



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



### CT 312 – CONSTRUCTION PAINTING

#### 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

#### 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 <sup>st</sup> 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.	✓	✓	✓	✓	✓	✓	✓

1 COURSE CODE CT 312  
 2 COURSE TITLE CONSTRUCTION PAINTING  
 3 PREREQUISITE CT 212  
 4 CREDITS 3 units

#### 5 COURSE DESCRIPTION

This course provides comprehensive knowledge and hands on skills in construction painting, focusing on surface preparation, paint selection, proper use of tools, and application techniques to achieve professional-quality finishes. Learners will be trained in both interior and exterior painting, covering various surfaces such as wood, metal, concrete, and masonry. The course emphasizes safe work practices, environmental protection, and compliance with industry standards. Students will develop competencies in brushing, rolling, spraying, and finishing techniques, as well as paint maintenance and repair. Upon completion, trainees will be able to execute painting projects efficiently, meeting both aesthetic and durability requirements in residential, commercial, and industrial settings.

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

At the end of the course, a student can:	Course Learning Outcomes (CLO)	Program Outcomes						
		a	b	c	d	e	f	g
a. Identify various types of paints, coatings, and finishes, determining their most suitable applications for specific construction scenarios.		✓	✓	✓	✓	✓	✓	✓
b. Analyze and solve painting-related problems, such as poor adhesion, uneven coating, blistering, and color mismatch, by identifying root causes and applying corrective measures.		✓	✓	✓	✓	✓	✓	✓
c. Select appropriate tools, equipment, and materials for different surfaces, ensuring cost-effectiveness, safety, and quality results.		✓	✓	✓	✓	✓	✓	✓
d. Apply correct painting techniques brushing, rolling, spraying while adjusting methods to overcome on-site challenges and achieve a professional finish.		✓	✓	✓	✓	✓	✓	✓
e. Interpret and comply with safety standards, environmental regulations, and manufacturer guidelines to solve issues related to hazardous materials handling and waste disposal.		✓	✓	✓	✓	✓	✓	✓
f. Evaluate completed painting work against industry standards, identifying deviations and recommending practical solutions for improvement.		✓	✓	✓	✓	✓	✓	✓

#### 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. discuss 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	Introduction to Construction Painting a. Construction Painting and Decorating b. Role and Responsibilities of Construction Painter and Decorator	At the end of the week, the pre-service teacher (PST) can: a. Explain the scope and importance of construction painting and decorating in the building industry. b. Identify the roles and responsibilities of a construction painter and decorator.	a. Lecture-discussion with slides showing actual projects. b. Reading and discussion of job descriptions from industry sources. c. Class discussion on work attitude and values. d. Lecture on TESDA/industry career maps. e. Video presentation on paint production and	a. Reflection essay on the significance of painting in construction b. Short written assessment listing roles and duties. c. Class discussion on work attitude and values. d. Submission of a simplified	a,d,e,f.

	<p>c. Personal Attributes required for "Construction Painter and Decorator"</p> <p>d. Occupational map for "Construction Painter and Decorator"</p> <p>e. Basics of Paint</p> <p>f. Surface Oriented Paints</p>	<p>c. Describe the personal attributes and work ethics required in construction painting.</p> <p>d. Class discussion on work attitude and values.</p> <p>e. Explain the basic types, components, and functions of paint.</p> <p>f. Differentiate surface-oriented paints and their applications.</p>	<p>properties.</p> <p>f. Comparative analysis of paint samples for wood, metal, and concrete.</p>	<p>occupational map.</p> <p>e. Identification quiz on paint types and uses.</p> <p>f. Practical demonstration of correct surface-paint pairing.</p>	
3	<p><b>Painting Tools and Maintenance</b></p> <p>a. Different Types of Painting Tools</p> <p>b. Importance of cleaning and maintenance of painting tools</p> <p>c. Site Preparation</p> <p>d. Step involved in Site Preparation</p> <p>e. Surface Evaluation of Masonry surfaces</p> <p>f. Defects in Surface and Paintings</p> <p>g. Surface Preparation</p>	<p>At the end of the week, the pre-service teacher (PST) can:</p> <ul style="list-style-type: none"> <li>a. Identify and describe the different types of painting tools and their uses.</li> <li>b. Explain the importance of cleaning and maintaining painting tools.</li> <li>c. Explain the concept and purpose of site preparation before painting.</li> <li>d. Enumerate and describe the steps involved in site preparation.</li> <li>e. Conduct surface evaluation of masonry surfaces to determine readiness for painting.</li> <li>f. Identify common defects in surfaces and paintings and their possible causes.</li> <li>g. Demonstrate proper surface preparation techniques for painting.</li> </ul>	<p>a. Lecture-demonstration of painting tools.</p> <p>b. Demonstration of proper cleaning techniques.</p> <p>c. Lecture-discussion on safety, cleanliness, and work readiness.</p> <p>d. Instructor-led step-by-step walkthrough.</p> <p>e. Demonstration on detecting cracks, moisture, or unevenness.</p> <p>f. Viewing and discussion of defect samples.</p> <p>g. Demonstration by instructor, followed by learner practice.</p>	<p>a. Identification quiz with pictures of tools.</p> <p>b. Performance task: demonstrate correct cleaning procedure.</p> <p>c. Written test on site preparation requirements.</p> <p>d. Practical demonstration of preparation steps.</p> <p>e. Performance task: complete an evaluation checklist.</p> <p>f. Written exam with pictures for defect identification.</p> <p>g. Practical test: prepare a surface according to standards.</p>	a,d,e,f.
4.	<p><b>Metal and Wood Painting</b></p> <p>a. Basic tools for Metal painting</p> <p>b. Role of Metal finishes</p> <p>c. Surface Preparation for Metal painting</p> <p>d. Interior and Exterior metal finishes</p>	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <ul style="list-style-type: none"> <li>a. Identify and describe the different types of painting tools and their uses.</li> <li>b. Explain the role and purpose of metal finishes in protecting and enhancing surfaces.</li> <li>c. Demonstrate proper surface preparation</li> </ul>	<p>a. Lecture-demonstration of painting tools.</p> <p>b. Instructor-led discussion on corrosion prevention and aesthetics.</p> <p>c. Step-by-step demo on cleaning, sanding, and priming.</p> <p>d. Group discussion on environmental impact.</p> <p>e. Demonstration on detecting cracks, moisture,</p>	<p>a. Practical test: match tools to functions.</p> <p>b. Short written quiz on metal finishes.</p> <p>c. Performance task: prepare a metal surface according to standards.</p> <p>d. Practical demonstration of preparation steps.</p>	a,c,d,e,f.

	<p>e. Types of paints for metal surfaces f. Benefits of Metal finishing g. Importance of painting on wooden surface</p>	<p>techniques for metal painting. d. Differentiate interior and exterior metal finishes based on durability, aesthetics, and application. e. Conduct surface evaluation of masonry surfaces to determine readiness for painting. f. Identify common defects in surfaces and paintings and their possible causes. g. Demonstrate proper surface preparation techniques for painting.</p>	<p>or unevenness. f. Viewing and discussion of defect samples. g. Demonstration by instructor, followed by learner practice</p>	<p>e. Performance task: complete an evaluation checklist. f. Quiz with pictures for defect identification. g. Peer evaluation of surface readiness.</p>	
5	<p><b>Corrosion Theory and Corrosion Protection</b></p> <p>a. Cause of Corrosion b. Forms of Corrosion c. Corrosion Mitigation d. Types of Coating Material Specifications e. Coating Material Procurement f. Painting Testing</p>	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. Explain the causes of corrosion in metals and other materials. b. Identify and describe the different forms of corrosion. c. Discuss various methods of corrosion mitigation. d. Interpret and apply types of coating material specifications in project planning. e. Explain the process and considerations in coating material procurement. f. Perform painting testing procedures to ensure coating quality.</p>	<p>a. Lecture-discussion on chemical and environmental factors. b. Presentation with photo examples of corrosion types. c. Lecture on protective coatings, cathodic protection, and environmental control. d. Reading and analysis of manufacturer datasheets. e. Lecture on quality standards, supplier selection, and cost considerations. f. Demonstration of adhesion tests, thickness measurement, and curing verification. g.</p>	<p>a. Short written quiz on corrosion causes. b. Picture-based identification test. c. Quiz on mitigation methods. d. Performance task: identify proper coating for given project specs. e. Written quiz on procurement steps. f. Practical exam: conduct and record a coating quality test.</p>	a,c,d,e,f.
6	<p><b>Coating Types and Characteristics</b></p> <p>a. Film Forming Mechanisms b. Binders c. Drying Oils d. Driers e. Pigments f. Solvents g. Miscellaneous Additives h. Zinc-Rich Coatings i. Volatile Organic Compounds</p>	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. Explain the different film forming mechanisms and their role in coating performance. b. Identify various binders and their impact on coating properties. c. Describe the function and properties of drying oils in coatings. d. Explain the role of driers in accelerating the curing process. e. Identify different pigments and their functions in coatings. f. Discuss the properties and uses of solvents in coatings. g. Recognize miscellaneous additives and their special functions in coatings.</p>	<p>a. Lecture with diagrams on film formation processes. b. Group discussion on binder applications. c. Lecture-discussion on oil chemistry d. Instructor-led demonstration. e. Display of pigment samples and their colors. f. Demonstration of solvent effects on viscosity and drying. g. Lecture with industry datasheet examples. h. Lecture-discussion on galvanic protection. i. Discussion on environmental laws.</p>	<p>a. Written quiz on mechanisms. b. Matching-type quiz. c. Oral questioning. d. Written test. e. Picture identification quiz. f. Short written quiz g. Written quiz. h. Short written quiz. i. Reaction paper on VOC reduction strategies.</p>	a,c,d,e,f.

		<p>h. Explain the properties and uses of zinc-rich coatings for corrosion protection.</p> <p>i. Describe volatile organic compounds (VOCs), their impact on health/environment, and regulations controlling them.</p>			
7-8	<b>Painting</b> <ul style="list-style-type: none"> <li>a. Paint</li> <li>b. Ingredient of Paint</li> <li>c. Essential and Specific Properties of Good Quality Paint</li> <li>d. Elements of a Good Painting Job</li> <li>e. Surface Preparation</li> <li>f. Kinds of Paint, Uses and Area Coverage</li> <li>g. Estimating Yor Paint</li> <li>h. Paint Failures and Remedy</li> <li>i. Wall Papering</li> </ul>	<p>At the end of the week, the pre-service teacher (PST) can:</p> <ul style="list-style-type: none"> <li>a. Define paint and explain its general purpose in construction.</li> <li>b. Identify the main ingredients of paint and their functions.</li> <li>c. Describe the essential and specific properties of good quality paint.</li> <li>d. Enumerate and explain the elements of a good painting job.</li> <li>e. Demonstrate proper surface preparation before painting.</li> <li>f. Classify different kinds of paint, their uses, and area coverage.</li> <li>g. Calculate the amount of paint required for a given project.</li> <li>h. Identify common paint failures, their causes, and remedies.</li> <li>i. Demonstrate the basic techniques of wallpapering.</li> </ul>	<ul style="list-style-type: none"> <li>a. Lecture-discussion on the role of paint in aesthetics and protection.</li> <li>b. Group matching activity: ingredient to function.</li> <li>c. Comparative analysis of paint samples.</li> <li>d. Instructor-led practical demo.</li> <li>e. Hands-on workshop on sanding, priming, and cleaning.</li> <li>f. Lecture with paint samples and coverage charts.</li> <li>g. Problem-solving exercises.</li> <li>h. Group discussion on case studies.</li> <li>i. Student practice session.</li> </ul>	a,b,c,d,e,f	
9	<b>MIDTERM EXAM</b>				
10	<b>Coating System Selection</b> <ul style="list-style-type: none"> <li>a. Criteria for a Selecting a Coating System</li> <li>b. Coating Selection Criteria</li> <li>c. Service Environments for USACE Structures</li> <li>d. Coating System Selection for Ferrous Components in Fresh Water</li> <li>e. Coating System Selection for Ferrous Surfaces in Seawater</li> </ul>	<p>At the end of the week, the pre-service teacher (PST) can:</p> <ul style="list-style-type: none"> <li>a. Explain the general criteria for selecting a coating system for various applications.</li> <li>b. Identify coating selection criteria based on material type, environment, and service life requirements.</li> <li>c. Describe the service environments for USACE (U.S. Army Corps of Engineers) structures and their impact on coating choice.</li> <li>d. Recommend appropriate coating systems for ferrous components in fresh water.</li> </ul>	<ul style="list-style-type: none"> <li>a. Lecture-discussion on performance, durability, and cost factors.</li> <li>b. Group activity: match coating to application scenario.</li> <li>c. Lecture on environmental classifications (e.g., immersion, splash zones).</li> <li>d. Group discussion on coating case scenarios.</li> <li>e. Lecture on marine environment challenges.</li> <li>f. Workshop using specification charts and standards.</li> </ul>	<ul style="list-style-type: none"> <li>a. Written quiz on selection factors.</li> <li>b. Matching-type test.</li> <li>c. Written quiz on environment categories.</li> <li>d. Performance task: written recommendation for given case.</li> <li>e. Written quiz on seawater coating specs.</li> <li>f. Practical exam: identify best coating based on conditions.</li> </ul>	a,c,d,e,f

	<p>f. Coating System for Iron and Steel Pipe</p> <p>e. Recommend appropriate coating systems for ferrous surfaces in seawater.</p> <p>f. Select suitable coating systems for iron and steel pipes under various service conditions.</p>				
11	<p><b>Maintenance Painting</b></p> <p>a. Conducting Maintenance Painting Survey</p> <p>b. Analyzing Survey Data</p> <p>c. Maintenance Painting Approaches</p> <p>d. Application of Test Patches of Coating Materials</p> <p>e. Identification of Existing Coating as Containing Lead</p> <p>f. Impact of Costs of Lead Paint on Surface Preparation</p> <p>g. Maintenance Alternatives</p>	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. Conduct a maintenance painting survey to assess the current condition of coated surfaces.</p> <p>b. Analyze collected survey data to identify problem areas and determine necessary maintenance actions.</p> <p>c. Differentiate various maintenance painting approaches and select the most appropriate method based on condition and budget.</p> <p>d. Apply test patches of coating materials to evaluate adhesion, compatibility, and performance.</p> <p>e. Identify existing coatings that may contain lead using appropriate testing methods.</p> <p>f. Evaluate the impact of lead paint removal costs on surface preparation planning.</p> <p>g. Recommend and justify suitable maintenance alternatives to extend coating life.</p>	<p>a. Lecture-demo on survey procedures.</p> <p>b. Group activity: compare survey results.</p> <p>c. Lecture on spot repair, overcoating, full recoating.</p> <p>d. Hands-on demonstration of patch application.</p> <p>e. Lecture on lead hazards.</p> <p>f. Discussion on compliance with safety and environmental regulations.</p> <p>g. Brainstorming session on alternatives (encapsulation, barrier coating, etc.)</p>	<p>a. Practical exam on survey procedure.</p> <p>b. Oral presentation of findings.</p> <p>c. Group decision-making task with justification.</p> <p>d. Practical demonstration graded by instructor.</p> <p>e. Short test on lead identification procedures.</p> <p>f. Written assessment on planning considerations.</p> <p>g. Oral questioning.</p>	a,b,c,d,e,f.
12	<p><b>Surface Preparation</b></p> <p>a. Common Methods of Surface Preparation</p> <p>b. Preparation</p> <p>c. Abrasive Type and Selection</p> <p>d. Surface Preparation Standards</p> <p>e. Specifications</p> <p>f. Methods of Coating Application</p>	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. Identify and explain common methods of surface preparation used prior to coating application.</p> <p>b. Demonstrate correct procedures for preparing various substrates for coating.</p> <p>c. Select appropriate abrasive types based on substrate, coating requirements, and environmental considerations.</p> <p>d. Interpret and apply surface preparation standards (e.g., SSPC, NACE, ISO).</p> <p>e. Read and interpret specifications for surface preparation and coating application.</p> <p>f. Apply correct methods of coating application</p>	<p>a. Lecture with visual aids on cleaning, blasting, sanding, and chemical treatments.</p> <p>b. Hands-on workshop with instructor supervision.</p> <p>c. Lecture-discussion on abrasive materials (e.g., sand, steel grit, garnet).</p> <p>d. Group activity to match standards with surface conditions.</p> <p>e. Lecture on technical specification documents.</p> <p>f. Demonstration of brush, roller, spray, and specialized application methods.</p>	<p>a. Written quiz on surface preparation methods.</p> <p>b. Practical skills assessment.</p> <p>c. Selection exercise with justification.</p> <p>d. Group worksheet submission.</p> <p>e. Written report interpreting given specification.</p> <p>f. Practical application performance test.</p>	a,c,d,e,f.

		based on surface type and coating material.			
13	<b>Coatings Inspection</b> a. Documentation b. Pre surface Preparation Inspection c. Measurements of Ambient Conductions d. Assessing Compressed Air Cleanliness e. Measurements of Surface Profile f. Surface Cleanliness g. Paint Storage, Mixing, and Thinning h. Coating Application Techniques	At the end of the week, the pre-service teacher (PST) can: a. Prepare and maintain accurate documentation related to coatings inspection. b. Conduct pre-surface preparation inspections to identify substrate conditions. c. Measure ambient conditions (temperature, humidity, dew point) using proper instruments. d. Assess compressed air cleanliness for abrasive blasting operations. e. Measure surface profile to ensure compliance with specifications. f. Verify surface cleanliness before coating application. g. Ensure proper paint storage, mixing, and thinning according to manufacturer's instructions. h. Apply coating using approved techniques while meeting quality standards.	a. Lecture on inspection reports and record-keeping standards. b. Lecture-led walkthrough of common defects. c. Demonstration by instructor. d. Student practice in small groups. e. Practice measuring on sample panels. f. Group activity identifying contaminants. g. Demonstration of proper mixing and thinning techniques. h. Instructor demonstration of brush, roller, and spray methods.	a. Submission of sample inspection reports. b. Practical evaluation of pre-inspection findings. c. Practical test on instrument use and reading interpretation. d. Written quiz on cleanliness criteria. e. Practical skills test with measurement accuracy criteria. f. Photo-based identification test. g. Hands-on mixing and storage procedure evaluation. h. Performance test with coating thickness measurement.	a,c,d,e,f
14	<b>Safety</b> a. Hazardous Material Handling b. Hand and Power Tools c. Abrasive Blast Cleaning Equipment d. Spray Equipment e. Welding and Cutting of Coated Steel f. Respiratory Protection Overview g. Confined Space Entry	At the end of the week, the pre-service teacher (PST) can: a. Demonstrate safe handling, storage, and disposal of hazardous materials. b. Operate hand and power tools safely according to industry standards. c. Set up and operate abrasive blast cleaning equipment safely. d. Use spray equipment safely and maintain proper working condition. e. Apply safety procedures during welding and cutting of coated steel to prevent hazards. f. Select and use appropriate respiratory protection for specific tasks. g. Implement safe practices during confined space entry, including permit requirements.	a. Lecture on Material Safety Data Sheets (MSDS) and hazard symbols b. Instructor demonstration of safe tool use. c. Group practice on operational procedures. d. Demonstration of spray gun setup and cleaning. e. Lecture on toxic fume risks and fire prevention. f. Demonstration of respirator types and fit testing. g. Lecture on confined space hazards and rescue procedures.	a. Practical demonstration of proper handling and storage. b. Practical tool operation skills test. c. Written test on safety precautions. d. Practical evaluation of spray application safely. e. Performance evaluation on safe operation. f. Written quiz on respirator selection. g. Written test on permit-to-work system.	a,c,e,f

	<b>Environment and Worker Protection Regulations</b> a. Development of Environmental and Worker Protection Regulations b. Worker Protection c. Air Quality Regulations d. Soil Quality Requirements e. Handling, Storage, and Disposal of Hazardous Waste	At the end of the week, the pre-service teacher (PST) can: a. Explain the historical development and legal basis of environmental and worker protection regulations. b. Apply worker protection measures to prevent occupational hazards. c. Interpret air quality regulations relevant to industrial operations. d. Identify soil quality requirements for industrial sites. e. Implement proper procedures for handling, storage, and disposal of hazardous waste.	a. Lecture and discussion on national/international regulations. b. Group workshop on workplace safety plans. c. Lecture on emission standards and monitoring procedures. d. Lecture on soil contamination risks and standards. e. Demonstration of waste segregation and labeling.	a. Written quiz on regulatory history. b. Practical evaluation of PPE compliance. c. Group presentation analyzing compliance scenarios. d. Written quiz on soil quality criteria. e. Practical skills test on hazardous waste handling.	a,c,e,f.
16	<b>Preparing to Paint</b> a. Paint Selection b. The Right Tools c. Rollers d. Setting Up the Shop Area e. Getting the Room Ready f. Preparing Specific Surfaces g. Exterior Preparation	At the end of the week, the pre-service teacher (PST) can: a. Identify appropriate paint types and finishes for various applications. b. Select the correct tools, including brushes and rollers, for specific painting tasks. c. Demonstrate proper use and maintenance of brushes and rollers. d. Organize and prepare a painting work area for efficiency and safety. e. Prepare indoor spaces for painting, including surface protection and furniture arrangement. f. Apply proper techniques for preparing different surfaces before painting. g. Execute exterior preparation methods considering weather, material, and safety.	a. Lecture on paint types, finishes, and applications b. Demonstration of different painting tools. c. Demonstration of cleaning and storage procedures. d. Workshop on workspace layout. e. Demonstration of masking, covering, and clearing a room. f. Lecture on sanding, patching, priming. g. Field demonstration or simulation on scaffolding, pressure washing, and priming.	a. Written quiz on paint characteristics. b. Practical test on selecting tools for given scenarios. c. Performance evaluation during a practice painting session. d. Practical setup inspection using a safety and organization checklist. e. Performance assessment on room readiness. f. Practical skills test on surface preparation. g. Written quiz on exterior prep considerations	a,c,d,e,f.
17	<b>Doing the Painting</b> a. Painting with the Flat Paint b. Brushing on Flat Wall Paint c. Rolling Flat Paint d. Spraying Flat Paint e. Painting with Enamel f. Painting Doors g. Painting Windows h. Stripping	At the end of the week, the pre-service teacher (PST) can: a. Apply flat paint using various techniques (brushing, rolling, spraying). b. Demonstrate proper brush technique for even coverage on flat wall surfaces. c. Execute roller painting with correct loading, rolling patterns, and blending. d. Operate spray equipment safely and effectively for flat paint application.	a. Demonstration of each flat paint application method. b. Peer feedback sessions. c. Demonstration of roller techniques. d. Safety briefing on spray equipment. e. Lecture on enamel paint characteristics. f. Demonstration on panel and flush door painting. g. Demonstration of sash and frame painting. h. Demonstration of chemical and mechanical	a. Practical performance assessment using a rubric for finish quality and coverage. b. Individual practical test on brushing a flat wall panel. c. Checklist-based evaluation of roller technique and finish uniformity. d. Observation checklist on spray control, safety compliance, and coverage.	a,c,d,e,f.

b. demonstrate current developments in the industry.

c. demonstrate how the industry relates to other industries.

		e. Apply enamel paint with smooth, streak-free finish. f. Paint doors using proper preparation, priming, and finishing techniques. g. Paint windows ensuring smooth finish and minimal obstruction of movement. h. Perform paint stripping using appropriate tools and safety procedures.	stripping methods	e. Practical test evaluating gloss, smoothness, and uniformity of finish. f. Rubric-based performance assessment on finished door. g. Practical evaluation of painted window frame. h. Safety and performance checklist evaluation during stripping task.	
18			FINAL EXAMINATION		

Total No. of Hours : 54

#### 8 COURSE REQUIREMENTS AND COURSE POLICIES

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 Student's 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%
<b>TOTAL</b>	<b>100</b>

generate new knowledge and skills in specific field of practice  
and historical and cultural context...  
and multi-cultural ...  
specific competencies and skills

INSTITUTIONAL OUTCOMES

CRITERIA FOR THE INDIVIDUAL PERFORMANCE

CRITERION	UNSATISFACTORY 1	FAIR 2	GOOD 3	EXCELLENT 4
Surface Preparation	<ul style="list-style-type: none"> <li>Fails to properly clean or prepare surfaces; major defects remain.</li> </ul>	<ul style="list-style-type: none"> <li>Prepares surface with partial cleaning; some defects still visible.</li> </ul>	<ul style="list-style-type: none"> <li>Prepares surface thoroughly with minor imperfections.</li> </ul>	<ul style="list-style-type: none"> <li>Fully prepares surface, removing all defects and ensuring smooth, clean readiness for painting.</li> </ul>
Paint Mixing & Color Matching	Incorrect mixing ratios; color significantly off from specification.	<ul style="list-style-type: none"> <li>Mixing ratios are inconsistent; color close but not exact.</li> </ul>	<ul style="list-style-type: none"> <li>Mixes paint correctly with accurate color matching.</li> </ul>	<ul style="list-style-type: none"> <li>Precisely mixes paint to achieve exact color and consistency, demonstrating professional skill.</li> </ul>
Application Technique	<ul style="list-style-type: none"> <li>Applies paint unevenly with visible drips, streaks, or missed areas.</li> </ul>	<ul style="list-style-type: none"> <li>Applies paint with some unevenness; minor drips or missed spots.</li> </ul>	<ul style="list-style-type: none"> <li>Applies paint evenly with smooth finish; minimal visible flaws.</li> </ul>	<ul style="list-style-type: none"> <li>Applies paint flawlessly with consistent coverage, smooth texture, and professional finish.</li> </ul>
Tool & Equipment Handling	<ul style="list-style-type: none"> <li>Mishandles tools; causes damage or wastes materials.</li> </ul>	<ul style="list-style-type: none"> <li>Handles tools adequately but with occasional errors.</li> </ul>	<ul style="list-style-type: none"> <li>Handles tools correctly and safely with efficiency.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates expert tool handling, ensuring maximum efficiency and care for equipment.</li> </ul>
Safety Compliance	<ul style="list-style-type: none"> <li>Disregards safety protocols; works in unsafe manner.</li> </ul>	<ul style="list-style-type: none"> <li>Follows some safety rules but neglects others.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently follows safety guidelines with minor lapses.</li> </ul>	<ul style="list-style-type: none"> <li>Fully adheres to all safety procedures, proactively maintaining a safe work environment.</li> </ul>
Time Management	<ul style="list-style-type: none"> <li>Fails to complete tasks within allotted time.</li> </ul>	<ul style="list-style-type: none"> <li>Completes tasks but requires significant extra time.</li> </ul>	<ul style="list-style-type: none"> <li>Completes tasks within given timeframe.</li> </ul>	<ul style="list-style-type: none"> <li>Completes tasks ahead of schedule without compromising quality.</li> </ul>
Workplace Cleanliness	<ul style="list-style-type: none"> <li>Leaves work area messy and disorganized.</li> </ul>	<ul style="list-style-type: none"> <li>Cleans work area partially; some waste or tools left out.</li> </ul>	<ul style="list-style-type: none"> <li>Keeps work area mostly clean and organized.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains an exceptionally clean and organized work area throughout the task.</li> </ul>
Overall Quality of Work	<ul style="list-style-type: none"> <li>Final output is poor with major defects.</li> </ul>	<ul style="list-style-type: none"> <li>Output is acceptable but has noticeable flaws.</li> </ul>	<ul style="list-style-type: none"> <li>Output meets quality standards with only minor issues.</li> </ul>	<ul style="list-style-type: none"> <li>Output exceeds quality standards, demonstrating craftsmanship.</li> </ul>

*o* REFERENCES

Textbooks

- Max B. Fajardo Jr. (2000). Simplified Construction Estimates, 5138 Merchandising Publisher.  
Silmar Barrios, Fabricio Pereira, Michael Praw – São Paulo: Blucher. (2024). Easy Guide to Paint Technology. Brasil Tel.: 55 11 3078-5366.  
Rolla E. Pollard, Wilbur C. Porter. (1940). Building and Materials Structure. United state Government Printing office, 1940.

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