Republic of the Philippines
Eulogio "Amang" Rodriguez Institute of Science & Technology
COLLEGE OF ARTS AND SCIENCES
Psychology Department
Nagtahan, Sampaloc, Manila

OUTCOME-BASED
EDUCATION

OUTCOME-BASED TEACHING AND LEARNING (OBTL) PLAN

INSTITUTE PHILOSOPHY

- As a state college, Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST) believes that the education is not an area of knowledge that can be arrogated unto itself by one profession, nor it is a division separate and distinct from the society and the times in which it flourishes. It is a plexus of knowledge and skills applied to the economic, social and moral development of a self-actualized and productive citizenry.

INSTITUTE MISSION

- Turn out vocationally, technically, technologically, and scientifically trained graduates who will be economically productive, self-sufficient, effective, responsible, and disciplined citizen of the Philippines.

INSTITUTE VISION

- EARIST is envisioned to be a center of excellence in trades, business, arts, science and technology education.

INSTITUTE CORE VALUES

- **E** – Excellence
- **A** – Accountability
- **R** – Resourcefulness
- **I** – Integrity
- **S** – Service
- **T** - Teamwork

COLLEGE GOALS

- To develop the students' ability to acquire knowledge and information, think logically; analyze confidently, express oneself creatively with high moral awareness and responsive social responsibility.
- To encourage students to realize the importance of reaching personal and professional goals through self motivation, individual growth and pursuit of excellence.
- To foster students' development of lifelong competence and interest to conduct research and investigation on science, technology, economy and industry.
- To provide avenues for students' involvement in extension and production programs for professional and community development in preparation for employment in their specific career fields.

PROGRAM GOALS

- The BS Psychology Program with Industrial Organizational Psychology Emphasis aims to produce graduates who have solid basic knowledge and skills in psychology as applied in industrial organizations with additional preparation in the natural sciences.

PROGRAM INTENDED LEARNING OUTCOMES (PILO)

Graduates of BS Psychology must be able to:

(Common to all programs in all types of schools)

1. articulate the latest developments in their specific field of practice;
2. effectively communicate orally and in writing using both English and Filipino languages;
3. work effectively and independently in multi-disciplinary and multi-cultural teams;
4. demonstrate professional, social, and ethical responsibility, especially in practicing intellectual property rights and sustainable development;
5. preserve and promote "Filipino historical and cultural heritage" (based on RA 7722);

(Common to the Social Sciences and Communication)

6. apply social sciences concepts and theories to the analysis of social issues;
7. design and execute social science research using appropriate approach and methods;
8. practice professional and ethical standards in the fields of social sciences and communication;

(Specific to BS Psychology)

9. demonstrate the capability to discuss and analyze the major theories and concepts in Psychology (knowledge in psychology);
10. demonstrate and apply the methods of psychological inquiry in building knowledge on local culture and context (psychological research);
11. demonstrate and apply psychological theories and methods in personal and professional setting (application of psychology);
12. demonstrate capability for self-reflection and independent learning in graduate education or in professional context (independent learning);
13. demonstrate professional and ethical behaviors in research and practice in Psychology (ethics);
14. demonstrate harmonious interpersonal relationship with colleagues, clients and others (interpersonal skills) in diverse cultural setting;
15. demonstrate the ability to conduct psychological assessments and evaluation (psychological assessment);

(Common to a horizontal type as defined in CMO No. 46, s. 2012)

16. show ability to participate in various types of employment, development activities, and public discourses particularly in response to the needs of the communities one serves; and,

(Common to all graduates of State Universities and Colleges as required in RA 7722 otherwise known as Higher Education Act of 1994)

17. develop competencies to support national, regional and local development plans.

Course Code	ICOPSYCH	**Credit Units**	4 units (lec)	**Course Prerequisites**	4th Year Standing
Course Title	Integrative Course in Psychology (Review Class)	**Contact Hours**	4 hrs/week (lec)	**Pre-requisite To**	

Course Description	This course is designed to prepare students for the board examinations. It covers major courses in Psychology focusing on the review of concepts and strategies which will enable students to have confidence in taking the board exam.

Course Intended Learning Outcomes (CILO)

After completing this course, the student is expected to present the following learning outcomes in line with the Expected EARIST Graduate Elements (EDGE).

Expected EARIST Graduate Elements (EDGE)

- **Problem Analysis (PS)**
- **Development of Solutions (DoS)**
- **Global Citizenship (GC)**
- **Collaboration & Communication (CaC)**
- **Professionalism and Ethics (PaE)**
- **Lifelong Learning (LL)**

PROBLEM ANALYSIS
COLLABORATION & COMMUNICATION
DEVELOPMENT OF SOLUTION
PROFESSIONALISM & ETHICS
GLOBAL CITIZENSHIP
LIFELONG LEARNING

Learning Outcomes

At the end of this course, the students should be able to:

- Demonstrate overall knowledge of concepts on the field of Psychology.
- Develop confidence in using the learned skills, acquired abilities and strategies in answering test questions.

PROGRAM MAPPING GRID

The Intended Learning Outcomes of the BS Psychology Program emphasize the development of the expected graduate attributes according to the grid shown below:

PILO	PS	DoS	GC	CaC	PaE	LL
1				3		
2				3		
3			3	2		
4					3	
5			1		2	
6	3	1				
7		3				2
8	1	3			1	
9	2	3		2		1
10	3	3		1	1	2
11		3	1	2	2	
12	2	2				3
13					3	1
14			3		1	1
15	2	2		1	2	
16				2		
17			1			3

Legend: ***3** = To a Large Extent; **2** = To Some Extent; **1** = To a Little Extent*

COURSE MAPPING GRID

The various topics in this course emphasize the development of the expected graduate attributes according to the grid shown below:

UNIT	PS	DoS	GC	CaC	PaE	LL
	1	1	1	1	1	2
	1	2	1	2	3	2
	3	2	1	2	3	2
	3	2	1	2	3	2

Legend: 3 = To a Large Extent; 2 = To Some Extent; 1 = To a Little Extent

TEACHING AND LEARNING PLAN						
Week	**Content**	**Intended Learning Outcomes (ILO)**	**Assessment Tasks (ATs)**	**Suggested Teaching/Learning Activities (TLAs)**	**Learning and Teaching Support Materials (LTSM)**	**Output Materials**
1	Orientation Discussion of VMGO, PILOs and CILOs	Discuss the VMGO, PILOs and CILOs of the Institute	Quiz on VMGO	Orientation Review of the course syllabus, learning activities, requirements, policies, assessment, and feedback Socialized Discussion	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom	
2	**Orientation and Introduction to Integrative Course in Psychology** • Practical Tips, Test-Taking Skills and Strategies in Analyzing questions and Requirements for BLEP • Table of Specifications for Psychometrician • Psychology Law (RA 10029) • Trends of BS Psychology Performance in the Board Licensure Examination for Psychometrician	Introduce and discuss general information and guidelines in the Psychometrician Board Licensure Examination.	Assignment Recitation	Lecture-Discussion Brainstorming	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom	Performance Assessment
3	**Pre-Board Exam** • Abnormal Psychology • Industrial Psychology • Developmental Psychology • Psychological Assessment	Passed the pre-board examination in the 4 board courses.	Pre-Board Exam	Lecture-Discussion	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom	Test Result
4	• **Abnormal Psychology 1** A. Manifestations of Behavior • Normalcy and Abnormalcy • Recognize normal and abnormal manifestations of behavior • Assess abnormal manifestations of behaviors based on the social contexts B. Psychological Disorders and Specific Symptoms based on DSM-5 • Differentiate Anxiety Disorders from other psychological disorders • Differentiate Trauma-and-Stressor Related Disorders from other psychological disorders	Discuss important concepts in Abnormal Psychology	Pre-test Recitation Posttest	Lecture-Discussion Rationalization	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom	Performance Assessment Test Results

	• Differentiate Obsessive-Compulsive Related Disorders from other psychological disorders • Explain Somatic Symptom and Related Disorders from other disorders • Evaluate Dissociative Disorder from other psychological disorders • Illustrate Depressive Disorders from other psychological disorders • Explain Eating and Sleep Disorder from other disorders • Evaluate the different Sexual Dysfunctions, Paraphilic Disorders and Gender Dysphoria • Explain Substance-Related and Addictive Disorder from other psychological disorders • Explain Impulse Control Disorders from other disorders • Illustrate the different Personality Disorders and with the other psychopathologies of personalities • Illustrate Schizophrenia and Other Psychotic Disorders from other psychological disorders • Identify the different Neurodevelopmental Disorders based on DSM-5 • Identify the different Neurocognitive Disorders based on DSM-5					
5	• **Industrial Psychology 1** A. Organization Theory • Describe the different organizational theories • Apply the different theories of organizations to the overall understanding of human behavior in an organization setting • Determine the focus and analyze the differences between these Organization Theories: Classical Organization Theory, Neo-Classical Organizational Theory, Modern Organizational Theory, Contingency Theory, Motivation Theory and Open Systems Theory	Discuss important concepts in Industrial Psychology	Pre-test Recitation Posttest	Lecture-Discussion Rationalization	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom Google Forms	Performance Assessment Test Results

	• Examine the importance of organization theory, particularly on how organizations use that knowledge to help them improve organizational structure and design, leadership, managerial styles, group behavior, motivation, communication, operational efficiency and organizational culture. B. Organizational Structures and Systems • Evaluate the value and importance of knowing & understanding the various organizational models and systems • Recognize the pros and cons of the different types of organizational structures: functional, multi-divisional, flat, matrix, team, network, and hierarchical structures. • Define the elements that create an organizational structure and their distinct relationships: job design, departmentation, delegation, span of control, and chain of command. • Apply your understanding of organizational design to appreciate organizational roles and performance accountability • Explain the importance of aligning the organizational structure with the business strategy • Apply your understanding of the 4 business elements that must be aligned to ensure profitable performance and business success.					
6	• **Psychological Assessment 1** A. Psychometric Properties and Principles • Ascertain psychometric properties essential in constructing, selecting, interpreting tests • Describe the value of different psychometric properties and principles • Justify the reason for accepting or rejecting instruments and tools based on psychometric properties	Discuss important concepts in Psychological Assessment	Pre-test Recitation Posttest	Lecture-Discussion Rationalization	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom Google Forms	Performance Assessment Test Results

	• Manifest capacity to interpret and utilize test results based on the psychometric properties of the assessment instrument • Examine the ways psychometric principles are applied in the interpretation of results, and usage of assessment outcomes • Evaluate the application of psychometric principles in the development of assessment instruments B. Research Methods and Statistics • Recognize statistics applied in research studies on tests and test development • Explain: methods, statistics used in research studies and test construction • Apply the appropriate research methods and statistics in test development and standardization • Analyze the research and statistical methods applied in test development, test standardization, and studies on tests and their findings • Appraise the appropriateness of the statistics and methods of research applied for a given goal.					
7	• **Developmental Psychology 1** A. Perspectives on Nature and Nurture • Explain the role of heredity and environment in human growth and development • Illustrate the influence of heredity and environment on the development of persons • Identify the characteristics that pertain to heredity and environment. B. Research Methods in Developmental Psychology and Ethical Considerations • Identify the ethical consideration of various research method in developmental psychology • Research methods in developmental psychology • Recognize the different basic research designs in studying human development • Differentiate cross-sectional and longitudinal studies in conducting	Discuss important concepts in Developmental Psychology	Pre-test Recitation Posttest	Lecture-Discussion Rationalization	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom Google Forms	Performance Assessment Test Results

	research in investigation in human development.					
8	• **Abnormal Psychology 2** C. Theoretical Approaches in Explaining the Etiology of Psychological Disorders • Theoretical models in explaining the etiology of the psychological disorders and its prevalence • Illustrate the genetic contributions in the development of mental disorders • Illustrate the role of biological and neurological bases in the development of psychological disorders • Illustrate the role of learning in the development of psychological disorders • Explain the cognitive theories in development of psychological disorders • Attribute the diathesis-stress model in the development of psychological disorders • Analyze the role of gene-environment interaction in the development of psychological disorders • Assess the role of culture, social interactions, and interpersonal factors in the development of psychological disorders D. Therapeutic Interventions of Psychological Disorders • Appropriate psychological interventions for psychological disorders • Explain the different psychological interventions used for treatment of psychological disorders • Illustrate the application of psychological interventions for the treatment of psychological disorders • Evaluate the efficacy of the psychological interventions for the treatment of psychological disorders	Discuss important concepts in Abnormal Psychology	Pre-test Recitation Posttest	Lecture-Discussion Rationalization	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom Google Forms	Performance Assessment Test Results
9	• **Industrial Psychology 2** C. Human Resource Development and Human Resource Management	Discuss important concepts in Industrial Psychology	Pre-test Recitation	Lecture-Discussion Rationalization	PC/Laptop Powerpoint Google Classroom	Performance Assessment

	• Differentiate: (a) Human Resource Development and Human Resource Management (b) Human Resource Development and Organizational Development (c) Human Resource Development and Employee Training • Identify the activities involved in Human Resource Development • Examine the scope, coverage, and processes across the different areas of Human Resource Development (training, learning, career development, talent management, performance appraisal, employee engagement and empowerment) • Analyze the organizational activities involved in Human Resources Management (manpower planning, staffing, developing, monitoring, maintaining, managing relationship and evaluating) • Compare the role of the Human Resource Manager and the Human Resource Development Manager in Organization D. Team Dynamics • Explain the importance and impact of team dynamics in an organization • Identify the stages of team development • Examine group processes that affect team effectiveness • Identify the common problems that occur in teams • Apply your knowledge of team dynamics to address team problems and improve team performance		Posttest		Google Meet / Zoom Google Forms	Test Results
10	• **Psychological Assessment 2** C. Uses, Benefits, Limitations of Assessment Tools and Instruments • State purposes of given assessment: methods and tools • Describe benefits derived from different assessment methods and tools • Determine appropriate selection tools for given populations and settings	Discuss important concepts in Psychological Assessment	Pre-test Recitation Posttest	Lecture-Discussion Rationalization	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom Google Forms	Performance Assessment Test Results

	• Analyze the strengths and limitations of assessment tools • Assess the appropriateness of selected assessment tools and instruments D. Selection of Assessment Methods and Tools • Identify appropriate assessment methods, tools for specific purposes • Clarify rationale for selecting assessment methods, tools for specific populations and purposes • Specify areas of assessment and/or tools needed for specific populations, settings, circumstances • Determine the best assessment methods and/or tools for individual and groups.					
11	• **Developmental Psychology 2** C. Developmental Theories • Theories of development explaining personality and other human attributes. • Assess the development of personality in the light of psychosexual theory of Freud • Illustrate and evaluate the development of personality in the light of psychosocial theory of Erikson • Illustrate the cognitive development of a person across the life span based on Piaget. • Differentiate and illustrate the moral development of a person across the life span based on Kohlberg. • Illustrate the impact of ecological model in the development of personality based on Bronfenbrenner • Apply the socio-cultural theory in the development of personality by Vygotsky • Illustrate the role of attachment in the development of personality and other human attributes based on Ainsworth and Mahler • Illustrate the theory of identity formation during adolescence period based on Marcia • Compare the different learning theories in explaining the development of personality and other human attributes based on behaviorism and social learning	Discuss important concepts in Developmental Psychology	Pre-test Recitation Posttest	Lecture-Discussion Rationalization	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom Google Forms	Performance Assessment Test Results

	• Analyze the evolutionary theory of development of Wilson D. Developmental Principles • Explain appropriate developmental principles in the study of life-span development					

12	• **Abnormal Psychology 3**
	E. Socio-cultural Factors and Ethical Principles in Diagnosing Cases of Abnormal Behavior
	• Socio-cultural factors
	  • Identify socio-cultural factors that may impact diagnosing of mental disorders
	• Ethics in Diagnosing Mental Disorders
	  • Apply appropriate ethical principles and standards of practice in diagnosing abnormal behavior
	F. Global Health Crisis and Mental Health Law
	• Recognize the different issues and concerns in various settings (educational, occupational, community) on the impact of (COVID-19) on the mental health condition of people and the challenges of the implementation of RA11036.
	• Evaluate the impact of global health crisis (COVID-19) and other mental health conditions on the implementation of RA11036.
		Discuss important concepts in Abnormal Psychology	Assignment
			Recitation
				Lecture-Discussion
				Brainstorming
					PC/Laptop
					Powerpoint
					Google Classroom
					Google Meet / Zoom
						Performance Assessment

13	• **Industrial Psychology 3** E. Organizational Change and Development • Distinguish the difference between: (a) Organizational Change and Organizational Development (b) Organizational Development and Organizational Transformation • Analyze the different factors driving organizational change • Identify the different types of large-scale organizational changes • Evaluate the different types of Organizational Interventions used to enhance organizational effectiveness, employee well-being and productivity • Examine the different strategies and techniques organizations use to manage	Discuss important concepts in Industrial Psychology	Assignment Recitation	Lecture-Discussion Brainstorming	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom	Performance Assessment

	change, and/or cope with change to achieve organizational efficiency					
14	• **Psychological Assessment 3** E. Test Administration, Scoring, Interpretation and Usage • Detect errors in test: selection, administration, scoring • Show recognition of errors in test: administration, scoring, interpretation • Respond appropriately to challenges in test: usage, administration, scoring, interpretation • Explore anomaly in test: administration, interpretation, usage • Appraise usefulness of tests under carrying conditions of test administration, scoring, and interpretation F. Ethical Principles and Standards of Practice • Identify ethical principles that pertain to test: interpretation, and usage • Expound on what makes a situation or activity a violation of ethics and standard of good practice • Appropriately handle different situations that may challenge the application of ethical principles and standards • Explore the different possibilities for avoiding ethical violations • Evaluate ethical appropriateness of the way psychometric matters had been handled	Discuss important concepts in Psychological Assessment	Assignment Recitation	Lecture-Discussion Brainstorming	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom	Performance Assessment

15	• **Developmental Psychology 3**
	E. Developmental Issues and Tasks on Developmental Stages
	• Developmental Tasks Across the Lifespan
	    • Explain the critical issues pertaining to heredity and environmental influences during prenatal development
	    • Illustrate the critical issues related to physical, cognitive, socio-emotional development during pre-natal development
	    • Assess the developmental issues concerning physical, cognitive, and socio-emotional development during
		Discuss important concepts in Developmental Psychology	Assignment
			Recitation
				Lecture-Discussion
				Brainstorming
					PC/Laptop
					Powerpoint
					Google Classroom
					Google Meet / Zoom
						Performance Assessment

	childhood, adolescence, and adulthood stages of development • Identify critical issues concerning death and bereavement • Developmental Tasks Across the Lifespan • Explain the expected developmental tasks in physical, cognitive, and socio-emotional during childhood, adolescence, and adulthood stages of development • Assess the expected developmental tasks in physical, cognitive, and socio-emotional during childhood and adolescence stage of development • Illustrate developmental tasks in physical, cognitive, and socio-emotional expected during adulthood stage of development F. Developmental Challenges and Milestones on Developmental Stages • Developmental Challenges Across the Lifespan • Explain the challenges faced during prenatal and childhood stages of development • Illustrate the challenges faced during the adolescence and adulthood stages of development • Differentiate the challenges concerning prenatal, childhood, adolescence, and adulthood • Identify the challenges of coping with death of another person • Developmental Milestones Across the Lifespan • Point out the expected developmental milestones on physical, cognitive, and socio-emotional development during childhood, adolescence, and adulthood • Illustrate developmental milestones on physical, cognitive, and socio-emotional development during childhood, adolescence, and adulthood stages of development					

Week	Content	Intended Learning Outcomes (ILO)	Assessment Tasks (ATs)	Suggested Teaching/Learning Activities (TLAs)	Learning and Teaching Support Materials (LTSM)	Output Materials
	• Illustrate issues involved in decisions about death					
16	**Mock Board** • Abnormal Psychology • Industrial Psychology	Determine the depth of learning acquired during the term.	Mock Board Exam	Lecture-Discussion	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom	Performance Assessment Test Result
17	**Mock Board** • Abnormal Psychology • Industrial Psychology	Determine the depth of learning acquired during the term.	Mock Board Exam	Lecture-Discussion	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom	Performance Assessment Test Result
18	**Culminating Activity**	Provide additional topic that will enrich the learning of the students	(to be determined by the professor and the class)			

Basic Readings / Textbooks / Reference Materials	
	• Diego, A.A., Resuello, J.C., & Llenares, I.I. (2020). Becoming a Psychometrician (Lecture Book). Jenher Publishing House. ISBN 978-621-8083-33-2 • Masanda, A. B. (2018). RPM Comprehensive Reviewer: Volume 1 and 2. Jenher Publishing House. ISBN978-621-8038-15-8 • Rust, Kosinski, & Stillwell. (2020). Modern Psychometrics: The Science of Psychological Assessment. • Cohen & Swerdlik. (2017). Psychological Testing and Assessment. • Feist & Roberts. (2020). Theories of Personality. 10th Edition. • Schultz & Schultz. (2017). Theories of Personality. Cengage. • Truxillo, D.M., Bauer, T.N., Erdogan, B. (2021). Psychology and Work: An Introduction to Industrial Organizational Psychology. 2nd Edition. • Aamodt, M. (2015). Industrial Organizational Psychology: An Applied Approach. • Barlow, Durand & Huffman. (2020). Abnormal Psychology: An Integrative Approach. 6th Edition • Whitbourne. (2019). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. • Agravante, G.R., et. al (2017). A Phenomenological Study on Experiences of BSIP Takers and Passers in the Board Licensure Examination for Psychometricians. Undergraduate Thesis. EARIST, Manila • Caintic, A., et al. (2021). Predictors of BSIP Performance on Board Licensure Examination for Psychometricians Towards Program Enrichment. Undergraduate Thesis. EARIST, Manila • Balanza, S.J.R., et al. (2022). Trend of Six-Year Performance of BSIP Graduates in the Board Licensure Examination for Psychometricians. Undergraduate Thesis. EARIST, Manila

Course Assessment	
	• *The expected learning outcomes for the course will be assessed through graded activities and ungraded activities.* • *The graded activities include in school evaluation (e.g., tests, quizzes, class participation, activities) and off-campus evaluation (e.g., supervisor's rating, narrative report). The criteria for grading are as follows:* Midterm and Final Grade Final Rating

Attendance	10%
Recitation	20%
Practice Tests	30%
Term Assessment (Pre and Post Test – Mock Board Exam)	40%
	100%

Midterm Grade	50%
Final Grade	50%
	100%

- *The ungraded activities will be used to monitor student's progress. A variety of these ungraded assessment techniques may be employed, including problems to be completed during class, direct questioning of students, answering students' questions in class, one-minute classroom assessment techniques, and discussions during consultation hours.*

- *Language of Instruction*

  The language of instruction is English.

- *Attendance*

  Students are required to attend all classes starting with the first meeting. Non-attendance in any required class or academic activity constitutes an absence. A student who has been absent for more than 20 percent of the hours of recitation, lectures, or any other scheduled work in this course shall be automatically dropped from the class roll and the Registrar shall be advised accordingly.

- *Student Rights and Responsibilities*

  The Student Handbook establishes students' freedoms and protections as well as expectations of appropriate behavior and ethical academic work. The Handbook includes items such as the Policy on Student Rights, the Policy on Student Conduct, and the Academic Integrity Policy.

- *Academic Integrity*

  Any work that the student submits should be their own work (i.e., not borrowed/copied from any other source, including their classmates). When using other people's ideas to substantiate their ideas, students are expected to properly cite the original source. Proper citation procedures shall be discussed in class. Any act of cheating or plagiarism shall be treated in accordance with the Institute's Policy on Academic Integrity. Depending upon the individual violation, students could face penalties ranging from failing the assignment to failing the class.

Course Policies and Statements (continued)

- ***Grading System***

  The students' academic performance shall be graded in accordance with the following numerical system:

Grades		Percentage Equivalent		Descriptive Rating
1.00	-	**97-100**	-	**Highly Excellent**
1.25	-	**94-96**	-	**Excellent**
1.50	-	**91-93**	-	**Very Superior**
1.75	-	**88-90**	-	**Superior**
2.00	-	**85-87**	-	**Very Good**
2.25	-	**82-84**	-	**Good**
2.50	-	**79-81**	-	**Satisfactory**
2.75	-	**76-78**	-	**Fair**
3.00	-	**75**	-	**Passed**
5.00	-	**Below 75**	-	**Failed**

- ***Learners with Disabilities***

	The Institute strives to make all learning experiences as accessible as possible. If a student anticipates or experiences barriers based on their disability (including mental health, chronic or temporary medical conditions), the student needs to inform their instructor immediately so that they can discuss options privately. To establish reasonable accommodations, the student needs to register in the “List of Learners with Disabilities” at the Office of Student Affairs and Services (OSAS). **Besides using a cellphone for communication, social media such as emails, messenger, and Google Classroom are also encouraged, and the teacher will take the initiative to accommodate students with special needs, such as those who are physically challenged.** • ***Syllabus Flexibility*** **The instructor reserves the right to amend or change this syllabus as needed. For example, the instructor may modify content, and/or substitute assignments in response to institutional, weather, or class situations. Any modification, however, must be communicated by the instructor to the VPAA via the Department Chairperson and the Dean and cannot be implemented without the approval of the VPAA. Approved changes shall be discussed by the instructor in class. It is however the responsibility of the student to check information from the instructor to stay current.**
Committee Members	**Cluster Leader : Dr. JINAMARLYN B. DOCTOR, RPm** **Member : Ms. JAZMINE B. LASAM, RPm** **:** **Gender and Development Coordinator : RUTH LAREZA A. MORALES**
Consultation Schedule	**Faculty Member :** **Email-address :** **Consultation Hours :** **Time and Venue :**

Number of Pages **15** AY/Term of Effectivity **2024-2025/ Sem 2**	Prepared by: **Dr. JINAMARLYN B. DOCTOR** Cluster Leader	Reviewed by: **Dr. JINAMARLYN B. DOCTOR** Department Chair	Recommending Approval: **RODORA T. OLIVEROS, MSc.** Dean	Approved: **Dr. ERIC C. MENDOZA** Vice President for Academic Affairs