



# BESTLINK COLLEGE OF THE PHILIPPINES

#1071 Brgy. Kaligayahan, Quirino Hi-way, Novaliches, Quezon City

## CURRICULUM OVERVIEW

Curriculum	Bachelor of Science in Information Technology	Program Code	BSIT
Academic Year	2025	Year Level	College

## 1st Year - First Semester

Code	Subject Name	Units
GE 5	PURPOSIVE COMMUNICATION	3
GE 1	UNDERSTANDING THE SELF	3

## 2nd Year - First Semester

Code	Subject Name	Units
GE 2	READINGS IN PHILIPPINE HISTORY	3



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## COURSE INFORMATION

Course Code	GE 5	Credit Units	3
Course Title	PURPOSIVE COMMUNICATION	Contact Hours	3
Course Type	Major	Credit Prerequisites	GE 1, GE 2
Pre-requisite to	None		
Course Description	Purposive communication is a three-unit course that develops students' communication and enhances their cultural and intercultural awareness through multimodal tasks that provide them with opportunities for communicating effectively and appropriately to a multicultural audience in a local or global context. It equips students with tools for critical evaluation of a variety of texts and focuses on the power of language and the impact of images to emphasize the importance of conveying messages responsibly. The knowledge, skills, and insights that students gain from this course may be used in their other academic endeavors, their chosen disciplines, and their future careers as they compose and produce relevant oral, written, audio-visual, and/or web-based output for various purposes.		

## INSTITUTIONAL INFORMATION

VISION	
SCHOOL BCP is committed to provide and promote quality education with a unique, modern and research-based curriculum with delivery systems geared towards excellence.	DEPARTMENT To improve the quality of student's input and by promoting IT enabled, market driven and internationally comparable programs through quality assurance systems, upgrading faculty qualifications and establishing international linkages.

## MAPPING GRIDS

### PROGRAM MAPPING GRID

No program mapping data available.

### COURSE MAPPING GRID

No course mapping data available.

#### Legend:

- **L** – Facilitate Learning of the competencies
- **P** – Allow student to practice competencies (No input but competency is evaluated)
- **O** – Provide opportunity for development (No input or evaluation, but there is opportunity to practice the competencies)
- **CTPSS** - critical thinking and problem-solving skills;
- **ECC** - effective communication and collaboration;
- **EPP** - ethical and professional practice; and,
- **GLC** - global and lifelong learning commitment.

## LEARNING OUTCOMES

PROGRAM INTENDED LEARNING OUTCOMES (PILO):	Intellectual competencies: 1. proficient and effective communication (writing, speaking, and use of new technologies) 2. understanding of basic concept across the domains of knowledge 3. application of different analytical modes (quantitative and qualitative artistic and scientific textual and visual experimental, observation, etc.) in tackling problems methodically Personal and civil responsibilities: 1. capacity to personally interpret the human experience 2. ability to view the contemporary world from both Philippine and global perspective 3. appreciation of human condition Practical Skills: 1. basic work-related skills and knowledge 2. application of computing and information technology to assist and facilitate research 3. working effectively in a group
Course Intended Learning Outcomes (CILO):	1. articulate and discuss the latest developments in the specific field of practice; 2. communicate effectively and communicate orally in writing using both English and Filipino; 3. work effectively and independently in multi-disciplinary and multi-cultural terms; 4. act in recognition of professional, social, and ethical responsibility; and 5. preserve and promote Filipino historical and cultural heritage.
Expected BCP Graduate Elements:	The BCP ideal graduate demonstrates/internalizes this attribute: <ul style="list-style-type: none"><li>• critical thinking and problem-solving skills;</li><li>• effective communication and collaboration;</li><li>• ethical and professional practice; and,</li><li>• global and lifelong learning commitment.</li></ul>
Learning Outcomes:	At the end of the semester, the students should be able to: 1. Explain how cultural and global issues affect communication; 2. Evaluate multi-modal texts critically to enhance receptive (listening, reading, viewing) skills; 3. Create clear, coherent, and effective communication materials; 4. Write and present academic papers using appropriate tone, style, conventions, and reference styles; and 5. Adopt cultural and intercultural awareness and sensitivity in the communication of ideas.



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## WEEKLY PLAN (WEEKS 1-15) for GE 5

No weekly plan data available.

## COURSE REQUIREMENTS AND POLICIES

<b>Basic Readings / Textbooks:</b>	Gepila, E., et al (2017). Purposive communication in English (The FACE model approach): Jenher Publishing House Departmental Research Journal. Bestlink College of the Philippines
<b>Extended Readings / References:</b>	BCP Learning Management Systems (LMS) <a href="https://bcpedu.elearningcommons.com/">https://bcpedu.elearningcommons.com/</a>
<b>Course Assessment:</b>	Students must be able to: 1. complete at least 80% of student participation; 2. demonstrate punctuality according to his/her schedule; 3. accomplish alternative assessment (if needed); and 4. comply with the requirements for the research exposition.
<b>Course Policies and Statements:</b>	<p>Learners with Disabilities This course is committed in providing equal access and participation for all students including those with disabilities. If you have a disability that may require accommodations, please contact the OFFICE OF THE STUDENTS' AFFAIRS and SERVICES to register in the LIST OF LEARNERS with Disabilities. Please be aware that it is your responsibility to communicate your needs and works with the instructor to ensure that appropriate accommodations can be arranged promptly.</p> <p>Syllabus Flexibility The faculty reserves the right to change or amend this syllabus as needed. Any changes to the syllabus will be communicated promptly to the VPAA through the Department Heads / Deans, if any, adjustments will be made to ensure that all students can continue to meet the course objectives. Your feedback and input are valued, and we encourage open communication to facilitate a positive and productive learning experience for all.</p>
<b>Committee Members:</b>	Cluster Leader: Ms. Dana Rae B. Boatís, LPT Members: Ms. Shayne Ann T. Claveria, LPT
<b>Consultation Schedule:</b>	Faculty Member: Dana Rae B. Boatís Email Address: <a href="mailto:boatís.danarae@gmail.com">boatís.danarae@gmail.com</a>

## GRADING SYSTEM

No grading system has been set up for this subject.

## APPROVAL

Prepared:  
MS. DANA RAE B. BOATÍS, LPT, Cluster Leader  
Cluster Leader

Reviewed:  
MICHAEL L. BERSAMIN, LPT, General Education  
Program Head  
General Education Program Head

Approved:  
CHARLIE I. CARINO, Ph.D., Vice President for  
Academic Affairs  
Vice President for Academic Affairs



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## COURSE INFORMATION

Course Code	GE 1	Credit Units	3
Course Title	UNDERSTANDING THE SELF	Contact Hours	3
Course Type	General Education	Credit Prerequisites	None
Pre-requisite to	GE 5		
Course Description	This Course deals in acquiring fundamentals skills in nature of identity and forces that affect the development and maintenance of personal identity. Adolescence is a developmental stage commonly thought to be a time of physical, emotional, and psychological vulnerability. Foremost among the concerns of this life stage are issues of self and identity. The course is intended to enable the process of exploration and thereby help students arrive at an understanding of the concepts of personality, self and identity. (CMO No. 20, S.2023)		

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## MAPPING GRIDS

### PROGRAM MAPPING GRID

No program mapping data available.

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No course mapping data available.

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- **CTPSS** - critical thinking and problem-solving skills;
- **ECC** - effective communication and collaboration;
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## LEARNING OUTCOMES



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## PROGRAM INTENDED LEARNING OUTCOMES (PILO):

Proficient and effective communication (writing, speaking, and use of new technologies). Understanding of basic concept across the domains of knowledge. Application of different analytical modes (quantitative and qualitative artistic and scientific textual and visual experimental, observation, etc.) in tackling problems methodically. Capacity to personally interpret the human experience. Ability to view the contemporary world from both Philippine and global perspective. Appreciation of human condition. Basic work-related skills and knowledge. Application of computing and information technology to assist and facilitate research. Working effectively in a group.

## Course Intended Learning Outcomes (CILO):

Discuss the different representations and conceptualizations of the self from various disciplinary perspectives. Compare and contrast how the self has been represented across different disciplines and perspectives. Examine the different influences, factors, and forces that shape the self. Demonstrate critical and reflective thought in analyzing the development of one's self and identity by developing a theory of the self. Explore the different aspects of self and identity. Demonstrate critical, reflective thought in integrating the various aspects of self and identity. Identify the different forces and institutions that impact the development of various aspects of self and identity. Examine one's self against the different aspects of self-discussed in class. Understand the theoretical underpinnings for how to manage and care for different aspects of the self. Acquire and hone new skills and learnings for better managing of one's self and behaviors. Apply these new skills to one's self and functioning for a better quality of life.

## Expected BCP Graduate Elements:

The BCP ideal graduate demonstrates/internalizes this attribute:

- critical thinking and problem-solving skills;
- effective communication and collaboration;
- ethical and professional practice; and,
- global and lifelong learning commitment.

## Learning Outcomes:

1. develop proficient and effective communication skills by articulating the various perspectives on the self, utilizing both written and oral communication, and integrating new technologies to present these ideas clearly and cohesively. 2. apply analytical modes by critically examining and contrasting different representations and conceptualizations of the self across various disciplines, employing both quantitative and qualitative methods to explore the influences and factors shaping identity; 3. and interpret the human experience and appreciate the human condition by reflecting on personal experiences in relation to the broader societal and global contexts, fostering an understanding of the self that is informed by both local and global perspectives.



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## WEEKLY PLAN (WEEKS 1-15) for GE 1

No weekly plan data available.

## COURSE REQUIREMENTS AND POLICIES

<b>Basic Readings / Textbooks:</b>	Magpantay, C.D., & Danao, R.R. (2018). Understanding the Self. Rizal: Jenher Publishing House.
<b>Extended Readings / References:</b>	BCP Learning Management System (LMS): <a href="https://bcpeducollege.elearningcommons.com/login/index.php">https://bcpeducollege.elearningcommons.com/login/index.php</a> Online Resources: YouTube, etc.
<b>Course Assessment:</b>	Student must be able to: 1. complete at least 80% of student participation; 2. demonstrate punctuality according to his/her schedule; and, 3. accomplish alternative assessment (if needed) 3.1. when student fail to comply or perform poorly in a major examination and/or non-participation because of valid reason e.g. health, force majeure needs to provide alternative assessment such as project, presentation, oral examination, and research output.
<b>Course Policies and Statements:</b>	<p><b>Learners with Disabilities</b> This course is committed in providing equal access and participation for all students including those with disabilities. If you have a disability that may require accommodations, please contact the OFFICE OF THE STUDENTS' AFFAIRS and SERVICES to register in the LIST OF LEARNERS with Disabilities. Please be aware that it is your responsibility to communicate your needs and works with the instructor to ensure that appropriate accommodations can be arranged promptly.</p> <p><b>Syllabus Flexibility</b> The faculty reserves the right to change or amend this syllabus as needed. Any changes to the syllabus will be communicated promptly to the VPAA through the Department Heads / Deans, if any, adjustments will be made to ensure that all students can continue to meet the course objectives. Your feedback and input are valued, and we encourage open communication to facilitate a positive and productive learning experience for all.</p>
<b>Committee Members:</b>	Cluster Leader: Ms. Eliza O. Gomba, LPT; Member: Ms. Divine Grace S. Rapsing, LPT
<b>Consultation Schedule:</b>	Ms. Eliza O. Gomba, LPT: Monday-Thursday, 3-5PM at General Education Office. Ms. Divine Grace Rapsing: Monday, 1PM-7PM at CRAD Office.

## GRADING SYSTEM

No grading system has been set up for this subject.

## APPROVAL

Prepared:  
ELIZA O. GOMBA, LPT, Cluster Leader  
Cluster Leader

Reviewed:  
MICHAEL L. BERSAMIN, LPT, General Education  
Program Head  
General Education Program Head

Approved:  
CHARLIE I. CARIÑO, Ph.D., Vice President for  
Academic Affairs  
Vice President for Academic Affairs



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## COURSE INFORMATION

<b>Course Code</b>	GE 2	<b>Credit Units</b>	3
<b>Course Title</b>	READINGS IN PHILIPPINE HISTORY	<b>Contact Hours</b>	3
<b>Course Type</b>	General Education	<b>Credit Prerequisites</b>	None
<b>Pre-requisite to</b>	GE 5		
<b>Course Description</b>	The course analyzes Philippine history from multiple perspectives through the lens of selected primary sources coming from various disciplines and of different genres. Students are given opportunities to analyze the author's background and main arguments, compare different points of view, identify biases and examine the evidences presented in the document. The discussions will tackle traditional topics in history and other disciplinary themes that will deepen and broaden their understanding of Philippine political, economic, cultural, social, scientific and religious history. Priority is given to primary materials that could help students develop their analytical and communication skills. The end goal is to develop the historical and critical consciousness of the students so that they will become versatile, articulate, broad-minded, morally upright and responsible citizens. This course includes mandatory topics on the Philippine Constitution, agrarian reform, and taxation.		

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## MAPPING GRIDS

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## LEARNING OUTCOMES



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## PROGRAM INTENDED LEARNING OUTCOMES (PILO):

Intellectual Competencies: 1. analyze texts (written, visual, oral, etc.) critically; 2. demonstrate proficient and effective communication (writing, speaking, and use of new technologies); 3. use basic concepts across the domains of knowledge; and 4. demonstrate critical, analytical, and creative thinking. Personal and Civil Responsibility: 1. examine the contemporary world from both Phil. And global perspectives; 2. take responsibility for knowing and being Filipino; 3. reflect critically on shared concern; and 4. contribute personally and meaningfully to the country's development. Practical Skills: 1. work effectively in a group; 2. use current technology to assist and facilitate learning and research; 3. manage one's knowledge, skills, and values for responsible and productive living; and 4. organize one's self for lifelong learning.

## Course Intended Learning Outcomes (CILO):

1. acquire knowledge about the experiences of Filipino people in the past from pre-history to present, 2. develop intellectual skills, such as comprehension, analysis, interpretation and evaluation of facts and information of Philippine History through oral defense; 3. inculcate among the students' certain values such as patriotism and nationalism; and 4. criticize the importance of strategic location of the Philippines and understand its role in the history of the Filipino people; 5. generate a wider perspective of the history of the Filipinos and to appreciate our rich cultural heritage.

## Expected BCP Graduate Elements:

The BCP ideal graduate demonstrates/internalizes this attribute:

- critical thinking and problem-solving skills;
- effective communication and collaboration;
- ethical and professional practice; and,
- global and lifelong learning commitment.

## Learning Outcomes:

1. evaluate primary sources for their credibility, authenticity, and provenance; 2. analyze the context, content, and perspective of different kinds of primary sources; 3. determine the contribution of different kinds of primary sources in understanding Philippine history; 4. develop critical and analytical skills with exposure to primary sources; 5. demonstrate the ability to use primary sources to argue in favor or against a particular issue; 6. effectively communicate, using various techniques and genres, their historical analysis of a particular event or issue that could help others understand the chosen topic; 7. propose recommendations/solutions to present-day problems based on their understanding of root causes and their anticipation of future scenarios; 8. display the ability to work in a term and contribute to a group project; and 9. manifest interest in local history and concern in promoting and preserving our country's national patrimony and cultural heritage.





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## WEEKLY PLAN (WEEKS 1-15) for GE 2

No weekly plan data available.

## COURSE REQUIREMENTS AND POLICIES

<b>Basic Readings / Textbooks:</b>	Villarico, W., et al. (2019). Readings in Philippine History: First Edition. HisGoPhil Publishing House, Inc. Aurora Blvd., Quezon City. ISBN 978-971-0577-11-8
<b>Extended Readings / References:</b>	Books: Candelaria, J. P., Alporha, V. (2018). Readings in Philippine History: First Edition. Rex Book Store Websites: - A CRY FOR CLARIFICATION: A short discussion on the controversies surrounding the cry of Pugadlawin   NHCP - Preserving the Cultural Heritage of the Philippines through the Indigenous Peoples - Agrarian Reform history - Department of Agrarian Reform - And other web sources listed in the syllabus.
<b>Course Assessment:</b>	Students must be able to: 1. complete at least 80% of the student participation; 2. demonstrate punctuality according to his/her schedule; and 3. alternative assessment - when student fail to comply or perform poorly in major examination and/or nonparticipation because of valid reasons e.g. health, force majeure needs to provide alternative assessment such as project, presentation, oral examination and research output.
<b>Course Policies and Statements:</b>	<p>Learners with Disabilities This course is committed in providing equal access and participation for all students including those with disabilities. If you have a disability that may require accommodations, please contact the OFFICE OF THE STUDENTS' AFFAIRS and SERVICES to register in the LIST OF LEARNERS with Disabilities. Please be aware that it is your responsibility to communicate your needs and works with the instructor to ensure that appropriate accommodations can be arranged promptly.</p> <p>Syllabus Flexibility The faculty reserves the right to change or amend this syllabus as needed. Any changes to the syllabus will be communicated promptly to the VPAA through the Department Heads / Deans, if any, adjustments will be made to ensure that all students can continue to meet the course objectives. Your feedback and input are valued, and we encourage open communication to facilitate a positive and productive learning experience for all.</p>
<b>Committee Members:</b>	Cluster Leader: Sean Henricks V. Cayme, LPT
<b>Consultation Schedule:</b>	Faculty Member: Sean Henricks V. Cayme, LPT Email Address: shcayme.95@gmail.com Consultation Hours: 12:30-2:30 PM (Monday, Wednesday, and Thursday) Venue: MV Campus - General Education Program Office

## GRADING SYSTEM

No grading system has been set up for this subject.

## APPROVAL

Prepared:  
SEAN HENRICKS V. CAYME, LPT, Cluster Leader  
Cluster Leader

Reviewed:  
MICHAEL L. BERSAMIN, LPT, General Education Head  
General Education Program Head

Approved:  
CHARLIE I. CARINO, Ph.D., Vice President for  
Academic Affairs  
Vice President for Academic Affairs