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**VISION**

An internationally recognized university for cultural continuity and innovations that transforms lives

**MISSION**

MPSU shall pursue responsive instruction and innovation to produce resilient citizens who contribute to sustainable development.

**GOALS**

1. Attain quality and excellence in instruction, innovation, research, extension, and resource generation for sustainable development.
2. Advance and promote comprehensive global engagement and strategic collaborations.
3. Foster a vibrant, inclusive and diverse academic environment for cultural dynamism and continuity.
4. Enhance efficiency and cost-effectiveness of management in the delivery of quality services.
5. Sustain harmony within the University and with stakeholders.

**THRUSTS**

**T–** Transformational curriculum and instruction for cultural vitality and international education.

**R–** Relevant production and sustainable resources generation.

**A–** Accessible and equitable learning resources and student services and development

**N–** Noteworthy partnerships and extension services towards sustainable communities

**S–** Sustainable Development Goals integration into programs, projects, and activities

**F–** Functional leadership that cultivates personnel development amidst changing higher education landscapes

**O–** Organizational strengthening toward an efficient delivery of services

**R–** Responsive local and global linkages in harmony with the industrial revolution and transnational education

**M–** Modern research-based solutions and responsive, innovative technologies through active knowledge generation

**CORE VALUES**

**P**rofessionalism - We endeavor to produce efficient leaders who live by professional and ethical conduct in the workplace at all times.

**R**esiliency - In any situational crisis that disrupts normalcy, we seek to provide innovations and creative synergy in delivering quality service to our clients and stakeholders.

**I**nclusivity - Guided by our vision, we aspire to embrace diversity and mutual cooperation to nurture growth across a wide spectrum of endeavors

**M**oral Integrity - We aim to uphold value- and virtue-oriented individuals who could help cultivate integrity in a morally challenged society

**E**xcellence - As our main driving force, we commit to cultivate distinction among future leaders honed from a culture of quality and stellar learning

**COURSE SYLLABUS**

**Term S.Y.**

**Course Number:**

**Descriptive Title:**

**Pre-requisite Course/s:**

**Course Credits:**

**Contact Hours/Week:**

**Course Description:** *(Ensure that the concepts and skills here are reflected in the course content. Do not change what is in the CMO. You can add more to it but do not deviate. Write this section in sentences, not phrases and clauses.)*

**I. OUTCOMES**

**A. INSTITUTIONAL LEARNING OUTCOMES**

1.Exhibit technical knowledge skills and professional ethics in the practice of the different fields of accounting towards global

competitiveness

2. Responsibly apply eco-friendly and advanced technologies towards environmental sustainability, food security, and sufficiency

3. Confidently drive sound business decisions to gain competitive advantage over entrepreneurial, financial, and business

engagements across local and global context

4. Effectively demonstrate skills in the conduct of public safety and peace and order using criminological principles

5. Design and implement engineering projects, systems and processes applying mathematics, engineering principles, modern technologies, and IT tools for the protection

of people and the environment

6. Demonstrate holistic knowledge of and excellent skills in the tourism industry across all local and international contexts

7. Innovatively design and develop information technology solutions

8. Provide compassionate and proactive professional health care to individuals of various characteristics and illnesses in local and international settings

9. Proficiently demonstrate current techniques of office practice and procedures

10. Ethically manifest political involvement and good governance in various forms of public engagement

11. Manifest pedagogical, technological, and technical skills and content knowledge across the various allied disciplines for responsive teaching

12. Exhibit a significant level of expertise-based autonomy and accountability in highly specialized fields of professional leadership for innovation, research, and

development management

13. Manifest gender and cultural-sensitivity in their professional practice to foster growth and development while remaining rooted to their culture

**B. PROGRAM OUTCOMES**

After graduation, the student must be able to:

1. articulate and discuss the latest developments in the specific field of practice (PQF Level 6 descriptor);

2. effectively communicate in English and Filipino, both oral and in writing;

3. work effectively and collaboratively with substantial degree of independence in multidisciplinary and multicultural teams (PQF Level 6 descriptor);

4. act in recognition of professional, social, and ethical responsibility;

5. preserve and promote “Filipino historical and cultural heritage” (based on RA 7722)

6. demonstrate the intellectual competencies (CMO 20, s. 2013);

7. exhibit personal and civic responsibilities (CMO 20, s.2013); and,

8. possess and display practical skills (CMO 20, s. 2013).

**E. COURSE LEARNING OUTCOMES** *(\*\*map the CLO with the PO, It is not necessary that the CLO are aligned to all. When mapping, refer to the specified reference of the PO. For example: CMO 20, s. 2013, refer to the performance indicators of each outcome)*

|  |  |  |  |  |  |  |  |  |
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| **COURSE LEARNING OUTCOMES**  At the end of the course, the student must be able :  *\*\*\*include an outcome that addresses any of the 17 SDGs, if possible)* | **PROGRAM OUTCOMES** | | | | | | | |
| **Cognitive** (Add more rows as needed) | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| 1. Demonstrate satisfactory understanding of the significant periods in Philippine History (LET-TOS 2022) | **√** |  |  |  | √ | √ |  |  |
| 2. Relate correctly the significant periods of Philippine History with the transformation of society. (LET-TOS 2022) | **√** |  |  |  | √ | √ |  |  |
| 3. |  |  |  |  | √ |  |  |  |
| 4. |  |  | √ |  |  |  |  | √ |
| **Psychomotor** |  |  |  |  |  |  |  |  |
| 5. |  |  |  |  |  | **√** | **√** |  |
| 6. |  |  |  |  |  |  |  |  |
| **Affective** |  |  |  |  |  |  |  |  |
| 7. |  |  | **√** |  |  |  |  |  |
| 8. |  |  |  |  |  |  |  |  |
| 9. (Example) consistently practice gender-sensitive language and actions in their interactions with people (SDG 5 : Gender Equality) |  | √ |  | **√** |  |  |  |  |

**II. COURSE REQUIREMENTS** *(The course requirements should be reflected in the TLA or AT)*

*Examples: (from my Physical Geography syllabus)*

Terminal Requirement: None

1. Graphic organizers

2. Cartography

3. Prototype of a model

4. Lecture-discussions

5. Android/Smart cellphone for connecting to the internet

**III.EVALUATION AND GRADING SYSTEM**

A. Evaluation

*Examples: (from my Physical Geography syllabus)*

1. Major examinations

2. Pen and paper test *(break this down in the AT. E.g.: quiz, essay writing, unit test…)*

3. Cartography

4. Peer evaluation

5. Presentation of outputs

6. Recitation (*please refrain from writing oral recitation since there is no written recitation.)*

7. Film review

B. Grading System

Class standing grade shall be computed based on the following criteria:

1. Class Standing (Pre-test, post-test, activities) 60%
2. Major examination Ratings 40%

**Total: 100%**

Midterm, and Final Grades shall be computed based on the following:

1. Midterm Grade MG = CS/Total Score x50 +50= Total x .60 = CS grade

Exam Score/Total Score x50 +50 = Total x.40 = Exam grade

= CS Grade + Exam grade

1. Tentative Final Grade TFG = CS Grade + Exam Grade
2. Final Grade FG = (TFG x 2) + MG/3

**IV. COURSE OUTLINE AND LEARNING PLAN** *(\*\*map the DLO with the CLO. A DLO may be aligned to more than 1 CLO, like a cognitive DLO is aligned to a cognitive and psychomotor CLO, or a psychomotor DLO is aligned to a psychomotor and affective CLO. )*

|  |  |  |  |  |  |  |  |
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| **Desired Learning Outcomes** | **CLO** | **Course Content** | **Contact Hours** | **Teaching and Learning Enrichment Activities (TLAs)**  *(this section is the breakdown of your course requirement and should align with the DLO)* | **Assessment Tasks (ATs)**  *(this section is the breakdown of your evaluation and should align with your DLO and TLA)* | **References/Suggested Readings** *(\*\*write only the author/s(year) and title. The title is italicized. Only the first leter of the first word of the title is capitalized, except for proper nouns; write here the SDG addressed by your topic, if any; include the module/textbook that you developed)* | **Mode of Delivery**  **(***indicate if face-to-face, modular, online)* |
| **MIDTERM GRADING PERIOD** | | | | | | | |
| *Example*  At the end of the session’, the students shall be able to:  1. explain confidently the VMGO of the college to foster appreciation of the directions of MPSPC | 1, 7 | Introduction:  •Course objectives and content  •Course Requirements  •Grading Systems  Philosophy, Vision, Mission, Goals, Objectives and Core Values | 1 hour | Lecture | Recitation | MPSPC Student Manual |  |
| **FINAL GRADING PERIOD** | | | | | | |  |
| *Example:*  At the end of the chapter, the students should be able to:  1. accurately and critically  analyze the physical  features of a place to  identify potential problems;  2. correctly map geological  hazards in their places;  3. enthusiastically care for  their physical environment;  and,  4. diligently perform assigned  tasks. | 1, 7  1, 5, 7  7  6 | **CHAPTER 4. Geological Processes**  A. Engines of internal and external processes  B. Internal processes  C. External processes | 9 hours | Lecture-discussion  Photo documentation  Use of graphic organizers | Quiz  Recitation  Photo analysis  Peer evaluation  Problem tree mapping | BlinkLearning.com. (n.d.). *Geology 1 & 3 digital (The earth’s relief and evolution).*  Galangco, R. (2021). *Physical Geography.*  Nelson, S.A. (n.d.). *Introduction to geological processes*. |  |
| At the end of the chapter, the students should be able to:  1. proficiently and  objectively assess the  perceived impacts of  climate change in their  place;  2. thoroughly document  some samples of the  perceived effects of climate  change in their places;  3. willingly support  government programs  relative to climate change  4. diligently perform assigned  tasks. | 1, 4, 7  3,5, 7  6  6 | **CHAPTER 5. Climate Change: Impacts to Human Lives and the Physical Environment**  A. Organizations and legal mandates  B. Impacts on health  C. Impacts on the economy  D. Climate change risk profile of the Philippines | 15 hours | Lecture-discussion  Focus group discussion  Article review  Drawing  Photo documentation  Film viewing | Quiz  Recitation  Sharing  Critiquing  Cartooning/Comic strip drawing  Presentation of output  Film review | National Oceanic and Atmospheric Administration. (n.d.). *Climate change impacts.*  Galangco, R. (2021). *Physical Geography.*  Union of Concerned Scientists. *Climate impacts.*  Acciona. (2019). *Impacts of climate change*.  World Wildlife Fund. (2020). *Effects of climate change*.  Centers for Disease Control and prevention. (2020). *Climate effects on health.* *Climate change and health.*  UNPD (n.d.) The SDGs in action.  **SDG 13: Climate Action (Take urgent action to combat climate change and its impacts**) |  |
| **Major Exams** |  |  | **3 hours** |  |  |  |  |
| **Total No. of Hours** |  |  | **54 hrs** |  |  |  |  |

**V. REFERENCES** *(Follow the 7th edition APA style for writing references; for online sources with long URL, use a URL shortener; Include materials that are available in the library)*

**VI. POLICIES**

**VII. PROVISIONS OF LEARNING ACCOMMODATION**

*(Make this personal, customize the provisions for your class)*

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| --- | --- | --- | --- | --- |
| **Role** | **Name** | **Position** | **Signature** | **Date** |
| Preparer *(Use this if you are the original developer of the syllabus)*  Adopter *(use this if you are adopting the syllabus and not making any modifications/enhancements)*  Enhancer *(use this if you are using a syllabus developed by another, but you enriched/revised the TLA/AT and updated the references)* |  |  |  |  |
| **Role** | **Name** | **Position** | **Signature** | **Date** |
| Preparer *(Use this if you are the original developer of the syllabus)*  Adopter *(use this if you are adopting the syllabus and not making any modifications/enhancements*)  Enhancer *(use this if you are using a syllabus developed by another, but you enriched/revised the TLA/AT and updated the references)* |  |  |  |  |
| Reviewer *(Content and Format)* |  | Program Chairperson |  |  |
| Reviewer *(Content; GAD integration)* | Ms. Valerie Kerr P. Guinayen | Coordinator, General Education Courses |  |  |
| **OR** | Dr. Beryl Jo A Bimmuyag *(can be removed if not PATHFit)* | Coordinator, PATHFit |  |  |
| Reviewer – *Utilization of library resources (ISA KRA 2*) | Fely A. Akilith | College Librarian |  |  |
| Noted |  | School Dean |  |  |
| Recommending Approval | Rhoda Basco-Galangco, PhD | Director, Curriculum and Instruction |  |  |
| Approved | Arel B. Sia-d, EdD | Campus Director |  |  |

**HISTORY OF REVISION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date of Effectivity** | **Version No.** | **Revision Type** | **Description of changes** | **Originator** |
| August 8, 2024 | **6** | Update (Content) | Update of signatories |  |
| July 30, 2024 | 5 | Update (Content) | Included the goals and core values’ definition in the VMGT  Removed the Director for Gender and Development |  |
| January 2024 | 4 | Update (Content) | Included the following in the Course Content:   * Sub-branches of Physical Geography * Climate Change: Impacts to Human Lives and the Physical Environment   Included the following References:  Removed the following References  Added the following TLA   * Use of graphic organizers * Focus Group Discussion * Article Review   Added the following AT   * Concept mapping, spider mapping, bubble map, tunnel timeline map * Climate change documentation |  |
| New (Format) | * The parts of the syllabi were mapped vis-à-vis the different levels of outcomes * Included a CLO that addresses SDG \_\_\_\_, \_\_\_\_ * A column was added for the CLO in the Course Outline and Learning Plan * Modality was removed in the Course Outline and Learning Plan * History of revision was added * The syllabus adopter and enhancer were included as signatories to indicate their roles * The College Librarian and Director for Gender and Development Office were added as signatories |  |
| September 2021 | 2 | Update (Content) |  |  |
| August 2017 | 1 | New (Content) |  | Juan dela Cruz |
| Update (Format) |  | DCC |

Note: Font style: Bookman old style

Font size: Title- 12, subtitle-11, content-10