



Republic of the Philippines
City of Lapu-Lapu
Lapu-Lapu City College
Gun-ob, Lapu-Lapu City



COURSE SYLLABUS FOR FLEXIBLE LEARNING

COURSE DETAILS			
Course Number:	TTL 1	Instructor:	Ms. Ma. Kristel J. Orboc
Course Title:	Technology for Teaching and Learning 1		
Credit Units:	3.0	Office:	College of Education
Pre-Requisite(s):	None	Consultation Hours:	MW – 7:30-9:00 AM
Term:	First Semester	Contact Details:	makristelorboc@llcc.edu.ph
Revised:	1 st Semester of A.Y. 2020-2021		0977-087-8754

VISION STATEMENT:

Lapu-Lapu City College shall be well known globally as a model institution of excellent academic, technological, and entrepreneurial programs that prepare students for lifelong learning.

MISSION STATEMENT:

Propelled by its vision, the College commits itself to:

- (1) Provide less expensive tertiary education to the poor but deserving students;
- (2) Promote a culture of excellence in the delivery of higher education services; and
- (3) To foster the acquisition and creation of new knowledge for the advancement of the society it serves.

CORE VALUES:

Love	Leadership	Courage	Competence
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INSTITUTIONAL OUTCOMES (IOs)

GRADUATE ATTRIBUTES	PERFORMANCE INDICATORS
1. Globally Competent	The ability to execute the wide range of discipline-related methods and techniques accurately and to demonstrate an in-depth understanding of the fundamental knowledge and specialized skills
2. Lifelong Learners	The ability to pursue knowledge and skills advancement consistently to improve quality of life through effective communication
3. Innovative Professionals	The ability to develop new concepts and strategies and transforms lives through research-based outputs
4. Values Driven Citizens	The ability to manifest upright moral virtues, work ethics, and values to promote ideal holistic life and to address and uphold the college core values

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS (PPST) – BEGINNING TEACHER’S INDICATORS (BTIs)						
Domain 1 Content Knowledge and Pedagogy	Domain 2 Learning Environment	Domain 3 Diversity of Learners	Domain 4 Curriculum and Planning	Domain 5 Assessment and Reporting	Domain 6 Community Linkages and Professional Engagement	Domain 7 Personal Growth and Professional Development
1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas.	2.1.1 Demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments.	3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners’ gender, needs, strengths, interests and experiences.	4.1.1 Prepare developmentally sequenced teaching and learning process to meet curriculum requirements.	5.1.1 Demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	6.1.1 Demonstrate an understanding of knowledge of learning environments that are responsive to community contexts.	7.1.1 Articulate a personal philosophy of teaching that is learner-centered.
1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.	2.2.1 Demonstrate understanding of learning environments that promote fairness, respect and care to encourage learning.	3.2.1 Implement teaching strategies that are responsive to the learners’ linguistic, cultural, socio-economic and religious backgrounds.	4.2.1 Identify learning outcomes that are aligned with learning competencies.	5.2.1 Demonstrate knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data.	6.2.1 Seek advice concerning strategies that build relationships with parents/guardians and the wider community.	7.2.1 Demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.
1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process.	2.3.1 Demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments.	3.3.1 Use strategies responsive to learners with disabilities, giftedness and talents.	4.3.1 Demonstrate knowledge in the implementation of relevant and responsive learning programs.	5.3.1 Demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance.	6.3.1 Demonstrate awareness of existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in <i>the Code of Ethics for Professional Teachers</i> .	7.3.1 Seek opportunities to establish professional links with colleagues.
1.4.1 Demonstrate knowledge of teaching strategies that promote literacy and numeracy skills.	2.4.1 Demonstrate understanding of supportive learning environments that nurture and inspire learner participation	3.4.1 Demonstrate understanding of the special educational needs of learners in difficult circumstances, including geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.	4.4.1 Seek advice concerning strategies that can enrich teaching practice.	5.4.1 Demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement.	6.4.1 Demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationship with the wider school community.	7.4.1 Demonstrate an understanding of how professional reflection and learning can be used to improve practice.
1.5.1 Apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills	2.5.1 Demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning.	3.5.1 Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.	4.5.1 Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals.	5.5.1 Demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs.		7.5.1 Demonstrate motivation to realize professional development goals based on the Philippine Professional Standards for Teachers.
1.6.1 Use Mother Tongue, Filipino and English to facilitate teaching and learning	2.6.1 Demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.					
1.7.1 Demonstrate an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement.						

PROGRAM OUTCOMES (covers the following minimum standards for Teacher Education programs as stipulated in the PSGs)												
A	Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological and political contexts											
B	Demonstrate mastery of subject matter/discipline											
C	Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments											
D	Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners											
E	Apply skills in the development and utilization of ICT to promote quality relevant, and sustainable educational practices											
F	Demonstrate a variety of thinking skills in planning, monitoring, assessing and reporting learning processes and outcomes											
G	Practice professional and ethical teaching standards sensitive to the local, national and global realities											
H	Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities											
COURSE DESCRIPTION:								BTI's				
This is an introductory course that explores and teaches basic knowledge, skills and values in the positive use of technology (ICT) for teaching and learning. It shall include ICT laws, policies and regulations, safety issues, media and technology in various content areas, learning theories and principles in the use and design of a variety of learning lessons, teaching-learning experiences, creating a safe and secure learning environment, assessment tasks that utilize appropriate traditional and innovative technologies, and reflection on the use of ICT to improve the teaching and learning process. Social, ethical and legal responsibility in the use of technology tools and resources shall also be addressed.								1.1.1, 1.3.1, 2.1.1, 4.5.1, 5.5.1, 6.3.1				
COURSE OUTCOMES (COs)												
These Course Outcomes (COs) are designed to support the Program Outcomes (POs)												
Upon completion of the course, the pre-service teachers (PST) must have:						BTIs	Program Outcomes (POs) <i>(Obtained from Philippine National RCTQ Prototype Syllabus)</i>					
							A	B	C	D	E	F
CO 1	Demonstrate understanding of the concepts, principles, theories of ICT systems and policies as they apply to and affect the teaching and learning process in various content areas;					1.1.1		L				
CO 2	Show skills in the positive use of ICT to facilitate the teaching and learning process;					1.2.1					P	
CO 3	Demonstrate awareness of existing laws, regulations and policies that apply to the teaching and use of ICT;					1.6.1		L				
CO 4	Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals;					1.3.1					P	
CO 5	Demonstrate knowledge of ICT policies, guidelines and procedures that provide safe and secure learning environments;					5.1.1		L				
CO 6	Reflect on the use of technology in facilitating and improving the teaching and learning process;					5.3.1		L				
CO 7	Design and evaluate assessment tasks using appropriate and innovative technologies.										P	

Week 3-5	At the end of the unit, the pre-service teacher (PST) can:		Unit 2 – ICT Policies and Safety Issues in Teaching and Learning A. National and International ICT Laws, Policies and Regulations that are Applicable to Teaching and Learning B. Safety Issues in ICT: Policies, Guidelines and Procedures C. Uses of ICT Policies in Teaching and Learning in Basic Education	Group Interviews: Organize small group to conduct interviews and observations on practices that address safety issues in ICT for teaching and learning. Individual Research: Encourage pre-service teachers to research on the school ICT policies and best practices. Create ICT Policies: Facilitate the creation the Classroom ICT Policies agreed upon all learners. The policies should highlight, among other things, the positive use of ICT to promote learner achievement and provide a safe and secure learning environment.		✓ Async		Freedom Wall in the Classroom/Blog created and administered by the teacher Accomplished checklist Powerpoint Presentations
					Checklist on practices that address safety Issues cross referenced to national and international ICT laws, policies, regulations and procedures	✓ Async		Class observation guide on the utilization of ICT policies in the classroom

			3. ASSURE Model (Analyze Learners, State Methods, Media, & Materials, Utilize Media & Materials, Require Learner Participation, Evaluate and Revise)	1). The teacher synthesizes the pre-service teachers' analyses and explanations. Think-Pair and Share: In pairs, pre-service teachers will discuss about the ASSURE Model and create their own ASSURE lesson	Reflection on active learning with teacher-led discussion on Dale's Cones of Experience posted on the online blog/'Classroom-made twitter Wall'	✓ Async		
<i>Week 10 = 3 hours</i>								
MIDTERM EXAMINATION								
WEEKS 11-17 (21 HOURS)								
Week 11-12	At the end of the unit, the pre-service teacher (PST) can:		Unit 4 – ICT in Various Content Areas					
	a. show skills in the positive use of media and technology in various content areas;	1.3.1 [2] 4.5.1 [3]	A. 21st Century Literacy Skills 1. Digital Literacy Skills - Media - Information - ICT literacy	Brief Lecture: Explain 21st Century literacy skills with emphasis on digital literacy skills.	Oral examination on the 21st Century-Digital Literacy skills	✓ Sync		Multimedia Projector
	b. introduce sample technology enhanced lessons to support learning;	4.5.1 [3]		Research on Instructional Design models and collaborative work on designing an infographic or a visual image of the assigned Instructional Design model to be presented in class.	Lesson exemplar analysis output	✓ Async		Laptop
	c. select ICT and conventional learning materials designed to enhance teaching-learning;	4.5.1 [3]	B. Instructional Design Models 1. Gagne's Nine Events		<i>After analyzing a lesson exemplar, the pre-service teachers will demonstrate a sample technology-enhanced</i>			Teacher made/ Teacher prepared samples of infographic

	<p>d. describe flexible learning environments that enhance collaboration with the positive use of technology tools;</p> <p>e. reflect on the use of technology in facilitating and improving the teaching and learning process, and on its relevance and appropriateness</p>	<p>1.1.1 [1] 1.3.1 [2]</p> <p>7.4.1 [6]</p>	<p>2. Bloom’s Revised Taxonomy 3. ADDIE 4. Merrill’s Principles of Instruction</p> <p>C. Technology Enhanced Teaching Lesson Exemplars</p> <p>D. ICT and Conventional Learning Materials to Enhance Teaching and Learning 1. Digital Learning Resources - Google docs - Survey Monkey - Others 2. Conventional Learning Resources - Flip cards</p>	<p>Inquiry-Based Approach: Introduce a technology-enhanced teaching lesson exemplar</p> <p>Analysis of a teaching plan exemplar—identifying the elements in designing a lesson and discussing the possibilities of technology integration in accordance with ICT laws, policies, regulations and procedures to promote the positive use of ICT</p> <p>Demonstration: Demonstrate a sample technology-enhanced lesson in accordance with ICT laws, policies, regulations and procedures to promote the positive use of ICT</p> <p>Group research and presentation of the digital learning materials</p>	<p><i>lesson showing skills in the positive use of technology in teaching and learning resources to achieve learning goals. Demonstration guide will be used.</i></p> <p><i>Presentation of selected instructional media appropriate for teaching and learning context.</i></p> <p>KWL CHART</p> <ul style="list-style-type: none"> • <i>What I Know</i> • <i>What I Want to Know</i> • <i>What I Learned</i> <p>Checklist Paper and Pencil Test on the types and use of technology tools in a collaborative classroom environment.</p>	<p>✓ Async</p> <p>✓ Sync</p>	<p>A lesson plan exemplar</p> <p>Teacher made class site (google site; weebly etc.)</p> <p>Skype</p> <p>KWL chart template</p> <p>Checklist focusing on how technology is integrated in the lesson</p> <p>Multimedia equipment</p>
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			<ul style="list-style-type: none"> - Realia - Others <p>E. Distance Learning 1. Types of Online Distance Learning</p> <ul style="list-style-type: none"> - Synchronous - Asynchronous <p>F. Technology Tools in a Collaborative Classroom Environment</p>	<p>identified as appropriate and feasible in a given teaching-learning context.</p> <p>Forum-Discussion: Conduct a forum on distance learning</p> <p>Demonstration and hands-on exploration on synchronous and asynchronous online distance learning using the class Site</p> <p>Brief Lecture on types and use of technology tools in a collaborative classroom environment</p> <p>Small Group Discussion: Led by Pre-service teachers</p> <p>G. Relevance and Appropriateness in the Use of Technology in Teaching and Learning 1. Principles in Selecting Instructional Materials based on their:</p> <ul style="list-style-type: none"> - Appropriateness and Feasibility. - Appropriateness (Target Learners and Instruction) - Authenticity (Dependable) - Interest 	<p>Reflective narrative or Entries in the ‘Classroom Twitter Wall’ in the classroom/Blog Created and Administered by the teacher.</p> <p>Self-Or Peer-Evaluation of their Assessment</p> <p>Based on the lesson demonstrated, the class will determine, analyze and evaluate the appropriateness and use of technology. (Variation: Based on the Lesson plan exemplar)</p> <p>Class presentation of their evaluation of instructional materials used in the Lesson</p>				Google docs
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				- Cost (Economy) - Organization and Balance And other considerations: Environmental factors, dynamic variables (e.g size of class, attitudes, etc.)				
Week 13-14	At the end of the unit, the pre-service teacher (PST) can: a. formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies; and b. evaluate the appropriateness of assessment tools using ICT resources to address learning goals.	1.3.1 [2] 4.5.1 [3] 5.1.1 [7] 5.1.1 [7]	Unit 5 – Innovative Technologies for Teaching-Learning and Assessment Task a. ICT and Assessment in Learning - Assessment Tools b. Tools in evaluating appropriate assessment tools (ex. Checklist, rating scale) c. Technology-Enhanced Lesson using the ASSURE as Technology-Integration Model	Pre-service teachers lead discussions of Innovative Technologies for Teaching-Learning and Assessment Tasks Pre-service teachers research on examples of technology-assisted tools in assessment in learning. Workshop on the formulation of tools to evaluate assessment tools	<i>Reporting and feed backing of their research outputs/findings</i> on examples of technology-assisted tools in assessment in learning <i>Workshop Output: Tools used to evaluate assessment tools.</i> PSTs will design, develop, select and demonstrate positive use of ICT resources and assessment tools to address learning goals.	✓ Async/ Sync		Assessment Tools

Week 15-17	At the end of the unit, the pre-service teacher (PST) can:		Responsibilities in the Use of Technology Tools and Resources					
	a. show, give examples, observe and demonstrate social, ethical and legal responsibility in the use of technology tools and resources;	1.1.1 [1] 1.3.1 [2]	A. Digital Citizenship 1. Nine Elements of Digital Citizenship	Lecture -discussion on the nine elements of digital citizenship	<i>Written exam on the elements of digital citizenship</i>			Computer Laptop
	b. identify examples of compliance of Intellectual Property Rights (IPR) in the educational setting;	1.1.1 [1] 6.3.1 [4]	B. Social, Ethical and Legal Responsibilities in the Use of Technology Tools and Resources by Teachers	Group research on the social, ethical and legal responsibilities in the positive use of technology tools and resources by teachers <i>Talk it Out</i> (from Global Digital Citizen Foundation) An Activity on taking a stance on an issue and defending it Pre-service teachers are given a scenario primarily focusing on social, ethical and legal responsibilities in the use of technology. Analysis of the different cases involving social, ethical and legal issues on technology use.				Multimedia Projector
	c. enumerate digital safety policies, guidelines and procedures that ensure child online safety and prevent cyberbullying;	1.1.1 [1] 2.1.1 [5]						Worksheets for Talk it Out Scenarios
	d. discuss safety rules in obtaining resource materials from local area network-based and the internet;	1.1.1 [1]						
	e. describe the community of learners as netizens who share and utilize digital materials; and	1.3.1 [2]	C. Intellectual Property Rights (IPR) Applicable to the Educational Setting: Copyright and related Rights Copyright Law	Group research on the Intellectual property Rights in Educational Setting	<i>Rubrics assessing research outputs</i> on social, ethical and legal responsibilities in the use of technology			
	f. practice standard netiquette to share and utilize digital materials as a positive use of technology	1.1.1 [1]		Class presentation of research outputs (e.g. poster, infographic, HootBoard, etc.)				
		1.3.1 [2]	D. Digital Safety Rules					

			<p>1. Rule 1: Research before you register 2. Rule 2: Discriminate 3. Rule 3: Think before typing 4. Rule 4: Require ID 5. Rule 5: Trust your gut</p> <p>E. Cyber bullying</p> <p>F. Netizens in Cyberspace: Active Citizenship</p> <p>G. Netiquette (social conventions online)</p> <p>H. Educational Sites and Portals</p> <p>I. Online Communities of Learning e.g. 1. Facebook 2. Twitter 3. Instagram 4. Webinar</p>	<p>4As (Abstraction, Analysis and Application) Activity: You know the Rules (from Global Digital Citizenship Foundation) Learners imagine that they can draft three rules that every digital citizen must follow. What would they be and why?</p> <p>Forum Discussion on the digital safety rules</p> <p>Debates on Cyber bullying</p> <p>Brief Lecture</p> <p>Forum: The class will have a forum on Netiquette Joining social media sites</p> <p>Group Research to identify educational sites and portals</p> <p>Presentation and sharing of Research Outputs (e.g. Infographics, Digital advertisement, brochures, bulletin board display/online bulletin board)</p>	<p><i>Class formulated Guide on Digital Safety Rules</i></p> <p><i>Making of Posters and digital campaign materials</i></p> <p>Role playing on how to support school learners as part of a learning community</p> <p><i>Rubrics assessing behavior in social media sites</i></p> <p><i>Pencil and paper Test</i></p> <p><i>The pre-service teachers will compile a collection of educational Sites</i></p>			
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			<p>J. Online Resources e.g.</p> <ol style="list-style-type: none"> 1. Opensource 2. Multimedia resources; video sites 3. Finding images 4. Music and audio; webcasts 5. Locate web sources by topic 6. Others <p>K. Collaborative projects i.e. The Problem-Based projects or Project-Based Project</p> <p>L. Technology Tools for Collaborative Work, e.g.</p> <ol style="list-style-type: none"> 1. Google drive 2. Edmodo 3. Bubbl.us 4. Wikispaces 5. Others 	<p>Practicum on sample strategies on how to join experts' learning communities</p> <p>Group Research and Application of the identified relevant mailing list and online journals</p> <p>Pre-service teachers lead Group Discussions Lecture Lecture- Demonstration Workshop/ Hands-on experience on the tools Online Chat Session</p>	<p><i>Rating scales on the practicum accomplished</i> <i>Reflection on joining expert learning communities</i></p> <p><i>Checklist</i></p> <p><i>Pencil and Paper Test</i></p> <p><i>Practical Test</i></p>			
<p align="center"><u>WEEK 18 = 3 hours</u></p> <p align="center">PANGHULING PAGSUSULIT/FINAL EXAMINATION</p>								
<p align="center">TOTAL = 54 HOURS</p>								

COURSE REFERENCES

- Bilbao,P., Dayagbil, F., & Corpuz, B. (2014). Curriculum Development for Teachers. LORIMAR Publishing Inc.
- Biggs, J. (2014). Constructive Alignment in University
- Bitter, G.G, & J.M. legacy. (2008). Using Technology in the Classroom
- Byun, J.N., Kwon, D.Y., & Lee, W.G (2014). Development of ill-structured problems for elementary learners to learn by computer-based modelling tools. International Journal of Computer Theory and Engineering, 6(4), 292-296
- CAST (2011). University designed for learning guidelines version 2.0. Wake_eld, MA: Author
- Cindy E. H. (2004). Problem-Based learning: What and How Do students learn? Educational Psychology Review, 16, 3.
- Constructivism and CALL: Evaluating some interactive features of network-based authoring tools. ReCALL: The Journal of EUROCALL, 13(1), 32-46.

COURSE GRADE EQUIVALENT

For purposes of transmutation, the course will use the following grade equivalent (at 70% passing):

Raw Score	Grade Equivalent	Raw Score	Grade Equivalent	Raw Score	Grade Equivalent
99 100	1.0	80	2.0	63 69	3.1
97 98	1.1	79	2.1	56 62	3.2
95 96	1.2	78	2.2	49 55	3.3
93 94	1.3	77	2.3	42 48	3.4
91 92	1.4	76	2.4	35 41	3.5
89 90	1.5	75	2.5	28 34	3.6
87 88	1.6	74	2.6	21 27	3.7
85 86	1.7	73	2.7	14 20	3.8
83 84	1.8	72	2.8	7 13	3.9
81 82	1.9	71	2.9	0 6	4.0
		70	3.0		

COURSE GRADING SYSTEM:		
Students must have obtained 70% passing score or higher to pass the score. Course work will be weighted as follows:		
• Major Exams		– 30 %
• Performance Outputs		– 50 %
• Quizzes		– <u>10 %</u>
	TOTAL	100%

SE GUIDELINES AND POLICIES	
1.	Attendance is a must. A student may incur only seven (7) absences for MW and TTH classes and three (3) absences for 3- hour-once-a-week classes (20% of the prescribed days of classes); otherwise, he/she will be automatically dropped from the class list and/or receive a failing grade of 5.0.
2.	A student who will incur three (3) consecutive absences will be asked by the instructor to write a letter of explanation addressed to the Student Affairs Officer who, after imposing disciplinary action, will refer the student to go to the Guidance Office to secure a readmission slip duly signed by the Guidance Counselor and College Dean, so as to be allowed to rejoin the class.
3.	Tardiness is discouraged. It is a source of irritation and class disruption when students arrive late. Students who arrive 15 minutes after the start of class are considered tardy. Please note that three (3) tardiness is equivalent to one (1) absence.
4.	A permanent seat plan will be made at the start of the semester. Students are advised to keep to their assigned seating arrangement; otherwise, they will be marked absent for that day.
5.	Classes should always start and end with a short prayer. The instructor can opt to lead the prayer or assign students to do this alternately.
6.	Students should assist in maintaining the orderliness and cleanliness of the classrooms. Graffiti writing is strictly prohibited. Any student found violating this rule will be punished with the appropriate sanction. Before leaving the classroom, the instructor with the help of the students, should ensure that no litter/garbage is left behind and that chairs are in their proper order. Should the class be the last schedule for the day, the instructor should arrange that the lights and air conditioning units are switched off.
7.	Going out of the classroom at any time is strictly discouraged. Students should make it a habit to go to the restroom during their vacant period or before the start of their classes. If they must visit the restroom, permission should be sought from the instructor.
8.	Use of mobile phones inside the classroom is strictly prohibited. They should be switched off or placed in silent mode before entering classes. The instructor has the right to confiscate mobile phones that ring and/or are used during class hours. The confiscated unit can only be claimed from the Dean’s Office at the end of the semester.
9.	The teacher reserves the right to ask the student to leave the room if his behavior is disruptive in class.
10.	It is the responsibility of the students to schedule properly their classes so that meals and snacks will be taken at the proper time.
11.	Students are encouraged to see the instructor during consultation hours for any concerns, questions and assistance about the course.

PREPARED BY:	MS. MA. KRISTEL J. ORBOC <i>Course Instructor</i>	SIGNATURE:	
NOTED BY:	DR. MA. NOELEEN M. BORBAJO <i>Dean, College of Education</i>	SIGNATURE:	
APPROVAL RECOMMENDED:	DR. MA. NOELEEN M. BORBAJO <i>Vice President, Academics</i>	SIGNATURE:	
APPROVED:	DR. EDUARDO A. OMPAD <i>College President</i>	SIGNATURE:	