



Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
ACCESS, EJC Montilla, 9800 City of Tacurong
Province of Sultan Kudarat



CT-111 NATIONAL BUILDING CODE

UNIVERSITY VISION

A leading University in advancing scholarly innovation, multi-cultural convergence, and responsive public service in a borderless Region.

UNIVERSITY MISSION

The University shall primarily provide advanced instruction and professional training in science and technology, agriculture, fisheries, education and other related fields of study. It shall also undertake research and extension services, and provide progressive leadership in its areas of specialization.

UNIVERSITY STRATEGIC GOALS

- a. Deliver quality service to stakeholders to address current and future needs in instruction, research, extension, and production
- b. Observe strict implementation of the laws as well as the policies and regulations of the University
- c. Acquire with urgency state-of-the-art resources for its service areas
- d. Bolster the relationship of the University with its local and international customers and partners
- e. Leverage the qualifications and competences in personnel action and staffing
- f. Evaluate the efficiency and responsiveness of the University systems and processes

INSTITUTIONAL OUTCOMES (IO)

- a. Enhance competency development, commitment, professionalism, unity and true spirit of service for public accountability, transparency and delivery of quality services
- b. Provide relevant programs and professional trainings that will respond to the development needs of the region
- c. Strengthen local and international collaborations and partnerships for borderless programs
- d. Develop a research culture among faculty and students
- e. Develop and promote environmentally-sound and market-driven knowledge and technologies at par with international standards
- f. Promote research-based information and technologies for sustainable development
- g. Enhance resource generation and mobilization to sustain financial viability of the university

PROGRAM OUTCOMES (PO) COMMON TO ALL PROGRAMS AND ITS RELATIONSHIPS TO INSTITUTIONAL OUTCOMES

A graduate of Sultan Kudarat State University can:	INSTITUTIONAL OUTCOMES (IO)						
	a	b	c	d	e	f	g
a. discuss the current developments and advancements in the specific field of practice;	✓	✓				✓	
b. demonstrate independently the 21 st century competencies and skills;	✓	✓		✓		✓	
c. work collaboratively in multi-disciplinary and multi-cultural groups;	✓		✓	✓	✓		
d. exhibit professional, social and ethical accountability;	✓	✓	✓	✓	✓		
e. preserve Filipino historical and cultural heritage;	✓	✓	✓	✓	✓		
f. generate new knowledge through data-driven research and development projects; and				✓	✓	✓	✓

g. participate actively in the national, regional and local development plans.

	✓	✓	✓	✓	✓	✓	✓
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1 COURSE CODE CT-111
 2 COURSE TITLE National Building Code
 3 PREREQUISITE None
 4 CREDITS 3 units

5 COURSE DESCRIPTION

This course explores the fundamental principles and practical relevance of building codes, highlighting their role in ensuring safety, functionality, and sustainability in construction. It begins by examining the nature and purpose of building regulations as systems developed through the analysis of patterns in built environments and the application of logical reasoning. The course introduces students to the key aspects of national and local building codes particularly those related to plumbing systems, electrical installations, and fire safety protocols.

Students will investigate how these codes are applied in real-life situations, such as ensuring sanitary plumbing layouts, designing safe and efficient electrical circuits, and implementing fire prevention measures in residential and commercial structures. The course also demonstrates how building code compliance contributes to sound decision-making in areas like resource allocation, risk management,

6 COURSE LEARNING OUTCOMES (CLO) AND ITS RELATIONSHIPS TO PROGRAM OUTCOMES

Course Learning Outcomes (CLO)		Program Outcomes						
		a	b	c	d	e	f	g
At the end of the course, a student can:	a. Identify and interpret key provisions and sections of the National Building Code of the Philippines.	✓	✓	✓	✓	✓	✓	
	b. Explain the purpose and scope of the National Building Code of the Philippines.	✓	✓	✓	✓	✓	✓	✓
	c. Apply code rules when creating and checking building plans to make sure they follow the law and good construction practices.	✓	✓	✓	✓	✓	✓	✓
	d. Demonstrate understanding of the right and responsible ways to follow building rules and help keep construction safe for everyone.	✓	✓	✓	✓	✓	✓	✓
	e. Discuss updates and amendments to the National Building Code and their implications for future projects and policy.	✓	✓	✓	✓	✓	✓	✓
	f. Evaluate building plans and construction documents for compliance with the National Building Code of the Philippines.	✓	✓	✓	✓	✓	✓	✓

7 COURSE CONTENTS

WEEK	CONTENT	INTENDED LEARNING OUTCOMES(ILOs)	TEACHING AND LEARNING ACTIVITIES (TLA)	OUTCOMES-BASED ASSESSMENT (OBA)	COURSE LEARNING OUTCOMES (CLOs)
1	Course Orientation SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System	At the end of the week, the pre-service teacher (PST) can: a. discusses the University's VMGO, classroom policies, course overview, requirements and grading system	Discuss the VMGO of the University, the classroom policies, scope of the course, course requirements and grading system		

2	<p>Building Code</p> <ul style="list-style-type: none"> a. Introduction to Building Code b. The International Building Code c. Federal Fair Housing Act d. Local Building Codes e. Evaluation of Innovative Products f. Code Interpretations g. Documenting Code Interpretation h. Alternate Means and Methods 	<p>At the end of the week, the pre-service teacher (PST) can:</p> <ul style="list-style-type: none"> a. Explain the purpose, scope, and history of building codes. b. Identify the structure and key components of the IBC. c. Evaluate building designs for compliance with accessibility d. Identify locally adopted amendments or requirements e. Assess if an innovative construction material/product meets code standards f. Interpret vague or conflicting code requirements g. Create a professional and formal documentation of code interpretation h. Analyze real examples of approved AMMs 	<ul style="list-style-type: none"> a. Interactive lecture b. Small group discussion comparing IBC sections c. Lecture on FFHA requirements d. Present Local code compliance checklist for a sample project e. Group critique sessions f. Peer discussion on sample ambiguities g. Peer review and revision h. Discussion on code flexibility 	<ul style="list-style-type: none"> a. Short quiz. b. Worksheet: Locate IBC requirements for building elements. c. Design critique activity: Identify violations in a sample floor plan Product-base. d. Local code compliance checklist for a sample project. e. Group presentation with compliance justification. f. Oral presentation defending an interpretation. g. Rubric-based assessment of clarity, structure, and justification. h. Group presentation. 	a,b,c,d,e,f.
3	<p>Amended Implementing Rules and Regulations</p> <ul style="list-style-type: none"> a. Scope and Application b. Minimum Requirements for Accessibility c. Specific Requirements for buildings and Related Structures for Public use. d. Requirements for Public Transportation. e. Administration and Enforcement f. Minimum Requirements for Accessibility <ul style="list-style-type: none"> - Outside and around buildings - Parking - Inside Buildings and Structures - Safety 	<p>At the end of the week, the pre-service teacher (PST) can:</p> <ul style="list-style-type: none"> a. Explain the legal basis, coverage, and significance of the Amended IRR. b. Describe the general accessibility principles mandated by the IRR. c. Apply specific IRR guidelines to buildings used by the public. d. Discuss how public transport infrastructure must comply with accessibility regulations. e. Identify the roles of key agencies and stakeholders in enforcing the IRR. f. Identify design features that must be accessible outside buildings (e.g., walkways, ramps). <ul style="list-style-type: none"> - Design an accessible parking layout based on IRR standards. - Identify accessible interior elements (hallways, elevators, restrooms). - Analyze emergency routes and signage for accessibility. 	<ul style="list-style-type: none"> a. Lecture on IRR history and scope b. Concept mapping activity c. Checklist creation exercise d. Viewing and discussion of accessibility videos in transport e. Flowchart-making activity of enforcement process f. Analysis of outdoor layouts <ul style="list-style-type: none"> - Design challenge: accessible parking slots - Group layout modification activity - Interactive lecture on PWD-safe evacuation routes 	<ul style="list-style-type: none"> a. Quiz on legal scope and application. b. Worksheet: Match accessibility elements with their legal basis. c. Group report: Evaluate compliance of a sample building. d. Viewing and discussion of accessibility videos in transport. e. Assessment activity: Review sample enforcement cases. f. Drawing exercise: Design accessible entry points and paths. <ul style="list-style-type: none"> - Assessment rubric of design - Interior accessibility compliance report - Assessment: Identify and correct safety violations in sample plans. 	a,b,c,d,e

4	Plumbing Code of the Philippines a. Introduction to National Plumbing Code of the Philippines. b. Administration c. Definitions d. General Regulations	At the end of the week, the pre-service teacher (PST) should be able to: a. Describe the background, purpose, and scope of the National Plumbing b. Identify the administrative provisions and responsibilities of plumbing practitioners and enforcement authorities. c. Apply correct terminology in analyzing and designing plumbing systems. d. Explain general plumbing regulations related to design, materials, installation, and workmanship.	a. Lecture on the history and objectives of the Plumbing Code. b. Interactive lecture on administrative sections c. Small group exercise: use terms in real-world plumbing situations d. Lecture with examples of compliant and non-compliant practices	a. Short quiz on code history and purpose b. Written quiz on roles and responsibilities in enforcement. c. Application exercise: Identify terms in a sample plumbing layout. d. Assessment quiz on general regulation principles.	a,b,c,d.
5-6	Plumbing Code a. Excreta Drainage System b. Definitions c. General Regulations d. Indirect Waste Piping, Wet-Vent Systems and Special Wastes	At the end of the week, the pre-service teacher (PST) can: a. Explain the design and function of excreta drainage systems in compliance with the Plumbing Code. b. Define key plumbing terms as used in the Plumbing Code. c. Describe general rules on materials, installation, and workmanship requirements. d. Explain the purpose and function of indirect waste systems, wet venting, and special waste handling.	a. Lecture on sanitary drainage systems and code provisions. b. Terminology flashcards. c. Lecture on general plumbing standards. d. Lecture on indirect waste and wet-venting system	a. Quiz on drainage system components and functions. b. Worksheet: Match plumbing terms with diagrams. c. Group assignment: Review a plumbing layout for compliance. d. Short quiz: Code references for special waste handling.	a,b,c,d,e
7-8	Vents and Venting a. Traps and Interceptors b. Storm Drainage System c. House Drains and House Sewers d. Joints and Connections e. Quality and weights of materials f. Plumbing materials and referenced standards	At the end of the week, the pre-service teacher (PST) should be able to: a. Describe the purpose and function of traps and interceptors. b. Explain the function and design requirements of storm drainage systems. c. Differentiate house drains from house sewers and explain their layout and function. d. Identify proper joining methods and materials used for different types of plumbing pipes.	At the end of the week, the pre-service teacher (PST) should be able to: a. Lecture on types and uses of traps/interceptors b. Lecture on stormwater handling and environmental considerations. c. Code reading: Sections on house drains/sewers. d. Group activity: Classify and inspect sample joints. e. Interactive lecture on material types and	a. Quiz on trap types and functions. b. Design activity: Create a roof and site drainage plan. c. Sketch or digital drawing: House drain and sewer system. d. Worksheet: Match joint type to pipe material and use. e. Multiple-choice quiz on specifications. f. Quiz on material standards (ASTM,	c,d,e,f.

		e. Describe required standards for quality and weight of plumbing materials as per the code. f. List and explain plumbing materials approved by the code.	f. specifications. Lecture on international/national referenced standards	PNS, etc.).	
9				MIDTERM EXAM	
10	Drainage of Buildings a. Sanitary Engineers and Water Disposal Systems b. Sewer and Sanitation Provisions c. Sources of Fund for flood control Projects d. Sewage Disposal Provisions e. Sewage Disposal and Drainage Provisions f. Drainage Provisions	At the end of the week, the pre-service teacher (PST) can: a. Identify the roles and responsibilities of sanitary engineers in planning and managing water disposal systems. b. Analyze the key provisions in the building code related to sewerage and sanitation. c. Enumerate and explain various government and private funding sources for flood control and drainage infrastructure. d. Interpret legal and technical requirements for sewage disposal in residential and commercial buildings. e. Integrate sewage and drainage requirements into a cohesive building utility plan. f. Apply drainage design standards in building construction to prevent flooding and structural issues.	a. Lecture on professional roles; case studies of actual projects; group discussion on ethical practice. b. Code interpretation workshop; group activity mapping code provisions to real building plans. c. Lecture on government funding projects. d. Study of IRR and Building Code; site visit (virtual or actual); peer-to-peer teaching. e. Design activity (drainage + sewage); guided CAD modeling session; simulation games. f. Drainage plan sketching workshop; review of standard design practices; video demo of drainage failures.	a. Short quiz on roles; reflection paper on the importance of sanitary engineers in infrastructure. b. Code analysis exam; submission of a coded layout showing compliance. c. Group presentation on funding programs; written report analyzing one funding source. d. Practical test: Design a compliant sewage system layout; oral recitation of legal mandates. e. Project output: complete utility layout; rubric-based assessment; oral defense. f. Sketch submission with standards applied; case study critique; timed design challenge.	a,b,c,d,e,f.
11	Wastewater and Drainage Provisions a. Liquid waste disposal provisions b. Sanitation and drainage provisions c. Wastewater provisions d. National Policy on Urban Sewerage and Sanitation e. Sewage Disposal and Drainage Requirements f. Clean Water Act	At the end of the week, the pre-service teacher (PST) can: a. Identify and interpret code-mandated provisions for liquid waste disposal in various types of buildings. b. Explain the importance of integrating sanitation with drainage systems in building construction. c. Analyze wastewater management strategies and their applications in building design. d. Explain the key objectives and mandates of the National Sewerage and Sanitation Policy. e. Apply technical and legal requirements for sewage disposal and drainage to a building project.	a. Lecture with code references; analysis of sample building plans; class discussion b. Group activity analyzing drainage/sanitation interconnection; case study review of poor drainage outcomes. c. Workshop on wastewater system components; interactive design activity using real scenarios. d. Policy analysis discussion; research presentation on national/local implementation. e. Hands-on design activity; consultation with simulated local code authority; mock inspection. f. Law overview through video lecture; class discussion on environmental impacts; debate	a. Quiz on code requirements; annotated plan submission showing compliance. b. Short essay or reflection; infographic showing integrated sanitation and drainage. c. Design exercise: propose a basic wastewater system for a small facility; peer review. d. Policy critique paper; oral presentation on gaps and opportunities in policy implementation. e. Final project: full system layout with	a,b,c,d,e,f.

		<p>f. Summarize the salient features of the Clean Water Act and its impact on construction practices.</p>	on compliance issues.	<p>labels and provisions cited; rubric-based grading.</p> <p>f. Written test on key provisions; position paper on how the act affects wastewater design.</p>	
12	Philippine Electrical code a. Introduction b. Definition of terms c. Permits and Inspection Certificates d. Requirements for electrical installations	At the end of the week, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. Explain the purpose, scope, and importance of the Philippine Electrical Code (PEC) in ensuring electrical safety and compliance. b. Define and interpret key terminologies used in the Philippine Electrical Code. c. Describe the process and legal requirements for securing electrical permits and inspection certificates. d. Apply PEC standards and minimum requirements in the design and inspection of electrical installations. 	a. Group discussion on real-world incidents related to electrical code violations b. Matching exercises c. Lecture with sample permit forms. d. Hands-on layout of residential/commercial installation.	a. Reflection paper on the importance of PEC in building safety. b. Written quiz (multiple choice and definition matching). c. Practical test on filling out sample permit/inspection forms. d. Design project: PEC-compliant electrical layout plan.	c,d,e,f.
13	Wiring and Protection a. Use and identification of grounded conductors b. Branch Circuits c. Feeders d. Branch Circuit, Feeder and service calculations e. Grounding and bonding	At the end of the week, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. Identify grounded conductors and explain their function in electrical systems according to code standards. b. Explain the classification and application of branch circuits in residential and commercial buildings. c. Describe the function and sizing criteria of feeders in electrical systems. d. Perform accurate electrical load calculations for branch circuits, feeders, and service entrances. e. Differentiate between grounding and bonding and apply proper methods in electrical system design. 		a. Lecture with PEC code references; demonstration of conductor color codes; hands-on labeling activity b. Schematic drawing exercise; group discussion of branch circuit types; circuit simulation software (e.g., Multisim). c. Lecture and sample computation walkthrough; interactive worksheet on feeder sizing; real-world examples of feeder layout. d. Problem-solving workshop; guided use of PEC tables; calculator-based exercises. e. Demonstration using electrical panels or diagrams; case study analysis of grounding failures; group research and presentation.	a,b,c,d,e,f.
14	Wiring Methods and Materials a. Wiring Methods	At the end of the week, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. Identify and differentiate various types of wiring methods used in residential, commercial, and 	a. Group activity: compare and contrast different wiring techniques using real materials b. Lecture/discussion with code references (e.g., PEC or NEC).	a. Performance task: simulate proper installation using assigned method. b. Practical test: identify and explain function of each component.	a,b,c,d,e,f.

	<p>b. Cabinets, Cutout boxes and meters socket enclosures</p> <p>c. Outlet, device pull and junction boxes; conduit bodies; fittings; and handle enclosures</p> <p>d. Flat cable assemblies: Type FC</p>	<p>industrial electrical installations.</p> <p>b. Identify the functions, types, and installation procedures of cabinets, cutout boxes, and meter sockets.</p> <p>c. Apply correct procedures for installation and secure connection of these materials.</p> <p>d. Describe the construction and application of Type FC flat cable assemblies.</p>	<p>c. Peer evaluation during installation practice.</p> <p>d. Demonstration: correct bending radius and support of flat cables.</p>	<p>c. Peer and instructor rubric for neatness and correctness of installation.</p> <p>d. Written exam question on flat cable features and application limitations.</p>		
15	Fire Code of The Philippines	At the end of the week, the pre-service teacher (PST) can:	<p>a. Explain the legal foundation and general provisions of RA 9514</p> <p>b. Explain the oversight role of the Secretary of the Interior and Local Government (SILG).</p> <p>c. Analyze how these powers affect fire safety implementation.</p> <p>d. Explain the objectives and procedures of Fire Safety Evaluation Clearance (FSEC).</p> <p>e. Apply fire safety requirements in architectural and engineering drawings.</p> <p>f. Explain the purpose of fire safety inspections during construction stages.</p> <p>g. Describe the process of final inspection and fire safety certification.</p> <p>h. Discuss the rationale and procedures for periodic fire safety inspections in businesses.</p>	<p>a. Small group discussion on fire-related incidents and relevance of fire laws.</p> <p>b. Lecture and Q&A on BFP chain of command.</p> <p>c. Table activity: matching powers to real-world fire safety scenarios.</p> <p>d. Demonstration: how to fill out FSEC application.</p> <p>e. Group activity: analyze and mark-up a sample building plan.</p> <p>f. Discussion of common violations and corrective actions.</p> <p>g. Group analysis of building photos for compliance.</p> <p>h. Demonstration: on Business and Routine Inspection.</p>	<p>a. Group presentation: responsibilities of agencies enforcing fire laws.</p> <p>b. Quiz on roles and limitations of BFP officials.</p> <p>c. Simulation activity: issuing orders based on authority.</p> <p>d. Performance task: simulate a fire safety evaluation.</p> <p>e. Plan review activity with rubric-based assessment.</p> <p>f. Scenario-based assessment: propose remedies for violations.</p> <p>g. Written exam: required fire safety features before occupancy.</p> <p>h. Quiz: common violations in commercial buildings.</p>	c,d,e,f.
16	Fire Safety Measures	At the end of the week, the pre-service teacher (PST) can:	<p>a. Explain the general requirements for fire safety in buildings based on the Fire Code of the Philippines.</p> <p>b. Identify and differentiate the classifications of occupancy and their corresponding fire protection standards.</p> <p>c. Describe the characteristics of hazardous buildings and the specific fire protection protocols required.</p> <p>d. Evaluate the components of means of egress</p>	<p>a. Lecture presentation on fire code regulations.</p> <p>b. Group activity: categorizing buildings based on occupancy use.</p> <p>c. Risk assessment workshop.</p> <p>d. Field observation or virtual tour of building facilities.</p>	<p>a. Written quiz on fire safety requirements.</p> <p>b. Individual quiz with situational questions.</p> <p>c. Performance task: hazard identification checklist creation.</p> <p>d. Project: design a fire escape plan for a given building layout.</p>	c,d,e,f.

		and assess their compliance with fire safety standards.		
17	Administrative Courses Of Action a. General Guidelines b. Fixing of fines c. Jurisdiction d. General Procedures e. Public Nuisance f. Period for Correcting Violations g. Penalties for specific individuals	At the end of the week, the pre-service teacher (PST) can: a. Discuss the general administrative guidelines under the Fire Code of the Philippines. b. Explain the process of fixing administrative fines and the rationale behind the penalties. c. Identify the jurisdiction of authorities in enforcing fire safety laws. d. Describe general administrative procedures for addressing fire code violations. e. Analyze what constitutes a public nuisance in the context of fire safety. f. Explain the timeframes given to violators for correcting fire safety violations. g. Enumerate penalties specific to various individuals or entities and their corresponding legal basis.	a. Lecture discussion on fire code provisions. b. Lecture on actual violations and penalties imposed. c. Lecture with flowchart visuals. d. Step-by-step walkthrough of administrative process. e. Group analysis of legal texts on public nuisance. f. Timeline-based activity using real examples. g. Comparison chart activity of penalty structures.	a.,b,c,d, e,f.
18	FINAL EXAMINATION			

Total No. of Hours: 54

8 COURSE REQUIREMENTS AND COURSE POLICIES

COURSE REQUIREMENTS

- Each student is required to:
1. submit accomplished assignments, problem sets and a mini-research project;
 2. prepare a comprehensive lecture notebook;
 3. make a PowerPoint presentation, and a written summary of the assigned report;
 4. discuss an assigned topic to report and participate in class discussions; and
 5. pass the major exams (midterm and final)

Attendance: A student will be marked late if he/she enters the class 5 minutes after start of class period. Any student who comes to class 15 minutes after the scheduled time or always late for three consecutive meetings shall be marked absent.

Missed work or exam: Any student who missed to submit a work assignment or to take a test should consult the concerned instructor for immediate compliance

Cheating and Plagiarism: Any student who committed any form of academic dishonesty (e.g., copy-paste plagiarism) shall be given disciplinary action provided in the SKSU Students

COURSE POLICIES

Handbook

Use of Technology: Cell phones should be turned off while the session is in progress. Using laptops, notebook PCs, smart phones, and tablets shall be allowed only when needed. A scientific calculator (e.g. Casio fx-991ES) shall be utilized in solving.

9 GRADING SYSTEM AND RUBRICS FOR GRADING

GRADING SYSTEM

Midterm Grade

Midterm Examination	50%
Attendance/ Class Participation	10%
Quizzes	15%
Project (E-Portfolio/ Lesson Plan)	15%
Assignment/Problem Sets	10%
TOTAL	100%

Final Term Grade

Final Term Examination	50%
Attendance/Class Participation	10%
Quizzes	15%
Project (E-Portfolio/ Lesson Plan)	15%
Assignment/Problem Sets	10%
TOTAL	100%

FINAL GRADE

Midterm Grade	50%
Final Term Grade	50%
TOTAL	100%

RUBRICS FOR THE INDIVIDUAL PERFORMANCE

CRITERION	UNSATISFACTORY 1	FAIR 2	GOOD 3	EXCELLENT 4
Understanding of NBC Provisions	<ul style="list-style-type: none"> Shows major errors or misconceptions in interpreting the National Building Code requirements. 	<ul style="list-style-type: none"> Understands NBC provisions but explains them in a basic or incomplete manner. 	<ul style="list-style-type: none"> Clearly explains NBC provisions with accuracy and relevance to the activity. 	<ul style="list-style-type: none"> Fully and effectively explains NBC provisions, demonstrating strong understanding and connections between related sections.
Application of NBC Guidelines	<ul style="list-style-type: none"> Struggles to apply NBC rules and fails to relate them to the given task or scenario. 	<ul style="list-style-type: none"> Applies NBC rules but with limited justification or partial relevance. 	<ul style="list-style-type: none"> Correctly applies NBC rules to the task and partially justifies their importance. 	<ul style="list-style-type: none"> Applies NBC rules accurately with complete and well-supported justifications, linking to practical real-world situations.
Examples and Case References	<ul style="list-style-type: none"> Provides no examples or uses irrelevant ones unrelated to the NBC. 	<ul style="list-style-type: none"> Provides adequate examples, though minor inaccuracies or weak relevance may be present. 	<ul style="list-style-type: none"> Gives appropriate and relevant examples or case references to support explanations. 	<ul style="list-style-type: none"> Selects well-structured, relevant, and logically sequenced examples or case studies that enhance understanding.
Technical Communication	<ul style="list-style-type: none"> Consistently misuses NBC-related terms and definitions. 	<ul style="list-style-type: none"> Uses correct technical terms most of the time, with minor errors. 	<ul style="list-style-type: none"> Appropriately uses NBC-related terms and definitions in explanations. 	<ul style="list-style-type: none"> Demonstrates advanced and precise use of NBC-related terms and definitions with clarity and accuracy.
Presentation Structure	<ul style="list-style-type: none"> Lacks clear organization; explanation appears disorganized or incomplete. 	<ul style="list-style-type: none"> Has a basic structure with an introduction and conclusion but lacks smooth flow. 	<ul style="list-style-type: none"> Has a clear structure with logical flow and some smooth transitions between points. 	<ul style="list-style-type: none"> Well-structured presentation with polished transitions, strong introduction, and a concise, impactful conclusion.
Application of NBC Guidelines	<ul style="list-style-type: none"> Struggles to apply NBC rules and fails to relate them to the given task or scenario. 	<ul style="list-style-type: none"> Applies NBC rules but with limited justification or partial relevance. 	<ul style="list-style-type: none"> Correctly applies NBC rules to the task and partially justifies their importance. 	<ul style="list-style-type: none"> Applies NBC rules accurately with complete and well-supported justifications, linking to practical real-world situations.
Examples and Case References	<ul style="list-style-type: none"> Provides no examples or uses irrelevant ones unrelated to the NBC. 	<ul style="list-style-type: none"> Provides adequate examples, though minor inaccuracies or weak relevance may be present. 	<ul style="list-style-type: none"> Gives appropriate and relevant examples or case references to support explanations. 	<ul style="list-style-type: none"> Selects well-structured, relevant, and logically sequenced examples or case studies that enhance understanding.

10 REFERENCES

Textbooks

Online References

<https://philconprices.com/wp-content/uploads/2018/10/188541488-Revised-National-Plumbing-Code-of-the-Philippines.pdf>
https://www.pseau.org/outils/couvrages/pcws_philippine_regulations_on_sanitation_and_wastewater_systems_2006.pdf
<https://bfp.gov.ph/wp-content/uploads/2013/12/Fire-Code-of-the-Philippines-2008-IRR.pdf>

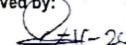
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