COURSE SYLLABUS

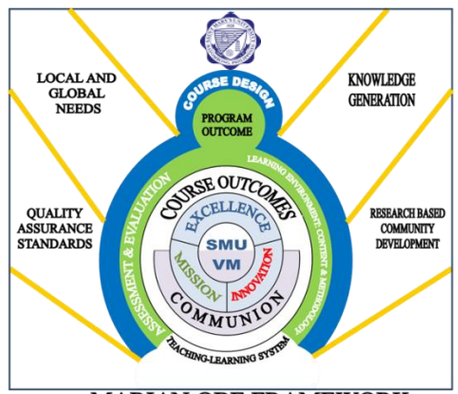
Course Number	Course Descriptive Title	Semester/Term	Academic Year	Credit Unit/s			Time Allotment Per Semester/MYT		
				Lecture	Laboratory	Total	Lecture	Laboratory	Total
LTS 1	LITERACY TRAINING SERVICE 1	First Semester	2024-2025	3	0	3	3	0	3

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		

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.		■			■				■	■					■	■	■

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	■	■				■	■	■						■	■	■	■

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

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)			

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)			

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

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.

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

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

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			

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.**

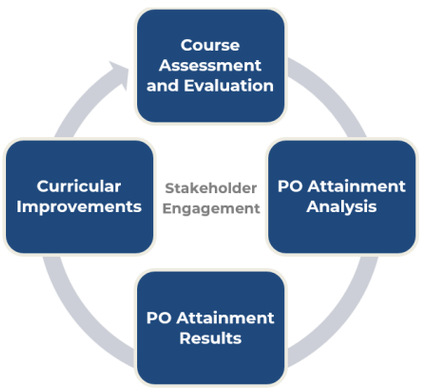
2. ACADEMIC REQUIREMENTS
   a. Every student must attend classes regularly and participate in class discussions, individual works and group activities.
   b. Every student will be given equal opportunities to develop himself/herself to the maximum by complying strictly with the academic requirements 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

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

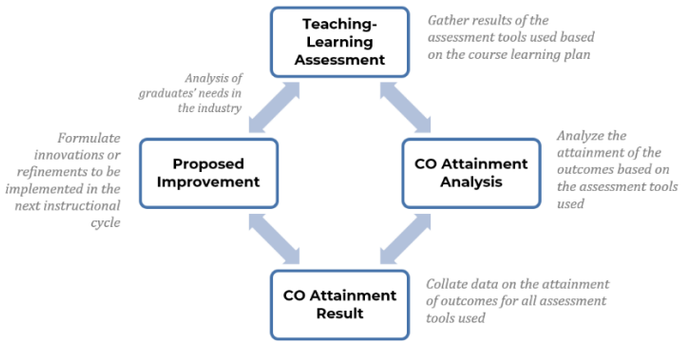
A. Program and Course Assessment and Evaluation



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.

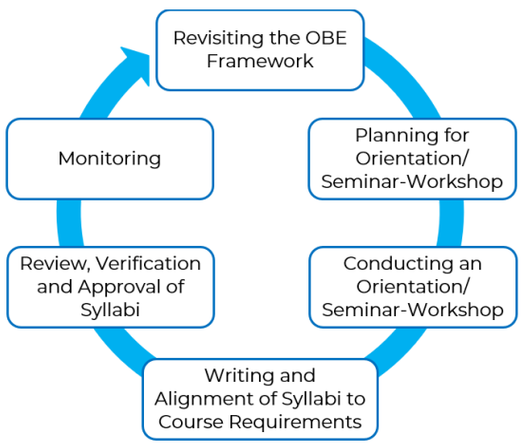
To facilitate this process, the Program Outcomes, Assessment, and Evaluation Matrices will be used to review the key courses of the program. The stakeholders will review the key courses and analyze and collate assessment data, and evaluate based on standards if the POs were attained, partially attained, 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.

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.

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		5/7/25	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 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…*	**PM 1**	**PM 2**	**PM 3**	**PC 1**	**PC 2**	**PC 3**	**PC 4**		**PC 5**	**PE 1**	**PE 2**	**PE 3**	**PE 4**	**PE 5**	**PE 6**	**PI 1**	**PI 2**	**PI 3**
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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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

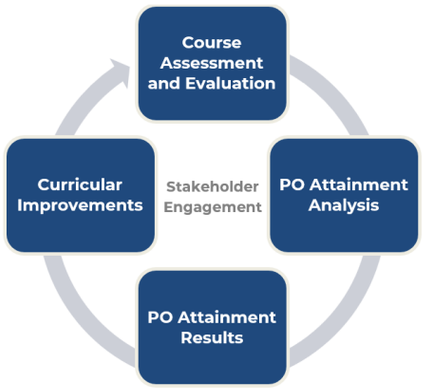
3. All students must strictly follow the university policies on the conduct of students inside the school as stated in the **Undergraduate Student Handbook**.

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

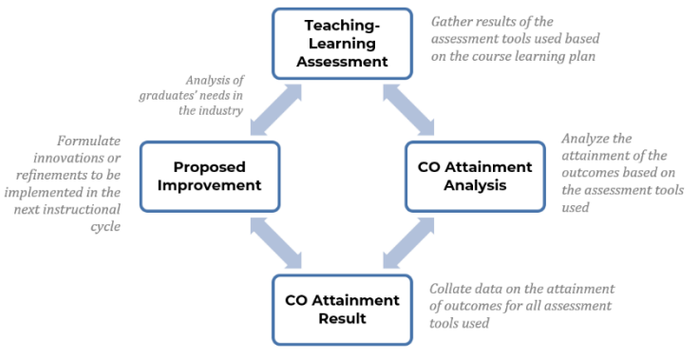
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The program and course assessment and evaluation system assesses and evaluates the program based on the program outcomes (PO). The process is a cycle that focuses on the Program Outcomes and the overall program itself, where various stakeholders will 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.

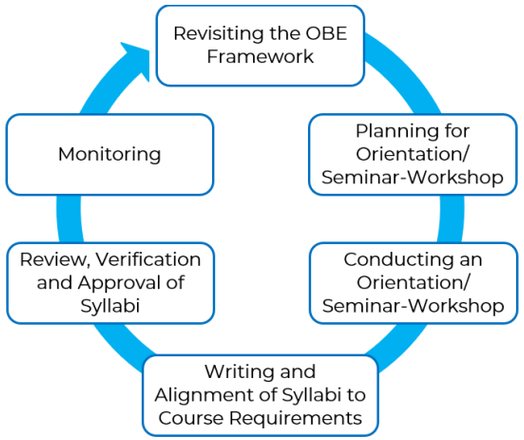
B. Process Description of Improving the Program and Course Outcomes



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.

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		5/10/25
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**
FIRST TERM EXAMINATION					
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

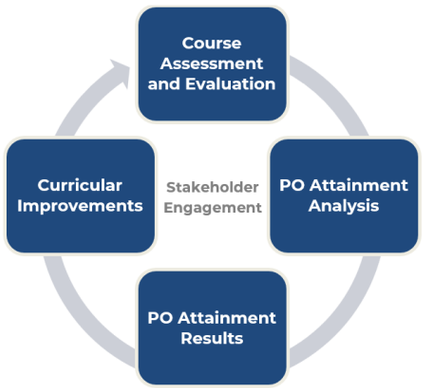
3. All students must strictly follow the university policies on the conduct of students inside the school as stated in the **Undergraduate Student Handbook**.

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

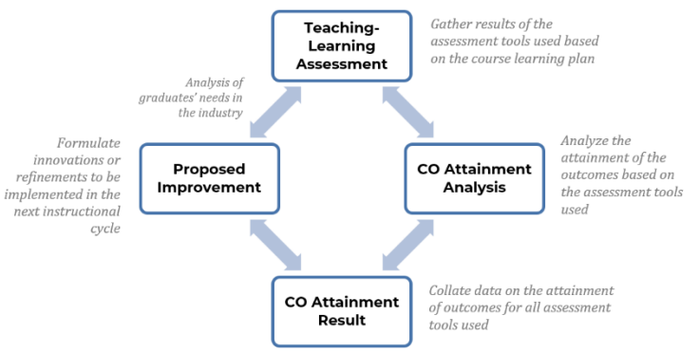
A. Program and Course Assessment and Evaluation



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.

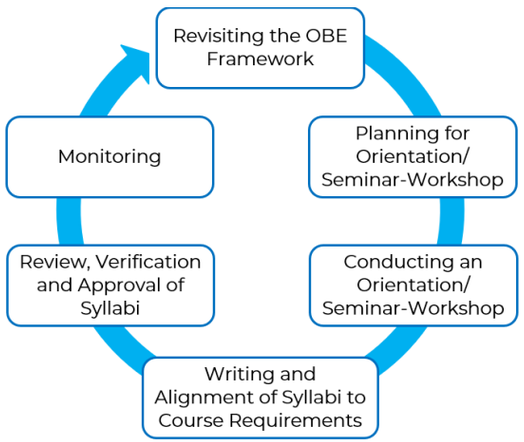
To facilitate this process, the Program Outcomes, Assessment, and Evaluation Matrices will be used to review the key courses of the program. The stakeholders will review the key courses and analyze and collate assessment data, and evaluate based on standards if the POs were attained, partially attained, 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.

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.

COURSE SYLLABUS

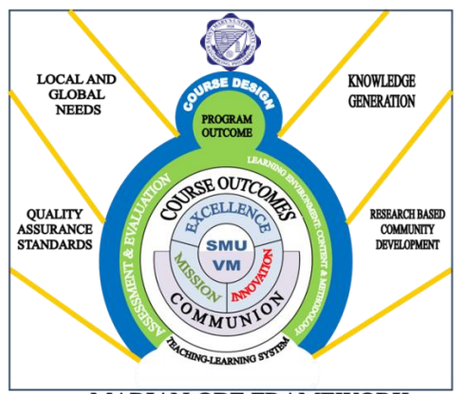
Course Number	Course Descriptive Title	Semester/Term	Academic Year	Credit Unit/s			Time Allotment Per Semester/MYT		
				Lecture	Laboratory	Total	Lecture	Laboratory	Total
LTS 2	LITERACY TRAINING SERVICE 2	Second Semester	2024-2025	3	0		3	0	3

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		

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.																	

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

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. 2: Prepare letter of intent address to the school head/PSDS/Barangay Chairman of the selected community for the literacy program 3: Prepare project proposal for the enhancement of 3Rs of learners from the barangay/sitio/remote places. 4. Estimate Budget for the project proposal	A. Community Immersion Concepts & Principles B. Benefits of Literacy Program C. Importance of Literacy Program Content of Letter of Intent Community Needs Assessment Project Proposal Budget Proposal	(12 hours)	**Interactive discussion** using slideshow presentations (with video clips) **Cooperative Learning** brainstorming, collaboration, research/info, ICT **Rubric presentation** **Video Viewing** **Interactive discussion** using slideshow presentations **Collaborative Learning**	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 Memorandum of Agreement	**Recitation** **Rubric** evaluation for learner's video **Group Presentation Of Project Proposal** **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

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.

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

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.

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

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.

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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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

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
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   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.

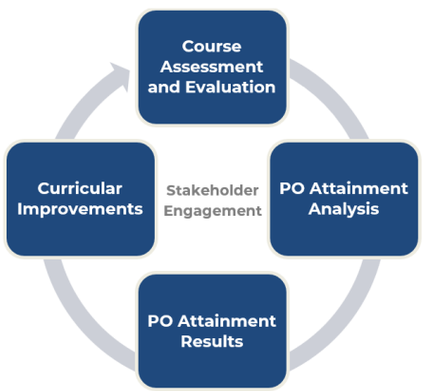
d. Every student is encouraged to take a major examination on the scheduled date. During major examinations, students must present their test permits for their scores to be credited. Otherwise, an INC mark will appear as their grade.
e. A special examination may be given only with the written permission 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

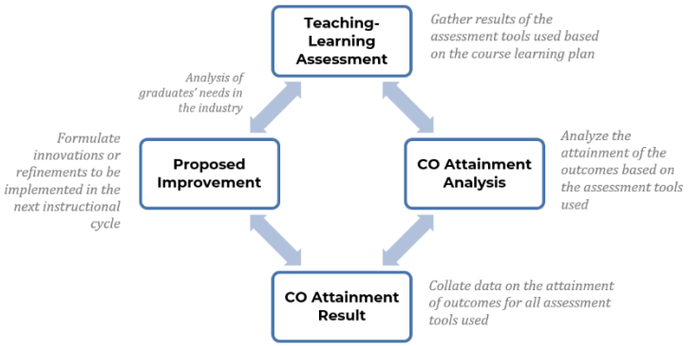
A. Program and Course Assessment and Evaluation



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.

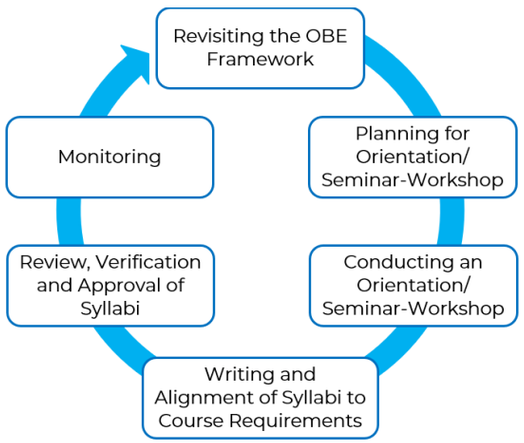
To facilitate this process, the Program Outcomes, Assessment, and Evaluation Matrices will be used to review the key courses of the program. The stakeholders will review the key courses and analyze and collate assessment data, and evaluate based on standards if the POs were attained, partially attained, 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.

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.

COURSE SYLLABUS

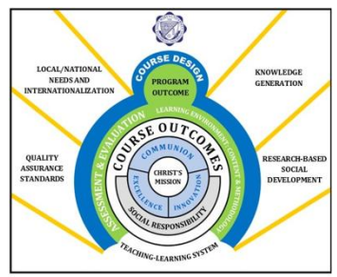
Course Number	Course Descriptive Title	Semester/Term	Academic Year	Credit Unit/s			Time Allotment Per Sem/MYT (hours)		
				Lecture	Laboratory	Total	Lecture	Laboratory	Total
GArts	Art Appreciation	2nd Semester	2025-2026	3	0	3	54	0	54

I. University and School Vision-Mission and Graduate Attributes

University Vision-Mission	Graduate Attributes	STEH Vision-Mission
Saint Mary's University is a premier CICM Catholic educational institution inspired by Christ's mission, dedicated to the integral formation of persons exemplifying communion, excellence, innovation, and social responsibility. We dedicate ourselves to: 1. Joyfully witnessing to Christ's mission; 2. Conscientiously strengthening communion; 3. Relentlessly manifesting academic, personal, and professional excellence; 4. Steadfastly nurturing creativity and innovation; and 5. Responsibly taking the lead and participating in social development.	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.	The School of Teacher Education and Humanities envisions a community of communion, excellence, and innovation, forming humanistic, spiritual, eloquent, and mature educators and public servants. Guided by cultural values and social responsibility, we nurture mature Christians and cultured professionals through transformative liberal education, committed to academic excellence, innovative teaching, and the building of just, compassionate, and sustainable communities in service of the nation and the global village.

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 Communion, Excellence, Innovation, and Social Responsibility. 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 is expected of Marian graduates about five years after graduation), and uses these as bases for developing specific program outcomes (what is 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 into 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 continual 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
Prepared by	Dr. Christopher Allen S. Marquez	Faculty		3/6/2025	Reviewed by	Dr. Kenneth L. Maslang	Dept. Head		3/25/2026
Updated by	Edwin B. Aduca	Faculty		3/25/2026	Approved by	Dr. Felipe V. Nantes	Academic Dean		

IV. Course Learning Outcomes

In terms of content, by the end of this course, students will be able to:

1. Demonstrate an understanding and appreciation of arts in general, including their function, value, and historical significance
2. Define and demonstrate the elements and principles of design
3. Explain and evaluate different theories of art
4. Situate Philippine arts in global context

In term of values, by the end of this course, students will be able to:

1. Deepen their sensitivity to self, community, and society
2. Discover and deepen their identity through art with respect to their nationality, culture and religion
3. Develop an appreciation of the local arts

In terms of skills, by the end of this course, students will be able to:

1. Analyze and appraise works of art based on aesthetic value, historical context, tradition, and social relevance
2. Mount an art exhibit (concept development, production and postproduction, marketing, documentation, critiquing)
3. Create their own works of art and curate their own production or exhibit
4. Utilize art for self-expression and for promoting advocacies

V. Course Map

Legend:
L: input is provided; competency is evaluated
O: opportunity for development; no input nor evaluation, but competency is practiced
P: competency is practiced (no input provided but competency is evaluated)

General Education Learning Outcomes	
A. Intellectual Competencies (Knowledge)	
1. Analyze "text" (written, visual, oral, etc.) critically	P
2. Demonstrate proficient and effective communication (writing, speaking, and use of new technologies)	P
3. Use basic concepts across the domains of knowledge	O
4. Demonstrate critical, analytical, and creative thinking	L
5. Apply different analytical modes in problem solving	P
B. Personal and Civic Responsibilities (Values)	
1. Appreciate the complexity of the human condition	P
2. Interpret the human experience from various perspectives	L
3. Examine the contemporary world from both Philippine and global perspectives	O
4. Take responsibility for knowing and being Filipino	L
5. Reflect critically on shared concerns	L

General Education Learning Outcomes	
6. Generate innovative practices and solutions guided by ethical standards	L
7. Make decisions based on moral norms and imperatives	P
8. Appreciate various art forms	P
9. Advocate respect for human rights	O
10. Contribute personally and meaningfully to the country's development	P
C. Practical Skills	
1. Work effectively in a group	P
2. Apply computing tools to process information effectively	O
3. Use current technology to assist and facilitate learning and research	O
4. Negotiate the world of technology responsibly	O
5. Create solutions in various fields	P
6. Manage one's knowledge, skills, and values for responsible and productive living	P
7. Organize one's self for lifelong learning	L

VI. Course Description

Art appreciation is a three-unit course that develops students' ability to appreciate, analyze, and critique works of art. Through interdisciplinary and multimodal approaches, this course equips students with a broad knowledge of the practical, historical, philosophical, and social relevance of the arts to hone students' ability to articulate their understanding of the arts. The course also develops students' competency in researching and curating art as well as conceptualizing, mounting, and evaluating art productions. The course aims to develop students' genuine appreciation for Philippine arts by providing them opportunities to explore the diversity and richness and their rootedness in Filipino culture.

VII. 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 16 – Peace, Justice, and Strong Institutions
C. SDG 17 – Partnerships for the Goals

VIII. Course Learning Plan and Timeframe

Course Learning Outcome	Topic	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
	University Vision-Mission Re-Orientation Quality Policy Graduate Attributes University Prayer	Week 1 1.5 hours	Facilitated Interactive lecture-discussion	Undergraduate Student Handbook Course Syllabus	Recitation

Course Learning Outcome	Topic	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
	Overview of the Course and Discussion of Requirements Initial Topic/s				
CLO 1 Discuss the nature of art's preliminary expression CLO 2 Clarify misconceptions about art CLO3 Characterize the assumptions of the arts CLO 4 Distinguish between directly functional and indirectly functional arts CLO 5 Apply concepts and theories on beauty and aesthetics in real life scenarios CLO 6 Define an artist's or artisan's medium and technique	I. The Nature of the Arts 1. The Nature of the Arts 2. Categories, Elements, and Principles of Design 3. Subject and Content	Week 1 1.5 hours	Facilitated Lecture-Discussion Oral Recitation a. Why is art ageless and timeless? b. Why is art not nature? c. Why does art involve experience? d. Does art always have a function? e. if artwork did not have any function, will it remain art? Individual Sharing: What artform/artwork has changed something in your life? Why? Analysis Paper by group: Choose a contemporary work and discuss the subject, medium and technique; discuss further how the artists utilized the elements and principles of design in an artwork Demonstration Simulation Integration of SDG 4, 16 and 17	Marquez, A.S. (2020). *Art Appreciation*. Saint Mary's University Publishing and Digital Printing Office: Bayombong, Nueva Vizcaya Ariola, M.M. (2018). *Art Appreciation*. Manila: Unlimited Books Library Services and Publishing Inc. Sanchez, R. A., Arabejo, M. D. P. & dela Cruz, Jr., M. V. (2020). *Art appreciation*. Unlimited Books Library Services & Publishing.	Recitation Written Quiz Suggested Activities: 1. Erasure Poetry (Individual Activity): This is a written activity on the importance of the arts. Students will be provided an article in which the student will be instructed to erase some words, phrases, sentence or paragraphs by the use of pen or marker. Put together the words or phrases that were retained and create a poem that describes the importance of arts. The student will rewrite the poem. 2. Metaphorical Art Drawing (Individual Activity): In this activity, the student shall recollect a personal episodic

Course Learning Outcome	Topic	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
					story. The student shall then draw a metaphor that will illustrate that personal story. Students may consider the following: * Analog drawing * Soil/coffee art * Illustration
CLO 7 Differentiate between artists and artisans' approach/technique toward a particular medium CLO 8 Define the role of managers, curators, buyers, collectors, and art dealers in the art world	II. The World of Arts 1. Art and Artisans 2. Production and Events Management in the Arts	Week 5-6 (6 hours)	Lecture/Illustration a. What is the difference between artists and artisans? What is the relationship between artists and artisans? b. Which is more important, the artists or the artwork? c. What is the role of the following figures (managers, curators, buyers, collectors, art dealers) in the community? Film Analysis Integration of SDG 4, 16 and 17	Marquez, A.S. (2020). *Art Appreciation*. Saint Mary's University Publishing and Digital Printing Office: Bayombong, Nueva Vizcaya Ariola, M.M. (2018). *Art Appreciation*. Manila: Unlimited Books Library Services and Publishing Inc. Sanchez, R. A., Arabejo, M. D. P. & dela Cruz, Jr., M. V. (2020). *Art appreciation*. Unlimited Books Library Services & Publishing.	
	First Term Examination	**Week 6 2 hours**			
CLO	III. Western Art 1. Prehistoric World 2. Egyptian Art 3. Greek Art	Week 7-10 (12 hours)	Lecture Creative Presentation	Marquez, A.S. (2020). *Art Appreciation*. Saint Mary's University Publishing and Digital	Recitation Quiz

Course Learning Outcome	Topic	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
	4. Roman Art 5. Medieval Art 6. Gothic Art 7. Renaissance Art 8. Mannerism Art 9. Baroque Art 10. Rococo Art 11. Neoclassical Art 12. Romantic Art 13. Realist Art 14. Impressionist Art 15. Post-Impressionist Art 16. Other Art Movements		Architecture hunting in the locality Games Talk shows Integration of SDG 4 and 17	Printing Office: Bayombong, Nueva Vizcaya Ariola, M.M. (2018). *Art Appreciation*. Manila: Unlimited Books Library Services and Publishing Inc. Sanchez, R. A., Arabejo, M. D. P. & dela Cruz, Jr., M. V. (2020). *Art appreciation*. Unlimited Books Library Services & Publishing. Gray, G. T. (2022). *An introduction to the history of architecture & design*. Sunway University Press.	Suggested Activities: a. video or brochure featuring paintings, sculpture, and architectures during the assigned period/s b. photos of local architecture inspired by the different art periods c. art talk: Assigned topics will be presented through talk shows, radio broadcasting, mock interviews, game shows, or news reporting d. Soul and space Activity: - re-conceptualize an architectural site of the assigned period using clay or illustration boards - build a miniature of an

Course Learning Outcome	Topic	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
					identified theme (e..g., recreational park)
CLO 13 Characterize the visual arts of ancient India, China, and Japan CLO 14 Identify the underlying historical and philosophical underpinnings of ancient Asian Art CLO 15 Document and annotate important Asian Art	IV. Asian Art 1. Indian Art 2. Chinese Art 3. Japanese Art	Week 11-12 (6 hours)	Lecture Creative Presentation Games Talk shows Integration of SDG 4, 16 and 17	Marquez, A.S. (2020). *Art Appreciation*. Saint Mary's University Publishing and Digital Printing Office: Bayombong, Nueva Vizcaya. Sanchez, R. A., Arabejo, M. D. P. & dela Cruz, Jr., M. V. (2020). *Art appreciation*. Unlimited Books Library Services & Publishing.	Recitation Quiz Suggested Activities: a. video or brochure featuring paintings, sculpture, and architectures during the assigned period/s b. art talk: Assigned topics will be presented through talk shows, radio broadcasting, mock interviews, game shows, or news reporting
	2nd Term Examination	**Week 12 2 hours**			
CLO 16 Trace and summarize the development of visual arts in the Philippines	Topic/s V. Philippine Art 1. Pre-Colonial Period 2. Spanish Period 3. American Period 4. Post-War Period	Week 13-14 (6 hours)	Lecture Creative Presentation Games	Marquez, A.S. (2020). *Art Appreciation*. Saint Mary's University Publishing and Digital Printing Office:	Recitation Quiz Soul and space Activity: Build

Course Learning Outcome	Topic	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
CLO 17 Differentiate indigenous/ethnic, Muslim and Christian Arts CLO 18 Characterize how Filipinos utilize space to determine its implications for their identities, history, religion, and philosophy			Talk shows	Bayombong, Nueva Vizcaya. Cultural Center of the Philippines. (1994). *CCP encyclopedia of Philippine art: Philippine architecture (Vol III).* Special Publications Office. Manila, Philippines. Cultural Center of the Philippines. (1994). *CCP encyclopedia of Philippine art: Philippine visual arts* (Vol IV). Special Publications Office. Manila, Philippines.	miniature buildings using clay or illustration boards depicting indigenous houses indigenous houses or other architectural sites in the Philippines
CLO 19 Characterize the instrumental music across different historical periods CLO 20 Make a creative interpretation of the different musical genres CLO 21 Translate sound or music into a new form and in a new context	VI. Instrumental Music 1. Baroque Period 2. Classical Period 3. Romantic Period 4. Modern Period	Week 15-16 (6 hours)	Brief Lecture Creative Presentation (from solo to group, depending on students' interests in art expression) Film Analysis Transcreation	Marquez, A.S. (2020). *Art Appreciation*. Saint Mary's University Publishing and Digital Printing Office: Bayombong, Nueva Vizcaya. De Bogart, D.V. (1968). *Introduction to humanities: Painting, sculpture, architecture, music and literature.* New York, USA: Barnes & Noble.	

Course Learning Outcome	Topic	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
CLO 22 Discuss the concept of soulmaking CLO 23 Develop their potentials through soulmaking CLO 24 Enhance their sensitivity and awareness toward their environment CLO 25 Differentiate the seven da Vincian principles CLO 26 Extend to the immediate community their artworks as a form of service learning CLO 27 Characterize and define narrative, appropriations, borrowings and ownership of the artists in the world	Topic/s VII. Artmaking 1. Soulmaking 2. Appropriation 3. Improvisation	Week 17-18 (6 hours)	Mind mapping Lecture What contemporary art forms or art expressions utilize the principle of appropriation? Why do they appropriate? What artforms are commonly appropriated? Demonstration/Simulation Photography Performance art simulation Integration of SDG 4, 16 and 17	Marquez, A.S. (2020). *Art Appreciation*. Saint Mary's University Publishing and Digital Printing Office: Bayombong, Nueva Vizcaya. Narciso, N.F. (2016). *Soulmaking.* Davao City: Aletheia Publications.	Recitation Quiz Activities: 1. Art Portfolio/Soulmaking Book: Compile your works on crafting images, stories, movements, techniques, and instruments. 2. Photo-Appropriation: - Identify a particular painting or sculpture in western, ancient Asia or Philippine Arts and then make your own version of it through photography wherein you are now the artist. - Appropriate an ad form in any form, take a picture of it and create another poster that incorporates your new concepts 3. Reflective Essay: using your camera, take four original

Course Learning Outcome	Topic	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
					pictures that are not directly connected with you but you think capture your transition into who you are now as a person. Write a 40-word essay out of these pictures.
	Final Examination	**Week 18 2 hours**			

IX. Required Readings [*incl. textbook, print or electronic*]

	CALL NO.	Bibliographic citation [*Use APA format, 7th ed., alphabetize within a cell by author/s*]
Textbook(s) *[at least one, must be latest edition, with publication year within the last five years, and with copies in the ULRC collection]*		Marquez, A.S. (2020). *Art Appreciation*. Saint Mary's University Publishing and Digital Printing Office: Bayombong, Nueva Vizcaya
Other Required Readings *[at least one, maybe an article or chapter, other than those in the textbook, that students are required to read and which will be the coverage of an assessment]*		

X. Suggested Readings and References

	CALL NO.	Bibliographic citation [*Use APA format, 7th ed., alphabetize within a cell by author/s*]
References [*At least 5 books in the ULRC collection, some research journal articles, alphabetized by author(s), published within the past five years by reputable academic presses; include faculty research publications that are relevant to the subject*]	F 701.18 Ar43a 2018 EL 720 D451w 2023 SrHS (F) 701.1 Sa55a 2020	Ariola, M.M. (2018). *Art Appreciation*. Manila: Unlimited Books Library Services and Publishing Inc. Desai, C. (2023). *World art and architecture.* Venus Books. Sanchez, R. A., Arabejo, M. D. P. & dela Cruz, Jr., M. V. (2020). *Art appreciation*. Unlimited Books Library Services & Publishing.
Supplementary Materials [*ULRC materials and some research journal articles published earlier than five years ago and/or materials which may have recent publication year but not found in the ULRC collection; alphabetized by author(s); include faculty research publications that are relevant to the subject*]		Allen J. (2000). *Event planning: The ultimate guide to successful meetings, corporate events, fundraising galas, conferences, conventions, incentives and other special events.* Toronto: John Wiley and Sons Narciso, N.F. (2016). *Soulmaking.* Davao City: Aletheia Publications

XI. Course Requirements and Analytic Rubrics for Assessment

Sample Grading Policy in the Administrative and Employment Manual for Academic Personnel for Higher Education (2023, pp. 164-165)

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

XII. Grading System

Transmutation: 60% score=75 grade (for Gen Ed/CFE/minor courses); 65% score=75 grade (for professional/major courses); 70=75% (for 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
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

Grade	Remarks	60% score=75 grade	65%score=75 grade	70%score=75 grade	Grade
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 major exams/assessment	0 - 45	0 - 51	0 - 58	65

XIII. 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.

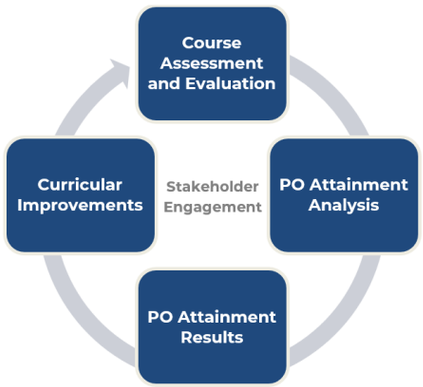
1st Report (Warning)	2nd Report (Warning)	3rd Report (Dropping)
4.5 hrs.	**9 hrs.**	**12 hrs.**

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

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

XIV. Continual Quality Improvement

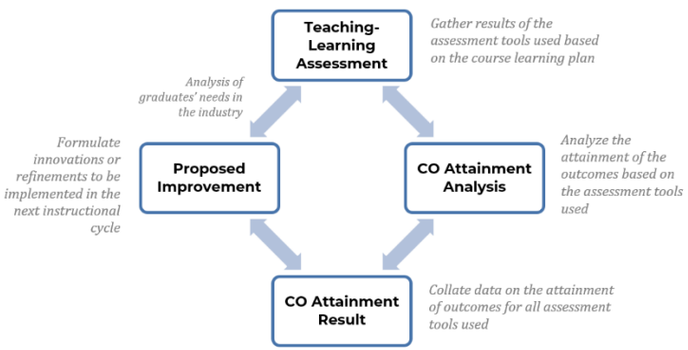
A. Program and Course Assessment and Evaluation



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.

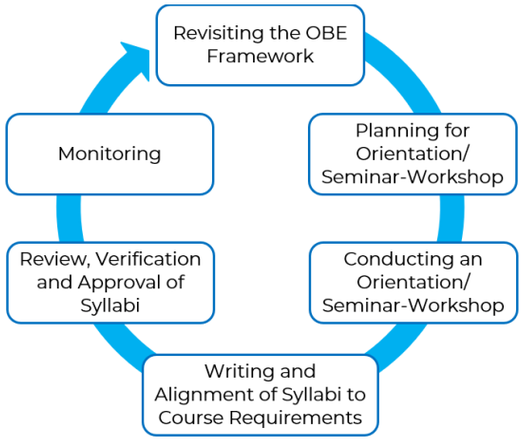
To facilitate this process, the Program Outcomes, Assessment, and Evaluation Matrices will be used to review the key courses of the program. The stakeholders will review the key courses and analyze and collate assessment data, and evaluate based on standards if the POs were attained, partially attained, 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.

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.

COURSE SYLLABUS

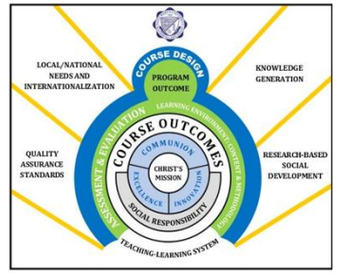
Course Number	Course Descriptive Title	Semester/Term	Academic Year	Credit Unit/s			Time Allotment Per Sem/ MYT (hours)		
				Lecture	Laboratory	Total	Lecture	Laboratory	Total
GC World	The Contemporary World	2nd Semester	2025 - 2026	3.0		3.0	54 hours		54

I. University and School Vision-Mission and Graduate Attributes

University Vision-Mission	Graduate Attributes	STEH Vision-Mission
Saint Mary's University is a premier CICM Catholic educational institution inspired by Christ's mission, dedicated to the integral formation of persons exemplifying communion, excellence, innovation, and social responsibility. We dedicate ourselves to: 1. Joyfully witnessing to Christ's mission; 2. Conscientiously strengthening communion; 3. Relentlessly manifesting academic, personal, and professional excellence; 4. Steadfastly nurturing creativity and innovation; and 5. Responsibly taking the lead and participating in social development.	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.	The School of Teacher Education and Humanities envisions a community of communion, excellence, and innovation, forming humanistic, spiritual, eloquent, and mature educators and public servants. Guided by cultural values and social responsibility, we nurture mature Christians and cultured professionals through transformative liberal education, committed to academic excellence, innovative teaching, and the building of just, compassionate, and sustainable communities in service of the nation and the global village.

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 Communion, Excellence, Innovation, and Social Responsibility. 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 is expected of Marian graduates about five years after graduation), and uses these as bases for developing specific program outcomes (what is 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 into 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 continual 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
Prepared by	Ernest L. Esmeralda	Faculty		1/25/2025	Reviewed by	Jones K. Liwan	Faculty		3/25/2026
Updated by	Dr. Kenneth L. Maslang	Dept. Head		3/25/2026	Approved by	Dr. Felipe V. Nantes	Academic Dean		

IV. Course Learning Outcomes

In terms of content, by the end of this course, students will be able to:
1. Distinguish different interpretations of and approaches to globalization
2. Describe the emergence of global economic, political, social, and cultural systems
3. Analyze the various contemporary drivers of globalization
4. Understand the issues confronting the nation-state
5. Assess the effects of globalization on different social units and their responses.

In terms of values, by the end of this course students will be able to:
1. Articulate personal positions on various global issues
2. Identify the ethical implications of global citizenship

In terms of skills, by the end of this course students will be able to:
1. Analyze contemporary news events in the context of globalization
2. Analyze global issues in relation to Filipinos and the Philippines
3. Write a research paper with proper citations on a topic related to globalization

V. Course Map

Legend:
L: input is provided; competency is evaluated
O: opportunity for development; no input nor evaluation, but competency is practiced
P: competency is practiced (no input provided but competency is evaluated

General Education Learning Outcomes	
A. Intellectual Competencies (Knowledge)	
1. Analyze "text" (written, visual, oral, etc.) critically	L
2. Demonstrate proficient and effective communication (writing, speaking, and use of new technologies)	P
3. Use basic concepts across the domains of knowledge	P
4. Demonstrate critical, analytical, and creative thinking	P
5. Apply different analytical modes in problem solving	L
B. Personal and Civic Responsibilities (Values)	
1. Appreciate the complexity of the human condition	L
2. Interpret the human experience from various perspectives	L
3. Examine the contemporary world from both Philippine and global perspectives	L
4. Take responsibility for knowing and being Filipino	O
5. Reflect critically on shared concerns	L
6. Generate innovative practices and solutions guided by ethical standards	O

7. Make decisions based on moral norms and imperatives	P
8. Appreciate various art forms	L
9. Advocate respect for human rights	O
10. Contribute personally and meaningfully to the country's development	L
C. Practical Skills	
1. Work effectively in a group	P
2. Apply computing tools to process information effectively	O
3. Use current technology to assist and facilitate learning and research	O
4. Negotiate the world of technology responsibly	L
5. Create solutions in various fields	P
6. Manage one's knowledge, skills, and values for responsible and productive living	L
7. Organize one's self for lifelong learning	L

VI. Course Description

This course introduces students to the contemporary world by examining the multifaceted phenomenon of globalization. Using the various disciplines of the social sciences, it examines the economic, social, political, technological, and other transformations that have created an increasing awareness of the interconnectedness of peoples and places around the globe. To this end, the course provides an overview of the various debates in global governance, development, and sustainability. Beyond exposing the student to the world outside the Philippines, it seeks to inculcate a sense of global citizenship and global ethical responsibility.

VII. 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 10 – Reduced Inequalities: Reduce inequality within and among countries.
c. SDG 16 – Peace, Justice, and Strong Institutions
d. SDG 17 – Partnerships for the Goals

VIII. Course Learning Plan and Timeframe

Course Learning Outcome	Topic	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
	Course Orientation - University Prayer - University Vision-Mission - School Vision-Mission - Course Description - Course Prerequisite Map - Course Outcomes - Course Requirements and Grading System - Class Policies	Week 1 1.5 hours	Facilitated Interactive lecture-discussion	Undergraduate Student Handbook Course Syllabus	Recitation
CLO 1. write a personal definition of globalization based on a concept map CLO 2. differentiate the competing conceptions of globalization CLO 3. identify the underlying philosophies of the varying definitions of globalization	Introduction to the Study of Globalization	Weeks 1-2 (4.5 hours)	Facilitated Classroom sharing about the students' personal concept of Globalization. Students will engage in a free association exercise of ideas as they associate with globalization. They will synthesize a personal definition of the concept. Integration of SDG 4 and 17	Dacles & Maslang, (2018) Botor (2022) Bihasa, C. (2022).	Concept Map about Globalization Recitation Quiz
CLO 4. define economic globalization CLO 5. identify the actors that facilitate economic globalization CLO 6. define modern world system CLO 7. articulate a stance on global economic integration	THE GLOBAL ECONOMY	Week 3 (3 hours)	Facilitated a lecture-discussion about economic globalization, its actors, and the modern world systems. Implemented a debate with the motion: Integration of SDG 4, 10, 16 and 17	Dacles & Maslang, (2018) Wallerstein, I. (2004)	Classroom Debate Recitation

Course Learning Outcome	Topic	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
			THBT the global free trade has done more harm than good.		
CLO 10. explain the role of financial institutions in the creation of global economy CLO 9. identify the attributes of global corporations	MARKET INTEGRATION	Week 4 (3 hours)	Conducted a Film-viewing and rationalization of the movie: The Corporation. Integration of SDG 10, 16 and 17	Kumar (2023) Bello, W. F. (2006) Movie Title: The Corporation Directed by: Mark Achbar and Jennifer Abbott	Movie Review Recitation Quiz
CLO 10. explain the effects of globalization on governments CLO 11. identify the institutions that govern international relations CLO 12. differentiate internationalism from globalism	THE GLOBAL INTERSTATE SYSTEM	Week 5 (3 hours)	Facilitated a lecture discussion about the effects of globalization on governments Integration of SDG 10, 16 and 17	Botor (2022) Mazower, M. (2006)	Oral Recitation Quiz
FIRST TERM EXAMINATION					
CLO 13. identify the roles and functions of the United Nations CLO 14. identify the challenges of global governance in the twenty-first century CLO 15. explain the relevance of the state amid globalization	CONTEMPORARY GLOBAL GOVERNANCE	Week 7 (3 hours)	Facilitated Classroom Reporting on Contemporary Global Governance Facilitated peer critiquing from the audience. Integration of SDG 16 and 17	Kumar (2023) Dacles & Maslang, (2018) Hobsbawm, E. J. (1996)	Group Quiz Oral Recitation
CLO 16. differentiate the Global South from the Third World CLO 17. analyze how a new conception of global relations emerged from the experiences of Latin American countries	THE GLOBAL DIVIDES: THE NORTH AND THE SOUTH	Week 8 (3 hours)	Facilitated Classroom Reporting on The Global Divides: The North and the South Facilitated peer critiquing from the audience.	Dacles & Maslang, (2018) Kumar (2023)	Group Quiz Oral Recitation
CLO 18. differentiate between regionalization and globalization	ASIAN REGIONALISM	Week 9 (3 hours)	Facilitated Classroom Reporting on Asian Regionalism	Dacles & Maslang, (2018)	Group Quiz Oral Recitation

Course Learning Outcome	Topic	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
CLO 19. identify the factors leading to a greater integration of the Asian region CLO 20. analyze how different Asian states confront the challenges of globalization and regionalization			Facilitated peer critiquing from the audience.	Ariola, A. (2018).	
CLO 21. analyze how various media drive various forms of global integration CLO 22. explain the dynamic between local and global cultural production	GLOBAL MEDIA CULTURES	Week 10 (3 hours)	Facilitated Classroom Reporting on Global Media Cultures Facilitated peer critiquing from the audience.	Balzani and Besnier (2022) Dacles & Maslang, (2018)	Group Quiz Oral Recitation
CLO 23. explain how globalization affects religious practices and beliefs CLO 24. analyze the relationship between religion and global conflict and conversely, global peace	THE GLOBALIZATION OF RELIGION	Week 11 (3 hours)	Facilitated Classroom Reporting on the Globalization of Religion Facilitated peer critiquing from the audience.	Dacles & Maslang, (2018) Balzani and Besnier (2022)	Group Quiz Oral Recitation
SECOND TERM EXAMINATION					
CLO 25. identify the attributes of a global city analyze how cities serve as engines of globalization	THE GLOBAL CITY	Week 13 (3 hours)	Facilitated Classroom Reporting on the Global City Facilitated peer critiquing from the audience.	Sassen, S. (2005)	Group Quiz Oral Recitation
CLO 26. explain the theory of demographic transition as it affects global population CLO 27. analyze the political, economic, cultural, and social factors underlying the global movements of people	GLOBAL DEMOGRAPHY & MIGRATION	Week 14 (3 hours)	Facilitated a lecture-discussion on demography and migration Conducted an OFW Review Sharing: Each student will share what they interviewed about transnationalism and the factors that affect global migration	Botor (2022) Stegger, M, (2014)	

Course Learning Outcome	Topic	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
CLO 28. differentiate stability from sustainability CLO 29. articulate models of global sustainable development CLO 30. define global food security critique existing models of global food security	SUSTAINABLE DEVELOPMENT & GLOBAL FOOD SECURITY	Week 16 (3 hours)	Facilitated a Lecture-Discussion on Sustainable Development and Global Food Security. Conducted a Film Viewing about the Price of Sugar Integration of SDG 4, 10, 16 and 17	Botor (2022) Dacles & Maslang, (2018) Film: The Price of Sugar Directed by: Bill Haney	Oral Recitation Quiz
CLO 31. articulate a personal definition of global citizenship CLO 32. appreciate the ethical obligations of global citizenship.	GLOBAL CITIZENSHIP	Week 17 (3 hours)	Facilitated a lecture Discussion on Global Citizenship Students have engaged in a free association exercise of ideas they associate with global citizenship. Based on this, students have synthesized a personal definition of the concept Integration of SDG 4, 10, 16 and 17	Botor (2022) Stegger, M, (2014) Carter, A. (2001)	Oral Recitation Quiz
CLO 33. write a research paper proposal with proper citation critique research proposals of classmates	RESEARCH PROPOSAL WRITING RESEARCH PROPOSAL CRITIQUE	Week 15 (3 hours)	Supervised independent research and writing Integration of SDG 10, 16 and 17		Final Research Paper (Bibliographic Essay) Oral Presentation
THIRD TERM EXAMINATION					

IX. Required Readings [incl. textbook, print or electronic]

	CALL NO.	Bibliographic citation
Textbook(s)	Institutional Module	Dacles, D.M. and Maslang, K.L.. (2018). *The Contemporary World*. Nueva Vizcaya: SMU Publishing House.
	F 300 B657c 2022	Botor, N. J. B., Eric Paul D. Peralta, E. P. D., Ferrer, R. M., Amparo, J. M. S. & Laude, T. M. P. (2022). *A course module for the contemporary world***.** Rex Book Store.
Other Required Readings	GS 306 B219s 2022	Balzani, M. & Besnier, N. (2022). *Social and cultural anthropology for the 21st century : connected worlds.* Routledge.
	F 300 B489c 2022	Bihasa, C. (2022). *The contemporary world: looking through the lenses of globalization***.** Books Atbp.
	SPAG 327 K96g 2023	Kumar, D. (2023). *Global political forces and environmental chang**e.*** Paradise Press.

X. Suggested Readings and References

	CALL NO.	Bibliographic citation
Supplementary Material	SMUGS R 030 G947 2021	Guinness World Records 2022
		Connell, Raewyn. 2007. "Dependency, Autonomy and Culture. In Southern Theory: The Global Dynamics of Knowledge in Social Science, pp. 139-163. Cambridge, UK: Polity Press. Hobsbawm, Eric J. 1996. "The Future of the State." Development and Change 27(2): 267–278. Lee, Ronald. 2003. "The Demographic Transition: Three Centuries of Fundamental Change." Journal of Economic Perspectives 17(4): 167–190.
Non-print Resources and Online Educational Resources		Aguilar, Filomeno V. 2012. "Differentiating Sedimented from Modular Transnationalism: The View from East Asia." Asian and Pacific Migration Journal 21(2): 149–171. Bello, Walden F. 2006. "The Multiple Crises of Global Capitalism." In Deglobalization: Ideas for a New World Economy, pp. 1-31. Quezon City: Ateneo de Manila University Press. Castles, Stephen. 2000. "International Migration at the Beginning of the Twenty-First Century: Global Trends and Issues." International Social Science Journal 52 (165): 269–281. Carter, April. 2001. "Global Civil Society: Acting as Global Citizens" in The Political Theory of Global Citizenship, pp. 147-176 London: Routledge.

XI. Course Requirements and Analytic Rubrics for Assessment

A. Course Requirements

Course Requirements	Weight	Grade Contribution
Class Standing 1		
1. Recitations	20%	
2. Written Quizzes	50%	
3. Classroom Debate	30%	
Total CS1	100%	25%
Class Standing 2		
1. Group Report Presentation	30%	
2. Peer Critiquing	20%	
3. Final Research Project	50%	
Total CS2	100%	25%
Term Examination	100%	50%
Total Term Grade		**100%**

B. Holistic/Analytic Rubrics

1. Thought Papers

Criteria	Percentage
Content	40
Organization	20
Presentation	30
Documentation and Sources	10
Total	100

2. Debate

	Excellent (10)	Good (8)	Fair (6)	Need 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 unconfident and demonstrated little evidence of planning prior to presentation.

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

3. Group Report Presentations

	Excellent (10)	**Good (8)**	**Fair (6)**	**Need 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.
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3. Peer Critiquing

Criteria	Percentage
Quality of Questions	50
Substance of Observations	30
Suggestions & Recommendations	20
Total	100

4. Bibliographic Research

Criteria	Percentage
Content	35
Organization	25
Style	20
Grammar and Mechanics	10
Documentation and Sources	10
Total	100

XII. Grading System

Transmutation: 60% score=75 grade (for General Education subjects)

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

Grade	Remarks	60% score=75 grade	Grade
86		78	86
85		76 - 77	85
84		74 - 75	84
83		73	83
82		71 - 72	82
81	Lowest passing grade for academic scholars, dean's listers and Latin honors	70	81
80		68 - 69	80
79		66 - 67	79
78		65	78
77		63 - 64	77
76		62	76
75	Lowest passing grade	60 - 61	75
74		58 - 59	74
73		57	73
72		55 - 56	72
71		54	71
70	Lowest grade reported in the grading sheet	52 - 53	70
69		50 - 51	69
68		49	68
67		47 - 48	67
66		46 -	66
65	Lowest possible computed grade in the class record; Given also for cheating in assessment	0 - 45	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			
Long Term Examination	50%	50%	25%
First Term Grade			25%
Second Term Grade			25%

XIII. 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.

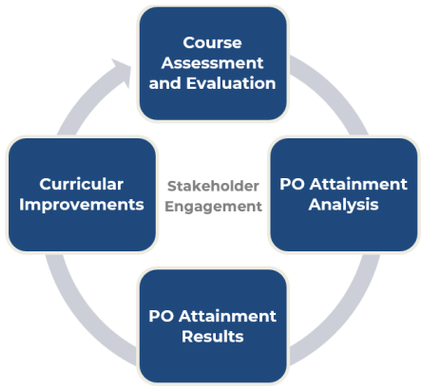
1st Report (Warning)	2nd Report (Warning)	3rd Report (Dropping)
4.5 hrs.	**9 hrs.**	**12 hrs.**

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   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.
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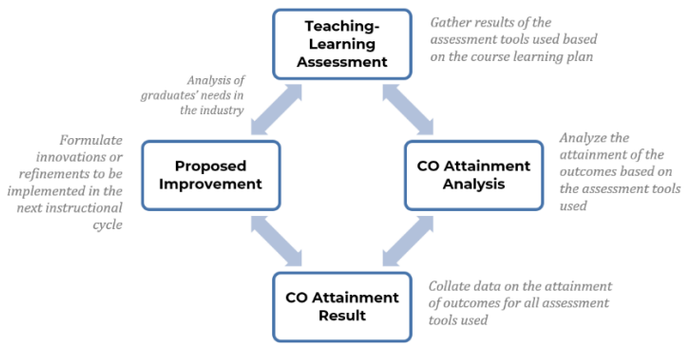
A. Program and Course Assessment and Evaluation



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.

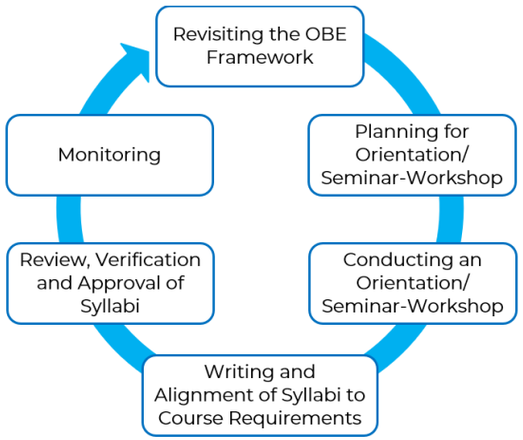
To facilitate this process, the Program Outcomes, Assessment, and Evaluation Matrices will be used to review the key courses of the program. The stakeholders will review the key courses and analyze and collate assessment data, and evaluate based on standards if the POs were attained, partially attained, 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 heads of the different department or 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, 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.

COURSE SYLLABUS

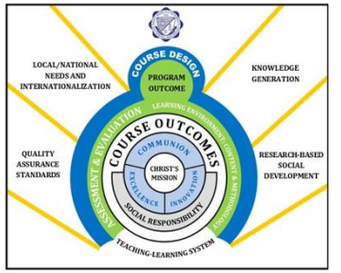
Course Number	Course Descriptive Title	Semester/Term	Academic Year	Credit Unit/s			Time Allotment Per Sem/ MYT (hours)		
				Lecture	Laboratory	Total	Lecture	Laboratory	Total
GHist	Readings in Philippine History	2nd Semester	2025 - 2026	3.0	0	3.0	54 hours		54

I. University and School Vision-Mission and Graduate Attributes

University Vision-Mission	Graduate Attributes	STEH Vision-Mission
Saint Mary's University is a premier CICM Catholic educational institution inspired by Christ's mission, dedicated to the integral formation of persons exemplifying communion, excellence, innovation, and social responsibility. We dedicate ourselves to: 1. Joyfully witnessing to Christ's mission; 2. Conscientiously strengthening communion; 3. Relentlessly manifesting academic, personal, and professional excellence; 4. Steadfastly nurturing creativity and innovation; and 5. Responsibly taking the lead and participating in social development.	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.	The School of Teacher Education and Humanities envisions a community of communion, excellence, and innovation, forming humanistic, spiritual, eloquent, and mature educators and public servants. Guided by cultural values and social responsibility, we nurture mature Christians and cultured professionals through transformative liberal education, committed to academic excellence, innovative teaching, and the building of just, compassionate, and sustainable communities in service of the nation and the global village.

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 Communion, Excellence, Innovation, and Social Responsibility. 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 is expected of Marian graduates about five years after graduation), and uses these as bases for developing specific program outcomes (what is 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 into 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 continual 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
Prepared by	Dr. Erwin D. Naval	Faculty		1/25/2025	Reviewed by	Jones K. Liwan	Faculty		3/25/2026
Updated by	Dr. Kenneth L. Maslang	Dept. Head		3/25/2026	Approved by	Dr. Felipe V. Nantes	Academic Dean		

IV. Course Learning Outcomes

CLO1. Identify and document credible and authentic primary sources available in the locality that could be used in reconstructing the rich history of the Filipino people from pre-colonial times to the present.
CLO2. Evaluate primary sources for their credibility, authenticity and provenance. CLO3. Analyze the context, content and perspective of different kinds of primary sources.
CO4. Deepen and broaden the understanding of Philippine political, economic, cultural, social, scientific and religious history;
CLO5. Develop critical and analytical skills with exposure to primary sources.
CLO6. Demonstrate the ability to formulate arguments in favor or against a particular issue using primary resources.
CLO7. Effectively communicate, using various techniques and genres, historical analysis of a particular event or issue that could help others understand the chosen topic.
CLO8. Propose recommendations or solutions to present day problems based on their understanding of root causes and their anticipation of future scenarios.
CLO9. Display the ability to work in a multidisciplinary theme and contribute to a group endeavor.
CLO10. Create historical documentary that will help promote and preserve our country's national patrimony and cultural heritage.

V. Course Map

Legend:
L: input is provided; competency is evaluated
O: opportunity for development; no input nor evaluation, but competency is practiced
P: competency is practiced (no input provided but competency is evaluated)

General Education Learning Outcomes	
A. Intellectual Competencies (Knowledge)	
1. Analyze "text" (written, visual, oral, etc.) critically	P
2. Demonstrate proficient and effective communication (writing, speaking, and use of new technologies)	P
3. Use basic concepts across the domains of knowledge	O
4. Demonstrate critical, analytical, and creative thinking	L
5. Apply different analytical modes in problem solving	P
B. Personal and Civic Responsibilities (Values)	
1. Appreciate the complexity of the human condition	P
2. Interpret the human experience from various perspectives	L
3. Examine the contemporary world from both Philippine and global perspectives	O
4. Take responsibility for knowing and being Filipino	L
5. Reflect critically on shared concerns	L
6. Generate innovative practices and solutions guided by ethical standards	L
7. Make decisions based on moral norms and imperatives	P
8. Appreciate various art forms	P
9. Advocate respect for human rights	O
10. Contribute personally and meaningfully to the country's development	P
C. Practical Skills	
1. Work effectively in a group	P

General Education Learning Outcomes	
2. Apply computing tools to process information effectively	O
3. Use current technology to assist and facilitate learning and research	O
4. Negotiate the world of technology responsibly	O
5. Create solutions in various fields	P
6. Manage one's knowledge, skills, and values for responsible and productive living	P
7. Organize one's self for lifelong learning	L

VI. Course Description

The course analyzes Philippine history from multiple perspectives through the lens of selected primary sources coming from various disciplines and of different genres. Students are given opportunities to analyze the author's background and main arguments, compare different points of view, identify biases and examine the evidences presented in the document. The discussions will tackle traditional topics in history and other interdisciplinary themes that will deepen and broaden their understanding of Philippine political, economic, cultural, social, scientific and religious history. Priority is given to primary materials that could help students develop their analytical and communication skills. The end goal is to develop the historical and critical consciousness of the students so that they will become versatile, articulate, broad-minded, morally upright and responsible citizens.

VII. 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 10 – Reduced Inequalities: Reduce inequality within and among countries.
c. SDG 16 – Peace, Justice, and Strong Institutions
d. SDG 17 – Partnerships for the Goals

VIII. Course Learning Plan and Timeframe

Course Learning Outcome	Topic	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	Week 1 1.5 hours	Facilitated Interactive lecture-discussion	Undergraduate Student Handbook Course Syllabus	Recitation

Course Learning Outcome	Topic	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
CLO1. Identify and document credible and authentic primary sources available in the locality that could be used in reconstructing the rich history of the Filipino people from pre-colonial times to the present.	I. Understanding History	Week 1-3 7.5 hours	1. Lecture/Discussion 2. Provincial Museum, library and archive visit 3. Comparative analysis of primary and secondary resources 4. Integration of SDG 4, 10, 16, 17	1. Louis Gottschalk, *Understanding History*, (pp. 41-60; 117-170) 2. Santiago Alvarez, *Katipunan and the Revolution: Memoirs of a General*, (pp. 82-88) 3. Teodoro Agoncillo, *History of the Filipino People*, (pp. 184-187) 4. Caday (2021) 5. Candelaria (2021) 6. Robert Fox, *The Tabon Caves*, (pp. 40-44; 109-119) [Human remains and artifacts] 7. William Henry Scott, *Prehispanic Source Materials for the Study of Philippine History*, (pp. 90-135) 8. Armand Salvador Mijares,*Callao Man* 9. Del Rosario, Y.G., and Dacles, D.M. (2012). Philippine History: Roots and Development. 10. Del Rosario, Y.G., and Dacles, D.M. (2018). Readings in Philippine History: A Workbook.	1. Documented primary sources and the corresponding secondary sources derived from them 2. Quiz
CLO2. Evaluate primary sources for their credibility, authenticity and provenance. CLO3. Analyze the context, content and perspective of different kinds of primary sources.	II. Historical Methodology; External and internal criticism; Repositories of primary sources, and different kind of primary sources; Bias and Prejudice in historical sources	Week 4-5 6 hours	1. Lecture guided discussions 3. Video Analysis	1. Howell and Prevenier, *From Reliable Sources*, (pp. 17-68) 2. Corazon Aquino, *President Corazon Aguino's Speech before the U.S. Congress Sept. 18, 1986* [Speech], https://www.youtube.com/watch?v=4ZnnvbKyNCQ 3. Speech of President Marcos during the termination of Martial Law, January 17, 1981, https://www.youtube.com/watch?v=c0XeJHMh92M	1. Critique paper discussing the historical accuracy of the speeches of President Marcos and Aquino about Martial Law. 2. Quiz
	First Term Examination	**Week 6 2 hours**			

CLO4. Develop critical and analytical skills with exposure to primary sources.	III. Content and contextual analysis of selected primary sources; identification of the historical importance of the text; and examination of the author's main argument and point of view	Week 7-9 9 hours	1. Lecture/ Guided Discussion 2. Library Research/ Web Quest 3. Textual Analysis 4. Round Table Discussion 5. Team Presentation 6. Film/ Video Analysis 6.1. Raiders of the Sulu Sea	1. Antonio Pigafetta, *First Voyage Around the World*, (pp. 23-48) [Chronicle] 2. Juan de Plasencia, *Customs of the Tagalogs,* (Garcia, (1979). pp. 221-234) [Friar account] 3. Emilio Jacinto, *"Kartilla ng Katipunan"* (Richardson, (2013). pp. 131-137) [Declaration of Principles] 4. Emilio Aguinaldo, *Mga Gunita ng Himagsikan*. (pp. 78-82; 95-100; 177-188; 212-227) [Memoirs] 5. National Historical Institute. (1997). *Documents of the 1898 Declaration of Philippine Independence, The Malolos Constitution and the First Philippine Republic*. Manila: National Historical Institute. (pp. 19-23)[Proclamation] 6. Alfred McCoy, *Political Caricatures of the American Era* (Editorial cartoons) 7. Commission on Independence, *Filipino Grievances Against Governor Wood* (Zaide, 11. pp. 230-234). [Petition letter] 8. Corazon Aquino, *President Corazon Aguino's Speech before the U.S. Congress Sept. 18, 1986* [Speech], https://www.youtube.com/watch?v=4ZnnvbKyNCQ 9. Speech of President Marcos during the termination of Martial Law, January 17, 1981, https://www.youtube.com/watch?v=c0XeJHMh92M 10. Raiders of the Sulu Sea (film) 11. Works of Luna and Amorsolo [Paintings]	1. Quiz 2. Collection of analyses or team outputs
CLO5. Demonstrate the ability to formulate arguments in favor or against a particular issue using primary resources.	IV. One past but many histories": controversies and conflicting views in Philippine history 1. Site of the First Mass	Week 10 - 11 6 hours	1. Lecture/ Discussion 2. Symposia or Debates 3. Integration of SDG 4, 10, 16, 17	1. Antonio Pigafetta. *First Voyage Around the World*, (pp. 23-32)	1. Class sponsored Symposia / Debates

CLO6. Effectively communicate, using various techniques and genres, historical analysis of a particular event or issue that could help others understand the chosen topic.	2. Cavite Mutiny 3. Retraction of Rizal 4. Cry of Balintawak or Pugadlawin			2. Trinidad Pardo de Tavera, *Filipino Version of the Cavite Mutiny of 1872*, (Zaide 7, pp. 274-280) 3. Jose Montero y Vidal, *Spanish Version of the Cavite Munity of 1872* (Zaide 7, pp. 269-273) 4. Rafael Izquierdo, *Official Report on the Cavite Mutiny,* (Zaide 7, pp. 281-286) 5. Ricardo P. Garcia, *The Great Debate: The Rizal Retraction*, (pp. 9-19;31-43) 6. Jesus Ma. Cavanna, *Rizal's Unfading Glory*, (pp. 1-52) 7. Ricardo R. Pascual, *Rizal Beyond the Grave*, (pp. 7-36) 8. Pio Valenzuela, *Cry of Pugadlawin*, (Zaide 8, pp.301-302) 9. Santiago Alvarez, *Cry of Bahay Toro*, (Zaide 8, pp. 303-304) 10. Gregoria de Jesus, *Version of the First Cry*, (Zaide 8, pp. 305-306) 11. Guillermo Masangkay, *Cry of Balintawak*, (Zaide 8, pp. 307-309)	
	Second Term Examination	**Week 12 2 Hours**			
CO3. Deepen and broaden the understanding of Philippine political, economic, cultural, social, scientific and religious history; CLO7. Propose recommendations or solutions to present day problems based on their understanding of root causes and their anticipation of future scenarios.	V. Social, political, economic and cultural issues in Philippine history 1. Agrarian Reform Policies 2. The Philippine Constitution 2.1. 1889 (Malolos) Constitution 2.2.1935 Constitution 2.3. 1973 Constitution 2.4. 1987 Constitution 3. Taxation	Week 13-14 6 hours	Lecture/guided discussion Integration of SDG 4, 10, 16, and 17		
CLO8. Display the ability to work in a multidisciplinary theme and contribute to a group endeavor. CLO9. Create historical documentary that will help	VI. Local History 1. Institutional history of schools, corporations, industries, religious groups and the like.	Week 15 - 17 9 hours	Lecture/guided discussion Documentary making Integration of SDG 4 and 17		Historical Documentary/Vlog

promote and preserve our country's national patrimony and cultural heritage.					
	Final Examination	**Week 18 2 hours**			

IX. Required Readings [incl. textbook, print or electronic]

	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 959.9 C113h 2021 F 959.9 C16c 2021 Institutional Module Institutional Module	Caday, M. A. R. T., Pangalinan, M. C. & Agdon, F. C. (2021). *History of the Philippines.* Mindshapers Co. Candelaria, J., Alporha, V., & Kunting, A. (2021). *A course module for readings in Philippine history. Rex Book Store* Del Rosario, Y.G., and Dacles, D.M. (2012). Philippine History: Roots and Development. Saint Mary's University Publishing. Bayombong, Nueva Vizcaya Del Rosario, Y.G., and Dacles, D.M. (2018). Readings in Philippine History: A Workbook. Saint Mary's University Publishing. Bayombong, Nueva Vizcaya
Other Required Readings *[at least one, maybe an article or chapter, other than those in the textbook, that students are required to read and which will be the coverage of an assessment]*		

X. Suggested Readings and References

	CALL NO.	Bibliographic citation
References* *[At least 5 books in the ULRC collection, some research journal articles, alphabetized by author(s), published within past five years by reputable academic presses]*		
		Aguinaldo, Emilio. (1964). *Mga Gunita ng Himagsikan.* Manila: C.A. Suntay. Alvarez, Santiago. (1998). *Katipunan and the Revolution: Memoirs of a General.* Quezon City: Ateneo de Manila University Press. Ariola, M. and Parajas (2018). Readings in Philippine History. Intramuros, Manila : Unlimited Books Library Services & Publishing. Blount, James. (1968). *The American Occupation of the Philippines, 1898-1912.* Quezon City: Malaya Books Inc.

Cavanna, Jesus Ma. *The Unfading Glory: Documentary History of the Conversion of Jose Rizal.* [s.n.].

Del Pilar, Marcelo. (1957). *Monastic Supremacy in the Philippines*. Manila: Philippine Historical Association.

Forbes, William Cameron. (1928). *The Philippine Islands*, Vol. 2. New York: Houghton Mifflin.

Fox, Robert. (1970). *The Tabon Caves.* Manila: National Museum.

Historical Data Papers. Philippine National Library, Microfilm Collection.

Laurel, Jose P. (1962). *War Memoirs of Jose P. Laurel.* Manila: Jose P. Laurel Memorial Foundation.

Mabini, Apolinario. (1969) *The Philippine Revolution.* Manila: National Historical Commission.

McCoy, Alfred and Alfredo Roces. (1985). *Philippine Cartoons: Political Caricature of the American Era, 1900-1941*. Quezon City: Vera Reyes Inc.

National Historical Institute. (1997). *Documents of the 1898 Declaration of Philippine Independence, The Malolos Constitution and the First Philippine Republic.* Manila: National Historical Institute.

Nolledo, Jose. (1999). *Principles of Agrarian Reform, Cooperatives and Taxation.* Mandaluyong City: National Book Store.

Philippine National Archives. *Ereccion de Pueblos.*

Pigafetta, Antonio. (1969). *First Voyage Around the World.* Manila: Filipiniana Book Guild.

Ricarte, Artemio. (1992). *Memoirs of General Artemio Ricarte*. Manila : NationalHistorical Institute.

Richardson, Jim. (2013). *The Light of Liberty: Documents and Studies on the Katipunan, 1892-1897.* Quezon City: Ateneo de Manila Press.

Saleeby, Najeeb. (1976). *Studies in Moro History, Laws and Religion.* Manila: Filipiniana Book Guild.

Tuazon Bobby and Oscar Evangelista. (2008). *The Moro Reader: History and Contemporary Struggles of the Bangsamoro People.* Quezon City: CenPeg Publications.

Zaide, Gregorio and Sonia Zaide. (1990). *Documentary Sources of Philippine History.* Vol. 5. Manila: National Book Store.

Supplementary Materials* *[ULRC materials and some research journal articles published earlier than five years ago and/or materials which may have recent publication year but not found in the ULRC collection]*		
Non-print Resources and Online Educational Resources *[e-books, CD/DVD materials, Open Educational Resources, internet sources, other digital resources produced by faculty members]*		1. Corazon Aquino, *President Corazon Aguino's Speech before the U.S. Congress Sept. 18, 1986* [Speech], https://www.youtube.com/watch?v=4ZnnvbKyNCQ 2. Speech of President Marcos during the termination of Martial Law, January 17, 1981, https://www.youtube.com/watch?v=c0XeJHMh92M 3. National Historical Institute. (1997). *Documents of the 1898 Declaration of Philippine Independence, The Malolos Constitution and the First Philippine Republic*. Manila: National Historical Institute. (pp. 19-23)[Proclamation] 4. Raiders of the Sulu Sea (film)
Professional Journals *(At least 5 reputable peer-reviewed local and international journals, in print or online, subscribed by ULRC or Library Consortium)*		
[- include research work and publications of faculty members that are relevant to the subject]*		

XI. Course Requirements and Analytic Rubrics for Assessment

Course Requirements	Weight	Grade Contribution
Historical Documentary	40 points	

A. Analytic Rubric for Group Reporting/Presentation

	Excellent (10)	Good (8)	Fair (6)	Needs Improvement (5)
Organization, mastery of content, and integration of current issues	The student demonstrates well organized thoughts, mastery of content, and integrated current issues.	The student demonstrates organized thought and mastery of content.	The student demonstrates little organized thought and mastery of content.	The student did not demonstrate organized thought and mastery of content.
Quality of answers on the questions	The quality of answers on the questions is excellent.	The quality of answers on the questions is good.	The quality of answers on the questions is average.	The quality of answers on the questions is poor.
Submission of Powerpoint on time	The student submitted the Powerpoint on time	The student submitted the Powerpoint on late for 1-2 days.	The student submitted the Powerpoint on late for 3-5 days.	The student submitted the Powerpoint on late for 6-10 days.

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

B. Analytic Rubric for Critique Paper

	CONTEXTUALIZATION	SOURCING	CLOSE READING	CORROBORATION AND PERSPECTIVE	OVERALL ANALYSIS
Excellent (20)	The reader shows a detailed and sophisticated knowledge of the historical context, and relates specifics of that history to the specifics of the primary source.	The reader clearly and specifically discusses the author of the document (including reliability), the origins of the document, and the likely audience, connects them to the specifics of the document, and uses that information in a sophisticated way to deepen understanding of the document.	The reader understands the main points of the document as well as the details. It discusses content, word choice, rhetoric, and style, and uses evidence from the text to aid in interpreting the document.	The reader compares the document with other documents, considers other perspectives on the content of the document, and uses those comparisons in a sophisticated way to interpret specifics of the document.	The analysis of the document is sharp, sophisticated and insightful, reflecting both an understanding of the general content of the document and ability to engage with the specifics of the document to gain insight into the document, its author and/or the time period.
Good (18)	The reader shows a general knowledge of the historical context, and uses that knowledge to examine the issues in the document.	The reader discusses the author of the document, the origins of the document, or the likely audience, and relates them to the document in a general way.	The reader understands the main points of the document, and uses those main points to aid in interpreting the document, but may misunderstand certain specific points of the document	The reader compares the document with other documents or considers other perspectives on the content of the document, and uses those comparisons to interpret the document in a general way.	The analysis of the document is solid and straightforward, showing a good understanding of the content of the document and an ability to use that understanding to illustrate the document, its author and/or the time period.

	CONTEXTUALIZATION	SOURCING	CLOSE READING	CORROBORATION AND PERSPECTIVE	OVERALL ANALYSIS
Fair (16)	The reader shows only a limited understanding of the historical context of the document, or does not relate that context to the document itself.	There is limited discussion of the document's author and source, and that information is not used to effectively deepen understanding of the document	While the reader shows a substantial understanding of the document, he/she misunderstands the document on key points.	The reader compares the document with other documents or perspectives in a general way, but does not effectively use the comparison to interpret the document.	The analysis of the document shows some insight, but is flawed in some way, because of either failure to properly understand the document, factual errors in understanding the history, or weaknesses in logic.

Weak (14)	The reader does not discuss and shows little understanding of the historical context.	There is no discussion of the documents author, origin, or likely audience.	The reader fails to adequately understand the content and meaning of the document.	The reader does not compare the document with other documents, or take into consideration other perspectives.	There is little or no analysis of the document, and discussion of it is largely limited to summarizing the content of the document.

XII. Grading System

Transmutation: 60% score=75 grade (for General Education subjects)

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

Grade	Remarks	60% score=75 grade	Grade
75	Lowest passing grade	60 - 61	75
74		58 - 59	74
73		57	73
72		55 - 56	72
71		54	71
70	Lowest grade reported in the grading sheet	52 - 53	70
69		50 - 51	69
68		49	68
67		47 - 48	67
66		46 -	66
65	Lowest possible computed grade in the class record; Given also for cheating in assessment	0 - 45	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			
Long Term Examination	50%	50%	25%
First Term Grade			25%
Second Term Grade			25%

XIII. 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.

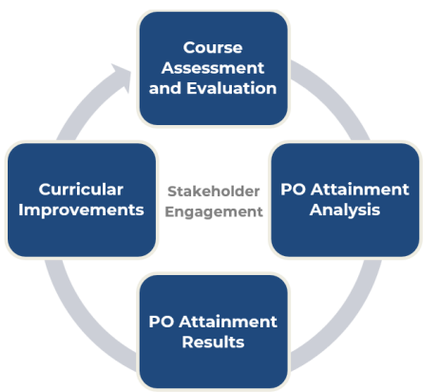
1st Report (Warning)	2nd Report (Warning)	3rd Report (Dropping)
4.5 hrs.	**9 hrs.**	**12 hrs.**

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

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

XIV. Continual Quality Improvement

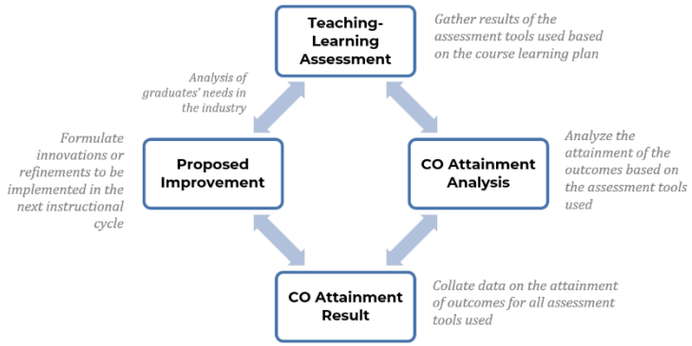
A. Program and Course Assessment and Evaluation



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.

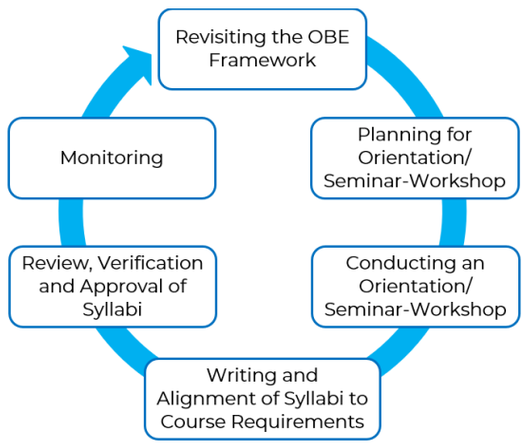
To facilitate this process, the Program Outcomes, Assessment, and Evaluation Matrices will be used to review the key courses of the program. The stakeholders will review the key courses and analyze and collate assessment data, and evaluate based on standards if the POs were attained, partially attained, 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 heads of the different department or 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, 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.

COURSE SYLLABUS

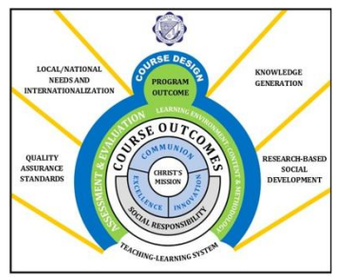
Course Number	Course Descriptive Title	Semester/Term	Academic Year	Credit Unit/s			Time Allotment Per Sem/MYT (hours)		
				Lecture	Laboratory	Total	Lecture	Laboratory	Total
GPIC	Philippine Indigenous Communities	First/Second Semester	2026-2027	3	0	3	54	0	54

I. University and School Vision-Mission and Graduate Attributes

University Vision-Mission	Graduate Attributes	STEH Vision-Mission
Saint Mary's University is a premier CICM Catholic educational institution inspired by Christ's mission, dedicated to the integral formation of persons exemplifying communion, excellence, innovation, and social responsibility. We dedicate ourselves to: 1. Joyfully witnessing to Christ's mission; 2. Conscientiously strengthening communion; 3. Relentlessly manifesting academic, personal, and professional excellence; 4. Steadfastly nurturing creativity and innovation; and 5. Responsibly taking the lead and participating in social development.	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.	The School of Teacher Education and Humanities envisions a community of communion, excellence, and innovation, forming humanistic, spiritual, eloquent, and mature educators and public servants. Guided by cultural values and social responsibility, we nurture mature Christians and cultured professionals through transformative liberal education, committed to academic excellence, innovative teaching, and the building of just, compassionate, and sustainable communities in service of the nation and the global village.

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 Communion, Excellence, Innovation, and Social Responsibility. 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 is expected of Marian graduates about five years after graduation), and uses these as bases for developing specific program outcomes (what is 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 into 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 continual 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
Prepared by	Dr. Christopher Allen S. Marquez	CEIPSC Director		8/4/2024	Reviewed by	Dr. Kenneth L. Maslang	Dept. Head		3/25/ 2026
Updated by	Miss Laurice Kaye P. Laguinday	Faculty; IPSC		3/ 25/2026	Approved by	Dr. Felipe V. Nantes	Academic Dean		

IV. Program Educational Outcomes and Level in the Philippine Qualifications Framework

PC1
PC2
.
..
PE1
PE2
...
PI1
PI2
.
.
PS1
PS2

Based on the standards of the Philippine Qualifications Framework (PQF), graduates of the BS__ program are expected to achieve the following level of knowledge, skills and values, application and degree of independence:

Level	Knowledge, Skills and Values	Application	Degree of Independence
6	Broad and coherent knowledge and skills on their field of study or practice and research for professional, creative work and lifelong learning	Professional/creative work in a specialized area of practice, research and/or further study	Independent and/or in teams of related field with minimal supervision

V. Program Outcomes, Performance Indicators and Measurement System *[focused on the current course]*

PO Code	Graduate Attributes/Program Outcomes Graduates become or are able to	Performance Indicator	Code of Current Course	Assessment Methods			Evaluation Methods	Standards
PC1	life-faith integrated persons							
PC2	compassionate missioners							
PE1	ethically committed stewards							
PE2								
PI1	globally enterprising leaders							
PI2								
PS1	socially engaged professionals							
PS2								

VI. Curriculum Justification and Curriculum Map

VII. Course Prerequisite Map

VIII. Course Description

This course deals with the study of indigenous cultural communities in the Philippines. It discusses the role of the Indigenous Peoples in the context of Philippine history. It also presents the laws protecting them as well as the issues confronting them. Lastly, this course discusses the indigenous knowledge systems and practices of the Indigenous Peoples in Nueva Vizcaya.

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 & 8 No Poverty and Decent Work: It addresses poverty and employment issues and economic issues within indigenous communities.
C. SD 10 Reduced Inequalities: Focuses on the laws protecting IPs/ICCs and the issues confronting them.
D. SDG 11 Sustainable Cities and Communities: Preserving the worldviews, cultural practices, and ethno-languages of communities in Nueva Vizcaya.
E. SDG 16 Peace, Justice, and Strong Institutions: The course examines global and local legal bases for rights and conflict resolution.

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

Course Outcomes	**Course Learning Outcomes**	**Program Outcomes**																
		PM1	**PM2**	**PM3**	**PC1**	**PC2**	**PC3**	**PC4**	**PC5**	**PE1**	**PE2**	**PE3**	**PE4**	**PE5**	**PE6**	**PI1**	**PI2**	**PI3**
CO1. demonstrate content knowledge in understanding the historical background of IPs/ICCs	CLO1. appraise the characteristic of IPs/ICCs				✓					✓								
	CLO2. explain how IPs/ICCs shape the history of the Philippines	✓			✓					✓								
CO2. examine the legal bases that protect IPs/ICCs	CLO3. determine the legal bases encompassing the rights of IPs/ICCs in both global and local contexts.				✓					✓								
	CLO4. evaluate the content and manner of implementation of the laws protecting IPs/ICCs in the local context.					✓						✓				✓		

Course Outcomes	Course Learning Outcomes	Program Outcomes																
		PM1	PM2	PM3	PC1	PC2	PC3	PC4	PC5	PE1	PE2	PE3	PE4	PE5	PE6	PI1	PI2	PI3
CO3. explicate the impact of socio-cultural issues that affect the conditions of IPs/ICCs in their respective lives	CLO5. determine the social issues affecting IPs/ICCs	✓				✓						✓						
	CLO6. determine the cultural issues affecting IPs/ICCs	✓				✓					✓	✓						
CO4. realize the impact of politico-economic issues that affect the conditions of IPs/ICCs in their respective lives	CLO7. determine political issues affecting IPs/ICCs					✓						✓						
	CLO8. determine economic issues affecting IPs/ICCs					✓						✓						
CO5. discuss the worldviews, cultural practices, ethno-languages, and creativity and artistry of IPs/ICCs in Nueva Vizcaya	CLO9. describe the worldviews and cultural practices of IPs/ICCs	✓			✓					✓	✓							
	CLO10. determine the features and systems of the different ethno-languages				✓						✓							
	CLO11. exhibit appreciation on the creativity and artistry of IPs/ICCs									✓	✓							
CO6. immerse with IP communities in understanding indigenous peoples in the real-world context	CLO12. Appraise the context of IP communities through an immersion activities (research and extension)	✓				✓			✓				✓		✓	✓		✓

XI. Course Learning Plan and Timeframe

Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology [Incl. integration of applicable SDG]	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 (1.5 hours)	**Lecture-discussion** on the nature of the course	Undergraduate Student Handbook Course Syllabus	**Recitation**
CLO1. appraise the characteristics of IPs/ICCs CLO2. explain how IPs/ICCs shape the history of the Philippines	**Chapter I: IPs/ICCs in the Context of Philippine History** 1. The Indigenous Peoples (Defining the IPs, IPs in the Philippines, and Ethno-graphic Map) 2. The IPs in Philippine History (The Role of IPs in shaping the History of the Philippines)	Week 1-2 (6 hours)	The main content shall be delivered through an **interactive discussion with a slideshow presentation** The milestones are to be discussed through a **timeline** A **group Q & A** may be utilized to facilitate inductive learning	Republic Act No. 8371. The Indigenous Peoples Rights Act of 1997. Biana, H., PhD, et. Al (2016). Teaching Philippine Indigenous Cultures: Modules for Higher Education Institution. Social Development Research Center, De La Salle University International Fund for Agricultural Development. (2023). Philippines: Country technical note on indigenous peoples' issues. Correcting the historical injustices for indigenous peoples rights and welfare. (2020). NCIP Annual Report.	Take a **summative quiz** on the history of IPs and ICCs, and its concepts Write an **essay** illustrating the impact of IPs in the history of the Philippines through the years

Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology [Incl. integration of applicable SDG]	Resources (References and Materials)	Assessment
				Dayaw Documentary. National Commission on Culture and the Arts	
CLO3. determine the legal bases encompassing the rights of IPs/ICCs in both global and local contexts. CLO4. evaluate the content and manner of implementation of the laws protecting IPs/ICCs in the local context.	**Chapter II. Laws Protecting the IPs/ICCs of the Philippines** 1. United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) 2. The 1987 Constitution 3. RA 8371 (IPRA Law) 4. Free, Prior, and Informed Consent (FPIC)	Weeks 3-5 (9 hours)	The main content shall be delivered through an **interactive discussion with a slideshow presentation** **Videos** summarizing and presenting a more authentic demonstration on what these rights are will be viewed.	United Nations (2018) United Nations Declaration on the Rights of Indigenous Peoples. www.un.org Tebtebba. (2007). UN declaration on the rights of the Indigenous peoples. Baguio City: Tebtebba Foundation. Montemayor, J. (2023). Indigenous people's rights act The 1987 Philippine Constitution Republic Act No. 8371. The Indigenous Peoples Rights Act of 1997. Dayaw Documentary. National Commission on Culture and the Arts	Objective Essay about the Laws Protecting the IPs/ICCs of the Philppines
	FIRST TERM EXAMINATION	Week 6			
CLO5. determine the social issues affecting IPs/ICCs CLO6. determine the cultural issues affecting IPs/ICCs	**Chapter III: Socio-Cultural Issues Confronting the Indigenous Peoples' Communities** 1. Education and Health 2. Access to Services	Weeks 7-9 (7.5 hours)	The main content shall be delivered through an **interactive discussion with a slideshow**	World Bank Group. (2024). No data, no story: Indigenous Peoples in the Philippines. International bank for Reconstruction and	Written Assessment (Chapter Quiz) Answer **activity 2** which asks learners to

Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology [Incl. integration of applicable SDG]	Resources (References and Materials)	Assessment
	3. Housing, Land and Assets		**presentation (mainly picture-cued)** The lesson will be supported by **situational analysis/documentaries.**	Development. Washington D.C: USA. Madrigal, L., Cuesta, J. & Somerville, S. (2024). Indigenous peoples, land and conflict in Mindanao, Philippines. Policy Working Paper. World Bank Group Dayaw Documentary. National Commission on Culture and the Arts	address issues faced by IPs and to provide courses of action to solve the issues.
CLO7. determine political issues affecting IPs/ICCs CLO8. determine economic issues affecting IPs/ICCs	**Chapter IV: Politico-Economic Issues Confronting the Indigenous Peoples' Communities** 1. Poverty and Employment 2. Challenges with ADs and CADTs 3. IPs, Land and Conflict	Weeks 9-12 (7.5 hours)	The main content shall be delivered through an **interactive discussion with a slideshow presentation (mainly picture-cued)** The lesson will be supported by **situational analysis/documentaries.**	World Bank Group. (2024). No data, no story: Indigenous Peoples in the Philippines. International bank for Reconstruction and Development. Washington D.C: USA. The journey of Indigenous peoples for genuine recognition, respect, and self-governance. NCIP Annual Report 2021. Gatmaytan, A.B. (2007). Negotiating autonomy: Case studies on Philippine Indigenous Peoples' land rights Asian Development Bank. (2002). Indigenous peoples /	Written Assessment (Chapter Quiz)

Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology [Incl. integration of applicable SDG]	Resources (References and Materials)	Assessment
				ethnic minorities and poverty reduction. Manila, Philippines. National Commission on Indigenous Peoples (2021) Indigenous Cultural Communities "PAGKAKILALA" Recognize Indigenous People and Ancestral Domains Dayaw Documentary. National Commission on Culture and the Arts	
	SECOND TERM EXAMINATION	Week 12			
CLO9. describe the worldviews and cultural practices of IPs/ICCs CLO10. determine the features and systems of the different ethno-languages CLO11. exhibit appreciation on the creativity and artistry of IPs/ICCs	**Chapter V: The IPs/ICCs of North Luzon** 1. Worldviews and Cultural Practices 2. Languages and Culture 3. Creativity and Artistry	Weeks 13-14 (6 hours)	The main content shall be delivered through an **interactive discussion with a slideshow presentation** **Visuals and Audio-visuals** will be shared to present the creative works and artistic designs of IPs/ICCs Invite culture-bearers as lecturers.	Andres, Tomas D. (2005). Understanding the values of the Gaddangs and the Nueva Vizcainos, Giraffe Books: Quezon City. National Commission on Indigenous Peoples (2021) Indigenous Cultural Communities "PAGGALANG" Respect: Justice System, Cultural Integrity and Way of Life Lumicao-Mibolos, D.G. (2020). Unveiling the gaddangs. Pantas Publishing: Quezon City, Philippines	Answer **activity 3** which asks for insights relating to the relationship of worldview and cultural practices with the cultural practices of IPs/ICCs of Nueva Vizcaya

Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology [Incl. integration of applicable SDG]	Resources (References and Materials)	Assessment
				Dayaw Documentary. National Commission on Culture and the Arts	
CLO12. Appraise the context of IP communities through an immersion activities (research and extension)	**Chapter VI: Special Topics vis-a-vis Community Immersion** 1. Fieldwork Orientation (Baseline data on how to behave, etc.) 2. Immersion (research or extension)	Weeks 15-17 (9 hours)	The main content shall be delivered through an **interactive discussion with a slideshow presentation** Conduct of **immersion/ research / situational analysis**	Studies in CEIPSC and other cultural studies of SMU CEIPSC MOPG School Extension Flagship Program Portfolio	Culminating activity through an **extension activity / Research manuscript / situational analysis report**
	FINAL TERM EXAMINATION	Week 18 (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]*	in Pansin-uuh'mu-an (IKL Hub) F 305.8 St24m 2015 in Pansin-uuh'mu-an (IKL Hub)	Madrigal, L., Cuesta, J. & Somerville, S. (2024). Indigenous Peoples, land and conflict in Mindanao, Philippines. Policy Working Paper. World Bank Group Montemayor, J. (2023). Indigenous people's rights act World Bank Group. (2024). No Data, No Story: Indigenous Peoples in the Philippines. International bank for Reconstruction and Development. Washington D.C: USA.
Other Required Readings *[at least one, maybe an article or chapter, other than those in the textbook, that students are required to read and which will be the coverage of an assessment]*	LAW 342.599 P538c 2023 LAW 342.599 087 2 M764i 2023	CBSI Editorial Staff (2023) Constitutional law of the Philippines RA 8371 s. 1997

XIII. Suggested Readings and References

	CALL NO.	Bibliographic citation
References* *[At least 5 books in the ULRC collection, some research journal articles, alphabetized by author(s), published within past five years by reputable academic presses]*		
	in Pansin-uuh'mu-an (IKL Hub)	Correcting the historical injustices for indigenous people's rights and welfare. (2020). NCIP Annual Report.
	in Pansin-uuh'mu-an (IKL Hub)	Lumicao-Mibolos, D.G. (2020). Unveiling the Gaddangs. Pantas Publishing: Quezon City, Philippines
	F 305.8 St24m 2015	Montemayor, J. (2023). Indigenous people's rights act Mapping our lands & waters, protecting our future : global conference on community participatory mapping in indigenous peoples' territories
	LAW 342.599 087 2 Aq56t 2020	National Commission on Indigenous Peoples (2021) Indigenous Cultural Communities "PAGGALANG" Respect: Justice System, Cultural Integrity and Way of Life
	LAW 342.599 087 2 Aq56t 2020	National Commission on Indigenous Peoples (2021) Indigenous Cultural Communities "PAGTAGUYOD" Promote: Tourism Destinations, Protected Areas, Critical Infrastructures, and Natural Resources in Ancestral Domains
	LAW 342.599 087 2 Aq56t 2020	National Commission on Indigenous Peoples (2021) Indigenous Cultural Communities "PAGKAKILALA" Recognize Indigenous People and Ancestral Domains
	LAW 342.087 2 P649t 2021	Pimentel, P. (2021). The indigenous people's right act : commentaries and guide in practice
	in Pansin-uuh'mu-an (IKL Hub)	The journey of Indigenous peoples for genuine recognition, respect, and self-governance. NCIP Annual Report 2021.
Supplementary Materials* *[ULRC materials and some research journal articles published earlier than five years ago and/or materials which may have recent publication year but not found in the ULRC collection]*	GS 305.800 1 So84 2017	Andersen, C. & O'Brien, J. (2017). Sources and methods in indigenous studies
	in Pansin-uuh'mu-an (IKL Hub)	Andres, Tomas D. (2005). Understanding the values of the Gaddangs and the Nueva Vizcaianos, Giraffe Books: Quezon City.
	in Pansin-uuh'mu-an (IKL Hub)	Asian Development Bank. (2002). Indigenous peoples/ethnic minorities and poverty reduction. Manila, Philippines.
	in Pansin-uuh'mu-an (IKL Hub)	Aquino, D. (2020). The 2014 revised rules of procedure before the national commission on indigenous peoples: annotated

	in Pansin-uuh'mu-an (IKL Hub) in Pansin-uuh'mu-an (IKL Hub) in Pansin-uuh'mu-an (IKL Hub) in Pansin-uuh'mu-an (IKL Hub)	Biana, H., Phd, et al (2016). Teaching Philippine Indigenous Cultures: Modules for Higher Education Institution. Social Development Research Center, De La Salle University. Gatmaytan, A.B. (2007). Negotiating autonomy: Case studies on Philippine Indigenous Peoples land rights International Fund for Agricultural Development. (2023). Philippines: Coutnry technical note on indigenous peoples issues. Tebtebba. (2007). UN declaration on the rights of the Indigenous peoples. Baguio City: Tebtebba Foundation.
Non-print Resources and Online Educational Resources *[e-books, CD/DVD materials, Open Educational Resources, internet sources, other digital resources produced by faculty members]*		United Nations (2018) United Nations Declaration on the Rights of Indigenous Peoples. www.un.org
Professional Journals *(At least 5 reputable peer-reviewed local and international journals, in print or online, subscribed by ULRC or Library Consortium)*		Journal of Northern Luzon Indigenous Peoples Education Conference Proceedings (2019) International Forum on Cultural Studies (2023) International Forum on Cultural Studies (2022) Journal of Philippine Culture and Society (September 2022) Journal of Philippine Culture and Society (2021) Journal of Philippine Culture and Society (September 2018) Journal of Philippine Culture and Society (March 2018) Journal of Philippine Culture and Society (September 2017) Journal of Philippine Culture and Society (March 2017)
[- include research work and publications of faculty members that are relevant to the subject]*		Dr. Asuncion's Dissertation Other cultural studies of SMU faculty

XIV. Course Requirements and Analytic Rubrics for Assessment

Sample Grading Policy in the Administrative and Employment Manual for Academic Personnel for Higher Education (2023, pp. 164-165)

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

A. Course Requirements

Course Requirements		**Weight**	**Grade Contribution**
Class Standing			
1. Source 1	Class Participation	10%	
2. Source 2	Activity Sheets	15%	
3. Source 3	Written Compositions	15%	
4. Source 4	Performance Tasks	25%	
5. Source 5	Community Immersion/Research	35%	
	Total CS	100%	50%
Term Examination		100%	50%
Total Term Grade			**100%**

B. Analytic Rubrics for Assessment

a. **Analytic Rubric for Essay/Written Outputs**

Criterion	Weight	Excellent	Very Satisfactory	Satisfactory	Fair	Needs Improvement
Content	50%	The essay is complete, substantial, and informative, containing the necessary information learned in the unit, supported by citations of different academic works.	The essay is almost complete, substantial, and informative, containing the necessary information learned in the unit, supported by citations of different academic works.	The essay is substantial and informative but lacks completeness. More information learned in the unit may be included, supported by citations of different academic works.	The essay is fairly substantial and informative yet is challenged in terms of completeness. More details and information learned in the unit may be included, supported by	The essay needs substance and information that is based on the information learned in the unit, supported by citations of different academic works.

					citations of different academic works.	
Organization	30%	The essay is logically, systematically, and coherently written, bearing absolute neatness in presenting areas on recall, reaction, and reflection.	The essay is logically, systematically, and coherently written, bearing areas on recall, reaction, and reflection. There is potential to be organized further.	The essay is arranged accordingly but lacks coherence and unity. A more logical and systematic order may improve the paper.	The essay lacks a fine arrangement of ideas; lacks coherence and unity. Most of the details need rearrangement.	The essay is not organized. A total rearrangement of thoughts is recommended.
Language Use	10%	The essay made use of the appropriate language: vocabulary, form, and register.	The essay made use of the appropriate language in the majority. Some words may be considered for revision.	The essay made use of acceptable features of the language. Better word choice and forms are advised.	The essay fairly made us of appropriate language. Consider most of the text be revised in terms of language.	The essay did not observe proper language use. It is recommended to restate the text in a more appropriate manner.
Mechanics	10%	The essay bears minimum to no errors in terms of grammar, capitalizations, spellings, and other technical aspects of the text.	The essay bears a few errors in terms of grammar, capitalizations, spellings, and other technical aspects of the text.	The essay bears a good number of errors in terms of grammar, capitalizations, spellings, and other technical aspects of the text. Consider the text to be less credible for readers to read.	The essay bears a great number of errors in terms of grammar, capitalizations, spellings, and other technical aspects of the text. Rewriting is much advised.	The essay bears errors in most of the text. Consider rewriting the paper in an intensive manner.

b. **Analytic Rubric for Sharing/Reporting**

	5	**4-3**	**2**	**1**
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.

Posture and eye contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Clarity of speech	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.

Source: http://rubistar.4teachers.org/index.php?ts=1673145210

c. **Analytic Rubric for Creative Outputs/Crafts**

Criterion	Weight	Excellent	Very Satisfactory	Satisfactory	Fair	Needs Improvement
Content and Creativity	50%	The crafted work is creative, complete, substantial, and informative, containing the necessary information learned in the unit.	The crafted work is creative, almost complete, substantial, and informative, containing the necessary information learned in the unit.	The crafted work is creative, substantial, and informative but lacks completeness. More information learned in the unit may be included.	The crafted work is creative, fairly substantial and informative yet is challenged in terms of completeness. More details and information learned in the unit may be included.	The crafted work needs substance and information that is based on the information learned in the unit. It needs more creativity.

Organization	25%	The crafted work is logically, systematically, and coherently written, bearing absolute neatness in presenting areas on recall, reaction, and reflection.	The crafted work is logically, systematically, and coherently written, bearing areas on recall, reaction, and reflection. There is potential to be organized further.	The crafted work is arranged accordingly but lacks coherence and unity. A more logical and systematic order may improve the paper.	The crafted work lacks a fine arrangement of ideas; lacks coherence and unity. Most of the details need rearrangement.	The crafted work is not organized. A total rearrangement of thoughts is recommended.
Language Use	15%	The crafted work made use of the appropriate language: vocabulary, form, and register.	The crafted work made use of the appropriate language in the majority. Some words may be considered for revision.	The crafted work made use of acceptable features of the language. Better word choice and forms are advised.	The crafted work fairly made us of appropriate language. Consider the majority of the text be revised in terms of language.	The crafted work did not observe proper language use. It is recommended to restate the text in a more appropriate manner.
Mechanics	10%	The crafted work bears minimum to no errors in terms of grammar, capitalizations, spellings, and other technical aspects of the text.	The crafted work bears a few errors in terms of grammar, capitalizations, spellings, and other technical aspects of the text.	The crafted work bears a good number of errors in terms of grammar, capitalizations, spellings, and other technical aspects of the text. Consider the text to be less credible for readers to read.	The crafted work bears a great number of errors in terms of grammar, capitalizations, spellings, and other technical aspects of the text. Rewriting is much advised.	The crafted work bears errors in the majority of the text. Consider rewriting the paper in an intensive manner.

XV. Grading System

Transmutation: 60% score=75 grade (for Gen Ed/CFE/minor courses); 65% score=75 grade (for professional/major courses); 70=75% (for 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

Grade	Remarks	60% score=75 grade	65%score=75 grade	70%score=75 grade	Grade
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
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 major exams/assessment	0 - 45	0 - 51	0 - 58	65

XVI. Class Policies

1. ATTTENDANCE REQUIREMENTS

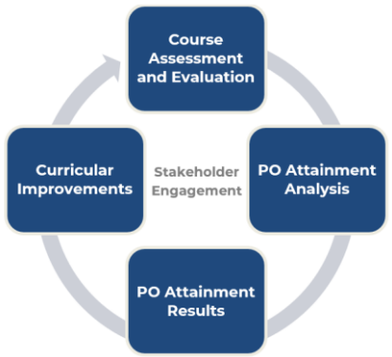
a. Saint Mary's University observes regular attendance and punctuality as important obligations of students. Every student then **must come to the class regularly** with zero or minimal number of absences and tardiness from the first day of the school calendar.
b. Only those who are **officially enrolled** 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)
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.
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. Continual Quality Improvement

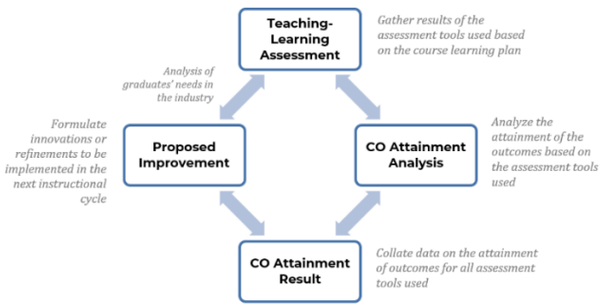
A. Program and Course Assessment and Evaluation



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.

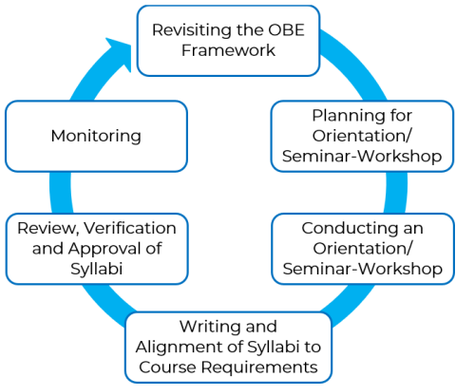
To facilitate this process, the Program Outcomes, Assessment, and Evaluation Matrices will be used to review the key courses of the program. The stakeholders will review the key courses and analyze and collate assessment data, and evaluate based on standards if the POs were attained, partially attained, 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.

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.

COURSE SYLLABUS

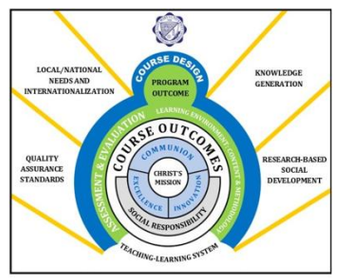
Course Number	Course Descriptive Title	Semester/Term	Academic Year	Credit Unit/s			Time Allotment Per Sem/ MYT (hours)		
				Lecture	Laboratory	Total	Lecture	Laboratory	Total
GRizal	Rizal's Life and Works	2nd Semester	2025 - 2026	3.0		3.0	54 hours		54

I. University and School Vision-Mission and Graduate Attributes

University Vision-Mission	Graduate Attributes	STEH Vision-Mission
Saint Mary's University is a premier CICM Catholic educational institution inspired by Christ's mission, dedicated to the integral formation of persons exemplifying communion, excellence, innovation, and social responsibility. We dedicate ourselves to: 1. Joyfully witnessing to Christ's mission; 2. Conscientiously strengthening communion; 3. Relentlessly manifesting academic, personal, and professional excellence; 4. Steadfastly nurturing creativity and innovation; and 5. Responsibly taking the lead and participating in social development.	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.	The School of Teacher Education and Humanities envisions a community of communion, excellence, and innovation, forming humanistic, spiritual, eloquent, and mature educators and public servants. Guided by cultural values and social responsibility, we nurture mature Christians and cultured professionals through transformative liberal education, committed to academic excellence, innovative teaching, and the building of just, compassionate, and sustainable communities in service of the nation and the global village.

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 Communion, Excellence, Innovation, and Social Responsibility. 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 is expected of Marian graduates about five years after graduation), and uses these as bases for developing specific program outcomes (what is 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 into 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 continual 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
Prepared by	Dr. Kenneth L. Maslang	Dept. Head		1/25/2025	Reviewed by	Dr. Christopher Allen S. Marquez	Faculty		3/25/2026
Updated by	Dr. Kenneth L. Maslang	Dept. Head		3/25/2026	Approved by	Dr. Felipe V. Nantes	Academic Dean		

IV. Course Learning Outcomes

In terms of content, by the end of this course, students will be able to:
1. Discuss the circumstances of José Rizal's life in the context of the nineteenth century;
2. Analyze the context of Rizal's various works, particularly his novels *Noli Me tangere* and *El Filibusterismo*; and
3. Articulate the significance and paradoxes of Rizal's contributions to Filipino nationalism.

In terms of values, by the end of this course students will be able to:
4. Recognize the value of differing narratives and interpretations of Rizal's life and works;
5. Evaluate one's specific location in history and personal relationship to nation building; and
6. Work cooperatively with others.

In terms of skills, by the end of this course students will be able to:
7. Demonstrate the ability to appreciate literary works creatively;
8. Demonstrate the ability to read primary sources critically;
9. Communicate meaningfully and convincingly a particular interpretation of the past; and
10. Produce a creative work that conveys the significance of Rizal for the current generation.

V. Course Map

Legend:
L: input is provided; competency is evaluated
O: opportunity for development; no input nor evaluation, but competency is practiced
P: competency is practiced (no input provided but competency is evaluated)

General Education Learning Outcomes	
A. Intellectual Competencies (Knowledge)	
1. Analyze "text" (written, visual, oral, etc.) critically	P
2. Demonstrate proficient and effective communication (writing, speaking, and use of new technologies)	P
3. Use basic concepts across the domains of knowledge	O
4. Demonstrate critical, analytical, and creative thinking	L
5. Apply different analytical modes in problem solving	P
B. Personal and Civic Responsibilities (Values)	
1. Appreciate the complexity of the human condition	P
2. Interpret the human experience from various perspectives	L
3. Examine the contemporary world from both Philippine and global perspectives	O
4. Take responsibility for knowing and being Filipino	L

General Education Learning Outcomes	
5. Reflect critically on shared concerns	L
6. Generate innovative practices and solutions guided by ethical standards	L
7. Make decisions based on moral norms and imperatives	P
8. Appreciate various art forms	P
9. Advocate respect for human rights	O
10. Contribute personally and meaningfully to the country's development	P
C. Practical Skills	
1. Work effectively in a group	P
2. Apply computing tools to process information effectively	O
3. Use current technology to assist and facilitate learning and research	O
4. Negotiate the world of technology responsibly	O
5. Create solutions in various fields	P
6. Manage one's knowledge, skills, and values for responsible and productive living	P
7. Organize one's self for lifelong learning	L

VI. Course Description

As mandated by Republic Act 1425, this course covers the life and works of the country's foremost national hero, José Rizal. Among the topics covered are Rizal's biography and his writings, particularly the novels Noli me tangere and El filibusterismo, some of his poems, essays, and various correspondences.

VII. 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.* The Rizal Course emphasizes the transformative power of education, as championed by Dr. José Rizal, to uplift individuals and society, and to inspire informed, responsible, and nationalistic citizens.
b. SDG 5 – Gender Equality: *Achieve gender equality and empower all women and girls.* Rizal advocated for the education and empowerment of women, as seen in his *Letter to the Young Women of Malolos*, promoting gender equality and the intellectual capacity of women.
c. SDG 10 – Reduced Inequalities: *Reduce inequality within and among countries.*
Through his writings and life, Rizal exposed and opposed the systemic injustices and social inequalities under colonial rule, advocating for equal rights and dignity for all Filipinos.
d. SDG 16 – Peace, Justice, and Strong Institutions:
Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable and inclusive institutions at all levels.
Rizal's peaceful advocacy for reforms, justice, and civic responsibility reflects the ideals of this goal, encouraging active participation in building a just and democratic society.
e. SDG 17 – Partnerships for the Goals:
Strengthen the means of implementation and revitalize the global partnership for sustainable development.
Rizal built international alliances with reformists and intellectuals to further the Filipino cause, exemplifying how global cooperation can support national development goals.

V. **Course Learning Plan and Timeframe**

Course Learning Outcome	Topic	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	Week 1 1.5 hours	Facilitated Interactive lecture-discussion	Undergraduate Student Handbook Course Syllabus	Recitation
CLO7. Demonstrate the ability to appreciate literary works creatively CLO9. Communicate meaningfully and convincingly a particular interpretation of the past CLO6. Work cooperatively with others.	1. The Rizal Law, Literature and Society 1.1. The debate over the Rizal Bill 1.2. Teaching Rizal's life as Hagiography 1.3. Relationship between literature and society 1.4. The characteristics of literature and the hazards of translation	Weeks 1 and 2 3 hours	Facilitated Interactive lecture-discussion Moderated the following class activity: Think – Group – Share - How would Rizal's novels impart Nationalism or love of country? Assisted the students in their groups' workshop - Integration of SDG 4	Maslang *et al.* (2023) Text of the RA 1425 Ocampo, A. (2022) Ayson (2022)	Quizzes 1 and 2 Thought Paper (Group Work): Group 1: Considering the context of the 1950s, what issues and interests were at stake in the debate over the Rizal Bill? Do these issues remain pertinent to the present? Group 2: In view of the issues at stake in the passage of RA 1425, is teaching Rizal's life as hagiography consistent with the law? Group 3: What is the relationship between literature and society? How does one learn "patriotism" and "nationalism" from literature? Group 4: Given the characteristics of literature and the hazards of translation, is Republic Act 1425 realistic? Why or why not?

Course Learning Outcome	Topic	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
CLO1. Discuss the circumstances of José Rizal's life in the context of the nineteenth century CLO3. Articulate the significance and paradoxes of Rizal's contributions to Filipino nationalism.	2. Rizal and the Theory of Nationalism 2.1. Nationalism during Rizal's Time 2.2. The Development of Filipino National Consciousness 2.3. Rizal and Popular Nationalism	Weeks 2 and 3 4.5	Facilitated Interactive lecture-discussion Moderated Individual and Group (Powerpoint/ Boardworks) Presentations - Integration of SDG 4 and 5	Maslang *et al.* (2023) Dumol and Camposano (2018) Ayson (2022)	- Oral Recitation - Quizzes 3 and 4 1. Compare nationalism in Rizal's time and at present. 2. What are the celebrated events that led to the development of Filipino nationalism? 3. Explain the concept of the underside and textualization of Rizal
CLO1. Discuss the circumstances of José Rizal's life in the context of the nineteenth century CLO9. Communicate meaningfully and convincingly a particular interpretation of the past CLO5. Evaluate one's specific location in history and personal relationship to nation building	3. Rizal's Social Origin and Historical Context 3.1. The World in the 19th Century 3.2. Spain in the 19th Century 3.4. The Philippines in the 19th Century 3.5. Rizal's Birth, Childhood and Early Education 3.6. Ascendance of Chinese Mestizo 3.7. Rizal's Higher Education and Life Abroad 3.8. Rizal's Exile, Trial and Death	Weeks 4 and 5 7 hours	Facilitated the following: - interactive lecture-discussion - PowerPoint Presentation - Categorizing socio-cultural, political and economic changes - Film Viewing: Jose Rizal: GMA Films directed by Marilou Diaz Abaya - Groups' Workshop - Integration of SDG 4, 10 and 16	Maslang *et al.* (2023) Ayson (2022) Candelaria *et al.* (2021)	Quiz 5 and 6 Reflection Paper: Writing a short biographical essay. How could you locate your specific location in history and personal relationship to nation building? Making a historical timeline Film Review
Week 6: FIRST TERM EXAMINATION					

Course Learning Outcome	Topic	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
CLO8. Demonstrate the ability to read primary sources critically CLO9. Communicate meaningfully and convincingly a particular interpretation of the past	4. The Morga and Rizal's Search for Origins	Week 7 3 hours	Facilitated the following: - interactive lecture-discussion - PowerPoint Presentation	Maslang *et al.* (2023) Ayson (2022)	Quiz 7 Individual and group presentation on Rizal's historiography Compare and contrast Rizal's and Morga's views on pre-Spanish history and Flipino culture
CLO2. Analyze the context of Rizal's various works, particularly his novels *Noli Me Tangere* and *El Filibusterismo* CLO7. Demonstrate the ability to appreciate literary works creatively	5. Propaganda Movement and *Noli Me Tangere* 5.1. Summary of the Novel 5.2. Celebrated Characters 5.3. Chapters' Highlights 5.4. Critical Issues in the Novel	Weeks 8 and 9 6 hours	Facilitated the following: - interactive lecture-discussion - Presentation of the *Noli* Characters - Analysis between the Family Trees of Ibarra and Elias - Discuss the anti-modern aspect of colonial society portrayed in the novel. - Integration of SDG 10 and 16	Maslang *et al.* (2023) Schumacher (2009) Rizal, Jose. *Noli Me Tangere* Translation by Virgilio Almario or Soledad Lacson-Locsin Anderson (2008)	Quiz 8 Essay Writing: Compare and Contrast on the representations of the characters during Rizal's time and the present. Reflection Paper about Freedom In the family trees of Ibarra and Elias, what were the changes from one generation to the next? What do these changes suggest about the creoles in the Philippines?
CLO2. Analyze the context of Rizal's various works, particularly his novels *Noli Me Tangere* and *El Filibusterismo* CLO7. Demonstrate the ability to appreciate literary works creatively	*6.* Rizal's Changing View on Spanish Rule and *El Filibusterismo* 6.1. Summary of the Novel 6.2. Celebrated Characters 6.3. Chapters' Highlights 6.4. Critical Issues in the Novel	Weeks 10 and 11 6 hours	Facilitated the following: - interactive lecture-discussion - Presentation of the *El Fili* Characters - Discussion about Anarchy and Intercontinentalism - Integration of SDG 10 and 16	Maslang *et al.* (2023) Rizal, Jose. *El Filibusterismo* Translation by Virgilio Almario or Soledad Lacson-Locsin Anderson (2008)	Quiz 9 Reflection Paper/s 1. What are the important roles of the youth in society? 2. What is the ultimate solution in the achievement of freedom?
Week 12: SECOND TERM EXAMINATION					

Course Learning Outcome	Topic	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
CLO8. Demonstrate the ability to read primary sources critically	7. Other Rizal's Works 7.1. The Philippines: A Century Hence 7.2. The Indolence of the Filipinos 7.3. Letter of Rizal to the Young Women of Malolos	Weeks 13 and 14 6 hours	Facilitated the following: - interactive lecture-discussion - Group Discussion - Round Table or Debate - - Integration of SDG 5 - Integration of SDG 17	Maslang *et al.* (2023) https://www.joserizal.com/ complete-works-of-rizal/	Thought Paper: Write a response about the selected writings of Rizal which were presented in class.
CLO6. Work cooperatively with others. CLO10. Produce a creative work that conveys the significance of Rizal for the current generation.	8. Rizal, the Nation, and World History at the Fin-de-Siècle	Weeks 15 and 17 9 hours	Facilitated the following: - interactive lecture-discussion - individual and group workshops - Integration of SDG 4, 5, 10, 16 and 17	Maslang *et al.* (2023) Ocampo (2022) Ayson (2022) EO No. 75: Selection and proclamation of national heroes and laws honoring Filipino historical figures	Final Integrating Project This offers students the opportunity to integrate what they have learned in this course. The project—which can take any creative form—must present Rizal in an interesting way to young Filipinos, college students in particular. The group project will be presented in class. If possible, other students will be invited to judge the projects.
Week 18: FINAL EXAMINATION					

VIII. Required Readings [incl. textbook, print or electronic]

	CALL NO.	Bibliographic citation
Textbook(s)	Institutional Module F 92 Ay88b 2022 F 959.9 C16c 2021	Maslang, K.L., Dacles, D.M. and Del Rosario, F.Y.G. (2023) Rizal: Life, Works and Writings. Nueva Vizcaya: SMU Publishing House Ayson, E. (2022). Ang bayani : the life, works, writings and travels of Dr. Jose P. Rizal. Candelaria, J., Alporha, V., & Kunting, A. (2021). *A course module for readings in Philippine history. Rex Book Store* Rizal, Jose. *El Filibusterismo* (Translation by Virgilio Almario or Soledad Lacson-Locsin) Rizal, Jose. *Noli Me Tangere* (Translation by Virgilio Almario or Soledad Lacson-Locsin)

Other Required Readings	Electronic Electronic	Ocampo, A. (1998). Rizal's Morga and Views of Philippine History. *Philippine Studies*, 46 (2), 184 – 2014 RA 1425. https://www.officialgazette.gov.ph/1956/06/12/republic-act-no-1425 Selection and proclamation of national heroes and laws honoring Filipino historical figures. https://ncca.gov.ph/about-culture-and-arts/culture-profile/selection-and-proclamation-of-national-heroes-and-laws-honoring-filipino-historical-figures/ https://www.joserizal.com/ complete-works-of-rizal/ - The Philippines: A Century Hence - The Indolence of the Filipinos - Letter of Rizal to the Young Women of Malolos

X. Suggested Readings and References

	CALL NO.	Bibliographic citation
Supplementary Material	SMUGS R 030 G947 2021 F 92 R528a 2018 F 92 D368i 2017 F 92 R528f 2018 F 92 R528o 2018	Guinness World Records 2022 Anderson, B. (2008). Why counting counts: A study of forms of consciousness and problems of language in Noli Me Tangere and El Filibusterismo. Quezon City. Ateneo De Manila University Press Ariola, M. M. (2018). The life and works of Rizal. Intramuros, Manila : Unlimited Books Library Services & Publishing. De Jesus, M. B. A., Umali, J., Pelipada, N. M., Gunsi, G. U., Sagadraca, T. T., Leonard, A. M. & Rios, D. T. M. (2017). The icon revised Rizal : his life, works, writings & the other heroes : The freehand modular approach. Mandaluyong City : Books Atbp. Ocampo, A. (2022). Rizal Without the Overcoat. 32nd Anniversary Edition, Pasig City: ANVIL Publishing, Inc. Schumacher, J. (2009). The Propaganda Movement (1880 -1895). Quezon City. Ateneo De Manila University Press
Non-print Resources and Online Educational Resources		Abaya, M.D., Duavit, J. and Jimenez B. (1998). Rizal the Movie. Philippines. GMA Records Aguiluz, T. (1997). Rizal in Dapitan. Philippines. Independent Cinema Association of the Philippines [ph], Mov-Pix International Pictures and Philippine Long Distance Telephone Company (PLDT) [ph] Filipino heritage (Electronic Resource): The making of a nation:/Manila: FELTA.c2004 CD (F) 959.903 F477 2004 CD0387 Filipino heritage (Electronic Resource): The making of a nation:/Manila: FELTA.c2004 CD (F) 959.903 F477 2004 CD0388

		Filipino heritage (Electronic Resource): The making of a nation:/Manila: FELTA.c2004 CD (F) 959.903 F477 2004 CD0389 Filipino heritage (Electronic Resource): The making of a nation:/Manila: FELTA.c2004 CD (F) 959.903 F477 2004 CD0390 Rizal in the 21st Century (Student Made Interactive Material plus MI Index) Other Teacher-Made/Student Made Interactive Power Point Presentations

XI. Course Requirements and Analytic Rubrics for Assessment

A. Course Requirements

Course Requirements	Weight	Grade Contribution
Class Standing 1		
1. Recitations	10%	
2. Written Quizzes	50%	
3. Thought Papers	30%	
Total CS1	100%	25%
Class Standing 2		
1. Video/Power Point Presentations	50%	
2. Interview Transcripts	50%	
3. Final Integrating Project		
Total CS2	100%	25%
Term Examination	100%	50%
Total Term Grade		**100%**

b. Holistic/Analytic Rubrics

1. Thought Papers

Criteria	Percentage
Content	40
Organization	20
Presentation	30
Documentation and Sources	10
Total	100

2. Group/Individual Presentations

	Excellent (10)	Good (8)	Fair (6)	Need 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 unconfident and demonstrated little evidence of planning prior to presentation.

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

3. Final Integrating Project

Criteria	Percentage
Organization	20
Content	50
Documentation and Sources	30
Total	100

XII. Grading System

Transmutation: 60% score=75 grade (for General Education subjects)

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

Grade	Remarks	60% score=75 grade	Grade
77		63 - 64	77
76		62	76
75	Lowest passing grade	60 - 61	75
74		58 - 59	74
73		57	73
72		55 - 56	72
71		54	71
70	Lowest grade reported in the grading sheet	52 - 53	70
69		50 - 51	69
68		49	68
67		47 - 48	67
66		46 -	66
65	Lowest possible computed grade in the class record; Given also for cheating in assessment	0 - 45	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			
Long Term Examination	50%	50%	25%
First Term Grade			25%
Second Term Grade			25%

XIII. 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.

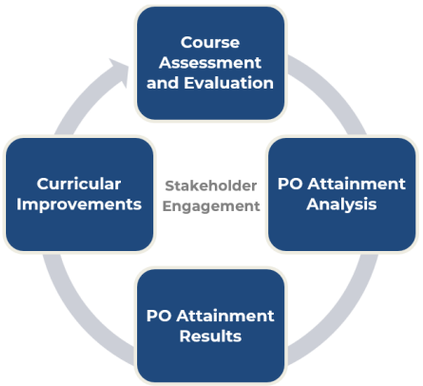
1st Report (Warning)	2nd Report (Warning)	3rd Report (Dropping)
4.5 hrs.	**9 hrs.**	**12 hrs.**

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

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

XIV. Continual Quality Improvement

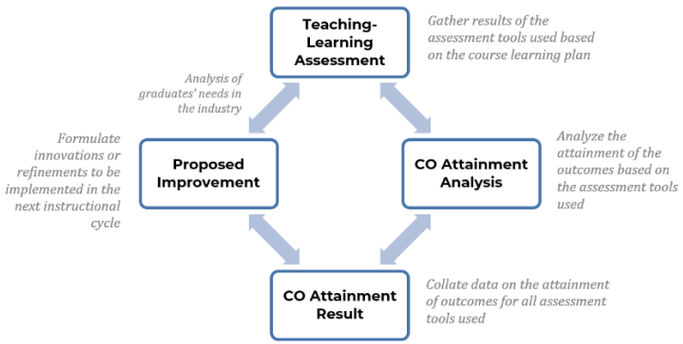
A. Program and Course Assessment and Evaluation



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.

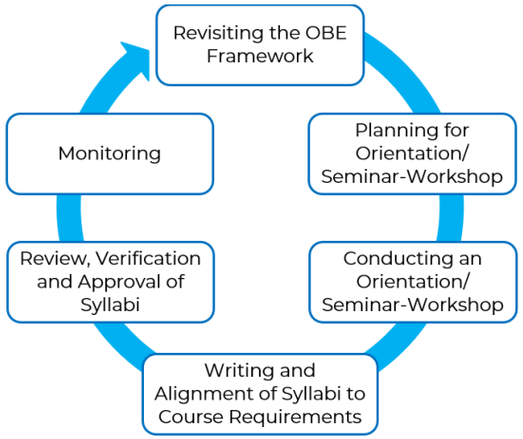
To facilitate this process, the Program Outcomes, Assessment, and Evaluation Matrices will be used to review the key courses of the program. The stakeholders will review the key courses and analyze and collate assessment data, and evaluate based on standards if the POs were attained, partially attained, 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 heads of the different department or 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, 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.