



OUTCOMES-BASED EDUCATION (OBE) COURSE SYLLABUS

LTNG 209

Second Language Teaching for Special Curricular Programs

I. UNIVERSITY INFORMATION

1. Vision of the University

A globally competitive university for science, technology, and environmental conservation

2. Mission of the University

Development of a highly competitive human resource, cutting-edge scientific knowledge and innovative technologies for sustainable communities and environment.

3. VSU Quality Policy Statement

The Visayas State University (VSU), a globally competitive university of science and technology and environmental conservation, is created by law to develop highly competitive human resource, cutting-edge scientific knowledge and innovative technologies for sustainable communities and environment.

Towards this end, we, at the Visayas State University, commit to:

- Produce highly competent, quality and world-class manpower in science and technology, especially for agriculture, environmental management and industry who are proficient in communication skills, critical thinking and analytical abilities;
- Generate and disseminate relevant knowledge and technologies that lead to improved productivity, profitability and sustainability in agriculture, environment and industry; and
- Satisfy the needs and applicable requirements of the industry, the community and government sectors who are in need of quality graduates and technology ready for commercialization through the establishment, operation, maintenance and continual improvement of a Quality Management System (QMS) which is aligned with the requirements of ISO 9001:2015.

It shall be the policy of the university that the quality policies and procedures are communicated to and understood by all faculty, staff, students and other stakeholders and that the system be continually improved for its relevance and effectiveness.


EDGARDO E. TULIN
President
v0 07-16-2019

4. Goal and Objectives of Graduate School

- Goal.
Produce high quality manpower in agriculture and its allied fields through graduate education to serve the development needs of the region.
- General Objective.
To strive for excellence in graduate education for regional growth and rural development.
- Specific Objectives
 1. To offer graduate courses to teachers, researchers, extension workers, administrators and other professionals.
 2. To train and guide graduate students in conducting productive and independent research studies relevant to agriculture and its allied fields.
 3. To design and implement innovative strategies for the enhancement of managerial and leadership skills of professional and development workers.
 4. To strengthen personal discipline and moral character of graduate students to better serve their clientele.

II. PROGRAM INFORMATION

1. Name of the Program	Master of Science in Language Teaching (MS-LT)
2. CHED CMO Reference	CMO no.36, s. 1998 (Policies and Standards on Graduate Education)
3. BOR Approval	BOT Resolution No. 6, s. 1992 (January 21, 1992)

6. Program Educational Objectives and Relationship to Institution Mission

Program Educational Objectives	Mission*		
	a	b	c
a. To provide a focused study for English language professionals in pursuing their advanced knowledge and skills of English language teaching across professions.	/	/	/
b. To enhance the graduate students' English language proficiency as well as deepen their understanding of the theory and practice of language teaching as a discipline.	/	/	/
c. To present appropriate approaches, methods, strategies, and techniques required to challenge the different phases of the academe and stakeholders in areas of instruction, research, extension and production in relation to professional practice, trainings, conferences, arts, and leadership roles in language teaching in local or international setting.	/	/	/

**a - development of a highly competitive human resource, b - cutting-edge scientific knowledge, c - innovative technologies for sustainable communities and environment*

III. COURSE INFORMATION

1. Course Code	LTNG 209
2. Course Title	Second Language Teaching for Special Curricular Programs
3. Pre-requisite	COI (Consent of Instructor)
4. Co-requisite	None

5. Credit	3 units
6. Semester Offered	Second Semester AY 2021-2022
7. Number of hours	3 hours per week
8. Course Description	The course evaluates traditional and current techniques, strategies, methods, and approaches of second (English) language teaching for special curricular programs.

7. Program Outcomes (POs) in relation to the Program Educational Objectives (POEs)						
Program Outcomes (POs)		Program Educational Objectives				
		1	2	3	4	5
a.	Articulate a substantive and pragmatic view of the English language as a discipline and across all professions;	/	/	/	/	/
b.	Communicate in English (both oral and written) as well as foster a critical and analytical perspective on the theory and practice of language teaching in the academe as applied in professional settings and in the corporate world;	/	/	/	/	/
c.	Facilitate the use of the English language to promote cultural understanding;	/	/	/	/	/
d.	Teach English communication skills in a high-level state-of-the-art instruction for every day communication, leadership, supervision, and to pursue research in English language studies;	/	/	/	/	/
e.	Enhance creativity, resourcefulness, and critical thinking among graduate students through interpreting and evaluating critical ideas, values, and themes that appear in literary and cultural texts as well as in the modes of communication; and	/	/	/	/	/
f.	Engage in English language extension and production blending knowledge of the different subfields of linguistics and linguistics updates in the digital world.	/	/	/	/	/

8. Course Outcomes (COs) and Relationship to Program Outcomes (POs)													
After completing this course, the student must be able to perform the following COs:	<i>Program Outcomes Code</i>												
	<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>	<i>l</i>	<i>m</i>
CO1 To exhibit understanding about Second Language Teaching (SLT) approaches, methods, and strategies in relation to the Principles of Second Language Acquisition (SLA).	I	E	D	I	E	D							
CO2 To evaluate the significance of the modern trends in education.	E	E	D	I	E	D							
CO3 To demonstrate knowledge in blended learning and stage performance.	D	E	D	I	E	D							

Legend: I – Introductory, E – Enabling, D – Demonstrative

Each letter indicates the expected level of competency that each CO should provide for each PO.

9. Course Content and Plan

Week	Topics	Learning Outcomes	Teaching and Learning Activities		Assessment Tasks
			Teaching Activities	Learning Activities	
CO1: To exhibit understanding about Second Language Teaching (SLT) approaches, methods, and strategies in relation to the Principles of Second Language Acquisition (SLA). CO2: To evaluate the significance of the modern trends in education.					
1-5	<p>*Class Orientation *Values Reorientation (character values, work values, personal values) -----</p> <p>Module No. 1 Second Language Teaching, Listening, Teaching-Learning Nowadays, Speaking, Reading, and Gardner's Multiple Intelligences</p> <p>Lesson 1.1 Second Language Teaching and Listening</p> <p>Topics: *Approach *Method *Strategy *Listening</p> <p>Figures -- <i>Figure 1: Thoughts and Words</i> <i>Figure 2: Melody and Rhythm</i> <i>Figure 3: Arts and Research</i></p>	<ol style="list-style-type: none">1. To deepen understanding about the Principles of Second Language Acquisition (SLA).2. To apply knowledge in Second Language Teaching (SLT) approaches, methods, and strategies.3. To analyze texts that can improve students' listening skills.4. To create scenarios exhibiting the different types of listening.5. To perform varied language activities, games, and teasers.	<ol style="list-style-type: none">1. Printed Modules/ Online Classes<ul style="list-style-type: none">• Lecture• Digital Media• Open Educational Resources (OERs)• PowerPoint presentation• Apps• Demonstrations2. Blended Learning (BL)<ul style="list-style-type: none">• Enriched Virtual BL• Project-based BL• Self-directed BL• Supplemental BL• The Flex Model BL• The Online Driver Model BL• Master-based BL	<ul style="list-style-type: none">• Podcasts• Web quests• Blogging• Vlogging• Journal writing• Focus listing• Peer quizzes• Talk-it-out• Daring Doodles• Oral recitations• Seatwork <p>***Learning Tasks/ Activities (170 points)</p> <p>A. Have a Google search on the Principles of Second Language Acquisition (SLA). (50 points)</p> <ol style="list-style-type: none">1. Enumerate the Principles of SLA.2. Cite 3 principles of SLA then explain them in relation to Second Language Teaching (SLT) approaches, methods, and strategies. <p>B. Take a look at Figure 1 and Figure 2. (60 points)</p> <ol style="list-style-type: none">1. What other language activities do you know? Enumerate and explain 3 language activities related to SLT.2. What other language games do you know? Describe 3 language games that emphasize lessons in listening comprehension. <p>C. Examine Figure 3 and Figure 4. (40 points)</p> <ol style="list-style-type: none">1. Cite 3 instances where language activities improve or enhance students' self-confidence and	<p>***Module 1 Pretest</p> <ul style="list-style-type: none">● Summarizing● Probing● Memory matrix● Quizzes● Projects● Researches● Concept maps● Dramatization● Role playing● Play production● Quiz show● Talk show● Twitter board <p>***Assessment Submit a picture dictionary of 50 words related to Second Language Teaching (SLT). (100 points)</p> <p>***Due date: February 2022</p>

	<p><i>Figure 4: Watch and Listen</i></p> <p>Values integration: Determination, Discipline, Patience</p>			<p>speech production.</p> <p>2. Submit a copy of the lyrics of the song "A Whole New World" in English version and in your local version (dialect or gay lingo).</p> <p>D. Cite concrete scenarios where you would do the following: (20 points)</p> <ol style="list-style-type: none"> 1. Marginal or passive listening 2. Attentive listening 3. Critical or analytical listening 4. Appreciative listening 	
6-10	<p>Lesson 1.2 Teaching-Learning Nowadays, Speaking, Reading, and Gardner's Multiple Intelligences</p> <p>Topics: *Modern Trends in Education *Internet Links For Learning and Teaching the English Language *Innovative Learning Strategies *Developing Speaking Skills *Reading *Gardner's Multiple Intelligences</p> <p>Figure -- <i>Figure 5: Lights and Colors</i> <i>Figure 6: Then and Now</i> <i>Figure 7: Programs and Development</i></p>	<ol style="list-style-type: none"> 1. To explicate the significance of modern trends in education along with internet links and updated teaching-learning strategies. 2. To exhibit understanding of Intelligence Quotient (IQ), Emotional Quotient (EQ), and Multiple Intelligences (MI) relating them to Second Language Teaching (SLT). 3. To discuss stories and events through reading and developing speaking skills connecting 	<p>1. Printed Modules/ Online Classes</p> <ul style="list-style-type: none"> • Lecture • Digital Media • Open Educational Resources (OERs) • PowerPoint presentation • Apps • Demonstrations <p>2. Blended Learning (BL)</p> <ul style="list-style-type: none"> • Enriched Virtual BL • Project-based BL • Self-directed BL • Supplemental BL • The Flex Model BL • The Online Driver Model BL • Master-based BL 	<ul style="list-style-type: none"> • Podcasts • Web quests • Blogging • Vlogging • Journal writing • Focus listing • Peer quizzes • Talk-it-out • Daring Doodles • Oral recitations • Seatwork <p>***Learning Tasks/Activities (250 points)</p> <p>A. Go over the topic on modern trends in education. (50 points)</p> <ol style="list-style-type: none"> 1. Explain the similarities and differences between Competency-based Teaching and Problem-based Learning. 2. Cite 3 instances of Invisibe Structures (Teaching outside the classroom). <p>B. Go over for learning and teaching the English language. (50 points)</p> <ol style="list-style-type: none"> 1. What are some of the advantages and disadvantages in having those links for SLT and ELL (English Language Learning)? 2. Try to search 2 from among those links then 	<ul style="list-style-type: none"> • Summarizing • Probing • Memory matrix • Quizzes • Projects • Researches • Concept maps • Dramatization • Role playing • Play production • Quiz show • Talk show • Twitter board <p>***Assessment Submit a 3-5 minute (when done orally) PowerPoint presentation that tackles on SLT and ELL amidst pandemic. (50 points)</p> <p>***Module 1 Posttest</p> <p>***Midterm Exam</p> <p>***Due date: March 2022</p>

	<p><i>Figure 8: Life and Leisure</i></p> <p>Values integration: Intelligence, Wit, Brilliance</p>	them to life and leisure.		<p>narrate your experience.</p> <p>C. What makes some of the innovative learning strategies applicable or not applicable, practical or impractical? (20 points)</p> <p>D. Refer to Figure 5 and Figure 6. (20 points)</p> <p>1. Describe the classroom setting in the '80s.</p> <p>2. Is Spelling Bee still practical nowadays? Justify your answer.</p> <p>E. Refer to Figure 7 and Figure 8. (80 points)</p> <p>1. What were the 3 topics you liked the most in your English classes when you were still in high school? Explain why.</p> <p>2. What were some of the school programs, occasions (Nutrition Month, United Nations Day, etc.), and other activities you watched, observed, and participated during your elementary years? Explain the nature of the activities.</p> <p>3. What kinds of books do you read aside from your "academic books". Can you find your life and leisure upon reading them? Why so?</p> <p>F. Have a further Google search on Speaking Skills, IQ, EQ, and Multiple Intelligences (MI). (30 points)</p> <p>1. What are the qualities of a good speaker in relation to IQ, EQ, and MI?</p> <p>2. If you are to categorize Gardner's MI, which MIs belong to IQ and which to EQ? Explain why you have such categorization.</p>	
CO3: To demonstrate knowledge in blended learning and stage performance.					
11-14	Module No. 2 Blended Learning;	1. To present the different	1. Printed Modules/	<ul style="list-style-type: none"> Podcasts Web quests Blogging Vlogging 	***Module 2 Pretest

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	<p>English Elements and Principles; Writing; and Teaching Literature</p> <p>Lesson 2.1 Blended Learning; English Elements and Principles; and Writing</p> <p>Topics: *Blended Learning *English Elements and Principles *The Nature of Writing</p> <p>Figure -- <i>Figure 9: Sights and Signals</i> <i>Figure 10: Still and Up</i> <i>Figure 11: Rite and Write</i></p> <p>Values integration: Flexibility, Perseverance, Clarity</p>	<p>types of Blended Learning.</p> <p>2. To discuss some English elements and principles.</p> <p>3. To illustrate through writing and graphics some knowledge about virtual classroom, module writing, and some other things related to writing mechanics.</p>	<p>Online Classes</p> <ul style="list-style-type: none"> • Lecture • Digital Media • Open Educational Resources (OERs) • PowerPoint presentation • Apps • Demonstrations <p>2. Blended Learning (BL)</p> <ul style="list-style-type: none"> • Enriched Virtual BL • Project-based BL • Self-directed BL • Supplemental BL • The Flex Model BL • The Online Driver Model BL • Master-based BL 	<ul style="list-style-type: none"> • Journal writing • Focus listing • Peer quizzes • Talk-it-out • Daring Doodles • Oral recitations • Seatwork <p>***Learning Tasks/Activities (150 points)</p> <p>A. Have a further Google search on Blended Learning. (60 points)</p> <ol style="list-style-type: none"> 1. What specific type of Blended Learning works best for places that do not have internet connection? 2. Write your criteria for an effective and efficient Blended Learning. 3. Explain some steps on how to validate the evaluation instrument for Blended (Modular and online) classes. <p>B. Refer to Figure 9 and Figure 10. (50 points)</p> <ol style="list-style-type: none"> 1. Describe an ideal virtual class with strong internet connection. 2. Describe an ideal virtual class with weak internet connection. 3. How can a teacher balance her work as a teacher (modular and online) and as a module writer at the same time? <p>C. Refer to Figure 11. (40 points)</p> <ol style="list-style-type: none"> 1. Write in stages on how to love a man, a woman, or a pet. 2. Write your own version of a filled-in slum book or autograph. 3. Write a paragraph with not less than 300 words that talk about passion and fashion. 	<ul style="list-style-type: none"> ● Summarizing ● Probing ● Memory matrix ● Quizzes ● Projects ● Researches ● Concept maps ● Dramatization ● Role playing ● Play production ● Quiz show ● Talk show ● Twitter board <p>***Assessment Submit a graphic presentation about Blended Learning. You are free to explore what kind of a graphic presentation you are going to pass. Just make sure to put some labels, captions, and the like. (50 points)</p> <p>***Due date: April 2022</p>
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15-18	<p>Lesson 2.2 Teaching Literature</p> <p>Topics: *Literature in Second Language Teaching *Cultural Information *Glossary of Drama/Theater Terms *The Essay</p> <p>Figure -- <i>Figure 12: Life and Love</i> <i>Figure 13: Culture and Superstition</i> <i>Figure 14: Pageant and Adventure</i> <i>Figure 15: Wander and Wonder</i></p> <p>Values integration: Beauty, Art, Culture</p>	<ol style="list-style-type: none"> To evaluate nature, beauty, and love through lessons in teaching and studying literature especially exhibited in understanding the essay, drama or theater, and poetry. To develop cultural understanding especially on people's beliefs and values justifying the premise that literature is language in use. To determine the importance of staging a performance (rendering a song, performing an interpretative dance, reciting spoken word poetry, and the like) and producing tangible projects or presentations (dictionary, PowerPoint presentation, Prezi, videos, brochures, advertisements, books, modules, and others) 	<p>1. Printed Modules/ Online Classes</p> <ul style="list-style-type: none"> Lecture Digital Media Open Educational Resources (OERs) PowerPoint presentation Apps Demonstrations <p>2. Blended Learning (BL)</p> <ul style="list-style-type: none"> Enriched Virtual BL Project-based BL Self-directed BL Supplemental BL The Flex Model BL The Online Driver Model BL Master-based BL 	<ul style="list-style-type: none"> Podcasts Web quests Blogging Vlogging Journal writing Focus listing Peer quizzes Talk-it-out Daring Doodles Oral recitations <p>● Seatwork</p> <p>***Learning Tasks/Activities (250 points)</p> <p>A. Refer to Figure 12. (50 points)</p> <ol style="list-style-type: none"> Reflect on the beauty of nature, the love-splendor, the food-indulge, and the intricacies of life. Now answer this (in not less than 200 words): What are you living for? Have a Google search on the poem "Trees" by Joyce Kilmer. <ul style="list-style-type: none"> Discuss the figurative presentation of the poem, e.g., "a nest of robins in her hair", you will imagine a girl wearing ribbons in her hair during summer – and the like. Describe the plants that grow and settle on the ground and do not grow as "trees". What make them less beautiful or useful compared to trees? What is their contribution to the beauty of nature? What about your contribution to the nature and to the world as well? 	<ul style="list-style-type: none"> Quizzes Summarizing Probing Memory matrix Projects Researches Concept maps Dramatization Role playing Play production Quiz show Talk show Twitter board <p>***Assessment Submit a 3-5 minute video with you rendering a song, performing an interpretative dance, or reciting a "Spoken Word" poetry. (50 points)</p> <p>***Module 2 Posttest</p> <p>***Final Exam</p> <p>***Due date: May 2022</p>
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		to show knowledge, competence, and fluency during sessions and after studying the target language (English).		<p>B. View on YouTube the rock opera “Jesus Christ Superstar” (2000) with Glenn Carter as Jesus Christ. (100 points)</p> <ol style="list-style-type: none"> 1. Write your 3 insights after watching the film. 2. What song struck you most? Why? 3. Explain: “God, thy will is hard, but you hold every card.” <p>C. Refer to Figure 13 and Figure 14. (50 points)</p> <ol style="list-style-type: none"> 1. Explain 3 superstitious beliefs and 3 proverbs found in Figure 13. 2. Write 10 other superstitious beliefs and 10 other proverbs that relate to food and drinks. 3. What do crowns, trophies, parties, and adventures tell about getting a life? <p>D. Refer to Figure 15. (50 points)</p> <ol style="list-style-type: none"> 1. Write a dialogue (conversation) between a mermaid and a fairy (at least 10 dialogues). The setting is in the plains since one comes from the mountain and the other one comes from the sea. 2. Write a familiar essay (in not less than 300 words) that tackles about school, sea, proverbs, occasion, and fairies all at once in one unified composition. Have your own title and explain why you have such title. 	
<p>10. Life-long Learning Opportunities</p> <ol style="list-style-type: none"> a. Creativity: Emotional, cognitive, deliberate, spontaneous b. Problem-solving: Trial and error, algorithm, heuristic c. Critical thinking: Clarity, precision, accuracy, relevance, depth, breadth, logicalness, significance, fairness 					

- d. Leadership:** Clarity, decisiveness, courage, passion, humility
- e. Communication:** Clarity, attention, feedback, informality, consistency, timeliness, adequacy
- f. Collaboration:** Cooperation, assertiveness, autonomy, responsibility, accountability, communication, coordination, mutual trust and respect
- g. Information management:** Design, develop, manage, use information with insight and innovation
- h. Adaptability:** Perpetual optimism, showing extraordinary resilience
- i. Curiosity:** Diverse, epistemic, emphatic
- j. Reflection:** Technological, situational, deliberate, dialectal

11. Contribution of Course to Meeting the Professional Component (%)

General Education: 100%

Core Courses: 100 %

Field of Specialization (MS-Language Teaching): 100 %

12. References

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13. Course Assessment and Evaluation

The performance of students will be assessed and evaluated based on the following:

A. Midterm Grade (MG)

- | | |
|---|------------|
| 1. Learning tasks/activities, assessments, orals, projects, assignments, etc. | 70% |
| 2. Midterm Exam | <u>30%</u> |
| | 100% |

B. Grade After Midterm (GAM)

- | | |
|---|------------|
| 1. Learning tasks/activities, assessments, orals, projects, assignments, etc. | 70% |
| 2. Final Exam | <u>30%</u> |
| | 100% |

C. Final Grade (FG)

FG = GAM (2/3) + MG (1/3)

Grading System (60% Passing)

Range	Grade	Range	Grade	Range
96-100	1.00	68 - 71	2.50	96-100
92-95	1.25	64 - 67	2.75	92-95
88-91	1.50	60 - 63	3.00	88-91
84-87	1.75	50 - 59	3.25	84-87

14. Course Policies

- ZOOM or Google Meet will be used for web-conferencing and real-time class meetings. Attending the virtual meeting is highly encouraged but not compulsory. If you cannot attend due to internet connection limitation, there is no problem. Just keep up with the lessons and do all the necessary exercises that is required of you.
The virtual meeting is our avenue for synchronous learning. Class interaction and participation is encouraged. Sharing of ideas, giving of feedback about your outputs, and other related concerns in the subject will be done during this time.
- All requirements shall be submitted in this address: parmis.annie@gmail.com.
- The **LTNG 209 –Second language Teaching** Study Guide is our official instructional material in this subject. It will serve as your guide for the whole semester. Whether you have internet connection or not, use it.
- There are no deductions for late submissions of requirements and exercises.
- Term Examinations are given twice: Midterm and Final.
- If you have any inquiries/clarifications, you may contact the course instructor during official class

- schedule; Monday through Friday only.
- g. Lastly, as we embark in this “new normal”, let us have an open mind and heart as we adjust in this new way of delivering the teaching-learning process and still continue to aim for quality in education.

These course policies serve as our written agreement for the whole semester. If there are any changes to enhance the class learning opportunity within the semester, it will be communicated accordingly.

***Classroom Policies:**

1. Following instruction is a must.
2. Cheating is strictly prohibited.
3. Take home quizzes, assignments, and projects must be passed on time.
4. Criteria are set for evaluating performance. Students must satisfy each criterion to pass the course.
5. Non-compliance of any requirement would mean an incomplete grade.

15. Course Materials and Facilities Available

Instructional Modules, PowerPoint presentations, Lecture notes, Laptop, Handouts , etc.

16. Revision History

Revision number	Date of Revision	Date of implementation	Highlights of Revision
0	N/A	2 nd sem SY 2021-2022	

17. Preparation

Prepared by	Name	Signature	Date Signed
	ANNIE A. PARMIS		02/08/2022

III. INSTRUCTOR/PROFESSOR INFORMATION

1. Name of Instructor/Professor	Annie A. Parmis
2. Office and Department	Department of Liberal Arts and Behavioral Sciences (DLABS)
3. Telephone/Mobile Numbers	09154384726
4. Email Address	parmis.annie@gmail.com
5. Consultation Time	4:00 to 5:00 pm MW/ThS

18. Department Instructional Materials Review Committee:

Committee	Name	Signature	Date Signed
Member:	SHEENA MAE P. LUBRIO		
Member	MICHAEL CARLO C. VILLAS		
Chairperson:	JETT C. QUEBEC		

	Name	Signature	Date Signed
Verified by:	ANABELLA B. TULIN Dean, Graduate School		
Validated by:	NANCY D. ABUNDA Head, IMD		

Note:

- 1) The number of POs will depend on each degree program offered
- 2) COs and Relationship to POs

- a. (I) - **Introductory** – an Introductory Course to an outcome
- b. (E) - **Enabling** – an Enabling Course or a course that strengthens the outcome
- c. (D) - **Demonstrated** – a Demonstrative Course or a course demonstrating an outcome.

REMINDER:

1. *The author should not be part of the DIMRC.*
2. **If the author is the Department Head, he/she will be replaced by another chairperson from among the senior faculty members.*
3. ***If the author is the College Dean, the Head of Instructional Materials Development will approve.*
4. *Follow the next higher supervisor, no same person*
5. *For the component campuses, if the author is the College Dean, the Director for Academic Affairs will approve.*
6. *If the author is the Department Head and at the same time the College Dean, the Director for Academic Affairs will be the Chairperson of the DIMRC, and the Chancellor will approve it.*

Distribution of copies: OHIMD, Faculty, Department