



SAINT LOUIS
UNIVERSITY
BAGUIO CITY, PHILIPPINES

OUTCOMES-BASED EDUCATION MANUAL





TABLE OF CONTENTS

	Page
SLU Vision Mission and Quality Policy	iii
Foreword	iv
Introduction	v
Saint Louis University Outcomes-based Education	1
Development of SLU Institutional OBE Framework	1
Identification of Institutional Outcomes and Graduate Attributes	4
Identification of Program Educational Objectives	5
Development of Program Learning Outcomes	5
Curriculum and Course Pre-requisite Mapping	8
Development of Course Syllabi	9
Continuous Quality Improvement	12
Review and Revision of this Manual	14
SLU OBE Organizational Structure	14
References	16
Appendices	17



SLU Vision Mission Statement

We envision Saint Louis University as an excellent missionary and transformative educational institution zealous in developing locally responsive, globally competitive, and empowered human resources who are creative, competent, socially involved, and imbued with Christian spirit.

SLU Quality Policy

We are committed to developing locally responsive, globally competitive, and empowered human resources who are creative, competent, socially involved, and imbued with Christian spirit.

We, in partnership with our stakeholders, are committed to continually improving the effectiveness of our quality management system in meeting all applicable requirements towards the utmost satisfaction of our valued customers.



FOREWORD

To the Louisian Community,

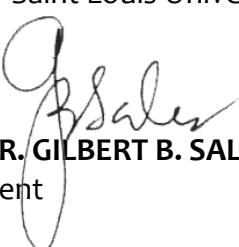
As the Philippine Constitution asserts that the state shall protect and promote the rights of all citizens to quality education at all levels (Article XIV, Section 1), Saint Louis University heeds the call of the Commission on Higher Education (CHED) to enhance the quality assurance system of the institution through learning competency-based standards and outcomes-based system of quality assurance.

Through this Outcomes-based Education (OBE) System, Louisian learners become at par with other learners in the world as they demonstrate world-class competencies and high levels of critical thinking, behavioral, and technical skills that respond to global and international challenges and demands.



Since 2015 when we initially launched the SLU OBE Manual, the University Instruction Development Committee (UIDC) ensured the seamless implementation of SLU OBE-dized curriculum. Through the earnest implementation of this system, we continuously provide Excellence and Quality CICM Catholic Education to our stakeholders, enhance the SLU brand reputation, and improve the performances of our learners. In doing so, the first edition of the OBE manual was reviewed and revisited as our way of responding to the United Nations Sustainable Development Goal 4 in providing Quality Education and in compliance with the need to continuously improve the delivery of our programs. Hence, this revised OBE manual.

As God is praised in excellence, let us continuously work for the brand of excellence that is truly Saint Louis University.


REV. FR. GILBERT B. SALES, CICM, PhD
President



'BEGIN WITH THE END IN MIND.'

Stephen Covey

Introduction

Today, curriculum development and renewal is widely recognized as an important component of any educational reform for quality improvement. Curriculum relevance is sine qua non not only in improving the potential of the human capital of education and training graduates but also for retaining learners in school.

Quality education today is measured not only by effectiveness, efficiency, and sustainability but also by relevance. Relevance in education means addressing the needs of the students and the employers of today and providing the future graduates a curriculum of global comparability (CMO 37, s. 2012 and amended by CMO 17, s. 2022). Thus, this SLU Outcomes-based Education (OBE) System is developed.

Outcomes-based Education (OBE) means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, instruction, and assessment to make sure this learning ultimately happens" (Spady, 1994:1). Thus, the primary aim of OBE is to facilitate desired changes within the learners, by increasing knowledge, developing skills and/or positively influencing attitudes, values, and judgment. OBE embodies the idea that the best way to learn is to first determine what needs to be achieved. Once the end goal (product or outcome) has been determined, the strategies, processes, techniques, and other ways and means can be put into place to achieve the goal.

Outcomes-based Education (OBE) is a process that involves the restructuring of curriculum, assessment, and reporting practices in education to reflect the achievement of high order learning and mastery rather than the accumulation of course credits" (Tucker, 2004). Thus, the primary aim of OBE is to facilitate desired changes within the learners, by increasing knowledge, developing skills and/or positively influencing attitudes, values, and judgment. OBE embodies the idea that the best way to learn is to first determine what needs to be achieved. Once the end goal (product or outcome) has been determined the strategies, processes, techniques, and other ways and means can be put into place to achieve the goal.

The prominence on the achievement of learning outcomes is a global trend in higher education. Saint Louis University is cognizant of this global movement and has proactively developed the Outcomes-based Education in the undergraduate programs starting 2014 and included in this revised manual the OBE process in the graduate and postgraduate programs. A series of measures have been put in place to help realize this strategic move of the University, including:



1. the establishment of the University Outcomes-based Education Committee (UOBEC) and School Outcomes-based Education Committee (SOBEC) to spearhead the planning and monitoring of OBE adoption in the University in July of 2015 and later on, the University Instruction Development (UIDC) Committee and the School Internal Quality Assurance (IQA) Representative;
2. the development of the SLU OBE framework; and
3. the development of the SLU institutional outcomes.

The focal change from teaching to students' achievement of intended learning outcomes involves a paradigm shift in how we teach, how we support students' learning, and how we assess students' achievement of learning outcomes. To ensure success in this paradigm change, a lot of effort will be required over an extended period of time.

In light of current expectations for documenting educational effectiveness, there is broad consensus within today's higher education community that emphasis must be placed on transforming the academy into a "culture of evidence." Within assessment contexts, this "outcomes" orientation has led to process being as important as product. Even the most successful academic programs are believed to benefit from an ongoing process of inquiry and reflection that focuses on growth, renewal, and continuous improvement. Assessing student learning is linked inextricably to the teaching-learning process as part of the "feedback loop" that can enhance institutional efficacy. Thus, there is a need for the University to develop its Outcomes-based Teaching and Learning (OBTL) Assessment Plan.

Outcomes-based Teaching and Learning (OBTL) is focused not on what the teacher intends to teach but rather the emphasis is on what the outcome from the learner of that teaching is intended to be. The basic premise of OBTL is that the teaching and learning activities and assessment methods are constructively aligned with the Course Learning Outcomes (CLOs) for the course. In other words, the outcomes determine the curriculum content, the teaching methods and strategies, and the assessment process. The outcomes also provide a framework for curriculum evaluation.



Saint Louis University Outcomes-based Education

Outcomes-based Education (OBE) approach has become a compulsory process in ensuring the quality of undergraduate programs in Saint Louis University. CHED defines *outcomes-based education* (OBE) as an approach that focuses and organizes the educational system around what is essential for all learners to know, value, and be able to do to achieve a desired level of competence.

The SLU OBE System is guided by the following framework.



Figure 1. SLU OBE Process

Development of SLU Institutional OBE Framework

Saint Louis University adopts OBE as an institutional strategy to further enhance and assure the quality of her programs and outcomes. The model of OBE embodies four dynamically related focuses: 1. Articulation of desired learning outcomes; 2. Alignment of teaching, learning and assessment to achieve the desired learning outcomes; 3. Systematic collection of data on learning outcomes; and 4. Continuous Quality Improvement based on evidence of learning outcomes.



Saint Louis University Outcomes-based Education Framework

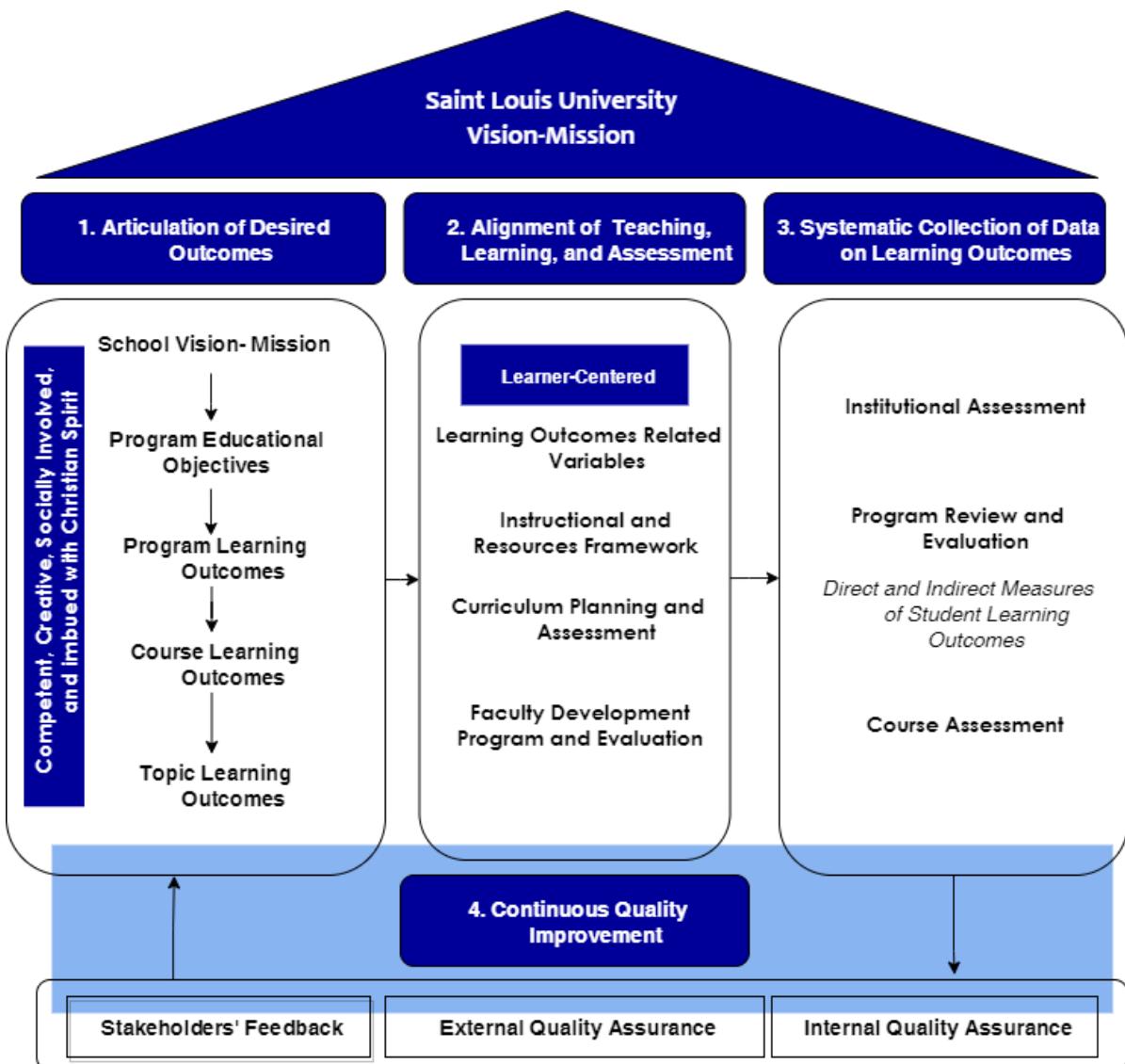


Figure 2. SLU OBE Framework

1. Articulation of desired learning outcomes

The starting point of the OBE framework is the articulation of the desired learning outcomes, set within the context of the University's vision, mission, and goals. The vision-mission of the University is translated into the institutional outcomes (i.e. attributes of SLU graduates, and the desired impact to the society.) These serve as the foundation for the development of the appropriate learning environment, i.e., teaching-learning and support mechanisms. The institutional outcomes are then translated into program learning outcomes, course learning outcomes, and topic learning outcomes.



2. Alignment of teaching, learning and assessment to achieve the desired learning outcomes

'If students are to learn desired outcomes in a reasonably effective manner, then the teacher's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes... It is helpful to remember that what the student does is actually more important in determining what is learned than what the teacher does.' (Shuell, 1986: 429)' Thus, this element is focused on the learner-centered model.

Aligning teaching, learning, and assessment with desired course learning outcomes is crucial to assessment-as-learning. This requires the identification of **learning outcomes related variables**. Learning outcomes prescribe what students are expected to demonstrate after the course or program. The assessment plan shows how they will demonstrate their learning. These two elements must operate in parallel if the assessment is to be valid.

The alignment aspect refers to what the teacher does, which is to set up a learning environment that includes instructional mechanisms and resources, that supports the learning activities appropriate to achieving the desired learning outcomes. The key is that the components in the teaching system (curriculum planning and assessment and faculty development program), especially the teaching methods used and the assessment tasks, are aligned with the learning activities assumed in the intended outcomes.

3. Systematic collection of data on learning outcomes

This element pertains to the development of the Learning Outcomes Assessment which is a blueprint for ensuring that the desired outcomes are achieved. A successful implementation of an effective learning outcomes assessment should be able to provide the University with credible evidence to tell:

1. How many graduates are able to achieve the desired institutional outcomes?
2. Which of the learning outcomes of our program have been achieved satisfactorily and which outcomes need improving?
3. What improvement actions should we take to enhance programme effectiveness?
4. What data can we use to inform the decision, and how?

The focus of this element is on evaluating the overall effectiveness of the program, rather than assessing the performance of individual students. The learning outcomes assessment is important in that it ensures the systematic collection of assessment data for improving the effectiveness of the different programs of the University.



4. Continuous Quality Improvement based on evidence of learning outcomes

Saint Louis University is committed to ongoing assessment of institutional outcomes throughout the programs. The process that reflects this commitment is Continuous Quality Improvement or CQI. CQI is a philosophical approach to quality that contends most things can be improved. At its core, the philosophy of CQI is lived in the belief that improving the services the University is offering meets the needs of those we serve.

This assessment process enables the University to regularly review academic standards and relevant outcomes facilitating improvement of academic programs thus, the university's status.

Identification of Institutional Outcomes and Graduate Attributes

Institutional Outcomes

The Institutional Outcomes reflect the broader mission and purpose of the institution. It is the overarching set of learning outcomes that all students, regardless of discipline, must achieve at graduation as a result of their overall experience in the university.

Saint Louis University is envisioned as an excellent missionary and transformative educational institution zealous in developing human resources imbued with the Christian Spirit and who are creative, competent and socially involved. This Vision-Mission of the University integrated in its four core values were translated as an institutional outcome stated as:

*'Practice Christian values in their personal and professional endeavors
as Louisians in the service of the CICM mission'*

Louisian Graduate Attributes

The graduate attributes are an amalgamation of skills, knowledge, and attitudes and values developed during the student's time at the university.

These attributes include, but go beyond, the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as “agents for social good in an unknown future” (Bowden et al 2000).

Table 1 presents the Louisiana Graduate attributes that are anchored on SLU’s Core values.



Table 1
SLU Core Values and Graduate Attributes

SLU Core Values	Graduate Attribute	As a result of their educational experiences at the University, LOUISIAN graduates will:
COMPETENCE <i>(Competencia)</i>	Lifelong Learning	Pursue continuing personal development and excellence in professional practice
	Professional Expertise	Practice professional skills based on foundational knowledge
	Communication Skills	Communicate effectively across a wide range of contexts
	Interpersonal Skills	Work effectively and independently in multi-disciplinary and multicultural teams
	Modern Tools and Technology Usage	Use of appropriate technology in the discipline
CREATIVITY <i>(Creatividad)</i>	Research Productivity	Participate in the generation of new knowledge and development projects
	Critical Thinking Skills	Practice critical and creative thinking in providing solutions to discipline-related problems
CHRISTIAN SPIRIT <i>(Fe)</i>	Missionary Spirituality	Live Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission
	Ethical Responsibility	Practice personal values and beliefs as ethical professionals
SOCIAL INVOLVEMENT <i>(Servicio)</i>	Social Responsibility	Perform one's professional role to benefit the society at large

Identification of Program Educational Objectives

Program Educational Objectives (PEOs) are broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve within a few years of graduation. PEOs are based on the needs of the program's constituencies and these shall be determined, articulated, and disseminated to the general public by the unit or department of the HEI (Higher Education Institution) offering the programs. The PEOs should also be reviewed periodically for continuing improvement.

Development of Program Learning Outcomes

CHED's Administrative Order (AO 01, S2014) provides that under CMO 46, s. 2012 the revised learning competency-based standards as reflected in the revised PSGs shall substantiate the higher education component of the Philippines Qualifications Framework (PQF).

CHED's new policies, standards, and guidelines (PSGs) reflect the minimum program outcomes that are a) common to all programs in all types of schools; b) common to the discipline and/ or sub-discipline; c) specific to a major or program; and d) common to a



horizontal type as defined in CMO No. 46, series 2012. These PSGs were used by SLU as a guide to incorporate program outcomes that are unique in the context of its vision and mission.

The program outcomes of the school reflect the attributes of a Louisian ideal graduate. These considered the following:

A. Undergraduate and Postgraduate Programs

1. CHED Mandated Program Outcomes Common to all Programs in all Types of Schools

- a. articulate and discuss the latest development in his/her specific field of practice; (PQF Level 6 descriptor for undergraduate programs and PQF Levels 7 and 8 for postgraduate and graduate programs)
- b. effectively communicate orally and in writing using both English and Filipino;
- c. work effectively and independently in multidisciplinary and multicultural teams; (PQF Level 6 descriptor for undergraduate programs and PQF Levels 7 and 8 for post-graduate and graduate programs)
- d. act in recognition of professional, social and ethical responsibility; and
- e. preserve and promote “Filipino historical and cultural heritage” (based on RA 7722).

2. Common to the discipline and/ or common to sub-discipline and specific to majors or programs

Common to disciplines such as Teacher Education, Humanities/ Social Sciences programs, Business and Management programs, Health-related programs etc.; common to sub-disciplines such as Tourism and Hospitality; common to majors such as Tourism Management, Pharmacy, Mechanical Engineering, etc. to be formulated by the technical panels. (See CHED Administrative Order No. 1, Series of 2014).

3. Common to a horizontal type as defined in CMO 46, s. 2012

- a. Graduates of professional institutions demonstrate a service orientation in one's profession.
- b. Graduates of colleges participate in various types of employment, development activities, and public discourses, particularly in response to the needs of the communities one serves.
- c. Graduates of universities participate in the generation of new knowledge and development projects.

The above three categories constitute the required minimum set of program outcomes. The level of attainment of the outcomes that are common to all programs shall be progressively elevated from the General Education (GE) courses through to the professional courses as appropriate.



4. Optional Program Outcomes

The PSGs shall allow the HEI, at its option, to have mission-related program outcomes that are not included in the minimum set.

*'Practice Christian values in their personal and professional endeavors
as Louisians in the service of the CICM mission'*

B. Graduate Programs

Graduate programs outcomes are based on the CMO 15, series of 2019 to wit:

1. Master's Level Programs

Outcomes of the Master Level Programs are aligned with Philippine Qualifications Framework (PQF) 7 as follows:

- a. advanced knowledge and skills in a specialized, interdisciplinary, or multidisciplinary field for professional practice;
- b. self-directed research;
- c. lifelong learning with a highly substantial degree of independence that involves individual work or teams of interdisciplinary or multidisciplinary experts; and
- d. application of the above-mentioned skills in research, professional, or creative work.

2. Doctoral Level Programs

Outcomes of the Doctoral Level Programs are aligned with PQF 8 and demands the following:

- a. demonstration of highly advanced systematic knowledge and skills in highly specialized and/ or complex interdisciplinary or multidisciplinary field of learning;
- b. utilization of complex research/ creative work and/ or professional practice and/ or the advancement of learning with full independence in individual work and/ or in teams of interdisciplinary or multicultural setting;
- c. application of more complex setting that demands leadership in research and creative work with strategic value added; and
- d. application of significant level of expertise-based autonomy and accountability to professional leadership for innovation, research and/ or development management in highly specialized or interdisciplinary or multidisciplinary fields.

Curriculum and Course Pre-requisite Mapping

Prior to curriculum mapping, courses to be offered under each curriculum are identified based on regulatory, statutory, and institutional requirements.



Curriculum Mapping

A basic curriculum map clearly demonstrates where learning outcomes are taught and assessed in the curriculum. Often, these maps indicate the level of sophistication that is emphasized for each learning outcome within a course. Descriptors (such as Introduced, Practiced and Demonstrated) are used to indicate the level of sophistication. Curriculum maps also provide an opportunity to indicate where high impact teaching and learning practices are incorporated within the curriculum. Research suggests that these high impact educational practices enhance student learning outcomes and success (Kuh, 2008).

Curriculum mapping is a tool for checking the extent to which this is achieved. This can be conceptualized as an analysis of the provision of opportunities for learning in a curriculum in relation to the curriculum's intended learning outcomes. By constructing a curriculum map, an overview of how far and where in the program each PLO is targeted. It can then be determined whether or not the learning opportunities provided are sufficient and are in an appropriate sequence so that adjustments can be made accordingly.

Developing a successful outcomes-based curriculum involves aligning teaching and assessment methods with the intended learning outcomes of the program. Curriculum mapping provides a means to examine the extent to which these outcomes are being addressed and assessed in the curriculum.

As an institutional guideline, SLU will use the following descriptors in mapping the curriculum:

I (Introduced)	The course offers learning opportunities for this particular intended outcome at an introductory level. On completion, students should have the foundational knowledge, skills, and attributes to pursue this outcome further.
P (Practiced)	The course will build upon a student's existing knowledge, skills and attributes in the particular intended outcome to provide learning opportunities through which students can reinforce and/or further develop the knowledge, skills, and attributes described in the outcomes statement.
D (Demonstrated)	This level indicates that the students have had practiced and can now demonstrate mastery at the degree-exit level. Hence, the attainment of the target Program Learning Outcomes is fully evaluated at this level.

Course Pre-requisite Mapping

The prerequisite map is a graphical representation of the organization of courses that leads to the completion of the program. Prerequisites are courses that need to be completed before enrolling in a more advanced course and ensure that learners have sufficient background knowledge to cope with the course content.



Development of Course Syllabi

To be able to successfully attain the desired learning outcomes of every course and to be able to help the faculty express clearly to the students what they will be expected to learn in a course, the development and submission of every learning institution of an effective, pedagogically sound course syllabi is required. A course syllabus has multiple functions. It is a course-planning tool that will help the faculty to prepare and organize the delivery of the course. It is a prospectus that communicates to the students and other stakeholders a clear idea of the relationships of the program learning outcomes, course learning outcomes and topic learning outcomes. Guided by the syllabus which is required to be discussed by the faculty at the beginning of the semester, the students are expected to have a sense of ownership of the outcomes they are expected to demonstrate at the end of the course.

A course syllabus has basic and essential parts aside from a presentation of the School's Vision Mission and program learning outcomes. The indispensable parts are: Course Title, Course Credit and Contact Hours, Pre-requisites, Co-requisites, Course Description, Course Learning Outcomes, Topic Learning Outcomes, and the Course Learning Plan.

A. Course Title

This is an assigned title of a course offering in an approved curricular program offered by concerned schools.

B. Course Credit and Contact Hours

A course credit is a unit that gives weight to the value level or time requirements of an academic course taken as prescribed in a set curricular program. The contact hours indicate the actual amount of time for instruction.

C. Pre-requisite

A course that must be completed and passed before enrolling in a more advanced course because of some skills or prior experience that is required by the advanced courses which are expected to have been acquired by the students in the pre-requisite course.

D. Co-requisite

A course that is supposed to be enrolled together with another course in the same semester.

E. Course Description

It is a concise statement which informs a student or other stakeholders about the essential competencies that will be acquired by the students in the course. It presents a student-centered coverage, approach, breadth, applicability of the course to the student's life and intended work, and how the application will be assessed and evaluated.



F. Course Learning Outcomes (CLOs)

These are the observable and measurable knowledge, skills, attitudes, and values that students are expected to be able to demonstrate at the end of the course. They describe learning that is significant and related to what learners will be expected to do in the “real world” – learning that really matters in the long run. The course outcomes contribute to the achievement of the program outcomes as specified and situated in the curriculum map. Collectively, the course outcomes from all the courses in the program lead to the achievement of the program learning outcomes.

G. Topic Learning Outcomes (TLOs)

These describe clearly what learners will know and will be able to do at the end of every unit or topic of a course. These are the specific expected learning which are derived from “designing back” from the course learning outcomes. They are performance-based and results oriented. Each topic learning outcome should be aligned with the course learning outcome.

H. Course Learning Plan

The Course Learning Plan is a presentation of the course learning outcomes vis-à-vis course learning activities, assessment tasks, content/ topic, time allotment, and learning strategies.

- a. **Topic Learning Outcomes (TLOs)** – These are presented on the first column of the learning plan as it will define all the course content, teaching learning activities, assessment tasks, and resources. These are arranged according to the chronological arrangement of the topics.
- b. **Content/Topics** – These are the essential topics that are chronologically arranged and are aligned to the course learning outcomes. This section will not include any topic that will not in any way target any of the desired learning outcomes.
- c. **Time allotment** – The time allotment is distributed based on the number of hours needed to be able to let the students achieve the desired course learning outcomes. The total number of hours is dependent on the credit units. For a three-unit course, it has 54 hours that must be distributed for the entire semester.
- d. **Learning Strategies** - These are a variety of planned activities that are intended to be conducted to ensure that the course learning outcomes are attained as desired. These learner-centered, doable and effective actions are conducted taking into consideration the type of learners, time element, environment, and resources.
- e. **Assessment** - Assessment is linked directly to the course learning outcomes. In the assessment activities, learners demonstrate their achievement of the course learning outcomes. How the student will be able to do the tasks (process) and the output of the tasks (product or



performance) serve as an evidence of the level of attainment of the course learning outcomes.

I. Resources - These are the resources that the teacher will engage to deliver instruction. These may be human resources, field, and instructional materials. The selection and employment of resources are dependent on the course learning outcomes, type of learners, time element and other significant variables. Resources that need prior request, reservation, and or permission, a faculty member can request from the department head who will forward it to the concerned offices for appropriate action.

J. Course Requirements

This section spells out the major requirements in the class aside from the identified tasks that the learner must be able to do as stated in the learning plan. These are requirements to qualify a student to be in the class that will ensure students' participation, and that will determine if the student has successfully completed the course.

K. Final Course Requirement

This section articulates the final requirement/s of the course with their corresponding due dates and aligned course learning outcomes.

L. Grading System

This section presents the grading system employed by the faculty as a basis for the computation of the students' grades.

M. Course References

This section presents a complete bibliographic entry of the references used in the development of the course plan following the APA format. These references are arranged according to the following: books, journals, magazines, and e-sources. With the assistance of the SLU Library, the faculty is provided with updated references, including journal articles, textbooks and on-line resources with appropriate bibliographic entries, and available learning resources.

N. Annexes of the Learning Plan

a. Alignment Matrix

This illustrates the constructive alignment of the Program Learning Outcomes, Course Learning Outcomes, and Topic Learning Outcomes.

b. Assessment Tools/Rubric

This describes how summative activities are rated (e.g., scoring guide).

c. Table of Specifications (TOS)

This describes how the major examinations are crafted and scored according to the Topic Learning Outcomes, revised Bloom's Taxonomy, and Time Allotment.



Continuous Quality Improvement

One of the key aspects of OBE approach implementation is the process of Continuous Quality Improvement (CQI). CQI intends to improve the quality of programs being offered. Hence, Saint Louis University put in place a CQI system so that the Vision Mission (VM), Program Educational Objectives (PEOs), and Program Learning Outcomes (PLOs) of all its programs will be achieved as desired. This is shown in figure 3.

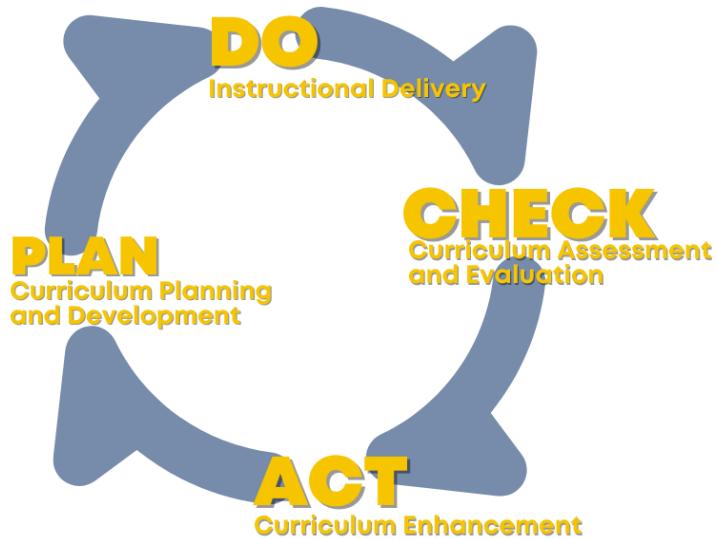


Figure 3: Continuous Quality Improvement Process

Each school shall measure the attainment of PEOs and PLOs according to the specific program requirements, analyze data, and create an action plan for continuous quality improvement (see PM-QMO-005 OBE Continuous Quality Improvement).

A. Plan - Curriculum Planning and Development

1. **Developing PEOs based on VMGs** – This entails the review and/or clarification of the graduate attributes of the University based on its vision and mission as part of its institutional goals. The graduate attributes serve as bases for the development of specific Program Educational Objectives (PEOs) along with other PEOs developed in view of existing PSGs and Saint Louis University's role as a university.
2. **Translating PEOs as Program Learning Outcomes** – After clearly articulating the Program Educational Objectives (PEOs) of the different programs, this entails the need to translate it into Program Learning Outcomes (PLOs) for the purpose of ensuring that it will be achieved in the delivery of every course in the program. This level requires the need to describe what the graduates of the different programs in Saint Louis University are expected to know and be



able to do after graduation. These relate to the knowledge, skills, values, and attitudes that students acquire as they progress through the program.

3. **Specifying the indicators for the outcomes to be measured** – This focuses on deciding what data will provide information that will indicate how well the program is doing regarding an outcome. The purpose of an indicator will help the University in knowing whether an outcome has been achieved. The following will be considered in this level:
 - a. The specific observable, measurable characteristics or change that will represent achievement of the outcome; and
 - b. The specific statistics (e.g. number and % attaining outcome) the program will calculate to summarize the level of its achievement.
4. **Utilizing recommendations and findings from previous CQI** - This involves the use of feedback from past CQI outputs as inputs for planning.

B. Do - Instructional Delivery

1. Implementing Curriculum Development Plan

This involves the timely and complete implementation of the approved curriculum plan and faculty development plan. Specifically, the learning plans in the course syllabi aligned with the curriculum map are implemented and monitored across programs.

2. Implementing Student Academic Guidance and Intervention

This involves the timely and complete implementation of the academic guidance and intervention as a result of the information gathered from conducted formative and summative assessments in every periodical evaluation.

3. Implementing Laboratory Development Plan

This involves the timely and complete implementation of the laboratory development plan needed in the instructional delivery.

4. Implementing the Faculty Development Plan

This involves the timely and complete implementation of the faculty development plan to ensure continuous faculty competence and capability building.

C. Check - Curriculum Assessment and Evaluation

1. Collecting data on the indicators – This step necessitates identifying data sources for the indicators, designing data collection methods, and collecting data.



Data may come from tracer studies, discussion with stakeholders, internal and external reports, employer and student surveys, and the like.

2. **Implementing the outcomes measurement system** – This will allow the identification of issues such as overlooked outcomes, inadequately defined indicators, complicated procedures, and analysis and reporting dilemmas. This will give the School the chance to address the problems and make the process more effective and efficient.
3. **Analyzing and reporting the findings** – This involves the following steps:
 - a. enter the data and check for errors;
 - b. tabulate or thematize the data;
 - c. analyze the data;
 - d. explain the findings; and
 - e. present the data.

D. Act - Curriculum Enhancement

Using the findings for program improvement – The findings represent feedback on the effectiveness of the curricular programs. These findings are utilized to improve the curricular program through the formulation of a concrete action plan and eventual implementation in the next cycle.

Review and Revision of this Manual

This manual is reviewed annually and revised every three (3) years to reaffirm the document's adequacy and conformance to current requirements of the University.

SLU OBE Organizational Structure

In view of the shift toward Outcomes-based Education, SLU created the University OBE Committee (UOBEC), now the University Instruction and Development Committee (UIDC), to spearhead the planning and monitoring of OBE adoption in the University under the Office of the Vice President for Academic Affairs in close coordination with the Planning, Quality Assurance and Communications Office (PQACO), now the Office of Institutional Development and Quality Assurance (OIDQA).

The following are the functions of the UIDC:

1. to advise and make recommendations to the Vice President for Academic Affairs on policies, plans and organizational structures to support the implementation of outcomes-based approaches in student learning;
2. to steer and monitor the implementation of outcomes-based approaches in student learning in the University, including the setting of goals, timetables and milestones;
3. to devise strategies and review their effectiveness for cultivating ownership of the initiative by SLU academic community;



4. to involve students in promoting and implementing outcomes-based approaches in student learning;
5. to work with and support the Department Heads, School Curriculum Assessment Committee (CAC) and teaching staff in developing and implementing outcomes-based approaches in their programs and subjects;
6. to promote the dissemination and sharing of good practices in outcomes-based approaches to teaching, learning, and assessment; and
7. to report to the Vice President for Academic Affairs on the progress of the implementation of outcomes-based approaches in student learning in the University.

Each school has its School Internal Quality Assurance (IQA) Representative to plan, organize, implement, and assess the implementation of outcomes-based education.

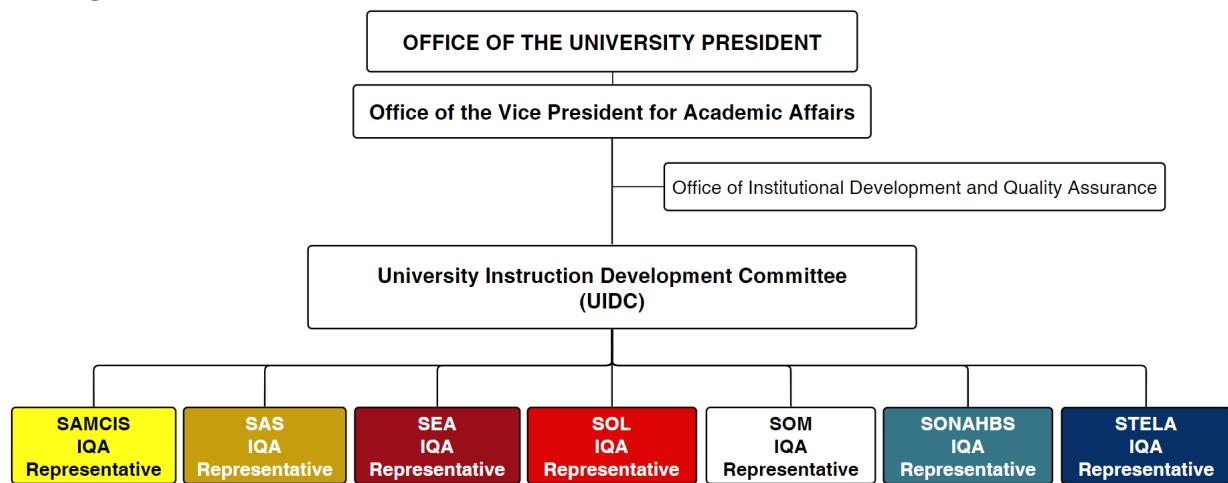


Figure 4: SLU OBE Organizational Structure



References

- Bowden, J., Hart, G., King, B., Trigwell, K., & Watts, O. (2000). Generic capabilities of ATN university graduates. Canberra: Australian Government Department of Education, Training and Youth Affairs. Available at <http://www.clt.uts.edu.au/atn.grad.cap.project.index.html>
- CHED Memorandum Order No. 46, Series of 2012
- CHED Administrative Order No. 01, Series of 2014
- CHED Memorandum Order No. 18, Series 2016
- CHED Memorandum Order No. 15, Series 2019
- CHED Memorandum Order No. 17, Series 2022
- Kuh, G.D. (2008) High impact educational practices: what they are, who has access to them, and why they matter. Association of American Colleges and Universities (AAC&U) Publications.
- Spady, W. (1994). Outcome-based education: Critical issues and answers. Arlington, VA: American Association of School Administrators.
- Shuell, T.J. (1986). Cognitive conceptions of learning. *Review of Educational Research*, 56, 411-436.



PROGRAM EDUCATIONAL OBJECTIVES AND LEARNING OUTCOMES

UNDERGRADUATE PROGRAMS

SCHOOL OF ACCOUNTANCY, MANAGEMENT, COMPUTING AND INFORMATION STUDIES PROGRAMS BACHELOR OF SCIENCE IN ACCOUNTANCY

Program Educational Objectives

Three to five years after graduation, graduates of the BS Accountancy Program are expected to:

- a. demonstrate in-depth knowledge and skills of accountancy in the workplace, and adapting to change by seeking professional advancement;
- b. uphold Christian values and professional ethics in the conduct of accounting work;
- c. apply creative skills and critical thinking to arrive at innovative ideas that enhance the practice of accounting across various settings; and
- d. support various stakeholders and the general public by participating in engagements that serve the accounting-related needs of organizations and communities in general.

Program Learning Outcomes

Graduates of the BS Accountancy program are expected to:

- a. apply competencies in social sciences, mathematics, business laws & taxation, and relevant management philosophies in the field of accountancy;
- b. communicate business concepts and strategies effectively, orally and in writing, in English and Filipino, using appropriate technology;
- c. resolve business issues and problems with global and local perspectives using their knowledge and technical proficiency;
- d. employ technology as a business tool to capture financial and non-financial information, generate reports, and make decisions;
- e. prepare financial statements and other reports to be communicated to management and other stakeholders;
- f. perform audit and other attestation functions;
- g. apply the generally accepted accounting principles, auditing standards, and business laws in carrying out tasks in the workplace;
- h. conduct ethical accounting-related research to identify gaps between current and literature-based concepts and theories and generate new knowledge;
- i. conduct studies to assess a potential business's market, finance, human resource, and accounting viability;
- j. apply knowledge and skills that will enable them to successfully respond to various types of assessments (including professional licensure and certification);
- k. practice professionalism, good corporate citizenship, ethics, and social responsibility, and manifest inclusiveness in all aspects of the accountancy profession;
- l. develop one's personality and competencies as a Filipino Louisian accountant continually and holistically to keep abreast with local and global developments;
- m. work effectively and independently in multi-disciplinary and multi-cultural teams; and
- n. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BACHELOR OF SCIENCE IN MANAGEMENT ACCOUNTING

Program Educational Objectives

Three to five years after graduation, graduates of the BS Management Accounting Program are expected to:

- a. demonstrate professional values, ethics, and attitudes of a management accountant;



- b. demonstrate in-depth knowledge and skills in the field of management accounting;
- c. make positive contributions to the management accounting profession, and support various stakeholders and the general public; and
- d. adapt to change by seeking professional advancement.

Program Learning Outcomes

Graduates of the BS Management Accounting program are expected to:

- a. apply competencies in social sciences, mathematics, business laws & taxation, and relevant management philosophies in the field of management accounting;
- b. communicate business concepts and strategies effectively, orally and in writing, in English and Filipino, using appropriate technology;
- c. resolve business issues and problems with global and local perspectives using their knowledge and technical proficiency;
- d. employ technology as a business tool to capture financial and non-financial information, generate reports, and recommend decisions;
- e. present financial and other reports, results, analyses and recommended decisions to management and other stakeholders;
- f. recommend solutions to social and business issues and problems using knowledge and technical proficiency in accounting, financial reporting, taxation and information technology;
- g. apply accounting and tax policies in accordance with financial reporting standards and regulatory frameworks;
- h. conduct ethical management accounting-related research to identify gaps between current and literature-based concepts and theories and generate new knowledge;
- i. conduct studies to assess a potential business's market, finance, human resource, and management accounting viability;
- j. apply knowledge and skills that will enable them to successfully respond to various types of assessments;
- k. develop one's personality and competencies as a Filipino Louisian management accountant continually and holistically to keep abreast with local and global developments;
- l. practice professionalism, good corporate citizenship, ethics, and social responsibility, and manifest inclusiveness in all aspects of the management accounting profession; and
- m. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BSBA MAJOR IN MARKETING MANAGEMENT WITH SPECIALIZATION IN BUSINESS ANALYTICS

Program Educational Objectives

Three to five years after graduation, graduates of the BSBA Marketing Management Program are expected to:

- a. adopt Christian practices and values to support diversity and multiculturalism within their profession, industry and society;
- b. formulate innovative ideas, transformative opportunities and new knowledge in developing projects that contributes to socioeconomic development and cultural implications beneficial to academia, industry and policy makers;
- c. exhibit marketing management philosophies in adapting the latest developments and in shaping the future of business administration in their professional work and lifelong learning; and
- d. develop management decisions and business governance that encapsulate the creation of value and well-being advocacy across populations in an inclusive manner.

Program Learning Outcomes

Graduates of the BSBA Major in Marketing with Specialization in Business Analytics program are expected to:

- a. develop one's personality and competencies, continually and holistically, as a Louisian marketer, to keep abreast with local and global developments;
- b. practice professionalism, ethics and social responsibility, inclusiveness, and teamwork in aspects of marketing profession;
- c. integrate Filipino traits, values, and cultural heritage in all marketing endeavors;



- d. apply competencies in social sciences, mathematics, accounting, business laws and taxation, information technology, and relevant marketing management philosophies, principles, and practices in the field of business administration;
- e. demonstrate creativity and critical thinking in applying the key marketing concepts, principles and practices according to the marketing mix – product, price, place, and promotion – towards customer satisfaction;
- f. assess the various forces as well as significant trends and developments in the business environment to guide current and future marketing decisions and practices;
- g. communicate business concepts and strategies effectively, orally and in writing, in both English and Filipino, using appropriate technology;
- h. demonstrate proficiency in marketing research and marketing program;
- i. work effectively and independently in multi-disciplinary and multi-cultural teams; and
- j. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BS IN BUSINESS ADMINISTRATION MAJOR IN FINANCIAL MANAGEMENT WITH SPECIALIZATION IN BUSINESS ANALYTICS

Program Educational Objectives

Three to five years after graduation, graduates of the BSBA Financial Management Program are expected to:

- a. apply Christian values and ethical behavior in their personal and professional endeavors in a globalized, multicultural, and technology-driven world;
- b. develop creative solutions through research and innovative projects to address discipline-related problems and issues;
- c. demonstrate the finance profession and pursue life-long learning in their personal and professional development; and
- d. engage in community-based programs to promote sustainable solutions that will address global, political, societal, and environmental concerns.

Program Learning Outcomes

Graduates of the BSBA major in Financial Management with Specialization in Business Analytics Program are expected to:

- a. communicate business concepts and strategies effectively, orally and in writing, in both English and Filipino using appropriate technology;
- b. apply financial principles, theories, and concepts in the public and private entities;
- c. evaluate socio-political and economic factors in multi-disciplinary and multi-cultural local and global business environments;
- d. exhibit relevant knowledge in research in the field of financial management;
- e. participate in community-based programs that would enhance the proper utilization, procurement and allocation of funds towards the improvement of the financial capability of individuals in the community;
- f. demonstrate ethical behavior in handling money, financial instruments, and in all financial dealings;
- g. promote “Filipino historical and cultural heritage” through a life imbued with patriotism and participative action in the development of the Philippine financial system; and
- h. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BS in Entrepreneurship with Specialization in Business Analytics

Program Educational Objectives

Three to five years after graduation, graduates of the BS in Entrepreneurship with Specialization in Business Analytics Program are expected to:

- a. adopt Christian practices and values to support diversity and multiculturalism within their profession, industry and society;
- b. formulate innovative ideas and new knowledge in developing enterprises that contribute to socioeconomic development;



- c. exhibit entrepreneurial principles and concepts in adapting the latest development in the field of business as well as in their professional work and lifelong learning; and
- d. build resilient communities through the translation of social impact driven product research into social ventures.

Program Learning Outcomes

Graduates of the BS Entrepreneurship with Specialization in Business Analytics program are expected to:

- a. develop one's personality and competencies, continually and holistically, as a Louisiana entrepreneur, to keep abreast with local and global development;
- b. practice professionalism, ethics and social responsibility, inclusiveness, and teamwork in all aspects of entrepreneurship;
- c. integrate Filipino traits, values and cultural heritage in all entrepreneurial endeavors;
- d. apply competencies in social sciences, mathematics, accounting, business laws and taxation, information technology, and relevant management philosophies, principles, and practices in the field of business administration;
- e. demonstrate creativity and critical thinking in applying the key concepts, principles and practices of entrepreneurship – assessment of personal entrepreneurial competencies and behaviors, environmental scanning and opportunity identification, identifying potential entrepreneurial venture, and project selection and development - in starting, managing and growing their own business as well as any organization other than one's own enterprise;
- f. assess the various forces as well as significant trends and developments in the business environment to guide current and future entrepreneurial decisions and practices;
- g. communicate business concepts and strategies effectively, orally and in writing, in both English and Filipino, using appropriate technology;
- h. develop a business plan for enterprise management and corporate entrepreneurship;
- i. create and grow a new enterprise that complies with the requirements for business operation; and
- j. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BSBA Human Resource Management with Specialization in Business Analytics

Program Educational Objectives

Three to five years after graduation, graduates of the BSBA Human Resource Management with Specialization in Business Analytics Program are expected to:

- a. adopt Christian practices and values to support diversity and multiculturalism within their profession, industry and society;
- b. formulate innovative ideas and new knowledge in developing programs that respond to specific problems and challenges leading to socioeconomic and human capital development;
- c. exhibit management philosophies in adapting the latest development to effectively rationalize their discipline's impact to their professional work and lifelong learning; and
- d. develop business and management decisions that facilitate social change in their discipline, industry and society; with legal and ethical integrity encompassing national progress and development in a global context.

Program Learning Outcomes

Graduates of the BSBA Human Resource Management with Specialization in Business Analytics program are expected to:

- a. develop one's personality and competencies, continually and holistically, as a Louisiana human resource manager, to keep abreast with local and global developments;
- b. practice professionalism, ethics and social responsibility, inclusiveness, and teamwork in all aspects of the Human Resource Management profession;
- c. integrate Filipino traits, values, and cultural heritage in all Human Resource Management endeavors;
- d. apply competencies in social sciences, mathematics, accounting, business laws and taxation, information technology, and relevant human resource management philosophies, principles and practices in the field of business administration;



- e. demonstrate proficiency in Human Resource Management;
- f. demonstrate creativity and critical thinking in applying the key concepts, principles and practices according to the Human Resource Management Program specifically in creating Human Resource Management strategies;
- g. assess the various forces as well as significant trends and developments in the business environment to guide current and future Human Resource Management decisions and practices;
- h. communicate business concepts and strategies effectively, orally and in writing, in both English and Filipino, using appropriate technology;
- i. implement Human Resource Management models and strategies; and
- j. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BS in Hospitality Management

Program Educational Objectives

Three to five years after graduation, graduates of the BS in Hospitality Management Program are expected to:

- a. adopt Christian practices and values to manifest compassion in human relations with emphasis on flexibility, adaptability, and conformity to the highest ethical standards of the hospitality industry;
- b. practice continuously appropriate, relevant, and innovative knowledge and skills that bring out creativity, critical and innovative thinking to further conserve and sustain all the facets and aspects of the hospitality industry and host communities;
- c. manifest professionalism, excellence, and competence in a globalized, tech-driven world with the end view of performing effectively, efficiently, and adhering to team spirit and collaboration in multi-disciplinary and multi-cultural workplace and;
- d. exhibit appreciation of host cultures with a strong sense of responsibility to perpetuate unique values, traditions, and practices while uplifting the welfare of human lives and society.

Program Learning Outcomes

Graduates of the BS in Hospitality Management program are expected to:

- a. apply competencies in social sciences, hospitality regulations, policies, and all relevant management philosophies, principles and practices in the industry;;
- b. communicate business concepts and strategies effectively, orally and in writing in English, Filipino, and appropriate foreign language required by the industry;
- c. execute the latest concepts underlying effective and efficient planning, product development, and hospitality services in multi-disciplinary and multi-cultural teams;
- d. practice professionalism, good corporate citizenship, and inclusivity in all aspects of the hospitality industry;
- e. demonstrate managerial and people skills with all the stakeholders in the hospitality industry;
- f. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission;
- g. integrate Filipino traits, values, and cultural heritage to act in recognition of social and ethical responsibility by manifesting inclusiveness in all management pursuits; and
- h. develop continually and holistically one's personality and competence as a Filipino Louisiana hospitality professional to keep abreast with local and global developments.

BACHELOR OF MULTIMEDIA ARTS

Program Educational Objectives

Three to five years after graduation, graduates of the Bachelor of Multimedia Arts Program are expected to:

- a. demonstrate knowledge and skills in the creative industry by utilizing current trends to provide multimedia solutions that incorporate the principles and elements of design and technical processes;
- b. exemplify Christian values in the practice of one's profession while working ethically and with integrity;
- c. practice liberal and creative thinking as individuals who contribute to the development of different forms of expression;



- d. Participate actively in rendering creative services through evaluating and articulating the societal, aesthetic, communicative and ethical value of multimedia projects based on global trends and issues in multimedia technologies, design and practice.

Program Learning Outcomes

Graduates of the Bachelor of Multimedia Arts program are expected to:

- a. apply communication theories, different multimedia techniques, and software methodologies in the development of innovative multimedia projects;
- b. articulate the societal, aesthetic, communicative and ethical value of a multimedia project based on global trends and issues in multimedia technologies, design and practice;
- c. demonstrate proficiency in the visual arts required in the production of multimedia projects;
- d. integrate visual illustrations, graphics, and animation in the production of creative multimedia content;
- e. communicate effectively knowledge and ideas to the computing community and society at large across a wide range of contexts and media;
- f. demonstrate qualities of an accountable individual and a team player in a multicultural and multidisciplinary environment;
- g. apply social, legal, ethical and moral standards as a Multimedia Arts practitioner with the understanding of the impact to individuals, organizations and society;
- h. demonstrate openness and willingness to adapt to new and emerging technologies in the pursuit of continuing professional growth;
- i. demonstrate Christian, Louisiana, and Filipino values in their dealings with others and participation in curricular and extra-curricular activities.

BS IN TOURISM MANAGEMENT

Program Educational Objectives

Three to five years after graduation, graduates of the BS in Tourism Management Program are expected to:

- a. adopt Christian practices and values to manifest compassion in human relations with emphasis on flexibility, adaptability, and conformity to the highest ethical standards of the tourism industry;
- b. practice continuously appropriate, relevant, and innovative knowledge and skills that bring out creativity, critical and innovative thinking to further conserve and sustain all the facets and aspects of the tourism industry and host communities;
- c. manifest professionalism, excellence, and competence in a globalized, tech-driven world with the end view of performing effectively, efficiently, and adhering to team spirit and collaboration in multi-disciplinary and multi-cultural workplace and;
- d. exhibit appreciation of host cultures with a strong sense of responsibility to perpetuate unique values, traditions, and practices while uplifting the welfare of human lives and society.

Program Learning Outcomes

Graduates of the BS in Tourism Management program are expected to:

- a. apply competencies in social sciences, tourism regulations, policies, and all relevant management philosophies, principles and practices in the industry,;
- b. communicate business concepts and strategies effectively, orally and in writing in English, Filipino, and appropriate foreign language required by the industry;
- c. execute the latest concepts underlying effective and efficient planning, product development, and tourism services in multi-disciplinary and multi-cultural teams;
- d. practice professionalism, good corporate citizenship, and inclusivity in all aspects of the tourism industry;
- e. demonstrate managerial and people skills with all the stakeholders in the tourism industry;
- f. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission;
- g. integrate Filipino traits, values, and cultural heritage to act in recognition of social and ethical responsibility by manifesting inclusiveness in all management pursuits; and
- h. develop continually and holistically one's personality and competence as a Filipino Louisiana tourism professional to keep abreast with local and global developments.



BS IN COMPUTER SCIENCE

Program Educational Objectives

Three to five years after graduation, graduates of the BS in Computer Science Program are expected to:

- a. formulate innovative solutions to complex computing problems and requirements using the principles of research, mathematics and computing sciences;
- b. engage in corporate and community-based advocacies that address social problems to positively impact the society;
- c. contribute to the advancement of the computer science discipline by augmenting existing domain knowledge; and
- d. exemplify Christian values in the practice of one's computing profession while working ethically and with integrity.

Program Learning Objectives

Graduates of the BS in Computer Science program are expected to:

- a. integrate knowledge of computing, science, mathematics and other domains in the appreciation of the Computer Science discipline;
- b. solve real-world computing problems within constraints of time, cost and resources by employing critical thinking skills;
- c. apply mathematical foundations, algorithmic principles and computer science theories in the modeling and design of computer-based systems;
- d. evaluate solutions and systems for complex computing problems with considerations on public health and safety, cultural, societal and environmental impact;
- e. utilize the appropriate tools, techniques and resources in the provision of computing solutions;
- f. communicate effectively knowledge and ideas to the computing community and society at large across a wide range of contexts and media;
- g. function effectively as an accountable individual and as a team player in a multicultural and multidisciplinary environment;
- h. act in accordance with social, legal, and ethical responsibilities as CS professional, with recognition of the local and global impact of technology to individuals, organizations and society;
- i. adapt to new and emerging technologies in the pursuit of continuing professional growth; and
- j. practice Christian, Louisiana and Filipino values in their personal and professional endeavors and actively participate in the service of the community.

BS IN INFORMATION TECHNOLOGY

Program Educational Objectives:

Three to five years after graduation, graduates of the BS in Information Technology Program are expected to:

- a. demonstrate knowledge and skills in the work environment, utilizing current trends in information technology, and adapting effectively to the fast-paced developments in the field;
- b. exemplify Christian values in the practice of one's profession while working ethically and with integrity;
- c. apply creative skills to advance one's profession through innovative research works or projects that forward sustainable development goals and contribute to the advancement of lifelong learning; and
- d. participate actively in formulating solutions to computing problems that impact one's immediate social milieu or the society at large by implementing emerging frameworks and technologies.

Program Learning Outcomes

Graduates of the BS Information Technology program are expected to:

- a. manifest understanding of computing, mathematical and scientific concepts related to the IT discipline;
- b. use the appropriate tools, technologies and best practices in addressing the IT-related needs of an organization or community;
- c. assess technical and user requirements in the analysis of given computing problems and provide an IT solution suitable to the problem domain;



- d. implement an IT solution that applies current standards, tools and technologies while taking into account user needs, the technical environment and best practices;
- e. communicate effectively knowledge and ideas to the computing community and society at large across a wide range of contexts and media;
- f. function effectively as an accountable individual and as a team player in a multicultural and multidisciplinary environment;
- g. act in accordance with ethical, legal, and social responsibilities as an IT professional, with recognition of the local and global impact of technology to individuals, organizations and society;
- h. adapt to emerging technologies in the pursuit of continuing professional growth; and
- i. practice Christian, Louisiana and Filipino values in their personal and professional endeavors and actively participate in the service of the community.

SCHOOL OF ENGINEERING AND ARCHITECTURE

Program Educational Objectives

Three to five years after graduation, graduates of the Architecture and Engineering Programs are expected to:

- a. demonstrate technical competence in the analysis of problems and design of systems, keeping in mind the technical, professional, societal, environmental, economic, and ethical dimensions of any solution;
- b. apply their talents and full potentials in the practice of their profession guided by the Christian tenets of honesty, service, dedication and a deep sense of moral responsibility;
- c. pursue advanced education, research and development, and other creative efforts in science and technology; and
- d. participate actively to address social, technical and business challenges vital to national progress and development.

BS IN ARCHITECTURE

Program Learning Outcomes

Graduates of the BS Architecture program are expected to:

- a. pursue continuing professional development in the field of architecture;
- b. communicate effectively in oral and written mediums both in English and Filipino;
- c. work effectively and independently in multi-disciplinary and multi-cultural teams;
- d. recognize professional, social, and ethical responsibility;
- e. create architectural solutions and ecologically responsible designs using knowledge in history, theory, planning, building technology and utilities, structural concepts, professional practice and principles of sustainability;
- f. use concepts and principles from specialized fields and allied disciplines into various architectural problems;
- g. prepare contract documents, technical reports and other legal documents used in architectural practice adhering to applicable laws, standards and regulations;
- h. apply relevant laws, codes, charters, and standards of architecture and the built environment;
- i. apply research methods to address architectural problems;
- j. use various information and communication technology media for architectural solutions, presentation and techniques in design and construction;
- k. acquire entrepreneurial and business acumen relevant to architectural practice;
- l. manage construction works, building administration, and other architectural allied services;
- m. participate in the generation of new knowledge and development projects; and
- n. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BS IN CHEMICAL ENGINEERING

Program Learning Outcomes

Graduates of the BS in Chemical Engineering program are expected to:

- a. apply knowledge of mathematics, natural science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems;



- b. conduct investigations of complex engineering problems using research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions;
- c. design solutions for complex engineering problems and design systems, components or processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal, and environmental considerations;
- d. function effectively as an individual and as a member or leader in diverse teams and in multi-disciplinary settings;
- e. compose substantiated conclusions after the analysis of complex engineering problems using first principles of mathematics, natural sciences, and engineering sciences to identify, formulate, and research relevant literature;
- f. apply ethical principles and commit to professional ethics and responsibilities and norms of engineering practice;
- g. communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions;
- h. evaluate the sustainability and impact of professional engineering work in the solution of complex engineering problems in societal and environmental context;
- i. recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change;
- j. apply reasoning informed by contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to professional engineering practice and solutions to complex engineering problems;
- k. create appropriate techniques, resources, and modern engineering and IT tools, including prediction and modeling, to complex engineering problems with an understanding of the limitations;
- l. apply knowledge and understanding of engineering management principles and economic decision-making to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments; and
- m. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BS IN CIVIL ENGINEERING

Program Learning Outcomes

Graduates of the BS in Civil Engineering program are expected to:

- a. apply knowledge of mathematics, natural science, engineering fundamentals and an engineering specialization to the solution of complex engineering problems;
- b. conduct investigations of complex engineering problems using research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions;
- c. design solutions for complex engineering problems and design systems, components or processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal, and environmental considerations;
- d. function effectively as an individual, and as a member or leader in diverse teams and in multi-disciplinary settings;
- e. compose substantiated conclusions after the analysis of complex engineering problems using first principles of mathematics, natural sciences, and engineering sciences to identify, formulate, and research relevant literature;
- f. apply ethical principles and commit to professional ethics and responsibilities and norms of engineering practice;
- g. communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions;
- h. evaluate the sustainability and impact of professional engineering work in the solution of complex engineering problems in societal and environmental context;



- i. demonstrate the ability to engage in independent and life-long learning in the broadest context of technological change;
- j. apply reasoning informed by contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to professional engineering practice and solutions to complex engineering problems;
- k. create appropriate techniques, resources, and modern engineering and IT tools, including prediction and modeling, to complex engineering problems with an understanding of the limitations;
- l. apply knowledge and understanding of engineering management principles and economic decision-making to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments;
- m. demonstrate competence in at least one specialized field of Civil Engineering Practice; and
- n. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BS IN ELECTRICAL ENGINEERING

Program Learning Outcomes

Graduates of the BS in Electrical Engineering program are expected to:

- a. apply knowledge of mathematics, natural science, engineering fundamentals and an engineering specialization to the solution of complex engineering problems;
- b. conduct investigations of complex engineering problems using research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions;
- c. design solutions for complex engineering problems and design systems, components or processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal, and environmental considerations;
- d. function effectively as an individual, and as a member or leader in diverse teams and in multi-disciplinary settings;
- e. compose substantiated conclusions after the analysis of complex engineering problems using first principles of mathematics, natural sciences, and engineering sciences to identify, formulate, and research relevant literature;
- f. apply ethical principles and commit to professional ethics and responsibilities and norms of engineering practice;
- g. communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions;
- h. evaluate the sustainability and impact of professional engineering work in the solution of complex engineering problems in societal and environmental context;
- i. demonstrate the ability to engage in independent and life-long learning in the broadest context of technological change;
- j. apply reasoning informed by contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to professional engineering practice and solutions to complex engineering problems;
- k. apply appropriate techniques, resources, and modern engineering and IT tools, including prediction and modeling, to complex engineering problems with an understanding of the limitations;
- l. demonstrate knowledge and understanding of engineering management principles and economic decision-making and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments; and
- m. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.



BS IN ELECTRONICS ENGINEERING

Program Learning Outcomes

Graduates of the BS in Electronics Engineering program are expected to:

- a. apply knowledge of mathematics, natural science, engineering fundamentals and an engineering specialization to the solution of complex engineering problems;
- b. conduct investigations of complex engineering problems using research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions;
- c. design solutions for complex engineering problems and design systems, components or processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal, and environmental considerations;
- d. function effectively as an individual, and as a member or leader in diverse teams and in multi-disciplinary settings;
- e. compose substantiated conclusions after the analysis of complex engineering problems using first principles of mathematics, natural sciences, and engineering sciences to identify, formulate, and research relevant literature;
- f. apply ethical principles and commit to professional ethics and responsibilities and norms of engineering practice;
- g. communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions;
- h. evaluate the sustainability and impact of professional engineering work in the solution of complex engineering problems in societal and environmental context;
- i. demonstrate the ability to engage in independent and life-long learning in the broadest context of technological change;
- j. apply reasoning informed by contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to professional engineering practice and solutions to complex engineering problems;
- k. create appropriate techniques, resources, and modern engineering and IT tools, including prediction and modeling, to complex engineering problems with an understanding of the limitations;
- l. apply knowledge and understanding of engineering management principles and economic decision-making to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments;
- m. use concepts from an engineering specialization in solving complex Electronics Engineering problems; and
- n. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BS IN GEODETIC ENGINEERING

Program Learning Outcomes

Graduates of the BS in Geodetic Engineering program are expected to:

- a. apply knowledge of mathematics, natural science, engineering fundamentals and an engineering specialization to the solution of complex engineering problems;
- b. conduct investigations of complex engineering problems using research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions;
- c. design solutions for complex engineering problems and design systems, components or processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal, and environmental considerations;
- d. function effectively as an individual, and as a member or leader in diverse teams and in multi-disciplinary settings;
- e. compose substantiated conclusions after the analysis of complex engineering problems using first principles of mathematics, natural sciences, and engineering sciences to identify, formulate, and research relevant literature;
- f. apply ethical principles and commit to professional ethics and responsibilities and norms of engineering practice;



- g. communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions;
- h. evaluate the sustainability and impact of professional engineering work in the solution of complex engineering problems in societal and environmental context;
- i. demonstrate the ability to engage in independent and life-long learning in the broadest context of technological change;
- j. apply reasoning informed by contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to professional engineering practice and solutions to complex engineering problems;
- k. create appropriate techniques, resources, and modern engineering and IT tools, including prediction and modeling, to complex engineering problems with an understanding of the limitations;
- l. apply knowledge and understanding of engineering management principles and economic decision-making to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments;
- m. demonstrate competence in at least one focus area of geodetic engineering practice and apply such knowledge to provide solutions to actual problems; and
- n. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BS IN INDUSTRIAL ENGINEERING

Program Learning Outcomes

Graduates of the BS in Industrial Engineering program are expected to:

- a. apply knowledge of mathematics, natural science, engineering fundamentals and an engineering specialization to the solution of complex engineering problems;
- b. conduct investigations of complex engineering problems using research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions;
- c. design solutions for complex engineering problems and design systems, components or processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal, and environmental considerations;
- d. function effectively as an individual, and as a member or leader in diverse teams and in multi-disciplinary settings;
- e. compose substantiated conclusions after the analysis of complex engineering problems using first principles of mathematics, natural sciences, and engineering sciences to identify, formulate, and research relevant literature;
- f. apply ethical principles and commit to professional ethics and responsibilities and norms of engineering practice;
- g. communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions;
- h. evaluate the sustainability and impact of professional engineering work in the solution of complex engineering problems in societal and environmental context;
- i. demonstrate the ability to engage in independent and life-long learning in the broadest context of technological change;
- j. apply reasoning informed by contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to professional engineering practice and solutions to complex engineering problems;
- k. create appropriate techniques, resources, and modern engineering and IT tools, including prediction and modeling, to complex engineering problems with an understanding of the limitations;
- l. apply knowledge and understanding of engineering management principles and economic decision-making to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments;
- m. improve integrated systems include people, materials, information, equipment, and energy; and



- n. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BS IN MECHANICAL ENGINEERING

Program Learning Outcomes

Graduates of the BS in Mechanical Engineering program are expected to:

- a. apply knowledge of mathematics, natural science, engineering fundamentals and an engineering specialization to the solution of complex engineering problems;
- b. conduct investigations of complex engineering problems using research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions;
- c. design solutions for complex engineering problems and design systems, components or processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal, and environmental considerations; and
- d. function effectively as an individual, and as a member or leader in diverse teams and in multi-disciplinary settings;
- e. compose substantiated conclusions after the analysis of complex engineering problems using first principles of mathematics, natural sciences, and engineering sciences to identify, formulate, and research relevant literature;
- f. apply ethical principles and commit to professional ethics and responsibilities and norms of engineering practice;
- g. communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions;
- h. evaluate the sustainability and impact of professional engineering work in the solution of complex engineering problems in societal and environmental context;
- i. demonstrate the ability to engage in independent and life-long learning in the broadest context of technological change;
- j. apply reasoning informed by contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to professional engineering practice and solutions to complex engineering problems;
- k. create appropriate techniques, resources, and modern engineering and IT tools, including prediction and modeling, to complex engineering problems with an understanding of the limitations;
- l. apply knowledge and understanding of engineering management principles and economic decision-making to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments; and
- m. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BS IN MECHATRONICS ENGINEERING

Program Learning Outcomes

Graduates of the BS in Mechatronics Engineering program are expected to:

- a. apply knowledge of mathematics, natural science, engineering fundamentals and an engineering specialization to the solution of complex engineering problems;
- b. conduct investigations of complex engineering problems using research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions;
- c. design solutions for complex engineering problems and design systems, components or processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal, and environmental considerations; and
- d. function effectively as an individual, and as a member or leader in diverse teams and in multi-disciplinary settings;
- e. compose substantiated conclusions after the analysis of complex engineering problems using first principles of mathematics, natural sciences, and engineering sciences to identify, formulate, and research relevant literature;



- f. apply ethical principles and commit to professional ethics and responsibilities and norms of engineering practice;
- g. communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions;
- h. evaluate the sustainability and impact of professional engineering work in the solution of complex engineering problems in societal and environmental context;
- i. demonstrate the ability to engage in independent and life-long learning in the broadest context of technological change;
- j. apply reasoning informed by contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to professional engineering practice and solutions to complex engineering problems;
- k. create appropriate techniques, resources, and modern engineering and IT tools, including prediction and modeling, to complex engineering problems with an understanding of the limitations;
- l. apply knowledge and understanding of engineering management principles and economic decision-making to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments; and
- m. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BS IN MINING ENGINEERING

Program Learning Outcomes

Graduates of the BS in Mining Engineering program are expected to:

- a. apply knowledge of mathematics, natural science, engineering fundamentals and an engineering specialization to the solution of complex engineering problems;
- b. conduct investigations of complex engineering problems using research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions;
- c. design solutions for complex engineering problems and design systems, components or processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal, and environmental considerations;
- d. function effectively as an individual, and as a member or leader in diverse teams and in multi-disciplinary settings;
- e. compose substantiated conclusions after the analysis of complex engineering problems using first principles of mathematics, natural sciences, and engineering sciences to identify, formulate, and research relevant literature;
- f. apply ethical principles and commit to professional ethics and responsibilities and norms of engineering practice;
- g. communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions;
- h. evaluate the sustainability and impact of professional engineering work in the solution of complex engineering problems in societal and environmental context;
- i. demonstrate the ability to engage in independent and life-long learning in the broadest context of technological change;
- j. apply reasoning informed by contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to professional engineering practice and solutions to complex engineering problems;
- k. create appropriate techniques, resources, and modern engineering and IT tools, including prediction and modeling, to complex engineering problems with an understanding of the limitations;
- l. apply knowledge and understanding of engineering management principles and economic decision-making to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments; and



- m. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

SCHOOL OF NURSING, ALLIED HEALTH, BIOLOGICAL, AND SOCIAL SCIENCES

BS IN BIOLOGY

Program Educational Objectives

Three to five years after graduation, graduates of BS Biology Program are expected to:

- a. uphold the dignity of all life forms exemplifying Christian values in the practice of their profession;
- b. apply the methods and techniques of research using native resources to achieve sustainable development goals with emphasis on environmental, health, and socio-economic issues;
- c. exhibit the fundamental knowledge and skills for Biology-related careers, post-graduate studies, and medical school; and
- d. participate actively in community activities with commitment, dedication, and concern for others.

Program Learning Outcomes

Graduates of the BS Biology program are expected to:

- a. demonstrate in-depth knowledge of fundamental biological concepts and skills needed in the conduct of research, in teaching, in biology-based industries and in further studies like medicine and graduate programs;
- b. apply basic mathematical and statistical computations and use of appropriate technologies in the analysis of biological and data (SDG 3, SDG 4, SDG 13);
- c. use the latest research developments in the specific field of practice to achieve the selected sustainable development goals;
- d. communicate effectively biological knowledge using both English and Filipino languages in oral and written forms;
- e. work effectively and independently in multi-disciplinary and multi-cultural teams;
- f. promote Filipino historical and cultural heritage through biological research research and applications to achieve Sustainable cities and communities (SDG 11);
- g. exhibit professional, social, and ethical responsibility, especially in practicing intellectual property rights;
- h. participate in the conservation, protection, and sustainability of our finite natural resources; and
- i. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BS IN MEDICAL LABORATORY SCIENCE

Program Educational Objectives

Three to five years after graduations, graduates of BS Medical Laboratory Science are expected to:

- a. practice the values of true Christian living founded on the Code of Ethics for Medical Technologists;
- b. engage in necessary scholastic and technical activities for the pursuit of health and scientific research;
- c. demonstrate technical competence in the performance of clinical laboratory procedures needed in the proper diagnosis, treatment, prognosis, and prevention of diseases; and
- d. demonstrate leadership and social responsibility in the alleviation of individual and community health problems through the provision of quality laboratory services.

Program Learning Outcomes

Graduates of the BS in Medical Laboratory Science program are expected to:

- a. integrate knowledge of physical, social, natural, chemical, humanities, and health sciences in providing quality service in the practice of Medical Laboratory Science;
- b. communicate effectively orally and in writing using English and Filipino with cultural sensitivity when interacting with peers, students, patients, and other health care professionals;
- c. demonstrate technical competence (safe, appropriate, and accurate testing) in the performance of laboratory tests to aid in the diagnosis, treatment, and management of diseases;



- d. engage in Medical Laboratory Science related collaborative and innovative researches, extensions, and outreach programs that promote community health;
- e. practice analytical and critical thinking skills in making sound judgment in dealing with implausible laboratory results and take appropriate actions;
- f. demonstrate dedication and commitment as well as management skills in the laboratory operation to deliver quality laboratory services;
- g. engage in lifelong learning for professional advancement to be globally and technologically competent;
- h. work effectively and independently in multi-disciplinary and multi-cultural teams while preserving and promoting Filipino historical-cultural heritage;
- i. demonstrate professional, social and ethical responsibility for the protection and preservation of their environment through the practice of proper biosafety and waste management;
- j. practice the principles of professional and social accountability (relevance, equality, equity, quality, and cost effectiveness) in the delivery of health care to patients, families, and communities;
- k. apply the latest developments in Medical Laboratory Science ethically to all patients in general; and
- l. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BS IN NURSING

Program Educational Objectives

Three to five years after graduation, graduates of BS Nursing Program are expected to:

- a. demonstrate excellent technical knowledge and competency for a successful career in nursing, well versed in informatics and in the conception, design, implementation and evaluation of therapeutic Evidence-based interventions to continually improve safe and quality patient care;
- b. practice entrepreneurial skills in the local and global contexts of nursing education, management, research, and academe considering current and future issues that beset the work environment and its clientele;
- c. participate effectively in nursing discipline through effective communication, collaboration, inter-/intra-personal management skills incorporating Christian spirit and their Louisiana values; and
- d. demonstrate social responsibility to alleviate individual and community health problems through the application of sound decision-making based on professional nursing standards.

Program Learning Outcomes

Graduates of the BS in Nursing program are expected to:

- a. integrate knowledge on physical, social, and natural health sciences and humanities in the practice of nursing;
- b. apply guidelines and principles of evidence-based practice in the delivery of care;
- c. perform safe, appropriate, humanistic, and holistic care to individuals, families, population groups and community utilizing the nursing process;
- d. communicate effectively in speaking, writing, and presenting using culturally-appropriate language;
- e. report and document client care accurately and comprehensively;
- f. practice beginning management and leadership skills in the delivery of client care;
- g. participate in the generation of new knowledge and development projects;
- h. utilize techno-intelligent care systems and processes in health care delivery;
- i. develop entrepreneurial skills in delivering health care;
- j. practice nursing in accordance with existing laws, legal, ethical, and moral principles;
- k. work effectively in collaboration with inter-, intra-, and multi-disciplinary and multi-cultural teams;
- l. engage in lifelong learning with a passion to keep current with national and global development, as well as, nursing and health developments;
- m. demonstrate responsible citizenship and pride in being a Filipino Louisiana Nurse;
- n. adopt the nursing care values in the practice of the profession; and



- o. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BS IN PHARMACY

Program Educational Objectives

Three to five years after graduation, graduates of BS Pharmacy Program are expected to:

- a. demonstrate identity as a Louisiana pharmacist imbued with Christian values and moral principles necessary to solve problems in working with a broad range of people cognizant of the determinants of health;
- b. demonstrate creativity and critical thinking through research that would generate new knowledge and insights in pharmacy;
- c. apply knowledge from foundational sciences to evaluate scientific literature, drug action, therapeutic problems, population health, and patient-centered care; and
- d. share knowledge and skills as professional pharmacists to respond to the needs of the local, regional, national, and international communities.

Program Learning Outcomes

Graduates of the BS in Pharmacy program are expected to:

- a. apply the latest developments in the specific field of practice;
- b. participate in the generation, dissemination, and utilization of new knowledge and developmental projects;
- c. communicate effectively orally and in writing using both English and Filipino;
- d. work effectively and independently in multi-disciplinary and multi-cultural teams;
- e. act in accordance to professional, social, and ethical responsibility;
- f. preserve and promote “Filipino historical and cultural heritage”;
- g. integrate knowledge & skills of mathematics, physical, social, natural and health sciences, humanities, environmental, information technology & other advanced technologies in pharmacy practice;
- h. apply suitable guidelines, principles and techniques of evidence-based practice in the delivery of pharmaceutical care;
- i. perform safe, appropriate, humanistic and holistic care to individuals, families, population groups and community utilizing the pharmaceutical care process;
- j. practice efficiently and effectively key responsibilities (managerial & entrepreneurial skills) in any organization integrating patient safety;
- k. engage in lifelong learning with a passion to keep current with national and global developments, as well as, pharmacy and health developments; and
- l. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BS IN RADIOLOGIC TECHNOLOGY

Program Educational Objectives

Three to five years after graduation, graduates of BS Radiologic Program are expected to:

- a. demonstrate empathy, sympathy and compassion in the handling and care of patients through awareness of possible risks involved in medical imaging and develop concern in the correct handling of medical imaging equipment;
- b. perform creatively radiographic and radiological procedures with available resources and regardless of the patient's condition to promote good health and well-being;
- c. exhibit thorough knowledge and skills in the art and science of the various medical imaging and therapeutic systems through continuing quality education; and
- d. participate in community involvement projects and conduct of research in the field of Radiologic Technology.

Program Learning Objectives

Graduates of the BS in Radiologic Technology program are expected to:

- a. apply knowledge of physical, social, natural, chemical, humanities and health sciences in the practice of Radiologic Technology;



- b. compare the varied radiologic imaging and therapeutic modalities based on their purpose, mechanism of image production, advantages and limitations;
- c. demonstrate technical skills based on scientific knowledge to assure compassionate patient care and comfort, aid accurate diagnosis and proper treatment;
- d. utilize inclusive communication skills in Filipino and English to promote professionalism, social justice and equity among colleagues, patients and other professionals;
- e. employ radiation, MRI protocol safety and discharge of informed consent and protection measures fundamental to each field of specialization in radiologic technology to promote social accountability;
- f. determine measures to maximize imaging and therapeutic machine life, personnel satisfaction and departmental welfare;
- g. participate in transformative knowledge and research activities that will promote professional life-long learning, interprofessional education, as well as societal change;
- h. practice the profession in accordance with existing laws, legal, ethical and moral principles;
- i. adapt to the different patient-care situations encountered during clinical education training to be able to employ the most appropriate technical skill, best patient care and proper work attitude;
- j. combine higher order thinking skills and Christian values when dealing with beginning leadership / managerial / and entrepreneurial situations encountered in the department;
- k. advocate love of country and service to the Filipino people here and abroad; and
- l. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

SCHOOL OF TEACHER EDUCATION AND LIBERAL ARTS

BA IN COMMUNICATION

Program Educational Objectives

Three to five years after graduations, graduates of BA Communication are expected to:

- a. serve as professional media practitioners imbued with Christian Spirit cognizant of the dignity of humanity and all creations;
- b. demonstrate relevant and responsive communication knowledge and skills that foster creativity, critical thinking, and scholarly research needed for national and international development;
- c. exhibit excellence in the theory and practice of communication applicable in various professions and contexts, with focus on the media professions; and
- d. advocate the promotion of cultural heritage, social justice and nationalism, and community-based programs to improve quality of life.

Program Learning Outcomes

Graduates of the BA in Communication program are expected to:

- a. apply communication theories/ models, principles, practices, and tools in communicating through different media platforms and formats;
- b. exhibit mastery in manipulating media equipment and devices and in developing communication/ media plan and communication materials in different formats and platforms;
- c. construct effective spoken and written discourses in English or in Filipino using the Mass Communication registers ;
- d. demonstrate skills and ethics in communication management, leadership and entrepreneurship in media-related contexts;
- e. demonstrate a development orientation in conducting communication and media research and in communication work ;
- f. apply the latest developments in the communication and media profession;
- g. participate in the generation, dissemination, and utilization of new knowledge and developmental projects;
- h. work effectively and independently in multidisciplinary and multicultural teams;
- i. adhere to professional, social, and ethical standards in accessing, organizing, and utilizing information and in practicing rights and responsibilities and accountabilities in the communication profession;
- j. promote Filipino culture and values through mass communication materials and activities;



- k. engage in lifelong learning and understanding of the need to keep abreast of the developments in the specific field of practice; and
- l. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BA PHILOSOPHY

Program Educational Objectives

Three to five years after graduations, graduates of BA Philosophy Program are expected to:

- a. apply their talents and full potential in the practice of their respective professions guided by the Christian virtues of integrity, dedication and a deep sense of ethical responsibility;
- b. demonstrate relevant and responsive knowledge and skills that foster creativity, critical thinking and scholarly research which are philosophically well-informed, open to other frameworks, critically aware, culturally sensitive to other concepts, and apply philosophy in other domains of knowledge needed for a globalizing world;
- c. exhibit excellence in philosophical, technological, pedagogical and aesthetic generation of new knowledge in diverse intercultural contexts; and
- d. promote inclusive social change that fosters preferential options for the poor, non-Christians, the marginalized sectors in the society, and care for the environment.

Program Learning Outcomes

Graduates of the BA in Philosophy program are expected to:

- a. apply integrative knowledge of the latest development in philosophy in professional practice;
- b. employ multi-perspective philosophical theories in the analysis and interpretation of text, context, and peoples in the Philippines and in multicultural settings;
- c. demonstrate critical thinking, cogent argumentation, and research skill in the philosophical and interdisciplinary field geared towards life-long learning;
- d. evaluate judiciously the essence of philosophical learning of the True, Good and the Beautiful;
- e. communicate effectively in oral and writing modes using Filipino, English and culturally appropriate language/s;
- f. work effectively and independently in multi-disciplinary and multi-cultural teams;
- g. collaborate in the generation of new knowledge and development projects;
- h. employ philosophical and development precepts and approaches towards the promotion of peace and cultural diversity and interfaith dialogues informed by the Catholic Social Teachings;
- i. act in recognition of professional, social and ethical responsibility;
- j. practice open mindedness, collaborative and inclusive attitude in professional and in interpersonal relations;
- k. promote the Filipino historical and diverse cultural heritage; and
- l. exhibit CICM missionary character for social justice, preferential option for the poor, the non-Christians, the marginalized sectors in the society, and the care for the environment.

BA POLITICAL SCIENCE

Program Educational Objectives

Three to five years after graduations, graduates of BA Political Science Program are expected to:

- a. practice professionalism, social responsibility, and sound and ethical leadership in the fields of education, research, government and foreign service, social development, political and policy analysis, public information and legal work, and other related fields;
- b. conduct original research critical to political and policy problems to formulate policy options based from the changes in patterns of political behavior, ideas and structures in local and global contexts ;
- c. embody the distinctiveness of the discipline, its fundamentals, subfields, theories and methods; and
- d. participate as a civically engaged member of the society based on appropriate analysis of current issues, insights, and problems of the historical and contemporary developments in the national and global contexts.



Program Learning Outcomes

Graduates of the BS in Political Science program are expected to:

- a. exhibit critical thinking on the major theories, concepts and political insights in their pursuit of political or legal career, government service or teaching profession;
- b. appraise the distinctiveness of the field study and its sub-domain;
- c. design research inquiries using appropriate methods guided by theories and conceptual framework from the existing modern political and social research;
- d. express sound opinion and argument based on political principles and hypotheses thru written, visual and oral presentation skills using both English and Filipino;
- e. respond to current issues and problems based on a substantive understanding of historical and contemporary developments; developmental projects, sound policies on good governance in national and global context
- f. study effectively and independently in multi-disciplinary and multi-cultural teams in the eventual acquisition of the mutual good
- g. act in accordance with professional, social and ethical responsibility while demonstrating sound leadership with Christian Spirit in the fields of education, research, government and foreign service, social development, political and policy analysis, public information, legal work and other related fields; and
- h. practice Christian values in their personal and professional endeavors as Louisians in the service of CICM mission.

BS IN PSYCHOLOGY

Program Educational Objectives

Three to five years after graduation, graduates of the BS Psychology Program are expected to:

- a. apply professional knowledge and skills in evidence-based psychological practice, under the supervision of a licensed Psychology Professional as necessary, in educational, clinical and industrial-organizational settings;
- b. practice Christian Spirit values, empathic understanding, and compassionate caring while being guided by professional ethics in the delivery of psychological services in the educational, clinical and industrial-organizational settings;
- c. participate in pursuing creative, novel ideas by utilizing decision-making and critical thinking skills using a variety of resources and digital tools in the Psychology practice; and
- d. demonstrate responsive skills and social responsibility while providing or assisting in psychological assessment and interventions, or implementing mental health programs with due regard for the dignity and inherent worth of all human beings.

Program Learning Outcomes

Graduates of the BS in Psychology Program are expected to:

- a. engage in lifelong learning to keep abreast of the developments and trends in the practice of Psychology;
- b. integrate scientific reasoning to interpret psychological phenomena;
- c. examine arguments about established principles in psychology by evaluating and interpreting evidence-based studies from a variety of perspectives;
- d. evaluate biological, psychological, and social foundations of typical and atypical behavior and mental processes;
- e. demonstrate critical thinking to evaluate theories, principles, concepts, and skills in psychology;
- f. demonstrate effective communication skills, orally and in writing in English and Filipino, to convey research findings, psychological concerns and issues;
- g. use appropriate research methods in the design, data analysis and interpretation of psychological research that will contribute to knowledge-building;
- h. appraise the established principles in psychology through an understanding of socio-cultural diversity and societal inequality in the inquiry and analysis of psychological issues;
- i. apply psychological theories, principles, concepts and skills in the context of psychological assessment, psychological programs, and psychological interventions as a way of addressing the clients' issues, both personal and social;
- j. exhibit social understanding and interpersonal competence essential for the appropriate and ethical delivery of psychological service;



- k. apply professional, social and ethical responsibility in the use of psychological theories and methods;
- l. apply principles in Psychology in one's personal development and professional practice by integrating the knowledge gained about the Filipino cultural heritage;
- m. demonstrate adequate self-awareness that allows for accurate and objective psychological evaluation to work effectively and independently in multidisciplinary and multicultural teams;
- n. practice one's capability for self-reflection and independent learning in the graduate education of Psychology and/or in the professional practice of Psychology; and
- o. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BS IN SOCIAL WORK

Program Educational Objectives

Three to five years after graduation, graduates of BS Social Work program are expected to:

- a. model social work profession in the recognition, acceptance, respect, and valuing of human diversity, meaningful inclusion, and social equity through strong Christian faith and missionary spirit, moral character, honesty, and professional integrity;
- b. pursue advanced social work education, social work research and development, and other professional engagements and creative efforts in the advancement of human rights, social, economic, and environmental justice, and social cooperation and participation leading to the realization of national and global solidarity;
- c. demonstrate solid competence in the analysis, evaluation, and resolution of a wide variety of social ills confronting human diversity using social work frameworks(such as casework, group work, and community organizing) grounded on critical thinking and professional judgment, core values and ethical standards, social work research, and other knowledge base of the social work profession;
- d. advocate for the rights of the vulnerable, marginalized, and voiceless sectors of society by building positive human relationships, resource mobilization, appropriate and effective delivery of accessible programs and social services;

Program Learning Outcomes

Graduates of the BS Social Work program are expected to:

- a. evaluate the impacts of global and national socio-cultural inadequacies, discrimination, and oppression on quality of life;
- b. appraise social welfare policies, programs, and services of the locality, country, and/or region in terms of relevance, responsiveness, accessibility and availability to target populations;
- c. demonstrate critical self-reflective practice for personal and professional growth;
- d. demonstrate knowledge of the latest developments in Social Work, skills, and attitudes in engaging in generalist helping process for therapeutic, protective, preventive and transformative purposes;
- e. apply knowledge of human behavior and social environment with emphasis on the person-in-situation dynamic for social work assessment and intervention;
- f. produce a portfolio of recordings, case studies, and other social work documentations to reflect the quality and progress of practice;
- g. engage in advocacy work to promote socio-economic and cultural rights and well-being;
- h. generate resources for networking and partnership development;
- i. engage in social work practices that promote diversity and difference in client systems;
- j. communicate effectively orally and in writing using both English and Filipino;
- k. conduct oneself in accordance to social work values and social and ethical principles;
- l. work effectively and independently in multi-disciplinary and multi-cultural teams;
- m. promote “Filipino and cultural heritage”; and



- n. practice Christian values in the personal and professional endeavors as Louisians in the service of CICM

BACHELOR OF ELEMENTARY EDUCATION

Program Educational Objectives

Three to five years after graduation, graduates of Bachelor of Elementary Education are expected to:

- a. serve as in-service teachers imbued with a Christian philosophy of education, cognizant of the dignity of all learners;
- b. demonstrate relevant and responsive knowledge and skills that foster creativity, critical thinking and scholarly research needed for national and international development;
- c. exhibit excellence in technological, pedagogical, content knowledge (TPACK) in facilitating the teaching-learning process of their respective courses; and
- d. share willingly their expertise as professional teachers to respond to the needs of the local, regional, national, and international communities.

Program Learning Outcomes

Graduates of the Bachelor of Elementary Education program are expected to:

- a. apply the latest developments in the specific field of practice;
- b. participate in the generation, dissemination, and utilization of new knowledge and developmental projects;
- c. communicate effectively orally and in writing using both English and Filipino;
- d. work effectively and independently in multi-disciplinary and multi-cultural teams;
- e. act in accordance to professional, social, and ethical responsibility;
- f. promote “Filipino historical and cultural heritage”;
- g. demonstrate high level literacy, communication, numeracy, critical thinking, learning skills;
- h. facilitate learning in the secondary education level guided by principles and methods of facilitating learning;
- i. integrate meaningfully and comprehensively the knowledge of the subject matter to real life situations of learners;
- j. apply a wide range of teaching and facilitating process skills including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches;
- k. innovate on effective alternative teaching and learning approaches, methodologies, and strategies to improve student learning;
- l. facilitate meaningful learning of diverse types of learners, in diverse types of learning environments, using a wide range of teaching knowledge and skills;
- m. collaborate with colleagues and other experts in their own fields for continuous professional development and a better fulfillment of their mission as teachers;
- n. create an inclusive learning friendly environment that promotes the potential of all learners; and
- o. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

BACHELOR OF SECONDARY EDUCATION

Program Educational Objectives

Three to five years after graduation, graduates of Bachelor of Secondary Education are expected to:

- a. serve as in-service teachers imbued with a Christian philosophy of education, cognizant of the dignity of all learners;
- b. demonstrate relevant and responsive knowledge and skills that foster creativity, critical thinking and scholarly research needed for national and international development;
- c. exhibit excellence in technological, pedagogical, content knowledge (TPACK) in facilitating the teaching-learning process of their respective courses; and
- d. share willingly their expertise as professional teachers to respond to the needs of the local, regional, national, and international communities.



Program Learning Outcomes

Graduates of the Bachelor of Secondary Education program are expected to:

- a. apply the latest developments in the specific field of practice;
- b. participate in the generation, dissemination, and utilization of new knowledge and developmental projects;
- c. communicate effectively orally and in writing using both English and Filipino;
- d. work effectively and independently in multi-disciplinary and multi-cultural teams;
- e. act in accordance to professional, social, and ethical responsibility;
- f. promote “Filipino historical and cultural heritage”;
- g. demonstrate high level literacy, communication, numeracy, critical thinking, learning skills;
- h. facilitate learning in the secondary education level guided by principles and methods of facilitating learning;
- i. integrate meaningfully and comprehensively the knowledge of the subject matter to real life situations of learners;
- j. apply a wide range of teaching and facilitating process skills including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches;
- k. innovate on effective alternative teaching and learning approaches, methodologies, and strategies to improve student learning;
- l. facilitate meaningful learning of diverse types of learners, in diverse types of learning environments, using a wide range of teaching knowledge and skills;
- m. collaborate with colleagues and other experts in their own fields for continuous professional development and a better fulfillment of their mission as teachers;
- n. create an inclusive learning friendly environment that promotes the potential of all learners; and
- o. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

POST-GRADUATE AND GRADUATE PROGRAMS

SCHOOL OF MEDICINE

DOCTOR OF MEDICINE

Program Educational Objectives

Three to five years after graduation, graduates of Doctor of Medicine are expected to:

- a. pursue general private medical practice as a primary care physician;
- b. pursue any of the following careers with additional training: clinical specialist, researcher, health professions teacher, health administrator, health information manager, health economist, or health policy maker;
- c. promote moral and spiritual values and ethical behavior essential to the practice of medicine, to include love of God and country, social responsibility, caring, compassion, integrity, honesty, and Christian Spirit;
- d. conduct relevant research on health-related problems to create ways and means on how to operate as a self-reliant physician who pursues long-term growth and development;
- e. demonstrate comprehensive knowledge, skills, attitudes, and awareness of contemporary social issues oriented to the health and medical needs of the Filipino people in general and of the Cordilleras in particular; and
- f. contribute to national development through involvement in various programs of the country's health system.

Program Learning Outcomes

Graduates of the Doctor of Medicine program are expected to:

- a. demonstrate clinical competence in the management of conditions of patients in various settings;
- b. communicate effectively in written and oral forms across a wide range of audiences, venues and media in a manner that can be easily understood;
- c. engage in self-directed learning and also health-related research activities;
- d. utilize current research evidence in decision making as a medical practitioner, educator and researcher;



- e. apply the system-based approach to health care by networking with relevant partners in solving general health problems;
- f. practice the principles of social accountability (relevance, equity, quality and cost effectiveness) in the delivery of healthcare to patients, families and communities;
- g. adhere to national and international codes of ethical and legal standards that govern the medical profession;
- h. initiate planning, organizing, implementation and evaluation of health programs and facilities;
- i. provide leadership, clear direction and motivation to the healthcare team and community;
- j. collaborate within inter-professional teams in managing patients and projects;
- k. update oneself through a variety of avenues for personal and professional growth; and
- l. practice Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

SCHOOL OF ADVANCED STUDIES

ACCOUNTANCY, BUSINESS, AND MANAGEMENT

MASTER OF SCIENCE IN ACCOUNTANCY

Program Educational Objectives

Three to five years after graduation, graduates of the MS in Accountancy Program are expected to:

- a. exhibit in-depth and relevant knowledge and skills of accountancy in the workplace by seeking professional advancement;
- b. model Christian values and uphold professional ethics in the conduct of accounting work;
- c. generate innovative ideas through critical thinking to enhance the practice of accounting across various settings; and
- d. engage in collaborative work that supports various stakeholders and the general public, serving the accounting-related needs of organizations and communities.

Program Learning Outcomes

Graduates of the Master of Science in Accountancy program are expected to:

- a. participate in the generation, replication, verification, validation, contextualization, and/or application of theoretical knowledge about the various aspects of business management and development in the field of accountancy;
- b. assess the business environment and industry structure using various theoretical or conceptual frameworks;
- c. apply the latest developments in business management in the accounting profession;
- d. apply the appropriate technologies in capturing financial and non-financial information, generating reports and making decisions;
- e. demonstrate leadership and management skills in the effective and efficient formulation, implementation, and evaluation of accounting plans in multi-disciplinary and multi-cultural teams;
- f. practice professionalism, good corporate citizenship, ethics, social responsibility and manifest inclusiveness in all aspects of the accountancy profession;
- g. communicate effectively, orally or in writing, in both English and Filipino using multimedia;
- h. develop continually and holistically one's personality and competencies as a Filipino Louisian accountant to keep abreast with local and global developments; and
- i. model Christian values in their professional endeavors as Louisians in the service of the CICM mission.

MASTER IN BUSINESS ADMINISTRATION

Program Educational Objectives

Three to five years after graduation, graduates of the Master in Business Administration Program are expected to:

- a. exhibit in-depth and relevant knowledge and skills in the workplace by seeking professional advancement;
- b. model Christian values and uphold professional ethics in work settings;
- c. apply creative skills and critical thinking to arrive at innovative ideas that enhance work outcomes; and



- d. engage in collaborative work that supports various stakeholders and the general public, serving the needs of organizations and communities.

Program Learning Outcomes

Graduates of the Master in Business Administration Program are expected to:

- a. participate in the generation, replication, verification, validation, contextualization, and/or application of theoretical knowledge about business management and development aspects;
- b. apply the latest developments in business management;
- c. assess the business environment and industry structure using various theoretical or conceptual frameworks;
- d. apply the appropriate technologies in decision-making and in solving business problems in both national and international environments;
- e. analyze courses of action or possible solutions to an existing business management challenge or issue based on professionalism and good governance;
- f. recommend integrated strategic, functional, and operational plan for business value creation in a sustainable socially responsible and ethical manner considering the needs of the community and national development;
- g. develop new ideas, processes, and systems for a business entity;
- h. demonstrate leadership and management skills in effectively formulating, implementing, and evaluating action plans in multi-disciplinary and multi-cultural teams;
- i. effectively communicate, orally or in writing, in both English and Filipino using multimedia;
- j. promote Filipino historical and cultural heritage; and
- k. model Christian values in their professional endeavors as Louisians in the service of the CICM mission.

MASTER OF SCIENCE IN BUSINESS ADMINISTRATION

Program Educational Objectives

Three to five years after graduation, graduates of the MS in Business Administration Program are expected to:

- a. exhibit in-depth and relevant knowledge and skills in the workplace by seeking professional advancement;
- b. model Christian values and uphold professional ethics in business-related work settings;
- c. apply creative skills and critical thinking to arrive at innovative ideas that enhance work outcomes; and
- d. engage in collaborative work that supports various stakeholders and the general public, serving the needs of organizations and communities.

Program Learning Outcomes

Graduates of the MS Business Administration Program are expected to:

- a. participate in the generation, replication, verification, validation, contextualization, and/or application of theoretical knowledge about business management and development aspects;
- b. apply the latest developments in business management;
- c. assess the business environment and industry structure using various theoretical or conceptual frameworks;
- d. apply the appropriate technologies in decision-making and in solving business problems in both national and international environments;
- e. analyze courses of action or possible solutions to an existing business management challenge or issue based on professionalism and good governance;
- f. recommend integrated strategic, functional, and operational plan for business value creation in a sustainable socially responsible and ethical manner considering the needs of the community and national development;
- g. develop new ideas, processes, and systems for a business entity;
- h. demonstrate leadership and management skills in effectively formulating, implementing, and evaluating action plans in multi-disciplinary and multi-cultural teams;
- i. effectively communicate, orally or in writing, in both English and Filipino using multimedia;



- j. promote Filipino historical and cultural heritage; and
- k. practice Christian values in their professional endeavors as Louisians in the service of the CICM mission.

MASTER OF SCIENCE IN PUBLIC MANAGEMENT

Program Educational Objectives

Three to five years after graduation, graduates of the MS in Public Management Program are expected to:

- a. exhibit in-depth and relevant knowledge and skills of public management in the workplace by seeking professional advancement;
- b. model Christian values and uphold professional ethics in work settings;
- c. apply creative skills and critical thinking to arrive at innovative ideas that enhance work outcomes; and
- d. engage in collaborative work that supports various stakeholders and the general public, serving the needs of organizations and communities.

Program Learning Outcomes

Graduates of the MS in Public Management Program are expected to:

- a. participate in the generation, replication, verification, validation, contextualization, and/or application of theoretical knowledge about the various aspects of public management and development;
- b. apply the latest developments in public management;
- c. assess the general environment and industry structure in the light of public management using various theoretical or conceptual frameworks;
- d. apply the appropriate technologies in decision making and in solving public management problems in both national and international environments;
- e. analyze courses of action or possible solutions to an existing public management challenge or issue based on professionalism and good governance;
- f. recommend integrated strategic, functional, and operational plan for public sector value creation in a sustainable socially responsible and ethical manner considering the needs of the community and national development;
- g. develop new ideas, processes, and systems for a public-sector entity;
- h. demonstrate leadership and management skills in the effective and efficient formulation, implementation, and evaluation of action plans in multi-disciplinary and multi-cultural teams;
- i. effectively communicate, orally or in writing, in both English and Filipino using multimedia;
- j. promote Filipino historical, and cultural heritage; and
- k. practice Christian values in their professional endeavors as Louisians in the service of the CICM mission.

DOCTOR OF PHILOSOPHY IN MANAGEMENT

Program Educational Objectives

Three to five years after graduation, graduates of the Doctor of Philosophy in Management Program are expected to:

- a. contribute knowledge and expertise in the advancement of the Management field in terms of theoretical frameworks and actual practice;
- b. generate self-directed research and creative works to advance lifelong learning in Management practice by targeting the sustainable developmental goals;
- c. model Christian values and ethical behavior in specialized or multi-disciplinary professional work in the field of management; and
- d. lead colleagues in the effective planning, implementation, and evaluation of programs, projects, and activities, applying management principles, in view of serving partner-communities or organizations and the community at-large.

Program Learning Outcomes

Graduates of the Doctor of Philosophy in Management Program are expected to:

- a. contribute to the evolution of classical and contemporary management philosophies;
- b. adapt existing philosophies to generate and build new management theories;
- c. master the analytical and methodological skills required to evaluate and conduct research in their area of specialization and related areas;



- d. manifest extensive knowledge in research in the field of management philosophies leading to an ease in the research gaps;
- e. spearhead research fora and symposia in local, national, and international arena;
- f. design technology and other media in facilitating decisions that leads to competitive advantage;
- g. pursue lifelong learning by continuously improving and expanding not only their technical skills but also personal skills with increasing independence and responsibility;
- h. model inclusive management principles;
- i. manifest professional ethics in management and research;
- j. model principles of ethical decision-making;
- k. embody the core values of a Louisian; and
- l. model Christian Values in their personal and professional endeavors in the service of the CICM mission.

COMPUTING AND INFORMATION TECHNOLOGY

MASTER IN INFORMATION TECHNOLOGY

Program Educational Objectives

Three to five years after graduation, graduates of the Master in Information Technology Program are expected to:

- a. apply knowledge and skills in the work environment, utilizing current trends in information technology and adapting effectively to the fast-paced developments in the field;
- b. model Christian values in the practice of one's profession while working ethically and with integrity;
- c. generate innovative research works or projects that forward the sustainable development goals and contribute to the advancement of lifelong learning ; and
- d. collaborate with colleagues in formulating solutions to computing problems that impact one's immediate social milieu or the society at large by implementing emerging frameworks and technologies.

Program Learning Outcomes

Graduates of the Master in Information Technology Program are expected to:

- a. revise existing business processes of organizations by utilizing emerging technologies;
- b. recommend computer-based resource management solutions and information technology tools to business organization;
- c. develop solutions or architectures that address deficiencies and limitations in the operations of organizations;
- d. justify the use, storage, and processing of data with the adoption of appropriate information technologies by organizations;
- e. evaluate technical, and user requirements for IT solutions suitable for different problem domains;
- f. apply information technology-related management principles and concepts that are appropriate for business organizations;
- g. engage in lifelong learning for continuing professional growth;
- h. embody the core values of a Louisian; and
- i. model Christian Values in their personal and professional endeavors in the service of the CICM mission.

ENGINEERING PROGRAMS

MASTER OF ENGINEERING

Program Educational Objectives

Three to five years after graduation, graduates of the Master of Engineering Program are expected to:

- a. inspire technical competence in the practice of the Engineering profession through the consistent application of effective Engineering standards;
- b. manifest Christ-like tenets of honesty, service, dedication, and a deep sense of moral responsibility in the practice of the Engineering profession;
- c. embody the practice of advanced education, research and development, and other creative efforts in the Engineering field; and



- d. collaborate with colleagues in efforts to effectively address social, technical, and business challenges vital to national progress and development.

Program Learning Outcomes

Graduates of the Master of Engineering Program are expected to:

- a. design solutions to complex engineering problems resulting to systems, components, or processes that meet technical, professional, public health and safety, societal, environmental, economic, and ethical standards;
- b. conduct research on complex engineering problems using scientific knowledge and methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions;
- c. collaborate effectively within a diverse group of individuals to perform academic and professional functions in multidisciplinary settings;
- d. demonstrate consistently moral principles and commitment to professional ethics, responsibilities, and norms of engineering practice;
- e. communicate effectively on complex engineering activities within the engineering community and the society at large with a high degree of competence in oral, written, non-verbal, and graphical forms;
- f. practice consistent engagement in lifelong learning, contribution to the body of knowledge, and the advancement of effective practices in the engineering profession;
- g. participate in critical decision making processes utilizing engineering standards and management principles in a leadership capacity as an engineering professional;
- h. collaborate with colleagues in the conduct of corporate social responsibility projects and other programs geared toward uplifting the socio-technical environment of the community beyond the standard practice of the engineering profession; and
- i. model Christian Values in their personal and professional endeavors in the service of the CICM mission.

MA IN ENVIRONMENTAL HABITAT PLANNING

Program Educational Objectives

Three to five years after graduation, graduates of the MA in Environmental Habitat Planning Program are expected to:

- a. inspire technical competence in the practice of the Engineering profession, particularly in the field of Environmental Habitat Planning, through the consistent application of effective Engineering standards;
- b. manifest Christ-like tenets of honesty, service, dedication, and a deep sense of moral responsibility in the practice of the Engineering profession;
- c. embody the practice of advanced education, research and development, and other creative efforts in the Engineering field; and
- d. collaborate with colleagues in efforts to effectively address social, technical, and business challenges vital to national progress and development.

Program Learning Outcomes

Graduates of the MA in Environmental Habitat Planning Program are expected to:

- a. design solutions to complex engineering problems, specific to environmental and habitat planning, resulting to systems, components, or processes that meet technical, professional, public health and safety, societal, environmental, economic, and ethical standards;
- b. conduct research on complex engineering problems on environmental and habitat planning using scientific knowledge and methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions;
- c. collaborate effectively within a diverse group of individuals to perform academic and professional functions in multidisciplinary settings;
- d. demonstrate consistently moral principles and commitment to professional ethics, responsibilities, and norms of engineering practice;



- e. communicate effectively on complex engineering activities within the engineering community and the society at large with a high degree of competence in oral, written, non-verbal, and graphical forms;
- f. practice consistent engagement in lifelong learning, contribution to the body of knowledge, and the advancement of effective practices in the engineering profession;
- g. participate in critical decision making processes utilizing engineering standards and management principles in a leadership capacity as an engineering professional;
- h. collaborate with colleagues in the conduct of corporate social responsibility projects and other programs geared toward uplifting the socio-technical environment of the community beyond the standard practice of the engineering profession; and
- i. model Christian Values in their personal and professional endeavors in the service of the CICM mission.

MA IN MANUFACTURING ENGINEERING AND MANAGEMENT

Program Educational Objectives

Three to five years after graduation, graduates of the MA in Manufacturing Engineering and Management Program are expected to:

- a. inspire technical competence in the practice of the Engineering profession, particularly in the field of Manufacturing Engineering and Management, through the consistent application of effective Engineering standards;
- b. manifest Christ-like tenets of honesty, service, dedication, and a deep sense of moral responsibility in the practice of the Engineering profession;
- c. embody the practice of advanced education, research and development, and other creative efforts in the Engineering field; and
- d. collaborate with colleagues in efforts to effectively address social, technical, and business challenges vital to national progress and development.

Program Learning Outcomes

Graduates of the MA in Manufacturing Engineering and Management Program are expected to:

- a. design solutions to complex engineering problems resulting to systems, components, or processes that meet technical, professional, public health and safety, societal, environmental, economic, and ethical standards;
- b. conduct research on complex engineering problems using scientific knowledge and methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions;
- c. collaborate effectively within a diverse group of individuals to perform academic and professional functions in multidisciplinary settings;
- d. demonstrate consistently moral principles and commitment to professional ethics, responsibilities, and norms of engineering practice;
- e. communicate effectively on complex engineering activities within the engineering community and the society at large with a high degree of competence in oral, written, non-verbal, and graphical forms;
- f. practice consistent engagement in lifelong learning, contribution to the body of knowledge, and the advancement of effective practices in the engineering profession;
- g. participate in critical decision making processes utilizing engineering standards and management principles in a leadership capacity as an engineering professional;
- h. collaborate with colleagues in the conduct of corporate social responsibility projects and other programs geared toward uplifting the socio-technical environment of the community beyond the standard practice of the engineering profession; and
- i. model Christian Values in their personal and professional endeavors in the service of the CICM mission.



MASTER OF SCIENCE IN ENVIRONMENTAL ENGINEERING

Program Educational Objectives

Three to five years after graduation, graduates of the MS Environmental Engineering are expected to:

- a. inspire technical competence in the practice of the Engineering profession through the consistent application of effective Engineering standards;
- b. manifest Christ-like tenets of honesty, service, dedication, and a deep sense of moral responsibility in the practice of the Engineering profession;
- c. embody the practice of advanced education, research and development, and other creative efforts in the Engineering field; and
- d. collaborate with colleagues in efforts to effectively address social, technical, and business challenges vital to national progress and development.

Program Learning Outcomes

Graduates of the MS Environmental Engineering are expected to:

- a. design solutions to complex engineering problems resulting to systems, components, or processes that meet technical, professional, public health and safety, societal, environmental, economic, and ethical standards;
- b. conduct research on complex engineering problems using scientific knowledge and methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions;
- c. collaborate effectively within a diverse group of individuals to perform academic and professional functions in multidisciplinary settings;
- d. demonstrate consistently moral principles and commitment to professional ethics, responsibilities, and norms of engineering practice;
- e. communicate effectively on complex engineering activities within the engineering community and the society at large with a high degree of competence in oral, written, non-verbal, and graphical forms;
- f. practice consistent engagement in lifelong learning, contribution to the body of knowledge, and the advancement of effective practices in the engineering profession;
- g. participate in critical decision making processes utilizing engineering standards and management principles in a leadership capacity as an engineering professional;
- h. collaborate with colleagues in the conduct of corporate social responsibility projects and other programs geared toward uplifting the socio-technical environment of the community beyond the standard practice of the engineering profession; and
- i. model Christian Values in their personal and professional endeavors in the service of the CICM mission.

MASTER OF SCIENCE IN MANAGEMENT ENGINEERING

Program Educational Objectives

Three to five years after graduation, graduates of the MS in Management Engineering are expected to:

- a. inspire technical competence in the practice of the Engineering profession through the consistent application of effective Engineering standards;
- b. manifest Christ-like tenets of honesty, service, dedication, and a deep sense of moral responsibility in the practice of the Engineering profession;
- c. embody the practice of advanced education, research and development, and other creative efforts in the Engineering field; and
- d. collaborate with colleagues in efforts to effectively address social, technical, and business challenges vital to national progress and development.

Program Learning Outcomes

Graduates of the MS in Management Engineering are expected to:

- a. design solutions to complex engineering problems resulting to systems, components, or processes that meet technical, professional, public health and safety, societal, environmental, economic, and ethical standards;



- b. conduct research on complex engineering problems using scientific knowledge and methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions;
- c. collaborate effectively within a diverse group of individuals to perform academic and professional functions in multidisciplinary settings;
- d. demonstrate consistently moral principles and commitment to professional ethics, responsibilities, and norms of engineering practice;
- e. communicate effectively on complex engineering activities within the engineering community and the society at large with a high degree of competence in oral, written, non-verbal, and graphical forms;
- f. practice consistent engagement in lifelong learning, contribution to the body of knowledge, and the advancement of effective practices in the engineering profession;
- g. participate in critical decision making processes utilizing engineering standards and management principles in a leadership capacity as an engineering professional;
- h. collaborate with colleagues in the conduct of corporate social responsibility projects and other programs geared toward uplifting the socio-technical environment of the community beyond the standard practice of the engineering profession; and
- i. model Christian Values in their personal and professional endeavors in the service of the CICM mission.

DOCTOR IN ENGINEERING

Program Educational Objectives

Three to five years after graduation, graduates of the Doctor in Engineering Program are expected to:

- a. take a leadership role to ensure technical competence in the practice of the Engineering profession through the development of effective engineering standards;
- b. model Christ-like tenets through the consistent practice of honesty, service, dedication, and a deep sense of moral responsibility as a leader in the Engineering profession;
- c. lead colleagues in seeking advanced education, and in undertaking research and development and other creative efforts in the Engineering field; and
- d. influence community leaders in efforts to address social, technical, and business challenges vital to national progress and development.

Program Learning Outcomes

Graduates of the Doctor in Engineering Program are expected to:

- a. synthesize relevant literature in engineering and related fields to identify issues and gaps in knowledge;
- b. formulate the appropriate methodology and design that ensure the validity and integrity of engineering research outputs;
- c. present accurately research findings in scientific and engineering conferences with a high degree of competence in oral, written, non-verbal, and graphical forms;
- d. publish research articles in reputable peer-reviewed and indexed journals in the engineering profession;
- e. conduct research independently and in collaboration with researchers from other disciplines;
- f. create new learning modules to advance instruction in the engineering profession;
- g. initiate consistent engagement in lifelong learning, contribution to the body of knowledge, and the advancement of effective practices in the engineering profession;
- h. lead colleagues in the conduct of corporate social responsibility projects and other programs geared toward uplifting the socio-technical environment of the community beyond the standard practice of the engineering profession; and
- i. model Christian Values in their personal and professional endeavors in the service of the CICM mission.



LIBERAL ARTS

MA IN RELIGIOUS STUDIES

Program Educational Objectives

Three to five years after graduation, graduates of the MA Religious Studies Program are expected to:

- a. apply advanced knowledge and skills in a specialized field of theology;
- b. manifest Christian values and ethical principles while engaged in field-related practice;
- c. exemplify critical thinking skills in the process of understanding and critiquing theological discourse whether written or oral; and
- d. participate actively in community engagements that advocate justice, peace and integrity of creation that are vital in social transformation.

Program Learning Outcomes

Graduates of the MA Religious Studies Program are expected to:

- a. exhibit comprehensive knowledge on theories and principles across theological treatises;
- b. manifest specialized understanding in oral and written forms on a particular field of theology;
- c. witness to the Good News to lead others in encountering God;
- d. demonstrate compassion in human relation with preferential option for the marginalized and the poor;
- e. foster a life-long commitment and discerning attitude towards addressing global religious issues and concerns;
- f. participate actively in the work of social justice and nationalism vital to national progress, development, social transformation, and promotion of the Kingdom of God;
- g. demonstrate understanding and internalization of the principles of ethical behavior in a globalized and technology-driven world at the level of promoting all life forms, societal life, and upholding the integrity of creation;
- h. manifest openness and positive attitude to practice reflective approaches on different perspectives of knowledge and discipline;
- i. engage in lifelong learning for continuing professional growth;
- j. embody the core values of a Louisian; and
- k. model Christian Values in their personal and professional endeavors in the service of the CICM mission.

MA IN PHILOSOPHY

Program Educational Objectives

Three to five years after graduation, graduates of the MA in Philosophy Program are expected to:

- a. exploit fully their talents and potentials in the practice of their respective professions guided by the Christian virtues of integrity, dedication and a deep sense of ethical responsibility;
- b. guide colleagues in demonstrating relevant and responsive knowledge and skills that foster creativity, critical thinking and scholarly research which are philosophically well-informed, open to other frameworks, critically aware, culturally sensitive to other concepts, and apply philosophy in other domains of knowledge needed for a globalizing world;
- c. promote excellence in philosophical, technological, pedagogical and aesthetic generation of new knowledge in diverse intercultural contexts; and
- d. advocate inclusive social change that fosters preferential options for the poor, non-Christians, the marginalized sectors in the society, and care for the environment.

Program Learning Outcomes

Graduates of the MA in Philosophy Program are expected to:

- a. demonstrate comprehensive knowledge on theories and principles across philosophical traditions and orientations;
- b. manifest specialized understanding in oral and written forms on a philosophical field;
- c. develop research capability of writing well-informed, critically aware, and culturally sensitive researches by paying attention to one's research concepts, methodologies and theoretical frameworks;
- d. demonstrate ability to apply philosophical theories across domains of knowledge;
- e. act in recognition of professional, social and ethical responsibility;



- f. manifest openness and positive attitude, and reflective approaches on different perspectives of knowledge and discipline;
- g. communicate Christian philosophy of mission;
- h. engage in lifelong learning for continuing professional growth;
- i. imbibe the core values of a Louisian; and
- j. practice Christian Values in their personal and professional endeavors in the service of the CICM mission.

MS IN GUIDANCE AND COUNSELING

Program Educational Objectives

Three to five years after graduation, graduates of the MS Guidance and Counseling Program are expected to:

- a. apply advanced professional knowledge and skills in evidence-based counseling practice, under the supervision of a licensed Guidance Counselor as necessary;
- b. exemplify Christian values characterized by empathic understanding and compassionate caring while being guided by professional ethics in the delivery of counseling services;
- c. exhibit proficiency in pursuing creative, novel ideas by utilizing decision-making and critical thinking skills using a variety of resources and digital tools in the Guidance and Counseling practice; and
- d. manifest responsive skills, emotional maturity, and social responsibility while providing or assisting guidance services with due regard for the dignity and inherent worth of all human beings.

Program Learning Outcomes

Graduates of the MS Guidance and Counseling Program are expected to:

- a. employ competence in supervision, organization, and administration of guidance and counseling services and programs;
- b. create a comprehensive, functional, and developmental guidance programs;
- c. exhibit excellent oral and written communication skills in the delivery and implementation of guidance services;
- d. demonstrate a deep understanding of indigenous and multicultural counseling;
- e. demonstrate appropriate counseling skills;
- f. collaborate with professionals from different fields/disciplines for personal and professional development;
- g. develop suitable treatment plans for intervention for behavioral and learning problems;
- h. exercise good practice in delivering psychological testing services;
- i. uphold the Professional Ethics and Standards of Good Practice in Guidance and Counseling;
- j. display Christ-like attitudes of empathy, compassion, congruence, unconditional positive regard;
- k. apply research skills to address emerging needs and contribute to the growing literature in the Counseling Profession;
- l. engage in lifelong learning for continuing professional growth;
- m. embody the core values of a Louisian; and
- n. model Christian Values in their personal and professional endeavors in the service of the CICM mission.

MS PSYCHOLOGY

Program Educational Objectives

Three to five years after graduation, graduates of the MS Psychology Program are expected to:

- a. apply advanced professional knowledge and skills in evidence-based psychological practice, under the supervision of a licensed Psychology Professional as necessary, in educational, clinical and industrial-organizational settings;
- b. exemplify Christian Spirit values, empathic understanding, and compassionate caring while being guided by professional ethics in the delivery of psychological services;
- c. exhibit proficiency in pursuing creative, novel ideas by utilizing decision-making and critical thinking skills using a variety of resources and digital tools in the Psychology practice; and



- d. manifest responsive skills, emotional maturity, and social responsibility while providing or assisting in psychological assessment and interventions, or implementing mental health programs with due regard for the dignity and inherent worth of all human beings.

Program Learning Outcomes

Graduates of the MS Psychology Program are expected to:

- a. apply psychological theory and practice to related behavioral issues of clinical, educational, industrial and social nature;
- b. enact the roles of the psychologist in the larger social community;
- c. initiate the conduct of new, modified or improved project systems for a more effective cultural sharing and functioning;
- d. exhibit adequate self-awareness that allows for accurate and objective psychological evaluation to work effectively and independently in multidisciplinary and multicultural teams;
- e. share insights in understanding the Filipino in his quest for a national identity;
- f. generate development within the field of psychology through research-oriented contributions;
- g. critique arguments about established principles in psychology by evaluating and interpreting evidence-based studies from a variety of perspectives;
- h. demonstrate effective oral and written communication skills to convey research findings, psychological concerns and issues;
- i. uphold the Professional Ethics and Standard of Good Practice in Psychology; and
- j. model Christian values in their personal and professional endeavors as Louisians in the service of the CICM mission.

DOCTOR OF PHILOSOPHY IN PHILOSOPHY

Program Educational Objectives

Three to five years after graduation, graduates of the PhD in Philosophy Program are expected to:

- a. model effective application of their talents and full potential in the practice of their respective professions guided by the Christian virtues of integrity, dedication and a deep sense of ethical responsibility;
- b. organize colleagues to facilitate the demonstrations of relevant and responsive knowledge and skills that foster creativity, critical thinking and scholarly research which are philosophically well-informed, open to other frameworks, critically aware, culturally sensitive to other concepts, and apply philosophy in other domains of knowledge needed for a globalizing world;
- c. lead in the generation of new philosophical, technological, and pedagogical knowledge in diverse intercultural contexts; and
- d. lead the furtherance of inclusive social change that fosters preferential options for the poor, non-Christians, the marginalized sectors in the society, and care for the environment.

Program Learning Outcomes

Graduates of the PhD in Philosophy Program are expected to:

- a. apply comprehensive knowledge on theories and principles across philosophical traditions in the conduct of one's profession;
- b. embody a graduate philosophy program that is research and interdisciplinary oriented;
- c. manifest research creativity and originality that is envisioned as a key to social development;
- d. exhibit ability to apply philosophical theories across domains of knowledge;
- e. act in recognition of professional, social and ethical responsibility;
- f. manifest openness and positive attitude, and reflective approaches on different perspectives of knowledge and discipline;
- g. engage in lifelong learning for continuing professional growth;
- h. embody the core values of a Louisian; and
- i. model Christian Values in their personal and professional endeavors in the service of the CICM mission.

DOCTOR OF PHILOSOPHY IN PSYCHOLOGY

Program Educational Objectives

Three to five years after graduation, graduates of the PhD in Psychology Program are expected to:



- a. contribute to the advancement of professional knowledge and skills in evidence-based, independent or collaborative psychological practice;
- b. model Christian values characterized by empathetic understanding and compassionate caring guided by professional ethics in the delivery of psychological services;
- c. generate creative, novel ideas by utilizing decision-making and critical thinking skills using a variety of resources and digital tools in the Psychology practice; and
- d. exhibit responsive skills, emotional maturity, and social responsibility while leading colleagues in providing psychological assessment and interventions, or implementing mental health programs with due regard for the dignity and inherent worth of all human beings.

Program Learning Outcomes

Graduates of the PhD in Psychology Program are expected to:

- a. contribute to the advancement of academic and professional skills in further developing the fields of teaching psychology, research and professional practice in educational, clinical and industrial settings;
- b. generate scholarly research that contributes and expands the existing knowledge base in Psychology;
- c. provide competent supervision and training of young professionals in the field of Psychology;
- d. employ one's advanced skills and knowledge in psychological theories, principles, and concepts to provide expert professional psychological assistance and guidance to clients who represent various cultural and personal backgrounds;
- e. formulate effective and evidence-based services and programs on psychological evaluations and interventions to promote health and well-being in the community and the nation at large;
- f. implement collaborative interventions in Psychology settings (educational, clinical, industrial, etc.) to enhance personality development, mental health and well-being of various clients in these sectors;
- g. engage in responsive professional practice in the service of individuals, groups, and/or communities while being mindful and sensible culturally, legally and ethically;
- h. demonstrate leadership as a psychologist in the areas of one's practice - institutions, organizations and community;
- i. advocate the profession by practicing professional ethics and standards of good practice in Psychology and its various fields; and
- j. model Christian values in their personal and professional endeavors as Louisians imbued with the CICM mission and vision.

NATURAL SCIENCES

MASTER OF SCIENCE IN BIOLOGY

Program Educational Objectives

Three to five years after graduation, graduates of the MS Biology Program are expected to:

- a. exemplify true Christian values in the practice of their profession to uphold the dignity of all life forms;
- b. collaborate with colleagues in the application of the methods and techniques of research using native resources to achieve sustainable development goals with emphasis on environmental, health, and socio-economic issues;
- c. integrate fundamental knowledge and skills for Biology-related careers, post-graduate studies, and medical school; and
- d. work collaboratively with partners in the conduct of community activities with commitment, dedication, and concern for others.

Program Learning Outcomes

Graduates of the MS Biology Program are expected to:

- a. manifest advanced knowledge and skills in one's chosen field/area of specialization;
- b. sustain the conservation and protection of all natural resources;
- c. apply varied research designs and methods in solving biology-related problems
- d. communicate effectively advanced biological knowledge in varied mass media;
- e. engage in lifelong learning for continuing professional growth;



- f. imbibe the core values of a Louisian; and
- g. practice Christian Values in their personal and professional endeavors in the service of the CICM mission.

MASTER OF SCIENCE IN MEDICAL TECHNOLOGY

Program Educational Objectives

Three to five years after graduation, graduates of the MS Medical Technology Program are expected to:

- a. manifest the values of true Christian living through full independence in individual work and/or in teams of multi-disciplinary and more complex Medical Technology settings;
- b. collaborate with colleagues for scholastic and technical activities for the pursuit of self-directed research, complex research, and innovation for the advancement of lifelong learning by targeting the sustainable developmental goals;
- c. apply technical competence in the performance of clinical laboratory procedures needed in the proper diagnosis, treatment, prognosis, and prevention of diseases; and
- d. exhibit leadership and social responsibility in the alleviation of individual and community health problems through the provision of quality laboratory services.

Program Learning Outcomes

Graduates of the MS Medical Technology Program are expected to:

- a. manifest an in-depth understanding of advanced concepts and theories in Medical Laboratory Science;
- b. uphold professional ethics and Christian values in the practice of the profession;
- c. elaborate the role of the clinical laboratory in producing positive patient outcomes and be able to communicate that role within a team of healthcare professionals;
- d. improve research capabilities including skills in writing and presentation of scientific information to peers and, in review and interpretation of scientific literature;
- e. build professional communication skills to be utilized across multiple topics or disciplines in healthcare;
- f. adapt current internationally accepted guidelines to laboratory operations for the delivery of quality services in a resource limited work environment;
- g. support existing policies and guidelines on biosafety and waste management to reinforce responsibility to self and the environment;
- h. imbibe the core values of a Louisian; and
- i. practice Christian Values in their personal and professional endeavors in the service of the CICM mission.

MASTER OF SCIENCE IN PHARMACY

Program Educational Objectives

Three to five years after graduation, graduates of the MS in Pharmacy Program are expected to:

- a. exhibit deep-seated identity as a Louisian pharmacist imbued with Christian values and moral principles necessary to educate, advocate, and collaborate with a broad range of people cognizant of the determinants of health;
- b. develop innovative, pharmaceutical products for the prevention, diagnosis, mitigation and treatment of diseases of man and animals;
- c. integrate knowledge from foundational sciences to evaluate scientific literature, drug action, therapeutic problems, population health, and patient-centered care; and
- d. share willingly their expertise as professional pharmacists to respond to the needs of the local, regional, national, and international communities.

Program Learning Outcomes

Graduates of the MS in Pharmacy Program are expected to:

- a. manifest knowledge of core scientific concepts of pharmacy utilized in basic and applied research in their area of specialization;
- b. integrate information from various scientific literature in the practice of Pharmacy;
- c. collaborate with other health-care professionals through seminars, trainings and workshops;
- d. respond to the health-care needs of the community by organizing pharmacy-related extension programs;



- e. publish an original research in their respective area of specialization, addressing current health care and societal needs;
- f. engage in lifelong learning for continuing professional growth;
- g. imbibe the core values of a Louisian; and
- h. practice Christian Values in their personal and professional endeavors in the service of the CICM mission.

MASTER IN PUBLIC HEALTH

Program Educational Objectives

Three to five years after graduation, graduates of the Master in Public Health Program are expected to:

- a. manifest the values of true Christian living through full independence in individual work and/or in teams of inter-professional practice and more complex public health settings;
- b. collaborate with colleagues for scholastic and service activities designed to meet the current needs and priorities of public-health base community partners for the advancement of lifelong learning by targeting the sustainable development goals;
- c. apply strategic competence in multiple dimensions needed in policy-making process including roles of ethics for their impact in public health and health equity at organizational, community and societal levels; and
- d. exhibit leadership and social responsibility in the alleviation of individual and community health problems through the provision of quality assessment of population needs, assets and capacities.

Program Learning Outcomes

Graduates of the Master in Public Health Program are expected to:

- a. appraise the status of health populations and their related determinants of health and illness;
- b. utilize the epidemiological and statistical tools to assess community needs and program outcomes;
- c. evaluate public health literature through qualitative and quantitative resources in assessing key dimensions of a public health problem;
- d. recommend approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety;
- e. create community plans and interventions that utilize theoretical constructs of social change, health behavior, and social justice responsive the diverse cultural values and traditions of the communities being served;
- f. practice evidence-based principles in program planning, development, budgeting, management, and evaluation of public health organizations and initiatives;
- g. display leadership abilities as collaborators and coordinators of public health projects applying ethical, moral, legal principles in all aspects of public health practice;
- h. effectively communicate public health messages across a wide range of contexts and medium to a variety of audiences from professionals to the general public;
- i. engage in lifelong learning for continuing professional growth;
- j. imbibe the core values of a Louisian; and
- k. practice Christian Values in their personal and professional endeavors in the service of the CICM mission.

MASTER OF SCIENCE IN PUBLIC HEALTH

Program Educational Objectives

Three to five years after graduation, graduates of the MS in Public Health Program are expected to:

- a. manifest the values of true Christian living through full independence in individual work and/or in teams of multi-disciplinary and more complex public health settings;
- b. collaborate with colleagues for scholastic and technical activities for the pursuit of self-directed research, complex research, and innovation for the advancement of lifelong learning by targeting the sustainable development goals;
- c. apply technical competence in the performance of public health procedures needed in the proper diagnosis, treatment, prognosis, and prevention of public health diseases; and
- d. exhibit leadership and social responsibility in the alleviation of individual and community health problems through the provision of quality laboratory services.



Program Learning Outcomes

Graduates of the MS in Public Health Program are expected to:

- a. appraise and review the status of health populations and their related determinants of health and illness;
- b. utilize the epidemiological and statistical tools to assess community needs and program outcomes;
- c. evaluate public health literature through qualitative and quantitative resources in assessing key dimensions of a public health problem;
- d. recommend approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety;
- e. create community plans and interventions that utilize theoretical constructs of social change, health behavior, and social justice responsive to the diverse cultural values and traditions of the communities being served;
- f. practice evidence-based principles in program planning, development, budgeting, management, and evaluation of public health organizations and initiatives;
- g. display leadership abilities as collaborators and coordinators of public health projects applying ethical, moral, legal principles in all aspects of public health practice;
- h. effectively communicate public health messages across a wide range of contexts and medium to a variety of audiences from professionals to the general public;
- i. engage in lifelong learning for continuing professional growth;
- j. imbibe the core values of a Louisian; and
- k. practice Christian Values in their personal and professional endeavors in the service of the CICM mission.

DOCTOR OF PHILOSOPHY IN BIOLOGY

Program Educational Objectives

Three to five years after graduation, graduates of the PhD Biology Program are expected to:

- a. model true Christian values in the practice of their profession to uphold the dignity of all life forms;
- b. lead colleagues in the application of the methods and techniques of research using native resources to achieve sustainable development goals with emphasis on environmental, health, and socio-economic issues;
- c. contribute to fundamental knowledge and skills for Biology-related careers, post-graduate studies, and medical school; and
- d. lead the conduct of community activities with commitment, dedication, and concern for others.

Program Learning Outcomes

Graduates of the PhD in Biology Program are expected to:

- a. contribute new knowledge in chosen field/area of specialization;
- b. innovate actions in the implementation of existing environmental laws;
- c. evaluate relevant field and laboratory experiments ethically and independently;
- d. publish new biological information gained from one's independent research;
- e. demonstrate Christian values and act in accordance with professional, social and ethical responsibility;
- f. engage in lifelong learning for continuing professional growth;
- g. embody the core values of a Louisian; and
- h. model Christian Values in their personal and professional endeavors in the service of the CICM mission.

DOCTOR OF PHILOSOPHY IN PHARMACY

Program Educational Objectives

Three to five years after graduation, graduates of the PhD in Pharmacy Program are expected to:

- a. model deep-seated identity as a Louisian pharmacist imbued with Christian values and moral principles necessary to educate, advocate, and collaborate with a broad range of people cognizant of the determinants of health;
- b. lead in the innovation of pharmaceutical products for the prevention, diagnosis, mitigation and treatment of diseases of man and animals;



- c. advise on the knowledge in foundational sciences to evaluate scientific literature, drug action, therapeutic problems, population health, and patient-centered care; and
- d. lead in the sharing of expertise as professional pharmacists to respond to the needs of the local, regional, national, and international communities.

Program Learning Outcomes

Graduates of the PhD in Pharmacy Program are expected to:

- a. evaluate a comprehensive individual research program aligned with a specific field of expertise in Pharmacy;
- b. communicate effectively new knowledge on pharmaceutical sciences, technology and practices to a variety of audiences from health professionals to the general public;
- c. model good leadership and teamwork skills necessary for collaborative projects and research works;
- d. integrate knowledge on core scientific concepts of pharmacy utilized in basic and applied research in the specific area of specialization;
- e. engage in lifelong learning for continuing professional growth;
- f. embody the core values of a Louisian; and
- g. model Christian Values in their personal and professional endeavors in the service of the CICM mission.

NURSING

MASTER OF SCIENCE IN NURSING

Program Educational Objectives

Three to five years after graduation, graduates of the MS Nursing Program are expected to:

- a. contribute technical knowledge and competency for a successful career in nursing, well versed in informatics and in the conception, design, implementation and evaluation of therapeutic Evidence-based interventions to continually improve safe and quality patient care;
- b. exhibit entrepreneurial skills in the local and global contexts of nursing education, management, research, and academe considering current and future issues that beset the work environment and its clientele;
- c. collaborate effectively with colleagues in the nursing discipline through effective communication and inter-/intra-personal management skills incorporating Christian spirit and Louisian values; and
- d. advocate social responsibility to alleviate individual and community health problems through the application of sound decision-making based on professional nursing standards.

Program Learning Outcomes

Graduates of the MS in Nursing Program are expected to:

- a. integrate appropriate and relevant theories and philosophical underpinnings in the practice of nursing;
- b. advance the nursing specialization through scholarly work (academics, practice and research);
- c. demonstrate critical thinking and reasoning skills in nursing education, administration service and clinical practice integrating professional, legal, ethical and moral considerations;
- d. utilize techno-intelligent systems and processes in education, administration and clinical practice;
- e. demonstrate leadership in nursing and health care utilizing the systems approach through involvement in the development of outcomes-based standards of care and practice-based nursing and health policy issues;
- f. disseminate relevant research to provide evidence for advanced nursing practice;
- g. imbibe the core values of a Louisian; and
- h. practice Christian values in their personal and professional endeavors in the service of the CICM mission.



DOCTOR OF PHILOSOPHY IN NURSING

Program Educational Objectives

Three to five years after graduation, graduates of the PhD in Nursing Program are expected to:

- a. take a leadership role in generating technical knowledge for a successful career in nursing, well versed in informatics and in the conception, design, implementation and evaluation of therapeutic Evidence-based interventions to continually improve safe and quality patient care;
- b. model entrepreneurial skills in the local and global contexts of nursing education, management, research, and academe considering current and future issues that beset the work environment and its clientele;
- c. lead colleagues in the nursing discipline through effective communication and inter-/intra-personal management skills incorporating Christian spirit and Louisian values; and
- d. model exemplary practice in advocating social responsibility to alleviate individual and community health problems through the application of sound decision-making based on professional nursing standards.

Program Learning Outcomes

Graduates of the PhD in Nursing Program are expected to:

- a. utilize philosophical and theoretical underpinnings for nursing science;
- b. formulate policies for health care system and human resources;
- c. utilize information and patient care technologies to support practice, leadership and decision-making;
- d. display transformative leadership and management competencies in the implementation of innovative health care;
- e. collaborate with other health care professionals and other agencies to develop, implement and evaluate policies in the delivery of health care services;
- f. conduct research studies and evaluate how the findings increase knowledge about nursing and its practice;
- g. translate research findings into evidence-based practice and policy;
- h. engage in lifelong learning for continuing professional growth;
- i. embody the core values of a Louisian; and
- j. model Christian Values in their personal and professional endeavors in the service of the CICM mission.

TEACHER EDUCATION

MASTER OF ARTS IN SPECIAL EDUCATION

Program Educational Objectives

Three to five years after graduation, graduates of the MA in Special Education Program are expected to:

- a. manifest a Christ-like teaching philosophy in various aspects of practice and support colleagues in enhancing their own Christ-like teaching philosophy;
- b. develop effective strategies in the planning and the management of the developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching context;
- c. model effective application of Technological, Pedagogical, Content Knowledge within and across curriculum teaching areas; and
- d. exhibit commitment to and support teachers in the implementation of curricular programs to foster harmonious relationships with learners, parents, and other stakeholders.

Program Learning Outcomes

Graduates of the MASPED program are expected to:

- a. demonstrate extensive knowledge through a research-based data on the varied types of special or unique individual learning needs;
- b. demonstrate research capabilities for replicating, verifying, validating, contextualizing, and/or applying theoretical and practical knowledge about different aspects of special education;
- c. devise effective strategies in planning and designing learning programs that will respond to the specific educational needs of individuals with special learning needs to meet curriculum requirements;
- d. utilize compensatory skills with versatility in facilitating learning through ICT integration;



- e. assess distinct or unique learning needs of varied types of learners and link them to current researches to modify practices and programs to further support learner progress and achievement;
- f. evaluate learning environments in assessing interventions and other available appropriate educational supports that are responsive to community contexts in ensuring the Least Restrictive Environment (LRE);
- g. work collaboratively with available experts and other institutions for provision of assessment tools to monitor and evaluate referrals of the progress and achievement of individuals with special learning needs;
- h. exhibit a learner-centered culture that promotes success in implementing strategies, interventions and accommodations for specific types of individuals with special learning needs; and
- i. exhibit effective practices in advocating endeavors and activities to foster a learning environment geared towards reducing discriminatory and prejudicial thinking about individuals with special learning needs.

MASTER OF ARTS IN EDUCATIONAL MANAGEMENT

Program Educational Objectives

Three to five years after graduations, graduates of MAEM Program are expected to:

- a. manifest a Christ-like teaching philosophy in various aspects of practice and support colleagues in enhancing their own Christ-like teaching philosophy;
- b. develop effective strategies in the planning and the management of the developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching context ;
- c. model effective application of Technological, Pedagogical, Content Knowledge within and across curriculum teaching areas ; and
- d. exhibit commitment to and support teachers in the implementation of curricular programs to foster harmonious relationships with learners, parents, and other stakeholders.

Program Learning Outcomes

Graduates of the MAEM program are expected to:

- a. exhibit broad knowledge of curriculum in the different disciplines;
- b. utilize sound principles in all undertakings of educational management;
- c. demonstrate extensive knowledge in research leading to the improvement of educational management;
- d. demonstrate research capabilities for replicating, verifying, validating, contextualizing, and/or applying theoretical and practical knowledge about different aspects of educational management;
- e. critically evaluate a curriculum to cater to the demands and changing needs of time;
- f. apply management versatility;
- g. integrate innovative management approaches and principles;
- h. model the spirit of a committed leader and a manager; and
- i. practice the principles of inclusion in any educational situation.

MASTER OF SCIENCE IN PHYSICAL EDUCATION AND SPORTS

Program Educational Objectives

Three to five years after graduations, graduates of MSPES Program are expected to:

- a. manifest a Christ-like teaching philosophy in various aspects of practice and support colleagues in enhancing their own Christ-like teaching philosophy;
- b. develop effective strategies in the planning and the management of the developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching context ;
- c. model effective application of Technological, Pedagogical, Content Knowledge within and across curriculum teaching areas ; and



- d. committedly support teachers in the implementation of curricular programs to foster harmonious relationships with learners, parents, and other stakeholders.

Program Learning Outcomes

Graduates of the MSPES program are expected to:

- a. demonstrate comprehensive knowledge on the content, principles and theories inherent to Physical Education;
- b. demonstrate a broad understanding of indigenous Physical Education and its influence to current Physical Education curriculum;
- c. demonstrate research capabilities for replicating, verifying, validating, contextualizing, and/or applying theoretical and practical knowledge about different aspects of physical education;
- d. design Physical Education activities that will promote health and wellness;
- e. perform Physical Education activities with ease and mastery;
- f. conduct research in Physical Education in the local, national, and international arena;
- g. promote inclusivity through Physical Education activities; and
- h. model a healthy lifestyle.

MASTER OF ARTS IN EDUCATION MAJOR IN EARLY CHILDHOOD EDUCATION

Program Educational Objectives

Three to five years after graduations, graduates of MAED ECED Program are expected to:

- a. manifest a Christ-like teaching philosophy in various aspects of practice and support colleagues in enhancing their own Christ-like teaching philosophy;
- b. develop effective strategies in the planning and the management of the developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching context ;
- c. model effective application of Technological, Pedagogical, Content Knowledge within and across curriculum teaching areas ; and
- d. support committedly teachers in the implementation of curricular programs to foster harmonious relationships with learners, parents, and other stakeholders.

Program Learning Outcomes

Graduates of the MAED ECED program are expected to:

- a. demonstrate a broad philosophical knowledge on early childhood education instruction, research, trends and issues; Display an in-depth understanding of the essential role of early childhood education in the holistic development of all learners;
- b. innovate new strategies which adapt to the demands and changing needs of time;
- c. demonstrate research capabilities for replicating, verifying, validating, contextualizing, and/or applying theoretical and practical knowledge about different aspects of early childhood education;
- d. utilize varied teaching approaches in educating young learners and in performing their essential roles as early childhood educators;
- e. demonstrate their in-depth understanding of the knowledge in educating young children;
- f. illustrate their creativity and competence in implementing their new strategies in meeting the needs of the young learners;
- g. demonstrate appreciation of their essential role as early childhood educators;
- h. model the spirit of a committed early childhood educators; and
- i. act as an inspiring and effective instrument in promoting unity with diversity among learners within their social milieu and to the society at large.

MASTER OF ARTS IN EDUCATION MAJOR IN FILIPINO

Layunin ng Programang Pang-edukasyon

Tatlo hanggang limang taon makalipas ang pagtatapos, inaasahan na ang mga naging mag-aaral ng Programang MAED FIL ay:

- a. naipapamalas ang maka-Kristyanong pilosopiya ng pagtuturo sa iba't ibang aspekto ng pagsasanay at masuportahan ang mga kasamahan sa paglinang ng kanilang sariling pilosopiya tulad ng maka-Kristyanong pagtuturo;



- b. nakalilinang ng mga epektibong estratehiya sa pagpaplanan at pamamahala sa pagbuo ng maayos na pag-unlad sa proseso ng pagtuturo-pagkatuto upang makamit ang pangangailangan ng kurikulum at iba't ibang konteksto ng pagtuturo;
- c. nakapagpapakita ng epektibong paggamit ng teknolohiya, pedagohiya, kaalamang nakapaloob sa nilalaman at saan mang bahagi sa kurikulum ng pagtuturo; at
- d. nakapagpapamalas ng katapatian at pagsuporta sa mga guro sa pagpapatupad ng mga programang pangkurikulum upang mapaunlad ang maayos na ugnayan sa mga mag-aaral, magulang, at iba pang kasangkot.

Bunga ng Programang Pampagkatuto

Pagkatapos ng MAFIL program, ang mga mag-aaral ay:

- a. naipakikita ang malalim na kaalaman sa pagkatuto ng wika, linggwistika at teoryang pampanitikan;
- b. natatalakay ang edukasyong pangwika sa kontekstong multilingguwal at multidisiplinari;
- c. natatalakay nang malalim ang iba't ibang kaalaman sa pagbasa at pananaliksik;
- d. nakapagpapakita ng mga kakayahan sa pananaliksik upang muling makabuo, matiyak ang katotohanan, mapatunayan, maisakonteksto, at/o mailapat ang teoretikal at praktikal na kaalaman hinggil sa iba't ibang aspeto ng edukasyong Filipino
- e. naipakikita ang kakayahan at katatasan sa lahat ng aspetong pangwika;
- f. nagagamit ang iba't ibang dulong, pamamaraan at estratehiya sa pagtuturo ng Filipino;
- g. nagagamit ang teknolohiya at iba pang media sa pagpapadaloy ng pagtuturo at pagkatuto ng Filipino; at
- h. nangunguna sa pagsasabuhay ng makabuluhan at transformatibong edukasyong pangwika; and
- i. naipapakita ang mapanuring kaisipan, mapanaliksik na katangian at inklusibong pagtuturo ng Filipino.

MASTER OF ARTS IN EDUCATION MAJOR IN LANGUAGE EDUCATION

Program Educational Objectives

Three to five years after graduations, graduates of MAED Language Program are expected to:

- a. manifest a Christ-like teaching philosophy in various aspects of practice and support colleagues in enhancing their own Christ-like teaching philosophy;
- b. develop effective strategies in the planning and the management of the developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching context ;
- c. model effective application of Technological, Pedagogical, Content Knowledge within and across curriculum teaching areas ; and
- d. committedly support teachers in the implementation of curricular programs to foster harmonious relationships with learners, parents, and other stakeholders.

Program Learning Outcomes

Graduates of the MAED Language Education program are expected to:

- a. demonstrate knowledge of language learning, linguistics and literary theories;
- b. use research-based strategies and practices that respond to a multilingual and multidisciplinary context;
- c. demonstrate extensive knowledge in the ubiquity of available technology for language teaching;
- d. demonstrate research capabilities for replicating, verifying, validating, contextualizing, and/or applying theoretical and practical knowledge about different aspects of language education;
- e. apply versatility in the language repertoire;
- f. utilize innovative language teaching approaches, methodologies, and strategies;
- g. incorporate technology and other media in facilitating language learning and teaching;
- h. lead students and colleagues to relevant and transformative lifestyle in language education; and
- i. practice critical thinking and research-orientedness in the preparation and implementation of the language program.



MASTER OF ARTS IN EDUCATION MAJOR IN MATHEMATICS EDUCATION

Program Educational Objectives

Three to five years after graduations, graduates of MAED Mathematics Program are expected to:

- a. manifest a Christ-like teaching philosophy in various aspects of practice and support colleagues in enhancing their own Christ-like teaching philosophy;
- b. develop effective strategies in the planning and the management of the developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching context ;
- c. model effective application of Technological, Pedagogical, Content Knowledge within and across curriculum teaching areas ; and
- d. committedly support teachers in the implementation of curricular programs to foster harmonious relationships with learners, parents, and other stakeholders.

Program Learning Outcomes

Graduates of the MAED Mathematics Education program are expected to:

- a. demonstrate extensive content knowledge of mathematics;
- b. demonstrate theoretical and technical knowledge for teaching mathematics;
- c. demonstrate understanding on the language of proofs;
- d. use mathematical software with proficiency;
- e. demonstrate research capabilities for replicating, verifying, validating, contextualizing, and/or applying theoretical and practical knowledge about different aspects of mathematics education;
- f. apply mathematical concepts and theorems in solving real-life problems;
- g. demonstrate extensive decision making skills;
- h. show competence in using technologies in mathematics instruction;
- i. Inspire the mathematical community to become research-oriented
- j. initiate the development of universally-designed instructional materials;
- k. display high confidence in teaching mathematics; and
- l. demonstrate flexibility and patience in teaching mathematics to all types of learners.

MASTER OF ARTS IN EDUCATION MAJOR IN SCIENCE EDUCATION

Program Educational Objectives

Three to five years after graduations, graduates of MAED Science Education Program are expected to:

- a. manifest a Christ-like teaching philosophy in various aspects of practice and support colleagues in enhancing their own Christ-like teaching philosophy;
- b. develop effective strategies in the planning and the management of the developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching context ;
- c. model effective application of Technological, Pedagogical, Content Knowledge within and across curriculum teaching areas ; and
- d. committedly support teachers in the implementation of curricular programs to foster harmonious relationships with learners, parents, and other stakeholders.

Program Learning Outcomes

Graduates of the MAED Science Education program are expected to:

- a. demonstrate intellectual and comprehensive knowledge in both science content and pedagogy;
- b. synthesize knowledge to test the validity of hypotheses and conclusions;
- c. employ scientific methods to examine and improve instructional effectiveness, student achievement, and program evaluation in the science classroom and other non-formal science settings;
- d. demonstrate research capabilities for replicating, verifying, validating, contextualizing, and/or applying theoretical and practical knowledge about different aspects of science education;
- e. reflect critically upon scientific knowledge and continue to expand this knowledge throughout their career;
- f. make decisions and judgments by drawing conclusions using logical, quantitative or statistically-based reasoning;



- g. apply the theoretical, philosophical, and research bases for educational practice in a variety of science educational settings to improve student learning and teacher performance;
- h. demonstrate self-directed, self-reflective, and research-based practice that provides leadership to colleagues and communities through collaboration, participation, and presentation in international, national, and locally based science education and educational organizations;
- i. practice reflective thinking and research-orientedness in all aspects of teaching and learning; and
- j. demonstrate high ethical standards in scientific and research undertakings.

MASTER OF ARTS IN EDUCATION MAJOR IN INCLUSIVE EDUCATION

Program Educational Objectives

Three to five years after graduations, graduates of MAED IE Program are expected to:

- a. manifest a Christ-like teaching philosophy in various aspects of practice and support colleagues in enhancing their own Christ-like teaching philosophy;
- b. develop effective strategies in the planning and the management of the developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching context ;
- c. model effective application of Technological, Pedagogical, Content Knowledge within and across curriculum teaching areas ; and
- d. committedly support teachers in the implementation of curricular programs to foster harmonious relationships with learners, parents, and other stakeholders.

Program Learning Outcomes

Graduates of the MAED IE program are expected to:

- a. demonstrate a clear understanding of the concept or purpose of education;
- b. demonstrate inclusive principles in all processes involving teaching and learning;
- c. demonstrate research capabilities for replicating, verifying, validating, contextualizing, and/or applying theoretical and practical knowledge about different aspects of inclusive education;
- d. design universal approaches to address individual differences; and
- e. create appropriate support materials for teaching and learning; and
- f. promote an inclusive society.

MASTER OF ARTS IN EDUCATION MAJOR IN SOCIAL STUDIES

Program Educational Objectives

Three to five years after graduations, graduates of MAED SS Program are expected to:

- a. manifest a Christ-like teaching philosophy in various aspects of practice and support colleagues in enhancing their own Christ-like teaching philosophy;
- b. develop effective strategies in the planning and the management of the developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching context ;
- c. model effective application of Technological, Pedagogical, Content Knowledge within and across curriculum teaching areas ; and
- d. committedly support teachers in the implementation of curricular programs to foster harmonious relationships with learners, parents, and other stakeholders.

Program Learning Outcomes

Graduates of the MAED SS program are expected to:

- a. demonstrate familiarity and comprehensive knowledge on social science theory, pedagogical approaches in social studies education;
- b. employ generally-accepted epistemological and methodological approaches of inquiry relevant to studies of society and social transformations;
- c. synthesize learned theoretical knowledge, best practices of teaching social studies, and recent research and policy to inform practices of teaching in classroom situation;
- d. expand their teaching from classrooms to institutions aimed at improving society (e.g. local government and non-profit organization);
- e. collaborate with their fellow teachers, community in providing resources for students to better



- f. understand social issues;
- f. expose their students to real-life social challenges by immersing them to nearby communities and organizations; and
- g. provide opportunities for their students to influence policy, and solve-problems within their student's capacities and resources available.

MASTER OF ARTS IN CATHOLIC EDUCATION, LEADERSHIP AND MANAGEMENT

Program Educational Objectives

Three to five years after graduation, graduates of MACELM Program are expected to:

- a. manifest a Christ-like teaching philosophy in various aspects of practice and support colleagues in enhancing their own Christ-like teaching philosophy;
- b. develop effective strategies in the planning and the management of the developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching context ;
- c. model effective application of Technological, Pedagogical, Content Knowledge within and across curriculum teaching areas ; and
- d. committedly support teachers in the implementation of curricular programs to foster harmonious relationships with learners, parents, and other stakeholders.

Program Learning Outcomes

Graduates of the MACELM program are expected to:

- a. exhibit broad knowledge of curriculum in the different disciplines;
- b. utilize sound principles in all undertakings of educational management;
- c. demonstrate extensive knowledge in research leading to the improvement of educational managements;
- d. demonstrate research capabilities for replicating, verifying, validating, contextualizing, and/or applying theoretical and practical knowledge about different aspects of educational management;
- e. evaluate critically a curriculum to cater to the demands and changing needs of time;
- f. apply versatility in all aspects of educational management;
- g. adapt innovative management approaches and principles relevant to contemporary times;
- h. model the spirit of a committed leader and a manager; and
- i. practice the principles of inclusion in any educational situation.

DOCTOR OF PHILOSOPHY IN SCIENCE EDUCATION

Program Educational Objectives

Three to five years after graduation, graduates of PhD in Science Education are expected to:

- a. model exemplary practice to improve the applications of technological pedagogical content knowledge within and across curriculum teaching areas;
- b. lead colleagues in enhancing current practices in the planning and management of developmentally sequenced teaching and learning processes;
- c. lead reforms in enhancing professional development programs based on an in-depth knowledge and understanding of the Philippine Professional Standards for Teachers; and
- d. model a Christ-like teaching philosophy through teaching practices that stimulate colleagues to engage in further professional learning.

Program Learning Outcomes

Graduates of the PhD in Science Education Program are expected to:

- a. demonstrate a comprehensive grasp of the body of knowledge in science education, particularly the theories, methods, and best practices prevalent in the sub-discipline;
- b. manifest sufficient knowledge of current issues and debates in the field of science education, leading to ease in determining research gaps to be pursued;
- c. demonstrate understanding of the principles and processes of scientific research, from project conceptualization to publication;
- d. demonstrate competence in employing theories, approaches, and technologies of science teaching/learning ;
- e. conduct original research that has contributions to the disciplinal literature and practice, like the



following:

- o developing science education theories, approaches and methodologies;
- o designing technology and other media to facilitate science learning and teaching;
- f. model understanding and tolerance towards colleagues and students with other science backgrounds; and
- g. innovate on the learning environment and appropriate materials to support the teaching-learning processes to promote an inclusive science education.

DOCTOR OF PHILOSOPHY IN EDUCATIONAL MANAGEMENT

Program Education Outcomes

Three to five years after graduation, graduates of the PhD in Educational Management Program are expected to:

- a. model exemplary practice to improve the applications of technological pedagogical content knowledge within and across curriculum teaching areas;
- b. lead colleagues in enhancing current practices in the planning and management of developmentally sequenced teaching and learning processes;
- c. lead reforms in enhancing professional development programs based on an in-depth knowledge and understanding of the Philippine Professional Standards for Teachers; and
- d. model a Christ-like teaching philosophy through teaching practices that stimulate colleagues to engage in further professional learning.

Program Learning Outcomes

Graduates of the PhD in Educational Management Program are expected to:

- a. manifest a comprehensive grasp of the body of knowledge in educational management, particularly the theories, methods, and best practices prevalent in the sub-discipline;
- b. apply knowledge of current issues and debates in the field of educational management, leading to ease in determining research gaps to be pursued;
- c. manifest excellent understanding of the principles and processes of scientific research, from project conceptualization to publication;
- d. demonstrate high level of competence in employing management approaches and principles in an educational setting;
- e. conduct original research that has contributions to the disciplinary literature and practice, like developing educational management theories, approaches, methodologies, and best practices;
- f. exhibit openness and flexibility in his/her management style, especially in a multicultural setting;
- g. model understanding and tolerance towards colleagues and students, especially those with different political, religious, cultural backgrounds; and
- h. practice principles of ethical decision making.

DOCTOR OF PHILOSOPHY IN LANGUAGE EDUCATION

Program Education Outcomes

Three to five years after graduation, graduates of the PhD in Language Education Program are expected to:

- a. model exemplary practice to improve the applications of technological pedagogical content knowledge within and across curriculum teaching areas;
- b. lead colleagues in enhancing current practices in the planning and management of developmentally sequenced teaching and learning processes;
- c. lead reforms in enhancing professional development programs based on an in-depth knowledge and understanding of the Philippine Professional Standards for Teachers; and
- d. model a Christ-like teaching philosophy through teaching practices that stimulate colleagues to engage in further professional learning.

Program Learning Outcomes

Graduates of the PhD in Language Education Program are expected to:

- a. manifest a comprehensive grasp of the body of knowledge in language education, particularly the theories, methods, and best practices prevalent in the sub-discipline;
- b. apply knowledge of current issues and debates in the field of language education, leading to ease in determining research gaps to be pursued;



- c. manifest excellent understanding of the principles and processes of scientific research, from project conceptualization to publication;
- d. demonstrate high level of competence in employing theories, approaches, and technologies of language teaching/learning;
- e. conduct original research that has contributions to the disciplinal literature and practice, like the following:
 - o developing language education theories, approaches and methodologies
 - o designing technology and other media to facilitate language learning and teaching;
- f. exhibit openness to and appreciation of linguistic diversity in a multilingual and multicultural context; and
- g. model out understanding and tolerance towards colleagues and students with other linguistic backgrounds.



University Instruction and Development Committee (UIDC)



MSG.
CHARLES
VATH
BLDG.

UIDC and School Deans



VPAA and School Deans



On November 24, 2022, the Office of Institutional Development and Quality Assurance, through the Internal Quality Assurance Committee and the University Instruction Development Committee, led the revision of the Outcomes-based Education Manual at Saint Louis University's Francis Gevers Hall.



THE PARTICIPANTS



School of Advanced Studies



School of Accountancy, Management, Computing, and Information Studies



School of Engineering and Architecture



School of Medicine



School of Nursing, Allied Health, and Biological Sciences



School of Teacher Education and Liberal Arts

THE LECTURES, WORKSHOPS, AND PRESENTATIONS











SLU UIDC
2023