****

**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

**[NAME OF SCHOOL]**

**[PROGRAM]**

**[NAME OF SCHOOL]**

**[PROGRAM]**

**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 OF THE DEPARTMENT**

After graduation, the pre-service teachers must be able to:

1. articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts;

2. demonstrate mastery of subject matter/discipline;

3. facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments;

4. develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners;

5. apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices;

6. demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes;

7. practice professional and ethical teaching standards sensitive to the local, national, and global realities;

8. pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities; and,

9. use research-based knowledge and principles of teaching and learning.

**C. PROGRAM OUTCOMES OF SECONDARY EDUCATION**

After graduation, the pre-service teachers must be able to:

1. exemplify high degree of competence in community organization, research, leadership, and culturally responsive instruction in the social sciences;

2. apply scientific inquiry in teaching, learning, and assessment method responsive to the demands of the dynamic society;

3. exhibit proficiency in mathematical concepts, processes, communication, and connection; and,

4. display research-oriented skills and abilities in employing innovative language and literature instruction in a technology-facilitated and multi-lingual context.

**D. OUTCOMES OF SOCIAL STUDIES MAJOR** *(\*\*mapping is done per major)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| After graduation, the Social Studies major teacher must be able to: | **POSE1** | **POSE2** | **POSE3** | **POSE4** |
| 1. utilize appropriate various socio-cultural and historical materials in explaining current issues; |  | **√** |  |  |
| 2. organize communities towards self-reliance and self-efficiency; | **√** |  |  |  |
| 3. demonstrate leadership skills in helping their communities empower themselves; | **√** |  |  |  |
| 4. integrate local and global perspectives in teaching the principle of common good; | **√** | **√** |  |  |
| 5. employ principles of sustainable development in teaching and learning; | **√** | **√** |  |  |
| 6. show scholarship in research and further learning; and, | **√** | **√** |  |  |
| 7. display the qualities of an innovative teacher who manifests pedagogical and content knowledge of Social Studies. | **√** | **√** |  |  |

 **E. COURSE LEARNING OUTCOMES** *(\*\*map the CLO with the PO, POSE, and OM field. It is not necessary that the CLO are aligned to all)*

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE LEARNING OUTCOMES**At the end of the course, the Social Studies (change this according to the major of your students) major should be able to*\*\*\*include an outcome that addresses any of the 17 SDGs, if possible; include also the outcome given in the LET TOS, if any)* | **PROGRAM OUTCOMES OF THE TEACHER EDUCATION** | **PROGRAM OUTCOMES OF SECONDARY EDUCATION** | **OUTCOMES OF MAJOR IN SOCIAL STUDIES** |
| **Cognitive** (Add more rows as needed) | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| 1. | **√** |  | **√** |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  | √ |
| 2. Example: document properly and comprehensively the effects of climate change in their locality to raise their awareness of climate change mitigation, adaptation, impact reduction, and early warning (SDG 13: Climate Action) |  |  |  | √ |  |  |  |  |  |  |  |  |  | √ | √ |  | √ |  |  | √ |
| 3. |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |
| 4. Example: demonstrate understanding of basic geographic concepts, processes, and patterns (LET TOS-2022) |  |  | √ |  |  |  |  |  | √ |  | √ |  |  |  |  |  |  |  | √ | √ |
| **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. Graphic organizers

6. Film viewing

7. 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 psycholomotor DLO is aligned to a psychomotor and affective DLO. )*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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)* | **PRC TOS (LET)** |
| **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, 6 | Introduction:•Course objectives and content•Course Requirements•Grading SystemsPhilosophy, Vision, Mission, Goals, Objectives and Core Values | 1 hour | Lecture | Recitation  | MPSPC (n.d.). *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**5, 776 | **CHAPTER 4. Geological Processes**A. Engines of internal and external processesB. Internal processesC. External processes | 9 hours | Lecture-discussionPhoto documentationUse of graphic organizers | QuizRecitationPhoto analysisPeer evaluationProblem 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*.  | 15% |
| 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 change4. diligently perform assigned  tasks. | 2, 75, 776 | **CHAPTER 5. Climate Change: Impacts to Human Lives and the Physical Environment**A. Organizations and legal mandatesB. Impacts on healthC. Impacts on the economyD. Climate change risk profile of the Philippines | 15 hours | Lecture-discussionFocus group discussionArticle reviewDrawingPhoto documentationFilm viewing | QuizRecitationSharingCritiquingCartooning/Comic strip drawingPresentation of outputFilm 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** |  |  |  |  |

**VI. REFERENCES** *(Follow the 7th edition APA style for writing references; for online sources with long URL, use a URL shortener)*

**VII. POLICIES**

**VIII. PROVISIONS OF LEARNING ACCOMMODATION**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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; GAD integration)* | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Program Chairperson, \_\_\_\_ |  |  |
| Reviewer *– Utilization of library resources (ISA KRA 2)* | Fely A. Akilith | College Librarian |  |  |
| Noted |  | School Dean |  |  |
| Recommending Approval | Rhoda Basco-Galangco, PhD | Director for 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) | Inclusion of “Name of School” and “Program” just after the titleUpdate of signatories |  |
| July 30, 2024 | 5 | Update (Content) | Included the goals and core values’ definition in the VMGTRemoved 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 ReferencesAdded 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