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PROCESS MODEL FOR SYLLABUS CRAFTING IN LANGUAGE TEACHING FOR TERTIARY LEVEL

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Abstract:

This qualitative study examined the shared experiences of five language faculty from selected private universities in Manila who were involved in syllabus crafting. The primary data collection method was in-depth interview. The data were transcribed and analyzed according to the research purpose. The research resulted in nine themes which emerged out from the experiences shared by the language faculty. This research revealed that JRP model was extracted from the shared experiences of the participants. This JRP model was arranged according to stages and each process was described based on the label of the stages. The model was arranged based on the five phases: appraisal stage, inventory stage, convening stage, process stage, and signing stage. The research concludes that syllabus crafting is a collaborative effort of faculty who are experts in a specific field or area of concentration to formulate institutional syllabi for standard use among themselves. It also needs capacity building among faculty and support of the top management as well as feedback from other stakeholders like host training establishments (HTEs) before the actual crafting of institutional syllabi happens in all academic programs. As an output of the study, JRP model for syllabus crafting was developed.

Keywords: *syllabus crafting, language faculty, model*

Introduction

Syllabus is considered as blueprint for instructional purposes. It serves as plan, guide, and journal for both faculty and students. Many writers believed on the significance of syllabus as an

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academic document. Like Hoskins (2015), he emphasized/stressed that syllabus accomplishes many things like policies, standards, grades, and requirements while the concept of Constantinides (2013) seems to show the core idea and sequel of syllabus. She stated “syllabus is a desired result, evidence of understanding and language and learning progression and it ensures some continuity in the program” and “a general syllabus is designed by the academic department for each class at the start of the year.”

Moreover, syllabus is crafted accordingly. It is a part of curriculum planning that does not only signify the mission of every faculty as an individual planner but rather a contributing attribute to the college or university as part of continuous development. Johnson (2006) proved that faculty members and administrators may evaluate and develop current syllabi and consider methods for improving syllabi through methods such as peer review from other faculty and feedback from student of instructional methods.

In like manner, syllabus crafting seems to be the core of curriculum planning in various colleges and universities not only in private universities all over the world but in the Philippines as well. In fact, American University in Washington D.C. emphasized the significance of crafting a course syllabus as road map among students and as a proactive blueprint, which will provide series of process for academic purposes (Center for Teaching, Research and Learning, 2014). Another significant impression comes from Cornell University in Ithaca, New York (2017) which stated that comprehensive syllabus will set of the time for course and communication expectations and deters misunderstanding about course policies while effective syllabus should establish course learning outcomes, course decision guide, consult syllabus template and the use of syllabus rubrics.

In the case of tertiary education in the Philippines, in trying to strengthen the quality assurance system in Philippine higher education, institutions of higher learning were mandated to upgrade higher education curricular offerings to international standards (Valdez, 2012). In fact,

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some private universities in the country are already internationally accredited by Accrediting Board for Engineering and Technology (ABET) and Seoul Accord, an international authority on quality assurance for education in the computing and IT related professions. Whereas, accreditation is considered important not only among private colleges and universities but also among state universities and colleges in the country for continuous advancement of curricular program offerings.

Apparently, the Commission on Higher Education (CHED) issued the CHED Memorandum Order (CMO) No.37 series 2012 which is the Policies, Standards and Guidelines in the Establishment of an Outcomes-Based Education (OBE) System in Higher Education Institutions Offering Engineering Program and CMO No. 46 series 2012, Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes Based and Typology-Based QA. Like what Javier (2012) cited, as an educational institution, it has to deliver the products and services necessary to achieve the outcomes it intends to produce. Thus, important components of the syllabus are the target of the outcomes-based education for educational reforms.

In order to meet the expectations of people towards attaining quality education in the country, necessarily, it should constitute to the development of knowledge, attitude and skills based on the course offerings. It starts with the syllabus prepared by colleges and universities in collaboration with the faculty who are experts in specific field of concentration. In relation to this, CMO Nos. 37 and 46 s. 2012 were issued to promote continuous quality improvement in higher education institutions (HEIs).

Naturally, many issues continue to plague our tertiary education system (Jorge, 2011). One problem that may be considered is the mismatch of graduates to job markets. In fact, Uy (2016) discussed that a labor group has warned that about 1.2 million college and vocational graduates this year will struggle getting a job due to a growing mismatch between their training

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and the job skills required by most employers in the country and overseas. On the other hand, Bersin (2013) emphasized that there is no job crisis but there are skills crisis, such that educational institutions need and want closer relationship with business to drive their own transformation with strong focus on talent- driven learning programs, talent management, assessment and developing a total corporate learning culture while skills development expertise is the new arsenal for business success because for him there is a war for skills. Apparently, Orillaza (2014) pointed out that the implementation of the K+12 educational system is the first right step to solve labor mismatch, the economist said. This move has initiated a parallel review of the Policies, Standards and Guidelines (PSGs) of the suggested curriculum of the Commission on Higher Education for the fields of Management, Information Technology, Hotel and Restaurant Management, and Engineering.

Relevant to a more productive and relevant skills needed by students in all academic programs offered in the tertiary level in order to solve mismatch in the job markets, this research was conducted.

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TRAINING NEEDS ASSESSMENT OF BARANGAY OFFICIALS IN THE MUNICIPALITY OF SANTA CRUZ: BASIS FOR SAS EXTENSION PROGRAM

Dr. Joy R. Profugo

Abstract

Training needs assessment is being conducted worldwide. It's worth is measured in the capacity building of all employees in the massive progress of the organization. This study aimed to assess the training needs of barangay officials represented by thirty-nine (39) barangay captains in the 55 barangays in the municipality of Sta. Cruz. To achieve the purpose, it endeavored to identify the profile of barangays officials, analyze the training needs of barangay officials, and develop an effective training program suited to the needs of barangay officials. Descriptive normative study was utilized to analyze the training needs of the respondents. The primary data collection methods were questionnaire and interview. The results of the study showed that majority of the barangay officials are male dominated, mostly high school graduate, belong to the age bracket of 45-56, have reached more than six years in the service and had attended trainings for one to three days within the locality. They met issues and concerns in their respective barangays and willing to find solutions to their problems through training. It concludes that the educational qualifications of barangay officials and the problems met need enhancement training based on their needs through a well-planned training program. Based on the gathered data, it is recommended that presentation of the training program to the Research and Extension Council of the College be done to serve as the extension program of the School of Arts and Sciences and other schools who wish to collaborate with specialty to serve and submit the training program to the Office of the Department of Interior and Local Government of Sta. Cruz for proper dissemination and action.

Keywords: *training needs assessment, barangay officials,*

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