



Republic of the Philippines  
**SULTAN KUDARAT STATE UNIVERSITY**  
ACCESS, EJC Montilla, 9800 City of Tacurong  
Province of Sultan Kudarat  
Second Semester, Academic Year 2020-2021



#### UNIVERSITY VISION

A trailblazer in arts, science and technology in the region.

#### UNIVERSITY MISSION

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

#### UNIVERSITY GOAL

To produce graduates with excellence and dignity in arts, science and technology.

#### UNIVERSITY OBJECTIVES

- 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 Objectives and Their relationships to University Objectives:

PROGRAM OBJECTIVES (PO)	UNIVERSITY OBJECTIVES						
	a	b	c	d	e	f	g
<b>A graduate of National Service Training Program:</b>							
a. Promote civic consciousness among the youth	/			/		/	
b. Develop the youth's physical, moral, spiritual, intellectual, and social well being	/	/		/	/	/	/

c. Inculcate in the youth the ideals of patriotism, nationalism, and advance their involvement in public and civic affairs; and	/	/		/	/	/	/
d. Motivate, train, organize and involve the youth in military, literacy, civic welfare programs and other related endeavors in the service of the nation	/	/		/	/	/	/

1. Course Code : NSTP 2  
 2. Course Title : National Service Training Program-Civic  
 3. Prerequisite : Welfare Training Service 2  
 4. Credits : NSTP 1  
                   : 3

#### 5. Course Description:

The National Service Training Program 2 (NSTP 2), complements knowledge learned from NSTP 1. It focuses on the participation to community development. It is designed to equip and empower students with the fundamentals of project identification, planning and implementation in pursuit of contributing to the upliftment of the general welfare and the quality of life of the people in the community. Its advocacy is related to the protection and preservation of environment, health and safety of the populace through promotion of risk reduction, peace-making process, safety, recreation and morals of the citizenry.

To this end, the NSTP student-trainees are expected to undergo the process called community immersion wherein they engage with the different stakeholders in the community for the application of acquired knowledge and have genuine experiential learning.

#### 6. Course Learning Outcomes and its Relationships to Program Objectives

COURSE LEARNING OUTCOMES	Program Objectives
At the end of the semester, the student can:	a b c d
a. discuss the salient features of NSTP 2	/ / / /
b. develop altruism through community engagement	/ / / /
c. develop and implement community project proposals anchored with research and extension paradigms	/ / / /
d. demonstrate numeracy and literacy knowledge as means of effecting positive change	/ / / /
e. imbue leadership skills, maturity and self-reliance while respecting individual differences in the sphere of collaboration and involvement	
f. display the spirit of volunteerism and gender sensitivity attitude	/ / / /
g. develop socio-economic, political, environmental, health, and cultural aptitudes	/ / / /

h. use effectively NSTP knowledge to help realize the core values of the university in transforming communities; and,	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
i. appreciate community involvement in the sphere of societal development		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### 7. Course Contents

Course Objectives, Topics, Time Allotment	Desired Student Learning Outcomes	Outcomes-Based Assessment (OBA) Activities	Evidence of Outcomes	Course Learning Outcomes	Program Objectives	Values Integration
<b>CLASSROOM ORIENTATION(3 hours)</b>						
Subtopics: SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System						
Get insights on the classroom orientation	Students can explain the SKSU vision, mission, goals and objectives, classroom policies, course overview, course requirements and grading system	Lecture  PPT Presentation	KWL Charts  Quiz	A	A B C D	Motivation, Excellence and Passion
<b>Chapter I. Community Immersion as requisite of NSTP</b>						
Community, Types of Community, and Classification of Communities	1. define community from different perspectives. 2. explain the importance and benefits of community immersion. 3. analyze the different types of communities and its functions to the society.	Lecture/Discussion  Expectation Setting  Group Discussion (30 mins.)	Group Output (Rubrics for Oral Presentation)  Checked quizzes/exercises	A C H	A B C D	Excellence, Love for country
Additional Concepts and elements of Community	1. differentiate the geographical and functional categories of community; 2. identify and evaluate the elements of a community; and 3. appreciate the elements of community.	Group Oral Presentation (10 mins. per group)  Quiz/ exercises  Online Consultation				
Understanding the Concepts and Principles of Community Immersion	1. define community immersion; 2. discuss the precepts of community immersion; 3. analyze the forms of integration in community immersion; and 4. evaluate the role immersion as an					

	important approach in giving community service						
Understanding the Essence of Community Immersion	<ol style="list-style-type: none"> <li>1. define community immersion as a component of NSTP;</li> <li>2. identify and discuss the relevance of community immersion to the aims of the NSTP;</li> <li>3. State and assess the significance of NSTP community immersion to the attainment of national development;</li> </ol> <ol style="list-style-type: none"> <li>1. identify who we immerse within the community;</li> <li>2. interpret the conditions in a community immersion; and</li> <li>3. analyze and appreciate the personal gains in the NSTP community immersion.</li> </ol> <ol style="list-style-type: none"> <li>1. identify the Do's and Don'ts of community immersion; and</li> <li>2. elaborate the Do's and Don'ts of community immersion;</li> </ol>						
Partners, Conditions, and Personal Gains in Community Immersion							
Do's and Don'ts in Community Immersion							
<b>Chapter II: The Process of Community Immersion</b>							
P A E I	<b>Phase I: Pre-Immersion</b> <ol style="list-style-type: none"> <li>1. identify and discuss the process of community immersion in terms of pre-immersion;</li> <li>2. describe the activities under the pre-immersion; and</li> <li>3. appreciate the process of community pre-immersion.</li> </ol> <b>Phase II: Entering the Community</b> <ol style="list-style-type: none"> <li>1. describe the process of community immersion in terms of entering a</li> </ol>	Lecture / Discussion  Group Discussion (30 mins.)  Group Oral Presentation (10 mins. per group)  Identification of Partner	Group Output (Rubrics for Oral Presentation)  Summary of Assessed Needs of the Partner	B C I	A B C D	Nationalism Patriotism Service Oriented Teamwork  Social Consciousness	

							snes and empathy/ altruism
Phase III: Community Integration	community; and 2. explain the activities when entering a community.	Community for Immersion	Community Graded Essay and reflection paper				
Community Needs Assessment	1. list the process of community immersion in terms of community integration; and 2. evaluate activities during community integration. 1. define and discuss community needs assessment; 2. establish the importance of needs assessment; 3. describe the types of data collected in needs assessment; and 4. enumerate and discuss the methods in Collecting Data for Community Needs Assessment. 1. present the steps in conducting needs assessment; and 2. describe the community assistance in assessing needs.	Conduct of Needs Assessment to the Identified Partner Community; Tabulation and analysis of Needs  Conduct of Pre-immersion activity (familiarization with the partner community, conduct of small-scale activities e.g. community cleaning, etc.)  Essay  Reflection Paper  Quiz/ exercises  Consultation	Documentation Paper  Checked quizzes/ exercises				
Steps in Conducting Needs and Community Assistance in Assessing Needs							
Phase V: Program/ Project Implementation	1. define project implementation; and 2. illustrate the considerations in implementing the program/ project.						
Phase VI: Termination of Projects	1. discuss the termination of projects/ program in NSTP; and 2. assess the process of terminating NSTP project/ program.						

Chapter III: Management of NSTP Community-based projects

Planning	<ul style="list-style-type: none"> <li>1. define plan, project plan, and project panning;</li> <li>2. describe the relevance of planning;</li> <li>3. identify and discuss the guidelines for good planning; and</li> <li>3. present and elaborate SWOT as a tool for good planning.</li> </ul>	<p>Workshop: Writing Community project proposal</p> <p>Group work: Students will formulate a draft of project proposal using Google Docs with Online Consultation using the results of the CNA</p> <p>Group Work: Presentation of revised community project proposal and develop appropriate teaching materials ; Formulation of training modules/ project session plan</p> <p>Implementation of Project Proposal</p> <p>Community Immersion</p> <p>Reflection Paper</p>	<p>Draft of Project Proposal</p> <p>Revision of Project Proposal</p> <p>Final Project Proposal</p> <p>Approved community project plan proposal</p> <p>Training Modules / Instructional Materials</p>	C F I	A B C D	Sense of Responsibility
Project Planning	<ul style="list-style-type: none"> <li>1. describe project planning;</li> <li>2. present the concept of a project plan; and</li> <li>3. elaborate the concepts behind project planning.</li> </ul>					Process Oriented
Project Proposal in NSTP	<ul style="list-style-type: none"> <li>1. define project, and project proposal;</li> <li>2. Present the purposes of project proposal in light of the NSTP;</li> <li>3. identify and describe the parts of a project proposal; and</li> <li>4. create a project proposal.</li> </ul>					Teamwork
<b>Chapter IV: Documentation, Monitoring, and Evaluation of NSTP Projects</b>						
Documentation of NSTP Project for Community services	<ul style="list-style-type: none"> <li>1. describe the process of documenting NSTP community based-projects;</li> <li>2. identify the list of NSTP forms required for documentation during Community Immersion; and</li> <li>3. appreciate the importance of documenting the NSTP community based-projects.</li> </ul>	<p>Implementation of Project Proposal</p> <p>Conduct of project Monitoring and Evaluation of Project/programs</p> <p>Refection Paper</p>	<p>Documentation Paper</p> <p>Self-Evaluation</p> <p>Peer Evaluation</p> <p>Graded</p>			Sense of Responsibility
Monitoring of NSTP Projects	<ul style="list-style-type: none"> <li>1. discuss the concept of project</li> </ul>					Process Oriented
						Teamwork

Evaluation of NSTP Projects for community immersion	<p>monitoring and its significance;</p> <p>2. elaborate the process of project monitoring in NSTP;</p> <p>3. identify the persons involved in the monitoring process; and</p> <p>4. enumerate the tools needed in project monitoring.</p> <p>1. describe the NSTP community-based project evaluation process;</p> <p>2. analyze the basis for evaluating NSTP community-based project;</p> <p>3. identify the persons involved in evaluating NSTP community-based project; and</p> <p>4. appreciate the NSTP community-based project evaluation process.</p>	Consultation	Reflection Paper			Social Consciousness and empathy/altruism
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#### **Suggested Readings:**

1. Networking and Alliance Building to Sustainable NSTP Projects
2. How to do Alliance- Building
3. The National Service Reserve Corps (NSRC)
4. Guidelines for the Establishment of NSRC
5. The Role of NSTP in Fostering Productive and Responsible Citizenship

#### **Suggested Activities:**

1. Community Immersion

#### **B. Course Evaluation**

**Course Requirements** The following are the course requirements: Examinations (Midterm and Final); Quiz; Attendance to off campus activities (community visitation, immersion, and other related activities); Reflection Papers/ Essays; Project Proposal; Documentation Paper, Learning Materials for Immersion; Accomplishment Report, Oral Presentation of outputs and/ for Feed back ing; Attendance and active Participation to Classroom Activities.

**Course Policies** All students must adhere to the given guidelines: act respectfully, responsibly and with maturity; During lecture: put cell phones on silent mode and must be kept inside

Evaluation of NSTP Projects for community immersion	<p>monitoring and its significance;</p> <p>2. elaborate the process of project monitoring in NSTP;</p> <p>3. identify the persons involved in the monitoring process; and</p> <p>4. enumerate the tools needed in project monitoring.</p> <p>1. describe the NSTP community-based project evaluation process;</p> <p>2. analyze the basis for evaluating NSTP community-based project;</p> <p>3. identify the persons involved in evaluating NSTP community-based project; and</p> <p>4. appreciate the NSTP community-based project evaluation process.</p>	Consultation	Reflection Paper			Social Consciousness and empathy/ altruism
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Course Policies	All students must adhere to the given guidelines: act respectfully, responsibly and with maturity; During lecture: put cell phones on silent mode and must be kept inside

	the bags; must not hesitate to consult the professor when there are important concerns; cooperate in classroom and off-campus activities and; improve the assigned area within the campus; show positive attitude towards community immersion and actively participate in the different immersion activities; show tolerance, respect, understanding and altruism towards others and the partner community.
Grading System	Midterm Grade/Final Grade Midterm Examination (25%); Quiz/Test (15%); Attendance and Involvement in Community Immersion Activities (40%); Reflection Paper/ Essays/ Documentations/ Accomplishment Report (20%)
Schedule of Examination	To be Announced

#### References:

- Textbooks
- Alabado, R.P., & Serrona, K. R. B. (2017). "Community Engagement, Solidarity and Citizenship," Rex Bookstore Manila.
  - Almeda, R., et.al. (2002). Community Immersion: A Dialogue of Life
  - Dale, S. (1990). Controversies in Sociology. A Canadian Introduction, Copp, Clark and Pitman: Toronto.
  - Johnson, A. (1986). Human Arrangements. Harcourt Brace Jovanovich Publishers. Orlando.
  - Labugen ,F., et.al. (2018). Understanding the NSTP 2. Mutya Publishing House Incorporated.
  - MacQueen KM, et.al. (2001). What is community? An evidence-based definition for participatory public health. Am J Public Health. Dec; 91(12):1929-38. doi: 10.2105/ajph.91.12.1929. PMID: 11726368; PMCID: PMC1446907.
  - Paul, J. et.al. (2012). Sustainable Communities, Sustainable Development: Other Paths for Papua New Guinea. Honolulu: University of Hawaii Press

Item	Description	Percentage
Substance/ Related to the Topic	Engages the reader with a clear thesis or purpose. Information is clearly related to the topic.	50%
Organization/ Logical presentation of ideas	Relevant evidence and details are strong to support the topic. Organization is clear including organization by categories and transitional expressions.	15%
Style and Grammar	Offers a creative engaging beginning and a concluding paragraph that summarizes the thesis or purpose. Demonstrate consistent variety and complexity of sentence structure.	5%

<b>Comprehensiveness of discussion</b>	Uses Precise and creative verbs, adverbs, nouns and adjectives; the message is clear.	20%
<b>Total:</b>		100%

### RUBRIC FOR ESSAY/ REFLECTION PAPER

### RUBRIC FOR PROJECT PAPER/ DOCUMENTATION PAPER / ACCOMPLISHMENT REPORT

100	90	80	70
<p><b>Excellent</b></p> <ul style="list-style-type: none"> <li>▪ Content is beyond adequate.</li> <li>▪ Followed prescribed format. Shows coherence, uniformity and is well crafted.</li> <li>▪ Needs/ required documents are adequately provided.</li> <li>▪ Neat, clean and orderly</li> <li>▪ No revision is needed.</li> </ul>	<p><b>Good</b></p> <ul style="list-style-type: none"> <li>▪ Content is adequate.</li> <li>▪ Followed prescribed format. Shows coherence, uniformity and is well crafted.</li> <li>▪ Needs/ required documents are adequately provided.</li> <li>▪ Neat, clean and orderly</li> <li>▪ Needs minor revision</li> </ul>	<p><b>Fair</b></p> <ul style="list-style-type: none"> <li>▪ Content is available, but not adequate.</li> <li>▪ Followed the prescribed format, but lacks coherence, uniformity, and is not well crafted</li> <li>▪ Needed /required documents are not adequately provided</li> <li>▪ Moderately neat, clean and orderly</li> <li>▪ Needs minor revision.</li> </ul>	<p><b>Poor</b></p> <ul style="list-style-type: none"> <li>▪ Content is incomplete.</li> <li>▪ Does not follow prescribe format.</li> <li>▪ Needed/ required data are not available</li> <li>▪ Not neat, clean and orderly</li> <li>▪ Needs major revision.</li> </ul>

### RUBRIC FOR COMMUNITY IMMERSION AND OTHER ACTIVITIES

96-100	91-95	86-90	81-85	0
<p><b>Outstanding</b></p> <ul style="list-style-type: none"> <li>▪ Present in activities and immersion, shows leadership and initiative to do given task and contribute to the accomplishment of tasks even without supervision</li> </ul>	<p><b>Very Satisfactory</b></p> <p>Present in activities and immersion, shows willingness to do given task and actively participate and contribute to the accomplishment of tasks with little supervision</p>	<p><b>Satisfactory</b></p> <ul style="list-style-type: none"> <li>▪ Present in activities and immersion and shows willingness to do given tasks with supervision</li> </ul>	<p><b>Poor</b></p> <ul style="list-style-type: none"> <li>▪ Present in activities and immersion, but shows unwillingness to do given tasks</li> </ul>	<p><b>Failed</b></p> <ul style="list-style-type: none"> <li>▪ Does not participate in the activity or absent during immersion</li> </ul>

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