certificate in Religious Education (CREED)	Social Studies Education
		35	Bachelor in Special Needs Education (B.S.N.Ed.) with Specialization in Early Childhood Education with Certificate in Religious Education (CREED)	Special Needs Education

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COURSE SYLLABUS

Course Number	Course Descriptive Title	Semester/Term	Academic Year	Credit Unit/s			Time Allotment Per Semester/MYT		
				Lecture	Laboratory	Total	Lecture	Laboratory	Total
CWTS 2	CIVIC WELFARE TRAINING SERVICE 2	Second Semester	2024-2025	3	0		3	0	3

I. University and School Vision-Mission and Graduate Attributes

University Vision-Mission	Graduate Attributes	VISION AND MISSION OF NSTP OFFICE
Saint Mary's University is envisioned as a premier CICM Catholic educational institution drawn into communion by the Wisdom of God, dedicated to the integral formation of persons exemplifying excellence, innovation and passion for Christ's Mission. We dedicate ourselves to: 1. Joyfully witnessing to Christ mission; 2. Responsibly taking the lead and participating in community building; 3. Relentlessly manifesting academic, personal and professional excellence; 4. Conscientiously strengthening communion; and 5. Steadfastly nurturing creativity and physical prowess.	Graduates of CICM institutions including Saint Mary's University are expected to have the following attributes: • life-faith integrated persons; • compassionate missioners; • globally enterprising leaders; • socially engaged professionals and • ethically committed stewards.	**Vision** The National Service Training Program Office is envisioned as a change agent of volunteerism for better quality of life and advocate of professional conduct in soldiering and civic duties in the communities it serves. **Mission** Marian NSTP office is committed to create a dynamic service-oriented sector composed of qualified implementers provide capability enhancement for military and civic welfare geared towards encouraging the students in improving their skills, knowledge and attitudes on various endeavors that will develop their personal, military or civil service interest in community service and thus, be more responsive in attaining peace and other development.

II. Institutional Outcomes-Based Education Framework

At Saint Mary's University, outcomes-based education (OBE) focuses and organizes its discipline-based learning activities around what are essential for all learners to know, value and be able to do and achieve these at the desired competency level. The OBE framework of SMU is visually represented by images that would resemble an inner human figure being nurtured by its likeness. The learner-centeredness of Marian OBE is highlighted by the institutional outcomes derived from the vision and mission that define the core values of **Mission** and **Excellence** and through the core strategies of **Innovation** and **Communion**. The framework sets the attributes of the ideal Marian graduates based on the SMU vision - mission as part of institutional goals or program educational outcomes that emphasize lifelong learning (what are expected of Marian graduates about five years after graduation), and using these as bases for developing specific program outcomes (what are expected of Marian students upon graduation). The various curricular program outcomes are the sets of competencies (related knowledge, skills and attributes) that all learners are expected to demonstrate. These desired outcomes are translated to what the students learn in specific courses. SMU ensures that at the level of the courses, the desired course and learning outcomes are attained with the proper content, methodologies, and student performance assessment with the necessary supportive teaching-learning environment. The outcomes are anchored on the typology-based expectations of a university towards research to contribute to nation-building through knowledge generation and to community development. At the same time, the various elements are governed by standards for quality assurance and continuous improvement and by the goal of addressing local, as well as global needs.

MARIAN OBE FRAMEWORK

III. Approval and Revision History

	Name	Designation	Signature	Date		Name	Designation	Signature	Date
Last updated by	Mr. Christian Nel R. Dominguez	Faculty		5/7/25	Verified by	Mr. Domingo T. Guntalilib Jr.	Office Head		5/16/25
Reviewed by	Mr. Domingo T. Guntalilib Jr.	Office Head		5/16/25	Approved by	Dr. Moises Asuncion	VP Academic Affairs		16 MAY 2025

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IV.   Program Educational Outcomes **(refer to the OBE Handbook for Teacher Education)**
V.   Program Outcomes, Performance Indicators and Measurement System **(refer to the OBE Handbook for Teacher Education)**
VI.   Curriculum Justification and Curriculum Map **(refer to the OBE Handbook for Teacher Education)**
VII.   Course Prerequisite Map **(refer to the OBE Handbook for Teacher Education)**

VIII.   Course Description

The Civic Welfare Training Service (CWTS) 2 is a sequel to CWTS 1. It is designed to immerse students in activities that will arm them with the capability to contribute to the upliftment of the general welfare and the quality of life of the community and the enhancement of its facilities, especially those that are devoted to improving the health, environment, entrepreneurship, safety, recreation, and morale of the citizens.

IX.   Applicable United Nations Sustainability Development Goals (UN SDGs)
    A.   SDG 1 - No Poverty : End poverty in all forms everywhere.
    B.   SDG 3: Good Health and Wellbeing: Ensure healthy lives and promote well-being for all at all ages.
    C.   SDG 4 - Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
    D.   SDG 5 - Gender Equality: Achieve gender equality and empower all women and girls.
    E.   SDG 10 - Reduced Inequalities : Reduce inequality within and among countries.
    F.   SDG 17 - Partnerships for the Goals : Strengthen the means of implementation and revitalize the global partnership for sustainable development.

X.   Alignment Matrix of Program Outcomes, Course Outcomes and Course Learning Outcomes

Course Outcomes *The students…*	Course Learning Outcomes *The students…*	PM1	PM2	PM3	PC1	PC2	PC3	PC4	PC5	PE1	PE2	PE3	PE4	PE5	PE6	PI1	PI2	PI3
Understand the concept of community immersion focusing on innovative and sustainable projects anchored to SMU's vision-mission.	CLO1: Understand SMU's vision-mission, quality policy, policies, and program aligned with the 4 Marian core values of excellence, innovation, communion, and passion for Christ's mission CLO2: Recognize the concepts and principles of community immersion and its significance.				■					■								

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Develop skills and knowledge in HIV/AIDS awareness, DRRM, voter education, and other areas to promote community well-being and national development	CLO3: Identify HIV/AIDS transmission methods, symptoms, prevention strategies, and the importance of early testing CLO4: Understand the concepts, principles, and key components of Disaster Readiness and Risk Reduction Management (DRRM) CLO5: Engage in self-awareness, leadership training, and responsible voter education to strengthen citizenship for the nation's benefit
Design and implement community-based service projects.	CLO6: Conduct a community needs assessment to identify resources and develop viable solutions. CLO7: Create detailed project proposals with clear goals, timelines, and budgets. CLO8: Manage and implement community projects effectively, coordinating resources and partner agencies. CLO9: Monitor and adjust projects to ensure successful outcomes and sustainability.
Demonstrate leadership, teamwork, and communication skills in a community setting.	CLO10: Demonstrate the ability to lead groups by setting measurable goals, delegating tasks, and ensuring the timely completion of community projects. CLO11: Apply conflict resolution strategies to effectively address and resolve conflicts within teams and among community stakeholders.

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	CLO12: Communicate project goals, progress updates, and final outcomes to stakeholders through narrative reports.	■				■					■				■
Reflect on and assess the impact of their service activities on the community.	CLO13: Reflect on personal growth and lessons learned from service while assessing the social, economic, and cultural impacts of community projects. CLO14: Evaluate project financials, including budget liquidation, and recommend improvements for future initiatives.							■					■		

XI.   Course Learning Plan and Timeframe

Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
CLO1: Understand SMU's vision-mission, quality policy, policies, and program aligned with the 4 Marian core values of excellence, innovation, communion, and passion for Christ's mission	**Course Orientation** 1. University Prayer 2. University Vision-Mission 3. University Quality Policy 4. University Hymn 5. School Vision-Mission 6. Course Syllabus: Description, Outcomes, Requirements, Grading System and Standards 7. School Policies and Programs 8. Election of Class Officers	(3 hours)	**Interactive Lecture-Discussion** using slideshow presentations (with video clips) **Pair Share** **Video Analysis**	Course Syllabus Undergraduate Student Handbook (2024 Edition) PowerPoint Presentation with Video Clips Scoring Rubric	**Random Recitation** **Role-Playing** **Narrative Report with Reflective Journal** **CHSF Clean-up Drive**

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Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
CLO2: Recognize the concepts and principles of community immersion and its significance.	**Community Immersion: Its Concepts and Principles** 1. Elements of a Community 2. Principles of Community Immersion 3. Forms of Community Integration 4. Benefits of Community Immersion	(3 hours)	**Interactive Lecture-Discussion** using slideshow presentations (with video clips_ESL Hacks. (2022, February 24). *Community Service | Concepts & Principles of Community | NSTP* [Video]. YouTube. https://bit.ly/4ijIfYo) **Focus Group Discussion** **Real-Life Applications**	PowerPoint Presentation with Video Clips Republic Act No. 9163 (NSTP Act of 2001) Republic Act No. 9418 (Volunteer Act of 2007) Scoring Rubric	**Voluntary Recitation** **Quiz** **Think-Pair-Share** **Narrative Report with Reflective Journal**
CLO3: Understand the concepts, principles, and key components of Disaster Risk Reduction and Management (DRRM)	**Disaster Risk Reduction and Management (DRRM) Training** 1. Understanding Disaster Risk Reduction and Management (DRRM) 2. School and Community-Based Preparedness and Response Strategies 3. Sustainable Practices for Disaster Recovery and Resilience Building	(3 hours)	**Symposium on Disaster Risk Reduction and Management (DRRM)** using slideshow presentations (with video clips_Bubbly Mundy. (2020, December 3). *DISASTER RISK REDUCTION & MANAGEMENT FRAMEWORK IN THE PHILIPPINES* [Video]. YouTube. https://bit.ly/3XHBzeo) **Gamification** **Expert Panel Forum**	Resource Speakers PowerPoint Presentation with Video Clips National Disaster Risk Reduction and Management Law of 2010 (RA No. 10121) The Children's Emergency Relief and Protection Act of 2016 (RA No. 10821) Scoring Rubric	**Open Forum Discussion** **Narrative Report with Reflective Journal** **Community Disaster-Preparedness Plan** **Hazard Drill**
CLO4: Identify HIV/AIDS transmission methods, symptoms, prevention strategies, and the importance of early testing	**HIV/ AIDS Awareness Education** 1. Types of HIV/AIDS 2. Prevention Methods 3. Government Efforts 4. Significance of HIV/AIDS Education	(3 hours)	**HIV/AIDS Awareness Education Seminar** using slideshow presentations (with video clips), Osmosis from Elsevier. (2016, April 18). *HIV & AIDS - signs, symptoms, transmission, causes & pathology* [Video]. YouTube. https://bit.ly/3XKtB48) **Situational Video Analysis**	Resource Speakers PowerPoint Presentation with Video Clips Republic Act No. 11166 – The Philippine HIV and AIDS Policy Act of 2018 Scoring Rubric	**Socratic Recitation** **Quiz** **Narrative Report with Reflective Journal**

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Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
CLO5: Engage in self-awareness, leadership training, and responsible voter education to strengthen citizenship for the nation's benefit	**Leadership Training-Workshop with Voter Education** 1. Self-awareness and Personal Leadership Styles 2. Building Core Leadership Skills 3. Understanding Civic Responsibility and Voter Education	(3 hours)	**Leadership Training-Workshop with Voter Education** using slideshow presentations (with video clips) **Problem-based Learning** **Community Involvement and Leadership**	Resource Speakers/Trainers PowerPoint Presentation with Video Clips The National Youth Commission (NYC) Law (RA 8044) Sangguniang Kabataan (SK) Reform Law of 2015 (RA 10742) Scoring Rubric	**Debate-Format Recitation** **Narrative Report with Reflective Journal** **Essay Writing**
<td colspan="5" align="center">**FIRST TERM EXAMINATION**</td>
CLO6: Conduct a community needs assessment to identify resources and develop viable solutions.	**Community Needs Assessment** 1. Planning and Preparation 2. Data and Collection 3. Data Analysis and Interpretation 4. Reporting and Validation	(3 hours)	**Interactive Lecture-Discussion** using slideshow presentations (with video clips_Center for Victim Research. (2018, October 29). *Community needs assesment* [Video]. YouTube. https://bit.ly/4hw7FRk) **Hands-on Learning** **Community Interview**	PowerPoint Presentation with Video Clips Community Needs Assessment Form Scoring Rubric	**Summary of Community Needs Assessment** **Narrative Report with Reflective Journal**

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Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
CLO7: Create detailed project proposals with clear goals, timelines, and budgets.	**Community-Based Project Proposal** 1. Understanding the Needs of the Community 2. Components of a Community-Based Project Proposal 3. Developing Project Ideas Based on Community Needs 4. Writing and Presenting a Community -Based Project Proposal	(3 hours)	**Interactive Lecture-Discussion with Group Collaboration** using slideshow presentations (with video clips) **Cooperative Learning** **Project-Based Learning**	PowerPoint Presentation with Video Clips Community Project Proposal Template Scoring Rubric	**Narrative Report with Reflective Journal** **Community Project Proposal Making**
CLO8: Manage and implement community projects effectively, coordinating resources and partner agencies.	**Approval of Community-Based Project Proposal and Signing of the Memorandum of Agreement**	(3 hours)	**Guided-Learning Approach with Community-Based Learning** using slideshow presentations (with video clips) **Collaborative Learning** **Peer-Teaching Method** **Hands-on Learning**	Community Project Proposal Template Memorandum of Agreement Scoring Rubric	**Narrative Report with Reflective Journal**
CLO9: Monitor and adjust projects to ensure successful outcomes and sustainability.	**Community-Based Project Implementation (Phase 1)**	(3 hours)	**Community-Based Learning with Interdisciplinary Integration** using prepared community-based project materials/resources **Collaborative Learning** **Hands-on Learning**	Community-based project materials/resources Infographic Materials/Flyers Scoring Rubric	**Narrative Report with Reflective Journal**

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Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
CLO10: Demonstrate the ability to lead groups by setting measurable goals, delegating tasks, and ensuring the timely completion of community projects.	**Community-Based Project Implementation (Phase 2)**	(3 hours)	**Community-Based Learning with Interdisciplinary Integration** using prepared community-based project materials/resources **Collaborative Learning** **Hands-on Learning**	Community-based project materials/resources Infographic Materials/Flyers Scoring Rubric	**Narrative Report with Reflective Journal**
SECOND TERM EXAMINATION					
CLO11: Apply conflict resolution strategies to effectively address and resolve conflicts within teams and among community stakeholders.	**Community-Based Project Implementation (Phase 3)**	(3 hours)	**Community-Based Learning with Interdisciplinary Integration** using prepared community-based project materials/resources **Collaborative Learning** **Hands-on Learning**	Community-based project materials/resources Infographic Materials/Flyers Scoring Rubric	**Narrative Report with Reflective Journal**
CLO12: Communicate project goals, progress updates, and final outcomes to stakeholders through narrative reports.	**Culminating Program and Termination of the Community-Based Project**	(3 hours)	**Community-Based Learning with Interdisciplinary Integration** using prepared community-based project materials/resources **Collaborative Learning**	Community-based project materials/resources Infographic Materials/Flyers Scoring Rubric	**Narrative Report with Reflective Journal**
CLO13: Reflect on personal growth and lessons learned from service while assessing the social, economic, and cultural impacts of community projects.	**Monitoring and Evaluation of Implemented Community-Based Projects with Narrative Report Making**	(3 hours)	**Reflective Learning** **Collaborative Learning** **Hands-on Learning**	Narrative Report Template Evaluation Form for Implemented Community-Based Projects Scoring Rubric	**Summary of Evaluation Reports** **Narrative Report with Reflective Journal**

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Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
CLO14: Evaluate project financials, including budget liquidation, and recommend improvements for future initiatives.	**Budgetary Liquidation of Implemented Community-Based Project and Finalization of Narrative Reports**	(3 hours)	**Experiential Learning** with Financial Accountability **Collaborative Learning** **Hands-on Learning**	Narrative Report Template Liquidation Report Template Scoring Rubric	**Final Liquidation Report** **Narrative Report with Reflective Journal**
Class Accomplishment Report Making		(3 hours)	**Interactive Lecture-Discussion** using slideshow presentations **Collaborative Learning** **Authentic Learning**	PowerPoint Presentation Accomplishment Report Guidelines Scoring Rubrics	**Random Questions** **Class Accomplishment Report**
FINAL TERM EXAMINATION					

XII.   Required Readings

	CALL NO.	Bibliographic citation
Textbook(s) *[at least one, must be latest edition, with publication year within the last five years, with 3-5 copies in the ULRC collection]*	F 371.19	Dela Cruz, E. (2022). *National Service Training Program 2*. Mandaluyong City: Books Atbp Publishing Corps.

XIII.   Suggested Readings and References

	CALL NO.	Bibliographic citation
Textbook(s) *[at least one, must be latest edition, with publication year within the last five years, with 3-5 copies in the ULRC collection]*	PROFED (F) 371.307 8 C817e 2008	Corpuz, B. B. (2012). *Educational technology 1*. (2nd ed.) Quezon City: LORIMAR Pub.
	PROFED 370.452 3 M134l 2007	McCombs, B. L. (2007). *Learner-centered classroom practices and assessments: maximizing student motivation, learning, and achievement.* Thousand Oaks, Calif.: Corwin Press.
	PROFED (F) 371.3 Sa31t 2008	Salandanan, G. G. (2008). *Teaching approaches & strategies*. (Rev. ed.). Quezon City: KATHA
	PROFED 371.308 2 W992s 2009	Wynn, M. J. (2009). *Strategies for teaching in the content areas: A handbook for K-8 teachers*. Boston: Pearson
	F 371.19	Reyes, C. (2021). *National Service Training Program 2*. Manila: Edric Publishing House

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Supplementary Materials* *[ULRC materials published earlier than five years ago and/or materials which may have recent publication year but not found in the ULRC collection]*		Ferrer, R.M.,et al. (2024). *A Course Module for National Service Training Program II.* Rex Printing & Publishing, Inc.
Non-print Resources and Online Educational Resources *[e-books, CD/DVD materials, Open Educational Resources, internet sources, other digital resources produced by faculty members]*		Pag-asa sa Pagbasa ni Kara David https://www.youtube.com/watch?v=J7JegoKjpmM&t=600s "Kinder na si Lola' Dokumentaryo ni Ksrs Dsvid https://www.youtube.com/watch?v=5h-PfWbHaLo **Teaching Strategies we are Using Inside the Classroom** https://www.youtube.com/watch?v=nhuxzE016oU **How different are the terms: approach, method, strategy and technique in teaching** https://www.youtube.com/watch?v=ZsNKce9iRww
		K to 12 EPP-Curriculum Guide- Description of Framework https://chedro1.com/wp-content/uploads/2019/07/CMO-No.-75-s.-2017.pdf CMO#75s.2017
Professional Journals *(At least 5 reputable peer-reviewed local and international journals, in print or online, subscribed by ULRC or Library Consortium)*		Kahan (2012) Farmers Entrepreneurship.pdf. retrieved from https://www.researchgate.net/publication/269762230_Entrepreneurship_in_farming

XIV.   Course Requirements and Analytic Rubrics for Assessment

Course Requirements	Weight	Grade Contribution
Class Standing 1		
1. Recitation and classroom participation	10%	
2. Reporting and sharing	50%	
3. Journal summaries and reflections	30%	
4. Other sources	10%	
Total CS1	100%	30%
Class Standing 2		
1. Infographics, simulations, matrices, interviews	50%	
2. Summative quizzes	50%	
Total CS2	100%	30%
Term Examination	100%	40%
Total Term Grade		100%

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A. Analytic Rubric for Group Reporting/Presentation

	Excellent (10)	Good (8)	Fair (6)	Needs Improvement (5)
Organization	The presentation was well organized, well prepared and easy to follow.	The presentation had organizing ideas but could have been much stronger with better preparation.	There were minimal signs of organization or preparation.	The presentation lacked organization and had little evidence of preparation.
Collaboration	The teammates always worked from others' ideas. It was evident that all of the group members contributed equally to the presentation.	The teammates worked from others' ideas most of the time. And it seems like every did some work, but some people are carrying the presentation.	The teammates sometimes worked from others' ideas. However, it seems as though certain people did not do as much work as others.	The teammates never worked from others' ideas. It seems as though only a few people worked on the presentation.
Content	Presentation had an exceptional amount of valuable material and was extremely beneficial to the class.	Presentation had a good amount of material and benefited the class.	Presentation had moments where valuable material was present but, as a whole, content was lacking.	Presentation contained little to no valuable material.
Presentation	Presenters were all very confident in delivery and they did an excellent job of engaging the class. Preparation is very evident.	Presenters were occasionally confident with their presentation; however, the presentation was not as engaging as it could have been for the class.	Presenters were not consistent with the level of confidence/ preparedness they showed the classroom but had some strong moments	Presenters were not confident and demonstrated little evidence of planning prior to presentation.

Source: https://www.rcampus.com/rubricshowc.cfm?code=TX66WC7&sp=yes&

B. Analytic Rubric for Individual Output & Presentation

	Excellent (50)	Very Good (40)	Good (25)	Needs Improvement (15)
Content	Aligned fully with the learning outcomes, well-defined content and presented clearly, specific objectives are fully attained	partially aligned with the learning outcomes, content is defined and presented, 75% of the specific objectives are attained	Some are aligned with the learning outcomes, content not clearly explained and presented, 50% only of the specific objectives are attained	Few are aligned with the learning outcomes, words used are highfalutin and content are presented unclear, 10% of the specific objectives are only attained
Accuracy	All information is accurate	more than 90% but less than 100% of the information are accurate	more than 75% but less than 90% of the information are accurate	Less than 75% of the information are accurate.
Organization	Well-planned, fully organized, easy to follow	Planned but some are not organized it is uneasy to follow	Planned most are not organize hard to follow	Unplanned and not fully organized

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ICT	Layout makes all slides easy to read Designed is consistent and appropriate to content	A few slides are not easy to read Designed is consistent and appropriate to follow	Layout of slide is pleasing but design is distracting	More than 50% of the slides are difficult to read

C. Analytic Rubric for Project Outputs

	Excellent (10-9)	Good (8-7)	Fair (6-4)	Needs Improvement (3-0)
Relevance to NSTP Goals	Project output is highly relevant, aligning directly with NSTP goals and demonstrating a clear impact on the community	Project output is highly relevant, aligning directly with NSTP goals and demonstrating a clear impact on the community	Project output is highly relevant, aligning directly with NSTP goals and demonstrating a clear impact on the community	Project output is highly relevant, aligning directly with NSTP goals and demonstrating a clear impact on the community
Innovation and Creativity	Demonstrates outstanding innovation and creativity, offering unique solutions and approaches	Demonstrates outstanding innovation and creativity, offering unique solutions and approaches	Demonstrates outstanding innovation and creativity, offering unique solutions and approaches	Demonstrates outstanding innovation and creativity, offering unique solutions and approaches
Quality of Execution	Execution is of exceptional quality, with attention to detail, precision, and professionalism	Execution is of exceptional quality, with attention to detail, precision, and professionalism	Execution is of exceptional quality, with attention to detail, precision, and professionalism	Execution is of exceptional quality, with attention to detail, precision, and professionalism
Community and Engagement	Effectively engages the community, fostering collaboration, participation, and sustained involvement	Effectively engages the community, fostering collaboration, participation, and sustained involvement	Effectively engages the community, fostering collaboration, participation, and sustained involvement	Effectively engages the community, fostering collaboration, participation, and sustained involvement
Sustainability and Impact	Project output is highly sustainable, with long-term positive impacts and a clear plan for future continuation	Project output is highly sustainable, with long-term positive impacts and a clear plan for future continuation	Project output is highly sustainable, with long-term positive impacts and a clear plan for future continuation	Project output is highly sustainable, with long-term positive impacts and a clear plan for future continuation

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D. Rubric for Grading Participation in Community Service/Immersion

COMMUNITY IMMERSION SCORING RUBRIC

Criteria	Excellent (9-10 pts)	Proficient (7-8 pts)	Developing (4-6 pts)	Needs Improvement (1-3 pts)	No Attempt (0 pts)
Participation & Engagement (10 pts)	Fully engaged, takes initiative, and collaborates well.	Actively participates with some guidance needed.	Shows limited effort and enthusiasm.	Minimal involvement, disengaged.	No participation.
Understanding & Contribution (10 pts)	Deep understanding of community needs, contributes meaningful solutions.	Good understanding, contributes but lacks depth.	Basic awareness, minimal contribution.	Little understanding, struggles to contribute.	No effort shown.
Reflection & Documentation (10 pts)	Insightful, well-organized, and meaningful.	Clear but lacks depth.	Vague or weak connection to experience.	Incomplete or superficial.	No submission.

XV.   Grading System

Transmutation: 60% score=75 grade (for General Education and CFE courses); 65% score=75 grade (for professional/major subjects); 70=75% (for review/integration courses)

Grade	Remarks	60% score=75 grade	65%score=75 grade	70%score=75 grade	Grade
100	Highest possible grade	100	100	100	100
99		98 - 99	99	99	99
98		97	97 - 98	98	98
97		95 - 96	96	96 - 97	97
96		94	94 - 95	95	96
95		92 - 93	93	94	95
94		90 - 91	92	93	94
93		89	90 - 91	92	93
92		87 - 88	89	90 - 91	92
91		86	87 - 88	89	91
90		84 - 85	86	88	90
89		82 - 83	85	87	89
88		81	83 - 84	86	88
87		79 - 80	82	84 - 85	87
86		78	80 - 81	83	86

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Grade	Remarks	60% score=75 grade	65%score=75 grade	70%score=75 grade	Grade
85		76 - 77	79	82	85
84		74 - 75	78	81	84
83		73	76 - 77	80	83
82		71 - 72	75	78 - 79	82
81	Lowest passing grade for academic scholars, and dean's listers	70	73 - 74	77	81
80		68 - 69	72	76	80
79		66 - 67	71	75	79
78		65	69 - 70	74	78
77		63 - 64	68	72 - 73	77
76		62	66 - 67	71	76
75	Lowest passing grade	60 - 61	65	70	75
74		58 - 59	64	69	74
73		57	62 - 63	68	73
72		55 - 56	61	66 - 67	72
71		54	59 - 60	65	71
70	Lowest grade reported in the grading sheet	52 - 53	58	64	70
69		50 - 51	57	63	69
68		49	55 - 56	62	68
67		47 - 48	54	60 - 61	67
66		46 -	52 - 53	59	66
65	Lowest possible computed grade in the class record; Given also for cheating in assessment	0 - 45	0 - 51	0 - 58	65

XVI. Class Policies
1. ATTTENDANCE REQUIREMENTS
   a. Saint Mary's University observes regular attendance and punctuality as important obligations of students. Every student then **must come to the class regularly** with zero or minimal number of absences and tardiness from the first day of the school calendar.
   b. Only those who are **officially enrolled** in the code of this subject will be considered as "students" of the subject. Classes missed because of late enrollment shall be considered as absences.
   c. A student who has been absent even for only one class period shall not be allowed to re-enter the class without an **admission slip duly signed by the Associate Dean of Student Affairs and Services for Men/Women.** The **"NO ADMISSION, NO ENTRY" Policy** must be strictly observed.
   d. A student who was late, i.e., enter the classroom after the bell rang, shall also not be allowed to re-enter on next session unless an admission slip is presented.
   e. Three counts of tardiness will be considered one absence.
   f. A student is held responsible for lectures, classroom discussions, graded activities and assignments missed due to absences.

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g. A student who missed a quiz due to an unexcused absence will NOT be given credit for the quiz. When excused, a student will be given another set of quiz items parallel to the missed quiz, or will depend on the agreement with the instructor.

h. A student is given first and second "warning" before he/she is "dropped" from the class. The number of hours of incurred absences corresponding to a 3-unit subject is shown in the table below.

1st Report (Warning)	2nd Report (Warning)	3rd Report (Dropping)
3 absences	**4 absences**	**5 absences**

2. ACADEMIC REQUIREMENTS
   a. Every student must attend classes regularly and participate in class discussions, individual works and group activities.
   b. Every student will be given equal opportunities to develop himself/herself to the maximum by complying strictly with the academic requirements of the course.
   c. Every student must complete all the academic requirements (except major examinations) such as special problems, problem sets and research outputs on or before the deadline. Students who pass requirements beyond the set deadline will be given demerits.
   d. Every student is encouraged to take a major examination on the scheduled date. During major examinations, students must present their test permits for their scores to be credited. Otherwise, an INC mark will appear as their grade.
   e. A special examination may be given only with the written permission of the Academic Dean, and for special cases, the Vice President for Academic Affairs.
   f. Special examinations are granted with full credit for circumstances beyond the control of the student such as sickness (with medical certificates), accidents and death of an immediate family member.
   g. No student may be granted exemption from any examination.
   h. Every student in a group activity will be assessed by the instructor and peers based on certain levels of performances in the cooperative learning activity rubric

3. All students must strictly follow the university policies on the conduct of students inside the school as stated in the **Undergraduate Student Handbook**.

4. Consultation hours (at least three hours per week) will be scheduled depending of the instructor's teaching load and schedule. No consultation will be entertained beyond office hours and during weekends, unless emergency and the teacher started the conversation. As much as possible, a polite message prompt must be sent by the student to schedule a consultation to let the instructor prepare. The message prompt must include the following:
   a) Start with a greeting. "Good Morning/Afternoon, Ma'am/ Sir" ...
   b) Introduce yourself (Complete Name, Program, Code and Descriptive Title)
   c) State the purpose of your message.
   d) Ask for clarifications (if any).
   e) End the conversation with gratitude.

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XVII.   Continuous Quality Improvement

A.   Program and Course Assessment and Evaluation

The program and course assessment and evaluation system assesses and evaluates the program based on the program outcomes (PO). The process is a cycle that focuses on the Program Outcomes and the overall program itself, where various stakeholders will be involved. Stakeholder engagement shall become a core process for this system. Stakeholders include the students, instructors, administrators, alumni, parents, employers, and other industry partners.

To facilitate this process, the Program Outcomes, Assessment, and Evaluation Matrices will be used to review the key courses of the program. The stakeholders will review the key courses and analyze and collate assessment data, and evaluate based on standards if the POs were attained, partially attained, or not. From these, curricular improvements (changes or revisions) shall be forwarded to increase the quality of the attainment of outcomes through the course contents, teaching methodologies, and assessments used.

B.   Process Description of Improving the Program and Course Outcomes

The course shall undergo assessment and evaluation for continuous quality improvement. To improve its course outcomes, the cluster heads of the different Teacher Education programs shall gather assessment results based on the assessment activities implemented, especially the major examinations and performance-based assessments. From there, the course outcomes shall be analyzed if these were attained vis-à-vis the assessment results. The attainment result shall be collated for all courses in the Teacher Education programs, which shall serve as a basis to formulate innovations and refinements for the next instructional cycle. At the same time, existing graduates' needs will be surfaced to refine the course outcomes further.

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C. Process Description of Improving the Syllabus

In improving the syllabi, a continuous cycle will be followed. At the beginning of the cycle is the revisiting of the OBE framework, which shall give directions on the culture, policies, and practices for an outcomes-based education anchored to the vision-mission, objectives, and core values of the university, and CICM graduate attributes. From this and the results of other needs assessments, planning for an orientation or seminar-workshop for syllabi development will follow. The plan shall be conducted through any means and platforms, possibly including other instructional supports such as seminar-workshops on teaching methodologies and assessment methods. Through these activities, faculty members will improve their syllabi, keeping in mind constructive alignment and the course requirements based on OBE manuals and policies, standards, and guidelines of programs as stipulated in the various CHED Memorandum Orders.

Once completed, each syllabus will be reviewed by the department head or by a senior faculty member, the dean, who will verify also, and the Vice President for Academic Affairs, who will give the final approval. Then, its implementation will be monitored through classroom observations and checking of assessment tools, among others.

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COURSE SYLLABUS

Course Number	Course Descriptive Title	Semester/Term	Academic Year	Credit Unit/s			Time Allotment Per Semester/MYT		
				Lecture	Laboratory	Total	Lecture	Laboratory	Total
LTS 2	LITERACY TRAINING SERVICE 2	Second Semester	2024-2025	3	0		3	0	3

I.   University and School Vision-Mission and Graduate Attributes

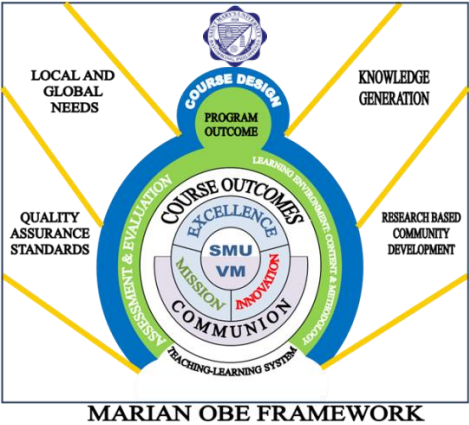| University Vision-Mission	Graduate Attributes	VISION AND MISSION OF NSTP OFFICE
Saint Mary's University is envisioned as a premier CICM Catholic educational institution drawn into communion by the Wisdom of God, dedicated to the integral formation of persons exemplifying excellence, innovation and passion for Christ's Mission. We dedicate ourselves to: 1. Joyfully witnessing to Christ mission; 2. Responsibly taking the lead and participating in community building; 3. Relentlessly manifesting academic, personal and professional excellence; 4. Conscientiously strengthening communion; and 5. Steadfastly nurturing creativity and physical prowess.	Graduates of CICM institutions including Saint Mary's University are expected to have the following attributes: • life-faith integrated persons; • compassionate missioners; • globally enterprising leaders; • socially engaged professionals and • ethically committed stewards.	Vision The National Service Training Program Office is envisioned as a change agent of volunteerism for better quality of life and advocate of professional conduct in soldiering and civic duties in the communities it serves. Mission Marian NSTP office is committed to create a dynamic service-oriented sector composed of qualified implementers provide capability enhancement for military and civic welfare geared towards encouraging the students in improving their skills, knowledge and attitudes on various endeavors that will develop their personal, military or civil service interest in community service and thus, be more responsive in attaining peace and other development.

II.   Institutional Outcomes-Based Education Framework

        At Saint Mary's University, outcomes-based education (OBE) focuses and organizes its discipline-based learning activities around what are essential for all learners to know, value and be able to do and achieve these at the desired competency level. The OBE framework of SMU is visually represented by images that would resemble an inner human figure being nurtured by its likeness. The learner-centeredness of Marian OBE is highlighted by the institutional outcomes derived from the vision and mission that define the core values of **Mission** and **Excellence** and through the core strategies of **Innovation** and **Communion**. The framework sets the attributes of the ideal Marian graduates based on the SMU vision - mission as part of institutional goals or program educational outcomes that emphasize lifelong learning (what are expected of Marian graduates about five years after graduation), and using these as bases for developing specific program outcomes (what are expected of Marian students upon graduation). The various curricular program outcomes are the sets of competencies (related knowledge, skills and attributes) that all learners are expected to demonstrate. These desired outcomes are translated to what the students learn in specific courses. SMU ensures that at the level of the courses, the desired course and learning outcomes are attained with the proper content, methodologies, and student performance assessment with the necessary supportive teaching-learning environment. The outcomes are anchored on the typology-based expectations of a university towards research to contribute to nation-building through knowledge generation and to community development. At the same time, the various elements are governed by standards for quality assurance and continuous improvement and by the goal of addressing local, as well as global needs.

MARIAN OBE FRAMEWORK

III.   Approval and Revision History

	Name	Designation	Signature	Date		Name	Designation	Signature	Date
Last updated by	Ms. Nizza Vivienne B. Pugong	Faculty			Verified by	Mr. Domingo T. Guntalilib Jr.	Office Head		
Reviewed by	Mr. Domingo T. Guntalilib Jr.	Office Head			Approved by	Dr. Moises Asuncion	VP Academic Affairs		

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IV. Program Educational Outcomes **(refer to the OBE Handbook for Teacher Education)**
V. Program Outcomes, Performance Indicators and Measurement System **(refer to the OBE Handbook for Teacher Education)**
VI. Curriculum Justification and Curriculum Map **(refer to the OBE Handbook for Teacher Education)**
VII. Course Prerequisite Map **(refer to the OBE Handbook for Teacher Education)**

VIII. Course Description

This course shall include pedagogical content, knowledge and skills in technology and livelihood education necessary in teaching and learning in the elementary level.

Selected topics in agriculture, industrial arts, fisheries, and livelihood education and entrepreneurship shall form a major part of the course. The students will learn appropriate teaching and assessment strategies and techniques including preparation of fruitful and usable projects that can be utilized in teaching TLE in the elementary grades. This course will utilize project based and experiential learning approaches.

IX. Applicable United Nations Sustainability Development Goals (UN SDGs)
A. SDG 4 - Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
B. SDG 1 - No Poverty : End poverty in all forms everywhere.
C. SDG 5 - Gender Equality: Achieve gender equality and empower all women and girls.
D. SDG 10 - Reduced Inequalities : Reduce inequality within and among countries.
E. SDG 17 - Partnerships for the Goals : Strengthen the means of implementation and revitalize the global partnership for sustainable development.

X. Alignment Matrix of Program Outcomes, Course Outcomes and Course Learning Outcomes

Course Outcomes	Course Learning Outcomes	PM1	PM2	PM3	PC1	PC2	PC3	PC4	PC5	PE1	PE2	PE3	PE4	PE5	PE6	PI1	PI2	PI3
Demonstrate content knowledge and understanding on literacy program	CLO1: Discuss and explain the importance of community immersion. CLO 2: Prepare letter of intent address to the school head/PSDS/Barangay Chairman of the selected community for the literacy program CLO 3: Prepare project proposal for the enhancement of 3Rs of learners from the barangay/sitio/remote places.	■			■					■						■	■	■

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Demonstrate content knowledge and skills using pedagogical approaches through differentiated teaching.	CLO 4: prepare lesson plan and identify appropriate methods/approaches/ techniques that suit the knowledge and skills of the learners in the barangay/sitio/remote places	
Select, develop and use varied teaching materials and learning processes to meet objectives requirements of the literacy program.	CLO 5: use differentiated teaching to suit learners' needs, strengths, interests and experiences CLO 6: demonstrate understanding of the special educational needs of learners in difficult circumstances CLO 7: execute the prepared lesson plan properly.	

XI.   Course Learning Plan and Timeframe

Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
Implement **C**lean **H**ealthy **S**afe and **F**riendly Environment	Course Orientation 1. University Prayer 2. University Vision-Mission 3. School Vision-Mission 4. Course Description 5. Course Prerequisite Map 6. Course Outcomes 7. Course Requirements and Grading System 8. Class Policies CHSF	1 (1 hour) (2 hours)	**Lecture-discussion** on the nature of the course	Undergraduate Student Handbook Course Syllabus Student Manual	**Recitation** CHSF

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Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
1: Discuss and explain the importance of community immersion.	A. Community Immersion Concepts & Principles B. Benefits of Literacy Program	(12 hours)	**Interactive discussion** using slideshow presentations (with video clips)	Pag-asa sa Pagbasa ni Kara David https://www.youtube.com/watch?v=J7JegoKjpmM&t=600s	**Recitation**
2: Prepare letter of intent address to the school head/PSDS/Barangay Chairman of the selected community for the literacy program	C. Importance of Literacy Program Content of Letter of Intent		**Cooperative Learning** brainstorming, collaboration, research/info, ICT **Rubric presentation** **Video Viewing** **Interactive discussion** using slideshow presentations	"Kinder na si Lola' Dokumentaryo ni Ksrs Dsvid https://www.youtube.com/watch?v=5h-PfWbHaLo Memorandum of Agreement	**Rubric** evaluation for learner's video **Group Presentation Of Project Proposal**
3: Prepare project proposal for the enhancement of 3Rs of learners from the barangay/sitio/remote places. 4. Estimate Budget for the project proposal	Community Needs Assessment Project Proposal Budget Proposal		**Collaborative Learning**		**Reflection Journal**
FIRST TERM EXAMINATION		2 hours			

5. prepare lesson plan and identify appropriate methods/approaches/ techniques that suit the knowledge and skills of the learners in the barangay/sitio/remote places	Approaches, Methods and Techniques
	  a. Demonstration Method
	  b. Cooperative Learning
	  c. Instructional modules
	  e. and community materials
		(6 hours)	**Interactive discussion** using slideshow presentations (with video clips)
			
			Bloom Taxonomy Low & High Order Thinking Skills
				Teaching Strategies we are Using Inside the Classroom
				
				https://www.youtube.com/watch?v=nhuxzE016oU
				
				Corpuz, B. B. (2011). ***Principles of teaching 1*** (2nd ed.). Quezon City: Lorimar Pub.
					Recitation
					
					Lesson plan

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Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
	Lesson Plan aligned with curriculum requirements		**Lesson Planning** construct lesson appropriate to the skill		Reflection journal
SECOND TERM EXAMINATION		2 hours			
6. Use differentiated teaching materials to suit learners' needs, strengths, interests and experiences 7: demonstrate understanding of the special educational needs of learners in difficult circumstances	Approaches, Methods and Techniques in Teaching EPP a. Demonstration Method b. Cooperative Learning c. Instructional modules e. and community materials f. Field trip/Home visits/ Community Work	(3 hours)	**Interactive discussion** using slideshow presentations **Experiential Learning** use of appropriate skills to accomplish a project	**How different are the terms: approach, method, strategy and technique in teaching** https://www.youtube.com/watch?v=ZsNKce9iRww	**Recitation** **Lesson Planning** Reflection journal
8: execute the prepared lesson plan properly	(3 Rs) Reading, wRiting, ARithmetic	(18 hours)	**Interactive discussion** using slideshow presentations **Differentiated learning instruction** delivery of learning to an inclusive classroom, practice of skills,	**Differentiated Instruction: Why, How, and Examples** https://www.youtube.com/watch?v=8BVvImZcnkw	**Recitation** Reflection journal
9. Consolidate outputs create Portfolio 10. Assess literacy service implementation	How to make portfolio Assessment	6 hours	**Lecture** **Data analysis**		**Portfolio** **Results of literacy service implementation**
FINAL TERM EXAMINATION		(2 hours)			

XII.   Required Readings

	CALL NO.	Bibliographic citation
Textbook(s) *[at least one, must be latest edition, with publication year within the last five years, with 3-5 copies in the ULRC collection]*	F 371.19	Dela Cruz, E. (2022). *National Service Training Program 2*. Mandaluyong City: Books Atbp Publishing Corps.

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XIII.   Suggested Readings and References

	CALL NO.	Bibliographic citation
Textbook(s) *[at least one, must be latest edition, with publication year within the last five years, with 3-5 copies in the ULRC collection]*	PROFED (F) 371.307 8 C817e 2008	Corpuz, B. B. (2012). *Educational technology 1.* (2nd ed.) Quezon City: LORIMAR Pub.
	PROFED 370.452 3 M134l 2007	McCombs, B. L. (2007). *Learner-centered classroom practices and assessments: maximizing student motivation, learning, and achievement.* Thousand Oaks, Calif.: Corwin Press.
	PROFED (F) 371.3 Sa31t 2008	Salandanan, G. G. (2008). *Teaching approaches & strategies.* (Rev. ed.). Quezon City: KATHA
	PROFED 371.308 2 W992s 2009	Wynn, M. J. (2009). *Strategies for teaching in the content areas: A handbook for K-8 teachers.* Boston: Pearson
	F 371.19	Reyes, C. (2021). *National Service Training Program 2.* Manila: Edric Publishing House
Supplementary Materials* *[ULRC materials published earlier than five years ago and/or materials which may have recent publication year but not found in the ULRC collection]*		Ferrer, R.M.,et al. (2024). *A Course Module for National Service Training Program II.* Rex Printing & Publishing, Inc.
Non-print Resources and Online Educational Resources *[e-books, CD/DVD materials, Open Educational Resources, internet sources, other digital resources produced by faculty members]*		Pag-asa sa Pagbasa ni Kara David https://www.youtube.com/watch?v=J7JegoKjpmM&t=600s "Kinder na si Lola' Dokumentaryo ni Ksrs Dsvid https://www.youtube.com/watch?v=5h-PfWbHaLo **Teaching Strategies we are Using Inside the Classroom** https://www.youtube.com/watch?v=nhuxzE016oU **How different are the terms: approach, method, strategy and technique in teaching** https://www.youtube.com/watch?v=ZsNKce9iRww
		K to 12 EPP-Curriculum Guide- Description of Framework https://chedro1.com/wp-content/uploads/2019/07/CMO-No.-75-s.-2017.pdf CMO#75s.2017
Professional Journals *(At least 5 reputable peer-reviewed local and international journals, in print or online, subscribed by ULRC or Library Consortium)*		Kahan (2012) Farmers Entrepreneurship.pdf. retrieved from https://www.researchgate.net/publication/269762230_Entrepreneurship_in_farming

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XIV.   Course Requirements and Analytic Rubrics for Assessment

Course Requirements	Weight	Grade Contribution
Class Standing 1		
1. Recitation and classroom participation	10%	
2. Reporting and sharing	50%	
3. Journal summaries and reflections	30%	
4. Other sources	10%	
Total CS1	100%	30%
Class Standing 2		
1. Infographics, simulations, matrices, interviews	50%	
2. Summative quizzes	50%	
Total CS2	100%	30%
Term Examination	100%	40%
Total Term Grade		100%

A.   Analytic Rubric for Group Reporting/Presentation

	Excellent (10)	Good (8)	Fair (6)	Needs Improvement (5)
Organization	The presentation was well organized, well prepared and easy to follow.	The presentation had organizing ideas but could have been much stronger with better preparation.	There were minimal signs of organization or preparation.	The presentation lacked organization and had little evidence of preparation.
Collaboration	The teammates always worked from others' ideas. It was evident that all of the group members contributed equally to the presentation.	The teammates worked from others' ideas most of the time. And it seems like every did some work, but some people are carrying the presentation.	The teammates sometimes worked from others' ideas. However, it seems as though certain people did not do as much work as others.	The teammates never worked from others' ideas. It seems as though only a few people worked on the presentation.
Content	Presentation had an exceptional amount of valuable material and was extremely beneficial to the class.	Presentation had a good amount of material and benefited the class.	Presentation had moments where valuable material was present but, as a whole, content was lacking.	Presentation contained little to no valuable material.

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Presentation	Presenters were all very confident in delivery and they did an excellent job of engaging the class. Preparation is very evident.	Presenters were occasionally confident with their presentation; however, the presentation was not as engaging as it could have been for the class.	Presenters were not consistent with the level of confidence/ preparedness they showed the classroom but had some strong moments	Presenters were not confident and demonstrated little evidence of planning prior to presentation.

Source: https://www.rcampus.com/rubricshowc.cfm?code=TX66WC7&sp=yes&

B. Analytic Rubric for Individual Output & Presentation

	Excellent (50)	Very Good (40)	Good (25)	Needs Improvement (15)
Content	Aligned fully with the learning outcomes, well-defined content and presented clearly, specific objectives are fully attained	partially aligned with the learning outcomes, content is defined and presented, 75% of the specific objectives are attained	Some are aligned with the learning outcomes, content not clearly explained and presented, 50% only of the specific objectives are attained	Few are aligned with the learning outcomes, words used are highfalutin and content are presented unclear, 10% of the specific objectives are only attained
Accuracy	All information is accurate	more than 90% but less than 100% of the information are accurate	more than 75% but less than 90% of the information are accurate	Less than 75% of the information are accurate.
Organization	Well-planned, fully organized, easy to follow	Planned but some are not organized it is uneasy to follow	Planned most are not organize hard to follow	Unplanned and not fully organized
ICT	Layout makes all slides easy to read Designed is consistent and appropriate to content	A few slides are not easy to read Designed is consistent and appropriate to follow	Layout of slide is pleasing but design is distracting	More than 50% of the slides are difficult to read

C. **Analytic Rubric for Project Outputs**

	Excellent (10-9)	Good (8-7)	Fair (6-4)	Needs Improvement (3-0)
Relevance to NSTP Goals	Project output is highly relevant, aligning directly with NSTP goals and demonstrating a clear impact on the community	Project output is highly relevant, aligning directly with NSTP goals and demonstrating a clear impact on the community	Project output is highly relevant, aligning directly with NSTP goals and demonstrating a clear impact on the community	Project output is highly relevant, aligning directly with NSTP goals and demonstrating a clear impact on the community

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Innovation and Creativity	Demonstrates outstanding innovation and creativity, offering unique solutions and approaches	Demonstrates outstanding innovation and creativity, offering unique solutions and approaches	Demonstrates outstanding innovation and creativity, offering unique solutions and approaches	Demonstrates outstanding innovation and creativity, offering unique solutions and approaches
Quality of Execution	Execution is of exceptional quality, with attention to detail, precision, and professionalism	Execution is of exceptional quality, with attention to detail, precision, and professionalism	Execution is of exceptional quality, with attention to detail, precision, and professionalism	Execution is of exceptional quality, with attention to detail, precision, and professionalism
Community and Engagement	Effectively engages the community, fostering collaboration, participation, and sustained involvement	Effectively engages the community, fostering collaboration, participation, and sustained involvement	Effectively engages the community, fostering collaboration, participation, and sustained involvement	Effectively engages the community, fostering collaboration, participation, and sustained involvement
Sustainability and Impact	Project output is highly sustainable, with long-term positive impacts and a clear plan for future continuation	Project output is highly sustainable, with long-term positive impacts and a clear plan for future continuation	Project output is highly sustainable, with long-term positive impacts and a clear plan for future continuation	Project output is highly sustainable, with long-term positive impacts and a clear plan for future continuation

D. Rubric for Grading Participation in Community Service/Immersion

COMMUNITY IMMERSION SCORING RUBRIC

Criteria	Excellent (9-10 pts)	Proficient (7-8 pts)	Developing (4-6 pts)	Needs Improvement (1-3 pts)	No Attempt (0 pts)
Participation & Engagement (10 pts)	Fully engaged, takes initiative, and collaborates well.	Actively participates with some guidance needed.	Shows limited effort and enthusiasm.	Minimal involvement, disengaged.	No participation.
Understanding & Contribution (10 pts)	Deep understanding of community needs, contributes meaningful solutions.	Good understanding, contributes but lacks depth.	Basic awareness, minimal contribution.	Little understanding, struggles to contribute.	No effort shown.

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Reflection & Documentation (10 pts)	Insightful, well-organized, and meaningful.	Clear but lacks depth.	Vague or weak connection to experience.	Incomplete or superficial.	No submission.

XV. Grading System

Transmutation: 60% score=75 grade (for General Education and CFE courses); 65% score=75 grade (for professional/major subjects); 70=75% (for review/integration courses)

Grade	Remarks	60% score=75 grade	65%score=75 grade	70%score=75 grade	Grade
100	Highest possible grade	100	100	100	100
99		98 - 99	99	99	99
98		97	97 - 98	98	98
97		95 - 96	96	96 - 97	97
96		94	94 - 95	95	96
95		92 - 93	93	94	95
94		90 - 91	92	93	94
93		89	90 - 91	92	93
92		87 - 88	89	90 - 91	92
91		86	87 - 88	89	91
90		84 - 85	86	88	90
89		82 - 83	85	87	89
88		81	83 - 84	86	88
87		79 - 80	82	84 - 85	87
86		78	80 - 81	83	86
85		76 - 77	79	82	85
84		74 - 75	78	81	84
83		73	76 - 77	80	83
82		71 - 72	75	78 - 79	82
81	Lowest passing grade for academic scholars, and dean's listers	70	73 - 74	77	81
80		68 - 69	72	76	80
79		66 - 67	71	75	79
78		65	69 - 70	74	78
77		63 - 64	68	72 - 73	77
76		62	66 - 67	71	76
75	Lowest passing grade	60 - 61	65	70	75
74		58 - 59	64	69	74

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Grade	Remarks	60% score=75 grade	65%score=75 grade	70%score=75 grade	Grade
73		57	62 - 63	68	73
72		55 - 56	61	66 - 67	72
71		54	59 - 60	65	71
70	Lowest grade reported in the grading sheet	52 - 53	58	64	70
69		50 - 51	57	63	69
68		49	55 - 56	62	68
67		47 - 48	54	60 - 61	67
66		46 -	52 - 53	59	66
65	Lowest possible computed grade in the class record; Given also for cheating in assessment	0 - 45	0 - 51	0 - 58	65

XVI.   Class Policies
  1.   ATTTENDANCE REQUIREMENTS
       a.   Saint Mary's University observes regular attendance and punctuality as important obligations of students. Every student then **must come to the class regularly** with zero or minimal number of absences and tardiness from the first day of the school calendar.
       b.   Only those who are **officially enrolled** in the code of this subject will be considered as "students" of the subject. Classes missed because of late enrollment shall be considered as absences.
       c.   A student who has been absent even for only one class period shall not be allowed to re-enter the class without an **admission slip duly signed by the Associate Dean of Student Affairs and Services for Men/Women.** The **"NO ADMISSION, NO ENTRY" Policy** must be strictly observed.
       d.   A student who was late, i.e., enter the classroom after the bell rang, shall also not be allowed to re-enter on next session unless an admission slip is presented.
       e.   Three counts of tardiness will be considered one absence.
       f.   A student is held responsible for lectures, classroom discussions, graded activities and assignments missed due to absences.
       g.   A student who missed a quiz due to an unexcused absence will NOT be given credit for the quiz. When excused, a student will be given another set of quiz items parallel to the missed quiz, or will depend on the agreement with the instructor.
       h.   A student is given first and second "warning" before he/she is "dropped" from the class. The number of hours of incurred absences corresponding to a 3-unit subject is shown in the table below.

1st Report (Warning)	2nd Report (Warning)	3rd Report (Dropping)
3 absences	**4 absences**	**5 absences**

  2.   ACADEMIC REQUIREMENTS
       a.   Every student must attend classes regularly and participate in class discussions, individual works and group activities.
       b.   Every student will be given equal opportunities to develop himself/herself to the maximum by complying strictly with the academic requirements of the course.
       c.   Every student must complete all the academic requirements (except major examinations) such as special problems, problem sets and research outputs on or before the deadline. Students who pass requirements beyond the set deadline will be given demerits.
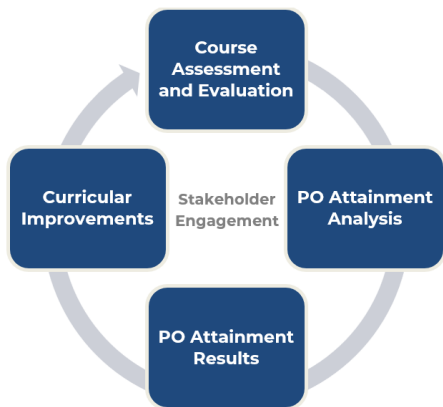
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d. Every student is encouraged to take a major examination on the scheduled date. During major examinations, students must present their test permits for their scores to be credited. Otherwise, an INC mark will appear as their grade.

e. A special examination may be given only with the written permission of the Academic Dean, and for special cases, the Vice President for Academic Affairs.

f. Special examinations are granted with full credit for circumstances beyond the control of the student such as sickness (with medical certificates), accidents and death of an immediate family member.

g. No student may be granted exemption from any examination.

h. Every student in a group activity will be assessed by the instructor and peers based on certain levels of performances in the cooperative learning activity rubric

3. All students must strictly follow the university policies on the conduct of students inside the school as stated in the **Undergraduate Student Handbook**.

4. Consultation hours (at least three hours per week) will be scheduled depending of the instructor's teaching load and schedule. No consultation will be entertained beyond office hours and during weekends, unless emergency and the teacher started the conversation. As much as possible, a polite message prompt must be sent by the student to schedule a consultation to let the instructor prepare. The message prompt must include the following:

a) Start with a greeting. "Good Morning/Afternoon, Ma'am/ Sir" ...

b) Introduce yourself (Complete Name, Program, Code and Descriptive Title)

c) State the purpose of your message.

d) Ask for clarifications (if any).

e) End the conversation with gratitude.

XVII. Continuous Quality Improvement

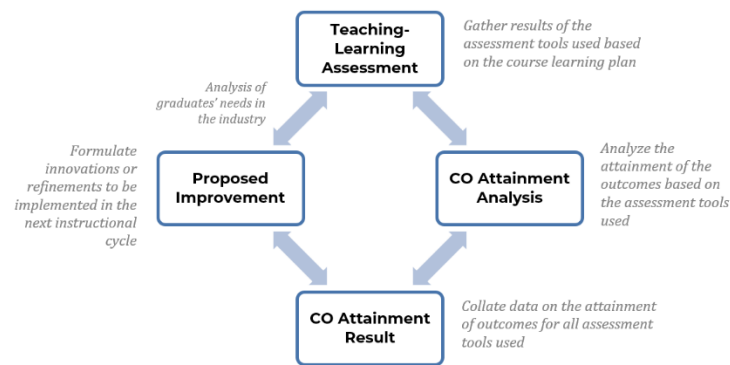A. Program and Course Assessment and Evaluation

The program and course assessment and evaluation system assesses and evaluates the program based on the program outcomes (PO). The process is a cycle that focuses on the Program Outcomes and the overall program itself, where various stakeholders will be involved. Stakeholder engagement shall become a core process for this system. Stakeholders include the students, instructors, administrators, alumni, parents, employers, and other industry partners.

To facilitate this process, the Program Outcomes, Assessment, and Evaluation Matrices will be used to review the key courses of the program. The stakeholders will review the key courses and analyze and collate assessment data, and evaluate based on standards if the POs were attained, partially attained, or not. From these, curricular improvements (changes or revisions) shall be forwarded to increase the quality of the attainment of outcomes through the course contents, teaching methodologies, and assessments used.
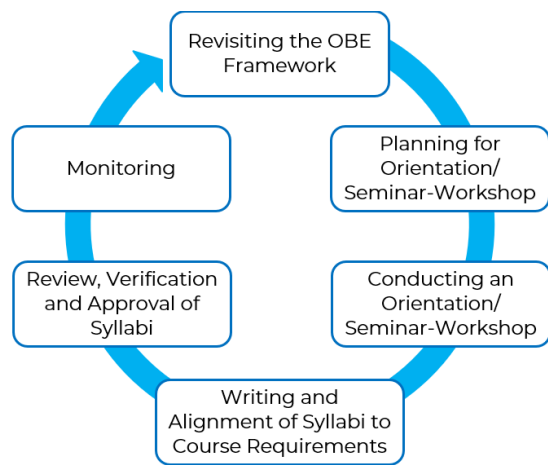
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B. Process Description of Improving the Program and Course Outcomes

The course shall undergo assessment and evaluation for continuous quality improvement. To improve its course outcomes, the cluster heads of the different Teacher Education programs shall gather assessment results based on the assessment activities implemented, especially the major examinations and performance-based assessments. From there, the course outcomes shall be analyzed if these were attained vis-à-vis the assessment results. The attainment result shall be collated for all courses in the Teacher Education programs, which shall serve as a basis to formulate innovations and refinements for the next instructional cycle. At the same time, existing graduates' needs will be surfaced to refine the course outcomes further.

C. Process Description of Improving the Syllabus

In improving the syllabi, a continuous cycle will be followed. At the beginning of the cycle is the revisiting of the OBE framework, which shall give directions on the culture, policies, and practices for an outcomes-based education anchored to the vision-mission, objectives, and core values of the university, and CICM graduate attributes. From this and the results of other needs assessments, planning for an orientation or seminar-workshop for syllabi development will follow. The plan shall be conducted through any means and platforms, possibly including other instructional supports such as seminar-workshops on teaching methodologies and assessment methods. Through these activities, faculty members will improve their syllabi, keeping in mind constructive alignment and the course requirements based on OBE manuals and policies, standards, and guidelines of programs as stipulated in the various CHED Memorandum Orders.

Once completed, each syllabus will be reviewed by the department head or by a senior faculty member, the dean, who will verify also, and the Vice President for Academic Affairs, who will give the final approval. Then, its implementation will be monitored through classroom observations and checking of assessment tools, among others.
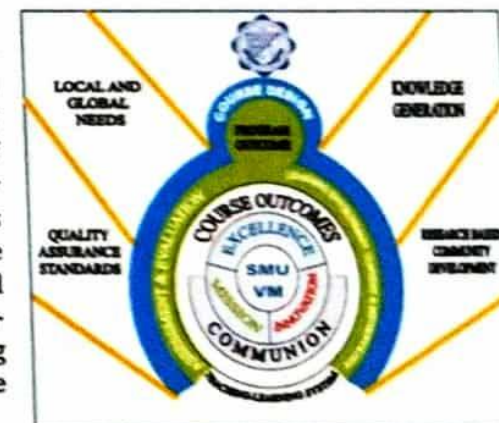
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COURSE SYLLABUS

Course Number	Course Descriptive Title	Semester/Term	Academic Year	Credit Unit/s			Time Allotment Per Semester/MYT		
				Lecture	Laboratory	Total	Lecture	Laboratory	Total
CWTS 1	CIVIC WELFARE TRAINING SERVICE 1	First Semester	2024-2025	3	0		3	0	3

I. University and School Vision-Mission and Graduate Attributes

University Vision-Mission	Graduate Attributes	VISION AND MISSION OF NSTP OFFICE
Saint Mary's University is envisioned as a premier CICM Catholic educational institution drawn into communion by the Wisdom of God, dedicated to the integral formation of persons exemplifying excellence, innovation and passion for Christ's Mission. We dedicate ourselves to: 1. Joyfully witnessing to Christ mission; 2. Responsibly taking the lead and participating in community building; 3. Relentlessly manifesting academic, personal and professional excellence; 4. Conscientiously strengthening communion; and 5. Steadfastly nurturing creativity and physical prowess.	Graduates of CICM institutions including Saint Mary's University are expected to have the following attributes: • life-faith integrated persons; • compassionate missioners; • globally enterprising leaders; • socially engaged professionals and • ethically committed stewards.	**Vision** The National Service Training Program Office is envisioned as a change agent of volunteerism for better quality of life and advocate of professional conduct in soldiering and civic duties in the communities it serves. **Mission** Marian NSTP office is committed to create a dynamic service-oriented sector composed of qualified implementers provide capability enhancement for military and civic welfare geared towards encouraging the students in improving their skills, knowledge and attitudes on various endeavors that will develop their personal, military or civil service interest in community service and thus, be more responsive in attaining peace and other development.

II. Institutional Outcomes-Based Education Framework

At Saint Mary's University, outcomes-based education (OBE) focuses and organizes its discipline-based learning activities around what are essential for all learners to know, value and be able to do and achieve these at the desired competency level. The OBE framework of SMU is visually represented by images that would resemble an inner human figure being nurtured by its likeness. The learner-centeredness of Marian OBE is highlighted by the institutional outcomes derived from the vision and mission that define the core values of **Mission** and **Excellence** and through the core strategies of **Innovation** and **Communion**. The framework sets the attributes of the ideal Marian graduates based on the SMU vision - mission as part of institutional goals or program educational outcomes that emphasize lifelong learning (what are expected of Marian graduates about five years after graduation), and using these as bases for developing specific program outcomes (what are expected of Marian students upon graduation). The various curricular program outcomes are the sets of competencies (related knowledge, skills and attributes) that all learners are expected to demonstrate. These desired outcomes are translated to what the students learn in specific courses. SMU ensures that at the level of the courses, the desired course and learning outcomes are attained with the proper content, methodologies, and student performance assessment with the necessary supportive teaching-learning environment. The outcomes are anchored on the typology-based expectations of a university towards research to contribute to nation-building through knowledge generation and to community development. At the same time, the various elements are governed by standards for quality assurance and continuous improvement and by the goal of addressing local, as well as global needs.

MARIAN OBE FRAMEWORK

III. Approval and Revision History

	Name	Designation	Signature	Date		Name	Designation	Signature	Date
Last updated by	Mr. Christian Nel R. Dominguez	Faculty		5/7/26	Verified by	Mr. Domingo T. Guntalilib Jr.	Office Head		5/14/25
Reviewed by	Mr. Domingo T. Guntalilib Jr.	Office Head		5/16/25	Approved by	Dr. Moises Asuncion	VP Academic Affairs		16 MAY 20

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IV.   Program Educational Outcomes **(refer to the OBE Handbook for Teacher Education)**
V.   Program Outcomes, Performance Indicators and Measurement System **(refer to the OBE Handbook for Teacher Education)**
VI.   Curriculum Justification and Curriculum Map **(refer to the OBE Handbook for Teacher Education)**
VII.   Course Prerequisite Map **(refer to the OBE Handbook for Teacher Education)**

VIII.   Course Description

This course is aligned with Republic Act 9163, the National Service Training Act of 2001. This legislation mandates that tertiary educational institutions incorporate a program into their curriculum to enhance civic consciousness and defense preparedness among the youth. The program focuses on developing ethics of service and patriotism through training in three components: Civic Welfare Training Service (CWTS), Literacy Training Service (LTS), and Reserved Officer Training Course (ROTC). Students will participate in a common module phase during the first semester of their freshman year. This phase aims to impart essential content knowledge, skills, and attitudes, fostering a deeper understanding and appreciation of their role in promoting the common good and general welfare. Students will be expected to apply the concepts and principles learned in practical situations, contributing to community development and nation-building efforts.

IX.   Applicable United Nations Sustainability Development Goals (UN SDGs)
   A.   SDG 3: Good Health and Wellbeing: Ensure healthy lives and promote well-being for all at all ages.
   B.   SDG 4 - Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
   C.   SDG 5 - Gender Equality: Achieve gender equality and empower all women and girls.
   D.   SDG 11: Sustainable Cities and Communities: Make cities inclusive, safe, resilient and sustainable.
   E.   SDG 13: Climate Action: Take urgent action to combat climate change and its impacts.
   F.   SDG 17 - Partnerships for the Goals: Strengthen the means of implementation and revitalize the global partnership for sustainable development.

X.   Alignment Matrix of Program Outcomes, Course Outcomes and Course Learning Outcomes

Course Outcomes *The students…*	Course Learning Outcomes *The students…*	PM1	PM2	PM3	PC1	PC2	PC3	PC4		PC5	PE1	PE2	PE3	PE4	PE5	PE6	PI1	PI2	PI3
Achieve academic and personal excellence by integrating theoretical knowledge with practical application in civic welfare activities, demonstrating innovation and critical thinking	CLO1: Understand SMU's vision-mission, quality policy, policies, and program aligned with the 4 Marian core values of excellence, innovation, communion, and passion for Christ's mission CLO2: Identify the core principles and objectives of the National Service Training				■						■						■		

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	Program (NSTP) and its various components
	CLO3: Demonstrate innovative solutions for environmental protection and management in the school and their community
Develop and exhibit leadership skills through organizing and leading initiatives that address community needs, fostering a sense of solidarity and collective action.	CLO4: Assess various threats to national security to enhance local preparedness and resilience
	CLO5: Imbibe deeper nationalism by understating the Flag and Heraldic Code of the Philippines and basic Filipino values in promoting national identity and cultural pride
	CLO6: Engage in self-awareness activities, leadership training, and responsible voter education to identify their personal leadership strengths and weaknesses for the benefit of the nation
Demonstrate a commitment to Christ's mission by actively participating in community service projects that reflect the values of compassion, integrity, and social responsibility.	CLO7: Foster a sense of community and social responsibility through citizenship training and volunteerism
	CLO8: Exhibit compassion and integrity by actively promoting proactive attitude on drug education and awareness
	CLO9: Advocate gender-related human rights issues in the school and their community

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Cultivate creativity and physical skills by designing and implementing service projects that are innovative, effective, and sustainable, contributing to the holistic well-being of the community.	CLO10: Practice innovative, effective, and sustainable disaster risk reduction and management to enhance the community resilience CLO11: Implement an enhanced economic wellbeing trough sustainable community business project and entrepreneurial endeavors CLO12: Apply knowledge and skill on first aid and basic life support (BLS) training towards an innovative and sustainable community wellbeing
Actively contribute to community safety and environmental sustainability by participating in fire prevention and safety training, and collaborating with diverse groups in tree-planting activities that promote inclusivity and environmental stewardship.	CLO13: Participate in a fire prevention and safety training to boost fire safety awareness in the school and their community CLO14: Engage in a tree-planting activity in collaboration with diverse community groups to realize an inclusive and sustainable environmental project

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XI.   Course Learning Plan and Timeframe

Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
CLO1: Understand SMU's vision-mission, quality policy, policies and program aligned with the 4 Marian core values of excellence, innovation, communion, and passion for Christ's mission	**Course Orientation** 1. University Prayer 2. University Vision-Mission 3. University Quality Policy 4. University Hymn 5. School Vision-Mission 6. Course Syllabus: Description, Outcomes, Requirements, Grading System and Standards 7. School Policies and Programs 8. Election of Class Officers	(3 hours)	**Interactive Lecture-Discussion** using slideshow presentations (with video clips) **Collaborative Learning** **Video Analysis**	Course Syllabus Undergraduate Student Handbook (2024 Edition) PowerPoint Presentation with Video Clips Scoring Rubric	**Random Recitation** **Quiz** **Role-Playing** **Reflective Journal** **CHSF Clean-up Drive**
CLO2: Identify the core principles and objectives of the National Service Training Program (NSTP) and its various components	**NSTP General Orientation** 1. Historical and Legal Bases of NSTP 2. NSTP Components a. CWTS b. LTS c. ROTC 3. NSTP Common Module	(3 hours)	**Symposium/Colloquium/Seminar** using slideshow presentations (with video clips) **Peer Discussions** **Real-Life Applications**	Resource Speakers PowerPoint Presentation with Video Clips Revised NSTP Law (RA 9163) Scoring Rubric	**Voluntary Recitation** **Quiz** **Reflective Journal**
CLO3: Demonstrate innovative solutions for environmental protection and management in the school and their community	**Environmental Education** 1. Environmental Issues and Sustainable Practices		**Environmental Education Colloquium** using slideshow presentations (with video clips)	Resource Speakers PowerPoint Presentation with Video Clips	**Think-Pair-Share** **Quiz** **Reflective Journal**

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Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
	2. Waste Segregation and Management 3. Climate Change Mitigation and Adaptation 4. Renewable Energy and Green Spaces 5. Environmental Laws and Policies	(3 hours)	**Multimedia Presentations** **Hands-on Learning**	Environmental Impact Assessment Law (PD 1586) Toxic Substances and Hazardous Waste Management Law (RA 6969) Clean Air Law Of 1999 (RA 8749) Ecological Solid Waste Management Law (RA 9003) Clean Water Law (RA 9275) Scoring Rubric	**Site Clearing Activities** **Waste Segregation Initiatives**
CLO4: Assess various threats to national security to enhance local preparedness and resilience	**National Security Threats** 1. Understanding National Security 2. Types of National Security 3. Natural and Human-induced Threats 4. The Role of Youth in National Security 5. Government and Community-Based Response	(3 hours)	**Symposium on Threats to National Security** using slideshow presentations (with video clips) **Scenario-based Simulation** **Group Discussion**	Resource Speakers PowerPoint Presentation with Video Clips Anti-Terrorism Law of 2020 (RA 11479) Human Security Law of 2007 (RA 9372) Cybercrime Prevention Law of 2012 (RA 10175) National Security Policy Scoring Rubric	**Socratic Recitation** **Quiz** **Reflective Journal** **Poster Making**
CLO5: Imbibe deeper nationalism by understating the Flag and Heraldic Code and of the Philippines and Good Citizenship Values in promoting national identity and cultural pride	**Good Citizenship Values** 1. 1987 Philippine Constitution 2. Flag and Heraldic Code of the Philippines	(3 hours)	**Interactive Lecture-Discussion** using slideshow presentations (with video clips) **Cooperative Learning** **Film Viewing**	PowerPoint Presentation with Video Clips 1987 Philippe Constitution Flag and Heraldic Code of the Philippines (RA. 8491) Scoring Rubric	**Popcorn Recitation** **Quiz** **Reflective Journal**

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Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
	3. Fostering Nationalism through Filipino Traits and Values 4. The Role of Youth in Nation-building				**Role Playing and Simulation**
FIRST TERM EXAMINATION					
CLO6: Engage in self-awareness activities, leadership training, and responsible voter education to identify their personal leadership strengths and weaknesses for the benefit of the nation	**Leadership Training-Workshop with Voter Education** 1. Self-awareness and Personal Leadership Styles 2. Building Core Leadership Skills 3. Understanding Civic Responsibility and Voter Education	(3 hours)	**Leadership Training-Workshop** using slideshow presentations (with video clips) **Problem-based Learning** **Community Involvement and Leadership**	Resource Speakers/Trainers PowerPoint Presentation with Video Clips The National Youth Commission (NYC) Law (RA 8044) Sangguniang Kabataan (SK) Reform Law of 2015 (RA 10742) Scoring Rubric	**Debate-Format Recitation** **Quiz** **Reflective Journal** **Essay Writing**

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Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
CLO7: Foster a sense of community and social responsibility through effective volunteerism	**Volunteerism** 1. Principles of Volunteerism 2. The Role of Youth in Volunteerism 3. Volunteerism and Community Development	(3 hours)	**Symposium on Philippine National Volunteer Service** using slideshow presentations (with video clips) **Scenario-based Learning** **Hands-on Learning**	Resource Speakers/Trainers PowerPoint Presentation with Video Clips Volunteer Act of 2007 (RA 9418) Scoring Rubric	**Rapid-Fire Recitation** **Quiz** **Reflective Journal** **Community Engagement**
CLO8: Exhibit compassion and integrity by actively promoting proactive attitude on drug education and awareness	**Drug Education and Awareness** 1. Effects of Drug Abuse 2. RA 9165: Comprehensive Dangerous Drugs Act of 2002 3. Drug Prevention and Rehabilitation 4. Role of NSTP in National Anti-Drug Campaigns	(3 hours)	**Colloquium on Drug Education and Awareness** using slideshow presentations (with video clips) **Inquiry-based learning** **Peer-Teaching Method**	Resource Speakers/Trainers PowerPoint Presentation with Video Clips Comprehensive Dangerous Drugs Law of 2002 (RA 9165) Scoring Rubric	**Fishbowl Recitation** **Quiz** **Reflective Journal** **Slogan-Making**
CLO9: Advocate gender-related human rights issues within the school and their community	**Gender and Development Training** 1. Understanding Gender and Its Role in Development 2. Legal and Human Rights Framework for Gender Equality	(3 hours)	**Seminar-Training on Gender and Development (GAD)** using slideshow presentations (with video clips) **Group Discussion** **Role-Playing and Simulations**	Resource Speakers/Trainers PowerPoint Presentation with Video Clips Magna Carta for Women of 2002 (RA 9710) Anti-Violence Against Women and Their Children Law (RA 9262)	**Socialized Recitation** **Quiz** **Reflective Journal** **Advocacy Video**

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Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
				Anti-Sexual Harassment Law (RA 7877) Safe Spaces Law of 2019 (RA 11313 Scoring Rubric	
CLO10: Practice innovative, effective, and sustainable disaster risk reduction and management to enhance the community resilience	**Disaster Risk Reduction and Management (DRRM) Training** 1. Understanding Disaster Risk Reduction and Management (DRRM) 2. School and Community-Based Preparedness and Response Strategies 3. Sustainable Practices for Disaster Recovery and Resilience Building	(3 hours)	**Symposium on Disaster Risk Reduction and Management (DRRM)** using slideshow presentations (with video clips) **Gamification** **Expert Panel Forum**	Resource Speakers/Trainers PowerPoint Presentation with Video Clips National Disaster Risk Reduction and Management Law of 2010 (RA 10121) Climate Change Law of 2009 (RA 9729) Scoring Rubric	**Question and Answer** **Quiz** **Reflective Journal** **Community Disaster-Preparedness Plan** **Hazard Drill**
		SECOND TERM EXAMINATION			
CLO11: Implement an enhanced economic wellbeing trough sustainable community business project and entrepreneurial and livelihood endeavors	**Entrepreneurial Education and Livelihood Training** 1. Basics of Entrepreneurship and Business Planning 2. Financial Literacy and Resource Management 3. Basic Livelihood and Marketing Strategies for Small Businesses	(3 hours)	**Seminar-Workshop on Entrepreneurial Education with Livelihood Training** using slideshow presentations (with video clips) **Project-based Learning** **Interactive Workshops with Role-Playing**	Resource Speakers/Trainers PowerPoint Presentation with Video Clips Youth Entrepreneurship Law (RA 10679) Magna Carta for Micro, Small, and Medium Enterprises (MSMEs) (RA 9501)	**Open Forum** **Quiz** **Reflective Journal** **Business Proposal** **Hands-On Activities**

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Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
				Scoring Rubric	
CLO12: Apply knowledge and skill on first aid and basic life support (BLS) training towards an innovative and sustainable community wellbeing.	**Basic Emergency Response with Basic Life Support Training** 1. Introduction to Emergency Response and First Aid 2. Hands-On Training in Cardiopulmonary Resuscitation (CPR) and Basic Life Support (BLS) 3. Emergency Response for Common Medical Scenarios	(3 hours)	**Seminar-Training in Basic Emergency with Basic Life Support (BLS)** using slideshow presentations (with video clips) **Scenario-based Learning** **Practical Drills with Simulation Manikins**	Resource Speakers/Trainers PowerPoint Presentation with Video Clips Basic Life Support Training in Schools Law of 2016 (RA 10871) Philippine Red Cross Law of 2009 (RA 10072) Scoring Rubric	**Oral Recitation** **Quiz** **Reflective Journal**
CLO13: Participate in a fire prevention and safety training to boost fire safety awareness in the school and their community	**Basic Fire Safety and Prevention Training** 1. Fire Safety Basics and Prevention Measures 2. Fire Safety Equipment and Their Uses 3. Emergency Response and Evacuation Procedures	(3 hours)	**Seminar-Training in Basic Fire Safety and Prevention** using slideshow presentations (with video clips) **Hands-on Demonstrations** **Role-Playing Drills and Interactive Simulations**	Resource Speakers/Trainers PowerPoint Presentation with Video Clips Fire Code of the Philippines of 2008 (RA 9514) National Disaster Risk Reduction and Management Law (RA 10121) Scoring Rubric	**Question and Answer** **Quiz** **Reflective Journal** **Return Demonstrations**
CLO14: Engage in a tree-planting activity in collaboration with diverse community groups to realize an inclusive and sustainable environmental project	**Sustainable Environment Practices** 1. Waster Segregation and Management 2. Tree-Planting Practices 3. Community Education and Involvement	(3 hours)	**Interactive Lecture-Discussion** using slideshow presentations **Project-Based Learning** **Demonstration and Practice**	PowerPoint Presentation with Video Clips Ecological Solid Waste Management Law of 2000 (RA 9003) National Greening Program	**Question and Answer** **Quiz** **Reflective Journal**

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Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
				National Land Use Act of 2012 (RA 10176) Scoring Rubric	**Site Clearing and Tree-Planting Activities** **SMU Green Program**
Class Accomplishment Report Making		(3 hours)	**Interactive Lecture-Discussion** using slideshow presentations **Collaborative Learning** **Authentic Learning**	PowerPoint Presentation Accomplishment Report Guidelines Scoring Rubrics	**Random Questions** **Class Accomplishment Report**
FINAL TERM EXAMINATION					

XII.   Required Readings

	CALL NO.	Bibliographic citation
Textbook(s) *[at least one, must be latest edition, with publication year within the last five years, with 3-5 copies in the ULRC collection]*	F 371.19	Dela Cruz, E. (2022). *National Service Training Program 1*. Mandaluyong City: Books Atbp Publishing Corps.

XIII.   Suggested Readings and References

	CALL NO.	Bibliographic citation
Textbook(s) *[at least one, must be latest edition, with publication year within the last five years, with 3-5 copies in the ULRC collection]*	PROFED (F) 371.307 8 C817e 2008	Corpuz, B. B. (2012). *Educational technology 1*. (2nd ed.) Quezon City: LORIMAR Pub.
	PROFED 370.452 3 M134l 2007	McCombs, B. L. (2007). *Learner-centered classroom practices and assessments: maximizing student motivation, learning, and achievement.* Thousand Oaks, Calif.: Corwin Press.
	PROFED (F) 371.3 Sa31t 2008	Salandanan, G. G. (2008). *Teaching approaches & strategies*. (Rev. ed.). Quezon City: KATHA

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	PROFED 371.308 2 W992s 2009	Wynn, M. J. (2009). *Strategies for teaching in the content areas: A handbook for K-8 teachers*. Boston: Pearson
	F 371.19	Reyes, C. (2021). *National Service Training Program 2.* Manila: Edric Publishing House
Supplementary Materials* *[ULRC materials published earlier than five years ago and/or materials which may have recent publication year but not found in the ULRC collection]*		Ferrer, R.M.,et al. (2024). *A Course Module for National Service Training Program II.* Rex Printing & Publishing, Inc.
Non-print Resources and Online Educational Resources *[e-books, CD/DVD materials, Open Educational Resources, internet sources, other digital resources produced by faculty members]*		Pag-asa sa Pagbasa ni Kara David https://www.youtube.com/watch?v=J7JegoKjpmM&t=600s "Kinder na si Lola' Dokumentaryo ni Ksrs Dsvid https://www.youtube.com/watch?v=5h-PfWbHaLo **Teaching Strategies we are Using Inside the Classroom** https://www.youtube.com/watch?v=nhuxzE016oU **How different are the terms: approach, method, strategy and technique in teaching** https://www.youtube.com/watch?v=ZsNKce9iRww
		K to 12 EPP-Curriculum Guide- Description of Framework https://chedro1.com/wp-content/uploads/2019/07/CMO-No.-75-s.-2017.pdf CMO#75s.2017
Professional Journals *(At least 5 reputable peer-reviewed local and international journals, in print or online, subscribed by ULRC or Library Consortium)*		Kahan (2012) Farmers Entrepreneurship.pdf. retrieved from https://www.researchgate.net/publication/269762230_Entrepreneurship_in_farming

XIV.   Course Requirements and Analytic Rubrics for Assessment

Course Requirements	Weight	Grade Contribution
Class Standing 1		
1. Recitation and classroom participation	10%	
2. Reporting and sharing	50%	
3. Journal summaries and reflections	30%	
4. Other sources	10%	
Total CS1	100%	30%

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Class Standing 2		
1. Infographics, simulations, matrices, interviews	50%	
2. Summative quizzes	50%	
Total CS2	100%	30%
Term Examination	100%	40%
Total Term Grade		100%

A. Analytic Rubric for Group Reporting/Presentation

	Excellent (10)	Good (8)	Fair (6)	Needs Improvement (5)
Organization	The presentation was well organized, well prepared and easy to follow.	The presentation had organizing ideas but could have been much stronger with better preparation.	There were minimal signs of organization or preparation.	The presentation lacked organization and had little evidence of preparation.
Collaboration	The teammates always worked from others' ideas. It was evident that all of the group members contributed equally to the presentation.	The teammates worked from others' ideas most of the time. And it seems like every did some work, but some people are carrying the presentation.	The teammates sometimes worked from others' ideas. However, it seems as though certain people did not do as much work as others.	The teammates never worked from others' ideas. It seems as though only a few people worked on the presentation.
Content	Presentation had an exceptional amount of valuable material and was extremely beneficial to the class.	Presentation had a good amount of material and benefited the class.	Presentation had moments where valuable material was present but, as a whole, content was lacking.	Presentation contained little to no valuable material.
Presentation	Presenters were all very confident in delivery and they did an excellent job of engaging the class. Preparation is very evident.	Presenters were occasionally confident with their presentation; however, the presentation was not as engaging as it could have been for the class.	Presenters were not consistent with the level of confidence/ preparedness they showed the classroom but had some strong moments	Presenters were not confident and demonstrated little evidence of planning prior to presentation.

Source: https://www.rcampus.com/rubricshowc.cfm?code=TX66WC7&sp=yes&

B. Analytic Rubric for Individual Output & Presentation

	Excellent (50)	Very Good (40)	Good (25)	Needs Improvement (15)
Content	Aligned fully with the learning outcomes, well-defined content and presented clearly, specific objectives are fully attained	partially aligned with the learning outcomes, content is defined and presented, 75% of the specific objectives are attained	Some are aligned with the learning outcomes, content not clearly explained and presented, 50% only of the specific objectives are attained	Few are aligned with the learning outcomes, words used are highfalutin and content are presented unclear, 10% of the specific objectives are only attained

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		more than 90% but less than 100% of the information are accurate	more than 75% but less than 90% of the information are accurate	Less than 75% of the information are accurate.
Accuracy	All information is accurate	more than 90% but less than 100% of the information are accurate	more than 75% but less than 90% of the information are accurate	Less than 75% of the information are accurate.
Organization	Well-planned, fully organized, easy to follow	Planned but some are not organized it is uneasy to follow	Planned most are not organize hard to follow	Unplanned and not fully organized
ICT	Layout makes all slides easy to read Designed is consistent and appropriate to content	A few slides are not easy to read Designed is consistent and appropriate to follow	Layout of slide is pleasing but design is distracting	More than 50% of the slides are difficult to read

C. Analytic Rubric for Project Outputs

	Excellent (10-9)	Good (8-7)	Fair (6-4)	Needs Improvement (3-0)
Relevance to NSTP Goals	Project output is highly relevant, aligning directly with NSTP goals and demonstrating a clear impact on the community	Project output is highly relevant, aligning directly with NSTP goals and demonstrating a clear impact on the community	Project output is highly relevant, aligning directly with NSTP goals and demonstrating a clear impact on the community	Project output is highly relevant, aligning directly with NSTP goals and demonstrating a clear impact on the community
Innovation and Creativity	Demonstrates outstanding innovation and creativity, offering unique solutions and approaches	Demonstrates outstanding innovation and creativity, offering unique solutions and approaches	Demonstrates outstanding innovation and creativity, offering unique solutions and approaches	Demonstrates outstanding innovation and creativity, offering unique solutions and approaches
Quality of Execution	Execution is of exceptional quality, with attention to detail, precision, and professionalism	Execution is of exceptional quality, with attention to detail, precision, and professionalism	Execution is of exceptional quality, with attention to detail, precision, and professionalism	Execution is of exceptional quality, with attention to detail, precision, and professionalism
Community and Engagement	Effectively engages the community, fostering collaboration, participation, and sustained involvement	Effectively engages the community, fostering collaboration, participation, and sustained involvement	Effectively engages the community, fostering collaboration, participation, and sustained involvement	Effectively engages the community, fostering collaboration, participation, and sustained involvement

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Sustainability and Impact	Project output is highly sustainable, with long-term positive impacts and a clear plan for future continuation	Project output is highly sustainable, with long-term positive impacts and a clear plan for future continuation	Project output is highly sustainable, with long-term positive impacts and a clear plan for future continuation	Project output is highly sustainable, with long-term positive impacts and a clear plan for future continuation

XV.   Grading System

Transmutation: 60% score=75 grade (for General Education and CFE courses); 65% score=75 grade (for professional/major subjects); 70=75% (for review/integration courses)

Grade	Remarks	60% score=75 grade	65%score=75 grade	70%score=75 grade	Grade
100	Highest possible grade	100	100	100	100
99		98 - 99	99	99	99
98		97	97 - 98	98	98
97		95 - 96	96	96 - 97	97
96		94	94 - 95	95	96
95		92 - 93	93	94	95
94		90 - 91	92	93	94
93		89	90 - 91	92	93
92		87 - 88	89	90 - 91	92
91		86	87 - 88	89	91
90		84 - 85	86	88	90
89		82 - 83	85	87	89
88		81	83 - 84	86	88
87		79 - 80	82	84 - 85	87
86		78	80 - 81	83	86
85		76 - 77	79	82	85
84		74 - 75	78	81	84
83		73	76 - 77	80	83
82		71 - 72	75	78 - 79	82
81	Lowest passing grade for academic scholars, and dean's listers	70	73 - 74	77	81
80		68 - 69	72	76	80
79		66 - 67	71	75	79
78		65	69 - 70	74	78
77		63 - 64	68	72 - 73	77
76		62	66 - 67	71	76
75	Lowest passing grade	60 - 61	65	70	75

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Grade	Remarks	60% score=75 grade	65%score=75 grade	70%score=75 grade	Grade
74		58 - 59	64	69	74
73		57	62 - 63	68	73
72		55 - 56	61	66 - 67	72
71		54	59 - 60	65	71
70	Lowest grade reported in the grading sheet	52 - 53	58	64	70
69		50 - 51	57	63	69
68		49	55 - 56	62	68
67		47 - 48	54	60 - 61	67
66		46 -	52 - 53	59	66
65	Lowest possible computed grade in the class record; Given also for cheating in assessment	0 - 45	0 - 51	0 - 58	65

XVI.   Class Policies
1.   ATTTENDANCE REQUIREMENTS
   a.   Saint Mary's University observes regular attendance and punctuality as important obligations of students. Every student then **must come to the class regularly** with zero or minimal number of absences and tardiness from the first day of the school calendar.
   b.   Only those who are **officially enrolled** in the code of this subject will be considered as "students" of the subject. Classes missed because of late enrollment shall be considered as absences.
   c.   A student who has been absent even for only one class period shall not be allowed to re-enter the class without an **admission slip duly signed by the Associate Dean of Student Affairs and Services for Men/Women.** The **"NO ADMISSION, NO ENTRY" Policy** must be strictly observed.
   d.   A student who was late, i.e., enter the classroom after the bell rang, shall also not be allowed to re-enter on next session unless an admission slip is presented.
   e.   Three counts of tardiness will be considered one absence.
   f.   A student is held responsible for lectures, classroom discussions, graded activities and assignments missed due to absences.
   g.   A student who missed a quiz due to an unexcused absence will NOT be given credit for the quiz. When excused, a student will be given another set of quiz items parallel to the missed quiz, or will depend on the agreement with the instructor.
   h.   A student is given first and second "warning" before he/she is "dropped" from the class. The number of hours of incurred absences corresponding to a 3-unit subject is shown in the table below.

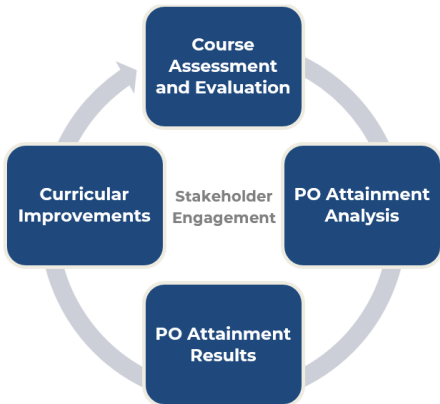| 1st Report (Warning)	2nd Report (Warning)	3rd Report (Dropping)
3 absences	**4 absences**	**5 absences**

2.   ACADEMIC REQUIREMENTS
   a.   Every student must attend classes regularly and participate in class discussions, individual works and group activities.
   b.   Every student will be given equal opportunities to develop himself/herself to the maximum by complying strictly with the academic requirements of the course.
   c.   Every student must complete all the academic requirements (except major examinations) such as special problems, problem sets and research outputs on or before the deadline. Students who pass requirements beyond the set deadline will be given demerits.
   d.   Every student is encouraged to take a major examination on the scheduled date. During major examinations, students must present their test permits for their scores to be credited. Otherwise, an INC mark will appear as their grade.

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e. A special examination may be given only with the written permission of the Academic Dean, and for special cases, the Vice President for Academic Affairs.

f. Special examinations are granted with full credit for circumstances beyond the control of the student such as sickness (with medical certificates), accidents and death of an immediate family member.

g. No student may be granted exemption from any examination.

h. Every student in a group activity will be assessed by the instructor and peers based on certain levels of performances in the cooperative learning activity rubric

3. All students must strictly follow the university policies on the conduct of students inside the school as stated in the **Undergraduate Student Handbook**.

4. Consultation hours (at least three hours per week) will be scheduled depending of the instructor's teaching load and schedule. No consultation will be entertained beyond office hours and during weekends, unless emergency and the teacher started the conversation. As much as possible, a polite message prompt must be sent by the student to schedule a consultation to let the instructor prepare. The message prompt must include the following:

a) Start with a greeting. "Good Morning/Afternoon, Ma'am/ Sir" ...

b) Introduce yourself (Complete Name, Program, Code and Descriptive Title)

c) State the purpose of your message.

d) Ask for clarifications (if any).

e) End the conversation with gratitude.
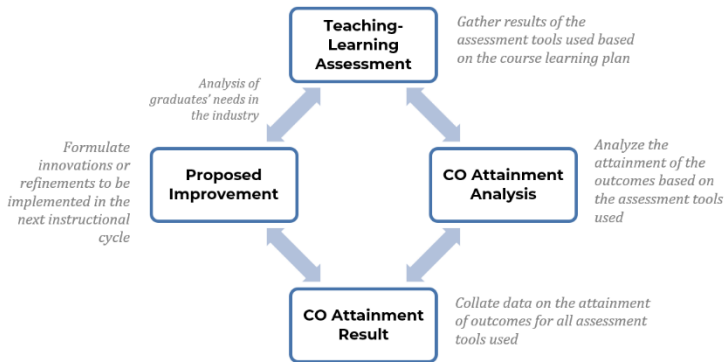

XVII. Continuous Quality Improvement

A. Program and Course Assessment and Evaluation

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The program and course assessment and evaluation system assesses and evaluates the program based on the program outcomes (PO). The process is a cycle that focuses on the Program Outcomes and the overall program itself, where various stakeholders will be involved. Stakeholder engagement shall become a core process for this system. Stakeholders include the students, instructors, administrators, alumni, parents, employers, and other industry partners.

To facilitate this process, the Program Outcomes, Assessment, and Evaluation Matrices will be used to review the key courses of the program. The stakeholders will review the key courses and analyze and collate assessment data, and evaluate based on standards if the POs were attained, partially attained, or not. From these, curricular improvements (changes or revisions) shall be forwarded to increase the quality of the attainment of outcomes through the course contents, teaching methodologies, and assessments used.
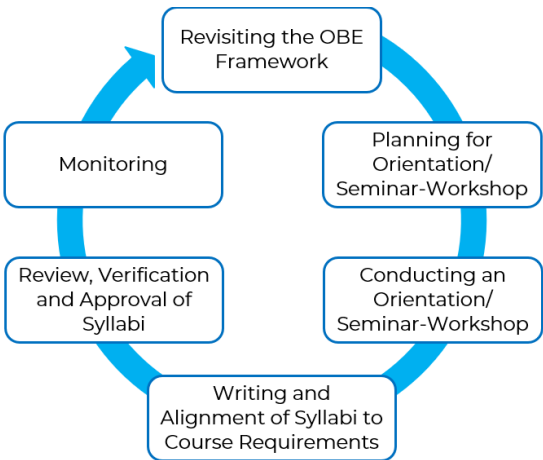
B. Process Description of Improving the Program and Course Outcomes

The course shall undergo assessment and evaluation for continuous quality improvement. To improve its course outcomes, the cluster heads of the different Teacher Education programs shall gather assessment results based on the assessment activities implemented, especially the major examinations and performance-based assessments. From there, the course outcomes shall be analyzed if these were attained vis-à-vis the assessment results. The attainment result shall be collated for all courses in the Teacher Education programs, which shall serve as a basis to formulate innovations and refinements for the next instructional cycle. At the same time, existing graduates' needs will be surfaced to refine the course outcomes further.

C. Process Description of Improving the Syllabus

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In improving the syllabi, a continuous cycle will be followed. At the beginning of the cycle is the revisiting of the OBE framework, which shall give directions on the culture, policies, and practices for an outcomes-based education anchored to the vision-mission, objectives, and core values of the university, and CICM graduate attributes. From this and the results of other needs assessments, planning for an orientation or seminar-workshop for syllabi development will follow. The plan shall be conducted through any means and platforms, possibly including other instructional supports such as seminar-workshops on teaching methodologies and assessment methods. Through these activities, faculty members will improve their syllabi, keeping in mind constructive alignment and the course requirements based on OBE manuals and policies, standards, and guidelines of programs as stipulated in the various CHED Memorandum Orders.

Once completed, each syllabus will be reviewed by the department head or by a senior faculty member, the dean, who will verify also, and the Vice President for Academic Affairs, who will give the final approval. Then, its implementation will be monitored through classroom observations and checking of assessment tools, among others.

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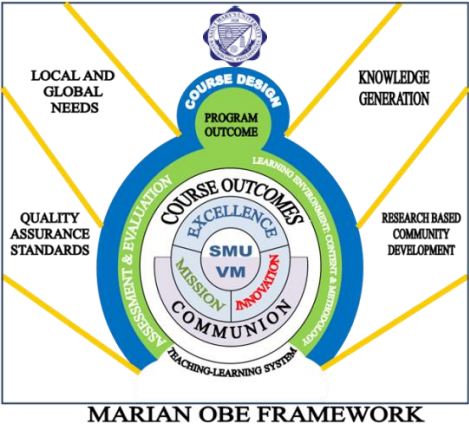*Driven by Excellence*

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COURSE SYLLABUS

Course Number	Course Descriptive Title	Semester/Term	Academic Year	Credit Unit/s			Time Allotment Per Semester/MYT		
				Lecture	Laboratory	Total	Lecture	Laboratory	Total
LTS 1	LITERACY TRAINING SERVICE 1	First Semester	2024-2025	3	0	3	3	0	3

I.   University and School Vision-Mission and Graduate Attributes

University Vision-Mission	Graduate Attributes	VISION AND MISSION OF NSTP OFFICE
Saint Mary's University is envisioned as a premier CICM Catholic educational institution drawn into communion by the Wisdom of God, dedicated to the integral formation of persons exemplifying excellence, innovation and passion for Christ's Mission. We dedicate ourselves to: 1. Joyfully witnessing to Christ mission; 2. Responsibly taking the lead and participating in community building; 3. Relentlessly manifesting academic, personal and professional excellence; 4. Conscientiously strengthening communion; and 5. Steadfastly nurturing creativity and physical prowess.	Graduates of CICM institutions including Saint Mary's University are expected to have the following attributes: • life-faith integrated persons; • compassionate missioners; • globally enterprising leaders; • socially engaged professionals and • ethically committed stewards.	**Vision** The National Service Training Program Office is envisioned as a change agent of volunteerism for better quality of life and advocate of professional conduct in soldiering and civic duties in the communities it serves. **Mission** Marian NSTP office is committed to create a dynamic service-oriented sector composed of qualified implementers, provide capability enhancement for military and civic welfare geared towards encouraging the students in improving their skills, knowledge and attitudes on various endeavors that will develop their personal, military or civil service interest in community service and thus, be more responsive in attaining peace and other development.

II.   Institutional Outcomes-Based Education Framework

At Saint Mary's University, outcomes-based education (OBE) focuses and organizes its discipline-based learning activities around what are essential for all learners to know, value and be able to do and achieve these at the desired competency level. The OBE framework of SMU is visually represented by images that would resemble an inner human figure being nurtured by its likeness. The learner-centeredness of Marian OBE is highlighted by the institutional outcomes derived from the vision and mission that define the core values of **Mission** and **Excellence** and through the core strategies of **Innovation** and **Communion**. The framework sets the attributes of the ideal Marian graduates based on the SMU vision - mission as part of institutional goals or program educational outcomes that emphasize lifelong learning (what are expected of Marian graduates about five years after graduation), and using these as bases for developing specific program outcomes (what are expected of Marian students upon graduation). The various curricular program outcomes are the sets of competencies (related knowledge, skills and attributes) that all learners are expected to demonstrate. These desired outcomes are translated to what the students learn in specific courses. SMU ensures that at the level of the courses, the desired course and learning outcomes are attained with the proper content, methodologies, and student performance assessment with the necessary supportive teaching-learning environment. The outcomes are anchored on the typology-based expectations of a university towards research to contribute to nation-building through knowledge generation and to community development. At the same time, the various elements are governed by standards for quality assurance and continuous improvement and by the goal of addressing local, as well as global needs.

MARIAN OBE FRAMEWORK

III.   Approval and Revision History

	Name	Designation	Signature	Date		Name	Designation	Signature	Date
Last updated by	Miss Romalyn L. Bacsa	Facilitator			Verified by	Mr. Domingo T. Guntalilib Jr.	Academic Dean		
Reviewed by	Mr. Domingo T. Guntalilib Jr.	Head of Office			Approved by	Dr. Moises Asuncion	VP Academic Affairs		

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IV.   Program Educational Outcomes **(refer to the OBE Handbook for Teacher Education)**
V.   Program Outcomes, Performance Indicators and Measurement System **(refer to the OBE Handbook for Teacher Education)**
VI.   Curriculum Justification and Curriculum Map **(refer to the OBE Handbook for Teacher Education)**
VII.   Course Prerequisite Map **(refer to the OBE Handbook for Teacher Education)**
VIII.   Course Description

      This course is pursuant to Republic Act 9163, otherwise known as the National Service Training Act of 2001 which mandates tertiary educational institutions to incorporate in the collegiate curriculum a program aimed at "enhancing civic consciousness and defense preparedness in the youth by developing the ethics of service and patriotism while undergoing training in any of its three components namely civic welfare training service (CWTS), Literacy Training Service (LTS) and Reserved Officer Training Course (ROTC).Students enrolled in the first semester of the freshmen year are required to undergo a common module phase. The students are expected to gain content knowledge, skills, and attitude towards deepened understanding and heightened appreciation of their role in the promotion of common good and general welfare. They are expected to demonstrate learning by applying concepts and principles on practical situations in pursuit of community development for the task of nation building.

IX.   Applicable United Nations Sustainability Development Goals (UN SDGs)
    A. SDG 4 Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
    B. SDG 3 Good Health and Well-being: Literacy improves health outcomes by enabling individuals to understand health information and make informed decisions.
    C. SDG 5 Gender Equality: Literacy training often targets women and girls, addressing gender disparities in education and empowering women economically and socially.
    D. SDG 8 Decent Work and Economic Growth: Literacy and numeracy skills are foundational for employment, entrepreneurship, and economic participation.
    E. SDG 10 Reduced Inequalities: Literacy training helps marginalized groups, including persons with disabilities and indigenous peoples, gain access to education and opportunities

X.   Alignment Matrix of Program Outcomes, Course Outcomes and Course Learning Outcomes

Course Outcomes [what students are able to achieve at the end of the semester]	Course Learning Outcomes [what students are able to achieve at the end of learning activities]	PM1	PM2	PM3	PC1	PC2	PC3	PC4	PC5	PE1	PE2	PE3	PE4	PE5	PE6	PI1	PI2	PI3
Demonstrate the concepts, knowledge, skills and attitude towards deepened understanding and heightened appreciation of their roles as learners in the national security concerns.	CLO1: Discuss and explain the variety of threats to national security including terrorism, cyber warfare, and climate change.	■			■					■						■	■	■
Demonstrate knowledge, skills, and attitude by applying the concepts and principles on	CLO2: Describe the different roles of youth on building the nation.		■			■				■	■					■	■	■

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citizenship training for the task of nation building	CLO 3: Identify the basic values of a Filipino CLO 4. Practice the basic values as a Filipino youth	
Determine the importance of the learned concepts, knowledge of drug education its effects and prevention.	CLO 5: describe the importance of drug education in the life of the youth CLO 6: determine the effects and prevention of dangerous drugs. CLO 7: demonstrate an understanding on the salient points of the comprehensive Dangerous Drugs Act 2002 (RA 9165)	
Demonstrate an awareness on environmental issues and promote sustainable practices.	CLO 8: demonstrate an understanding on the concepts learned on the importance of environmental conservation and the impact of human activities.	
Show and apply basic knowledge, understanding, skills and attitude towards environment.	CLO 9: execute the learned concepts on environmental protection.	
Demonstrate knowledge and skills about disaster preparedness, awareness and management	CLO 9: apply the concepts learned on the basic skills about disaster preparedness, awareness and management.	
Demonstrate knowledge and skills on Fire prevention, safety measures and precautions	CLO 10: apply the concepts learned on firefighting and prevention	

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XI.   Course Learning Plan and Timeframe

Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
---	Course Orientation 1. University Prayer 2. University Vision-Mission 3. School Vision-Mission 4. Course Description 5. Course Prerequisite Map 6. Course Outcomes 7. Course Requirements and Grading System 8. Class Policies	(1.5 hours)	**Lecture-discussion** on the nature of the course	Undergraduate Student Handbook Course Syllabus	**Recitation**
1. Discuss and explain the variety of threats to national security including terrorism, cyber warfare, and climate change	National Security Threats 1. Internal Threats 2. External Threats 3. Role of the Youth in the National Security	(3 hours)	**Lecture** **Interactive discussion** using slideshow presentations (with video clips) **Cooperative Learning** Case analysis **Film viewing**	Merida Convention Anti-human trafficking law National Defense College and DND Publication Executive Order No. 3 s. 2001 Proclamation No. 675 s. 2004 Executive Order 670 s. 3006 CMO No.1 s. 2019	**Question & Answer** **Reflection on Journal writing**
2: Describe the different roles of youth on building the nation. 3: Identify the basic values of a Filipino 4. Practice the basic values as a Filipino youth	1. Historical and Legal Bases of NSTP 2. Philippine Constitution (Preamble, Bill of Rights, Duties and Responsibilities of Filipino Citizen) 3. United Nations Principles of Human Rights 4. Flag Heraldic Code of the Philippines (RA 5491 s. 1998) 5. Good Citizenship Values 6. Voter Citizenship Education	(3 hours)	**Interactive discussion** using slideshow presentations (with video clips) **Cooperative Learning** **Film viewing**	Multimedia presentation	**Journal writing** **Think-Pair-Share**. Pairs exchange ideas and insights on the different duties and responsibilities "what students know and what students want to know about Philippine Constitution"" how basic

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Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
					values are practiced" and "what students learned about the Flag, Human Rights, as Voter". KWHL chart may be used to organize pair discussion. They will take note
	FIRST TERM EXAMINATION	2			
describe the importance of drug education in the life of the youth determine the effects and prevention of dangerous drugs. demonstrate an understanding on the salient points of the comprehensive Dangerous Drugs Act 2002 (RA 9165)	Drug Education a. General Orientation on RA 9165, nature of drug, drug menace, national drug situation, controlled substances and other pertinent laws b. Role of the youth on drug detection and prevention	(3 hours)	**Interactive discussion** using slideshow presentations Film Viewing Resource Speaker/s	RA 9165	**Recitation** **Reflection journal**
demonstrate an understanding on the concepts learned on the importance of environmental conservation and the impact of human activities.	Basic Knowledge and Understanding on the following: a. Environmental Protection and Management Introduction b. Seven Principles of Environment and Environmental Laws c. Forest Protection, Conservation and Development d. Water Sanitation and Conservation e. The role of the youth on environmental protection and management	(3 hours)	**Interactive discussion** using slideshow presentations **Differentiated learning instruction**, Resource Speaker/s		**Reflection journal**
	SECOND TERM EXAMINATION	(2 hours)			

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Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
Determine the concepts learned on the basic skills about disaster preparedness, awareness and management.	Disaster Risk Reduction and Management (DRRM) concepts, principles and Trends (RA 10121) - Geographic Profile of the Philippines - Disaster Risk Profile of the Philippines (focus on specific regions/area where the school is located - Four thematic areas of the Philippine Disaster Management System - Role of the Youth in Disaster Preparedness and Management	(3 hours)	**Interactive discussion** using slideshow presentations (with video clips for behavior analysis) Resource Speaker/s		**Reflection journal**
apply the concepts learned on the basic skills about disaster preparedness, awareness and management.	Basic Disaster, Preparedness and Response Training (Survival Training) a. Basic First Aid/Basic Life Support b. Search and rescue (water, earthquake, landslide and fire)	9 hours	**Interactive discussion** using slideshow presentations (with video clips for behavior analysis)		**Reflection journal**
apply the concepts learned on firefighting and prevention	Firefighting and Fire Prevention a. Use of Fire extinguisher b. First Aid on burn	9 hours	**Interactive discussion** using slideshow presentations (with video clips for behavior analysis)		**Reflection journal**
execute the learned concepts on environmental protection.	Conduct Site Clearing Activity Tree Planting	9 hours	**Cooperative learning** **Collaboration**		**Implementation Reflection journal**
Consolidate outputs create Portfolio	Portfolio Making				
	FINAL TERM EXAMINATION	(2 hours)			

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XII.   Required Readings

	CALL NO.	Bibliographic citation
Textbook(s)	F 371.19 F 371.19	Delos Santos, A., et.al (2014). *National Service Training Program.* Malabon City: Jimczyville Publication. Saluba, D. (2014). Fundamentals of *National Service Training Program.* Manila: Rex Publishing House.
Supplementary Materials*		Ferrer, R.M.,et al. (2024). *A Course Module for National Service Training Program I.* Rex Printing & Publishing, Inc.
Non-print Resources and Online Educational Resources		National Security Threats https://pdp.neda.gov.ph/wp-content/uploads/2021/12/Chapter-18.pdf Historical and Legal Bases of NSTP https://www.slideshare.net/slideshow/nstp-history-and-its-legal-basispptx/251611406 Drug Education https://www.dlsu.edu.ph/wp-content/uploads/2018/06/drug-education-module.pdf Environmental Protection and Management Introduction https://www.studocu.com/ph/document/new-era-university/bs-accountancy/nstp-module-4-lesson-1-environmental-protection-and-managementintroductionenvironment/30747349 Disaster Risk Reduction and Management (DRRM) concepts, principles and Trends (RA 10121) https://downloads.caraga.dilg.gov.ph/Disaster%20Preparedness/DRRM%20Act%20Primer.pdf Basic Disaster, Preparedness and Response Training (Survival Training) https://tools.niehs.nih.gov/wetp/index.cfm?id=556 Firefighting and Fire Prevention https://www.usbr.gov/power/data/fist/fist5_2/vol5-2.pdf

XIII.   Suggested Readings and References

	CALL NO.	Bibliographic citation
References	F 371.19	Saluba, D. (2014). Fundamentals of *National Service Training Program.* Manila: Rex Publishing House.
Supplementary Materials		
Non-print Resources and Online Educational Resources		National Threats: https://www.ice.gov/about-ice/hsi/investigate/terrorism-national-security-threats Historical and Legal Bases of NSTP: https://nstp.upd.edu.ph/about-us/history/ Basic Life Support: https://cpr.heart.org/en/cpr-courses-and-kits/healthcare-professional/basic-life-support-bls-training

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XIV.   Course Requirements and Analytic Rubrics for Assessment

Course Requirements	Weight	Grade Contribution
Class Standing 1		
1. Recitation and Classroom Participation	20%	
2. Punctual Attendance with Complete Uniform	30%	
3. Performance Tasks (Ex. Return Demos, Clean-Up Drive, Tree-Planting, etc.)	50%	
Total CS1	100%	30%
Class Standing 2		
1. Project Outputs (Ex. Poster, Slogan, Business Proposal, etc.)	30%	
2. Summative Quizzes	30%	
3. Reflective Journal	40%	
Total CS2	100%	30%
Term Examination	100%	40%
Total Term Grade		**100%**

A.   **Analytic Rubric for Group Reporting/Presentation**

	Excellent (10)	Good (8)	Fair (6)	Needs Improvement (5)
Organization	The presentation was well organized, well prepared and easy to follow.	The presentation had organizing ideas but could have been much stronger with better preparation.	There were minimal signs of organization or preparation.	The presentation lacked organization and had little evidence of preparation.
Collaboration	The teammates always worked from others' ideas. It was evident that all of the group members contributed equally to the presentation.	The teammates worked from others' ideas most of the time. And it seems like every did some work, but some people are carrying the presentation.	The teammates sometimes worked from others' ideas. However, it seems as though certain people did not do as much work as others.	The teammates never worked from others' ideas. It seems as though only a few people worked on the presentation.
Content	Presentation had an exceptional amount of valuable material and was extremely beneficial to the class.	Presentation had a good amount of material and benefited the class.	Presentation had moments where valuable material was present but, as a whole, content was lacking.	Presentation contained little to no valuable material.

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Presentation	Presenters were all very confident in delivery and they did an excellent job of engaging the class. Preparation is very evident.	Presenters were occasionally confident with their presentation; however, the presentation was not as engaging as it could have been for the class.	Presenters were not consistent with the level of confidence/ preparedness they showed the classroom but had some strong moments	Presenters were unconfident and demonstrated little evidence of planning prior to presentation.

Source: https://www.rcampus.com/rubricshowc.cfm?code=TX66WC7&sp=yes&

B. Analytic Rubric for Individual Output & Presentation

	Excellent (50)	Very Good (40)	Good (25)	Needs Improvement (15)
Content	Aligned fully with the learning outcomes, well-defined content and presented clearly, specific objectives are fully attained	partially aligned with the learning outcomes, content is defined and presented, 75% of the specific objectives are attained	Some are aligned with the learning outcomes, content not clearly explained and presented, 50% only of the specific objectives are attained	Few are aligned with the learning outcomes, words used are highfaluting and content are presented unclearly, 10% of the specific objectives are only attained
Accuracy	All information is accurate	more than 90% but less than 100% of the information are accurate	more than 75% but less than 90% of the information are accurate	Less than 75% of the information are accurate .
Organization	Well-planned, fully organized, easy to follow	Planned but some are not organized it is uneasy to follow	Planned most are not organize hard to follow	Unplanned and not fully organized
ICT	Layout makes all slides easy to read Designed is consistent and appropriate to content	A few slides are not easy to read Designed is consistent and appropriate to follow	Layout of slide is pleasing but design is distracting	More than 50% of the slides are difficult to read

C. Analytic Rubric for Project Outputs

	Excellent (10-9)	Good (8-7)	Fair (6-4)	Needs Improvement (3-0)
Relevance to NSTP Goals	Project output is highly relevant, aligning directly with NSTP goals and demonstrating a clear impact on the community	Project output is highly relevant, aligning directly with NSTP goals and demonstrating a clear impact on the community	Project output is highly relevant, aligning directly with NSTP goals and demonstrating a clear impact on the community	Project output is highly relevant, aligning directly with NSTP goals and demonstrating a clear impact on the community

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Innovation and Creativity	Demonstrates outstanding innovation and creativity, offering unique solutions and approaches	Demonstrates outstanding innovation and creativity, offering unique solutions and approaches	Demonstrates outstanding innovation and creativity, offering unique solutions and approaches	Demonstrates outstanding innovation and creativity, offering unique solutions and approaches
Quality of Execution	Execution is of exceptional quality, with attention to detail, precision, and professionalism	Execution is of exceptional quality, with attention to detail, precision, and professionalism	Execution is of exceptional quality, with attention to detail, precision, and professionalism	Execution is of exceptional quality, with attention to detail, precision, and professionalism
Community and Engagement	Effectively engages the community, fostering collaboration, participation, and sustained involvement	Effectively engages the community, fostering collaboration, participation, and sustained involvement	Effectively engages the community, fostering collaboration, participation, and sustained involvement	Effectively engages the community, fostering collaboration, participation, and sustained involvement
Sustainability and Impact	Project output is highly sustainable, with long-term positive impacts and a clear plan for future continuation	Project output is highly sustainable, with long-term positive impacts and a clear plan for future continuation	Project output is highly sustainable, with long-term positive impacts and a clear plan for future continuation	Project output is highly sustainable, with long-term positive impacts and a clear plan for future continuation

XV.   Grading System

Transmutation: 60% score=75 grade (for General Education and CFE courses); 65% score=75 grade (for professional/major subjects); 70=75% (for review/integration courses)

Grade	Remarks	60% score=75 grade	65%score=75 grade	70%score=75 grade	Grade
100	Highest possible grade	100	100	100	100
99		98 - 99	99	99	99
98		97	97 - 98	98	98
97		95 - 96	96	96 - 97	97
96		94	94 - 95	95	96
95		92 - 93	93	94	95
94		90 - 91	92	93	94
93		89	90 - 91	92	93
92		87 - 88	89	90 - 91	92
91		86	87 - 88	89	91
90		84 - 85	86	88	90
89		82 - 83	85	87	89

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Grade	Remarks	60% score=75 grade	65%score=75 grade	70%score=75 grade	Grade
88		81	83 - 84	86	88
87		79 - 80	82	84 - 85	87
86		78	80 - 81	83	86
85		76 - 77	79	82	85
84		74 - 75	78	81	84
83		73	76 - 77	80	83
82		71 - 72	75	78 - 79	82
81	Lowest passing grade for academic scholars, and dean's listers	70	73 - 74	77	81
80		68 - 69	72	76	80
79		66 - 67	71	75	79
78		65	69 - 70	74	78
77		63 - 64	68	72 - 73	77
76		62	66 - 67	71	76
75	Lowest passing grade	60 - 61	65	70	75
74		58 - 59	64	69	74
73		57	62 - 63	68	73
72		55 - 56	61	66 - 67	72
71		54	59 - 60	65	71
70	Lowest grade reported in the grading sheet	52 - 53	58	64	70
69		50 - 51	57	63	69
68		49	55 - 56	62	68
67		47 - 48	54	60 - 61	67
66		46 -	52 - 53	59	66
65	Lowest possible computed grade in the class record; Given also for cheating in assessment	0 - 45	0 - 51	0 - 58	65

Grading Policy in the Administrative and Employment Manual for Academic Personnel (2015)

Course Requirements	First Term	Second Term	Third Term
Class Standing during the Term	50%	50%	25%
Quizzes			
Assignment/Projects/Exercises/Seatwork			
Recitation			
Other Sources of Performance			

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Long Term Examination	50%	50%	25%
First Term Grade			25%
Second Term Grade			25%

XVI. Class Policies

1. ATTTENDANCE REQUIREMENTS
   a. Saint Mary's University observes regular attendance and punctuality as important obligations of students. Every student then **must come to the class regularly** with zero or minimal number of absences and tardiness from the first day of the school calendar.
   b. Only those who are **officially enrolled** in the code of this subject will be considered as "students" of the subject. Classes missed because of late enrollment shall be considered as absences.
   c. A student who has been absent even for only one class period shall not be allowed to re-enter the class without an **admission slip duly signed by the Associate Dean of Student Affairs and Services for Men/Women.** The **"NO ADMISSION, NO ENTRY" Policy** must be strictly observed.
   d. A student who was late, i.e., enter the classroom after the bell rang, shall also not be allowed to re-enter on next session unless an admission slip is presented.
   e. Three counts of tardiness will be considered one absence.
   f. A student is held responsible for lectures, classroom discussions, graded activities and assignments missed due to absences.
   g. A student who missed a quiz due to an unexcused absence will NOT be given credit for the quiz. When excused, a student will be given another set of quiz items parallel to the missed quiz, or will depend on the agreement with the instructor.
   h. A student is given first and second "warning" before he/she is "dropped" from the class. The number of hours of incurred absences corresponding to a 3-unit subject is shown in the table below.

1st Report (Warning)	2nd Report (Warning)	3rd Report (Dropping)
4.5 hrs.	**9 hrs.**	**12 hrs.**

2. ACADEMIC REQUIREMENTS
   a. Every student must attend classes regularly and participate in class discussions, individual works and group activities.
   b. Every student will be given equal opportunities to develop himself/herself to the maximum by complying strictly with the academic requirements of the course.
   c. Every student must complete all the academic requirements (except major examinations) such as special problems, problem sets and research outputs on or before the deadline. Students who pass requirements beyond the set deadline will be given demerits.
   d. Every student is encouraged to take a major examination on the scheduled date. During major examinations, students must present their test permits for their scores to be credited. Otherwise, an INC mark will appear as their grade.
   e. A special examination may be given only with the written permission of the Academic Dean, and for special cases, the Vice President for Academic Affairs.
   f. Special examinations are granted with full credit for circumstances beyond the control of the student such as sickness (with medical certificates), accidents and death of an immediate family member.
   g. No student may be granted exemption from any examination.
   h. Every student in a group activity will be assessed by the instructor and peers based on certain levels of performances in the cooperative learning activity rubric
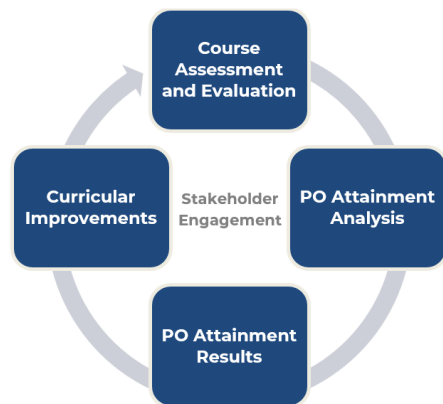
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3. All students must strictly follow the university policies on the conduct of students inside the school as stated in the **Undergraduate Student Handbook**.

4. Consultation hours (at least three hours per week) will be scheduled depending of the instructor's teaching load and schedule. No consultation will be entertained beyond office hours and during weekends, unless emergency and the teacher started the conversation. As much as possible, a polite message prompt must be sent by the student to schedule a consultation to let the instructor prepare. The message prompt must include the following:
   a) Start with a greeting. "Good Morning/Afternoon, Ma'am/ Sir" ...
   b) Introduce yourself (Complete Name, Program, Code and Descriptive Title)
   c) State the purpose of your message.
   d) Ask for clarifications (if any).
   e) End the conversation with gratitude.

XVII. Continuous Quality Improvement

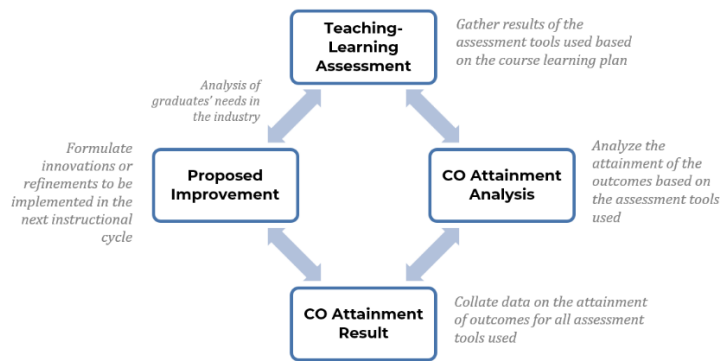A. Program and Course Assessment and Evaluation

The program and course assessment and evaluation system assesses and evaluates the program based on the program outcomes (PO). The process is a cycle that focuses on the Program Outcomes and the overall program itself, where various stakeholders will be involved. Stakeholder engagement shall become a core process for this system. Stakeholders include the students, instructors, administrators, alumni, parents, employers, and other industry partners.

To facilitate this process, the Program Outcomes, Assessment, and Evaluation Matrices will be used to review the key courses of the program. The stakeholders will review the key courses and analyze and collate assessment data, and evaluate based on standards if the POs were attained, partially attained, or not. From these, curricular improvements (changes or revisions) shall be forwarded to increase the quality of the attainment of outcomes through the course contents, teaching methodologies, and assessments used.
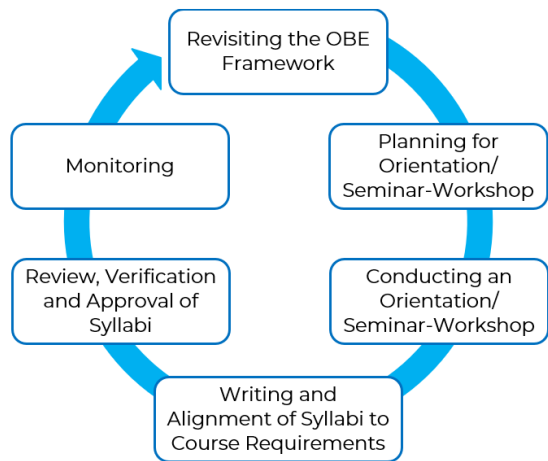
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B. Process Description of Improving the Program and Course Outcomes

The course shall undergo assessment and evaluation for continuous quality improvement. To improve its course outcomes, the cluster heads of the different Teacher Education programs shall gather assessment results based on the assessment activities implemented, especially the major examinations and performance-based assessments. From there, the course outcomes shall be analyzed if these were attained vis-à-vis the assessment results. The attainment result shall be collated for all courses in the Teacher Education programs, which shall serve as a basis to formulate innovations and refinements for the next instructional cycle. At the same time, existing graduates' needs will be surfaced to refine the course outcomes further.

C. Process Description of Improving the Syllabus

In improving the syllabi, a continuous cycle will be followed. At the beginning of the cycle is the revisiting of the OBE framework, which shall give directions on the culture, policies, and practices for an outcomes-based education anchored to the vision-mission, objectives, and core values of the university, and CICM graduate attributes. From this and the results of other needs assessments, planning for an orientation or seminar-workshop for syllabi development will follow. The plan shall be conducted through any means and platforms, possibly including other instructional supports such as seminar-workshops on teaching methodologies and assessment methods. Through these activities, faculty members will improve their syllabi, keeping in mind constructive alignment and the course requirements based on OBE manuals and policies, standards, and guidelines of programs as stipulated in the various CHED Memorandum Orders.

Once completed, each syllabus will be reviewed by the department head or by a senior faculty member, the dean, who will verify also, and the Vice President for Academic Affairs, who will give the final approval. Then, its implementation will be monitored through classroom observations and checking of assessment tools, among others.

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