OUTCOMES-BASED EDUCATION (OBE) COURSE SYLLABUS

Comm 11
Purposive Communication

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

Vision: A globally competitive university for science, technology, and environmental conservation.
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4. Quality Goals of the College

- **Sustained Excellence in Instruction.** Produce highly competent and world-class manpower in science and technology (S&T), especially for agriculture, environmental management, and industry who are proficient in communication skills, critical thinking and analytical abilities;
- **Innovative RDE System and Competitive S&T Products.** Generate and disseminate relevant knowledge and technology that lead to improved productivity, profitability, and sustainability in agriculture, environment, and industry;
- **Adequate and Sustainable Resource Generation Activities.** Generate adequate resources to support the university's instruction, research and extension pursuits, and physical infrastructure needs in the face of declining government subsidy to state universities and colleges (SUCs);
- **Efficient, Effective, and Client-Centered Administrative Support Services.** Provide timely, accessible, acceptable, and customer-friendly administrative support system that promotes partnership and sense of shared stewardship with students, faculty, alumni, and other stakeholders.

5. Quality Objectives of the Department

5.1 General Objectives

5.1.1 Develop high-caliber VSU graduates with strong background in the humanities and social sciences, and who can provide effective leadership in scientific investigation.
5.1.2 Become a center in the application of new knowledge for cultural and social upliftment.

5.2 Specific Objectives

5.2.1 Graduate Program

5.2.1.1 Provide a pragmatic leadership and expertise in language teacher training.
5.2.1.2 Promote productive scholarship through research-oriented projects and enriched curricular activities.
5.2.1.3 Encourage students to be self-reliant and practice independent thinking through extramural studies while still carrying out their jobs and other responsibilities.

5.2.2 Undergraduate Program

5.2.2.1 Prepare students for language and social science activities in agro-technical schools and colleges as well as language learning researches.
5.2.2.2 Expose students to language learning activities, theories, and research methodologies in language, language acquisition, and language teaching.
5.2.2.3 Develop a sense of literary awareness, taste, and creativity, and to promote appreciation of the performing arts.
5.2.2.4 Provide support to all students in understanding theories of other courses through Instructional Materials (IMs) that go across curriculum.

5.2.3 General Preparatory Program

5.2.3.1 Provide basic liberal arts and social science courses such as English, Humanities, Psychology, Social Science, Speech, Philosophy, Spanish, German, for all degree and non-degree programs of VSU.
5.2.3.2 Develop students' communication skills useful in their fields of specialization.
5.2.3.3 Provide students with experiences designed to enhance their fields of specialization.
5.2.3.4 Enliven teaching approaches by accelerating general teacher improvement through in-service trainings and professional exchange program.

5.2.3.5 Strengthen the development of instructional materials.
5.2.3.6 Continuously monitor and evaluate students' performance to seek venues for improving instructions.

5.2.4 Research

5.2.4.1 Provide students and teachers a climate that inspires the development of research-oriented minds by leading them through instruction.
5.2.4.2 Conduct researches that are truly responsive to institutional, local, regional, or national goals and studies that could strengthen the department's curricular programs.

5.2.5 Extension

5.2.5.1 Prepare, collect, and evaluate scripts with environmental and developmental concerns.
5.2.5.2 Provide necessary training to target clientele for the development of the community's human resources for cultural and social development.
5.2.5.3 Present developmental plays, dramas with developmental themes that can really respond to the particular community needs.
5.2.5.4 Make all VSU staff available for consultancy and other services needed by target communities.

II. PROGRAM INFORMATION

1.	Name of the Program	General Education Core Course
2.	CHED CMO Reference	CMO 20, s. 2013
3.	BOR Approval	**N.A.**

6. Program Educational Objectives and Relationship to Institution Mission

Program Educational Objectives	Mission*		
	a	b	c
a. To provide comprehensive knowledge of the English language -- its origin, growth and development, structures and use.	/	/	/
b. To enhance the students' competencies in the use of the English language in real-world context.	/	/	/
c. To present appropriate strategies of language use through a heightened awareness of how English works in different situations in the Philippines and in Asia and the rest of the world.	/	/	/

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

Program Educational Objectives	Mission*		
	a	b	c
1. Provide basic liberal arts and social science courses such as English, Filipino, Humanities, Psychology, Social Science, Speech, Philosophy, and Spanish, for all degree and non-degree programs of VSU.	✓	✓	
2. Develop student's communication skills useful in their fields of specialization.	✓	✓	
3. Provide students with experiences designed to enhance their fields of specialization.	✓		
4. Enliven teaching approaches by accelerating general teacher improvement through in-service trainings and professional exchange program.	✓	✓	
5. Strengthen the development of instructional materials.	✓	✓	✓
6. Continuously monitor and evaluate students' performance to seek venues for improving instructions.	✓	✓	✓

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III. COURSE INFORMATION

1. Course Code	Comm 11
2. Course Title	Purposive Communication
3. Pre-requisite	None
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 seeks to develop the students' communicative competence and enhance their cultural and intercultural awareness through multimodal tasks that provide them opportunities for communicating effectively and appropriately to a multicultural audience in a local or global context.

9. Program Outcomes (POs) in relation to the Program Educational Objectives (POEs)

Program Outcomes (POs)		Program Educational Objectives					
		1	2	3	4	5	6
a	Proficient and effective communication (writing, speaking and use of new technologies)		✓	✓			✓
b	Higher levels of comprehension (textual, visual, etc.)	✓	✓	✓		✓	✓
c	Critical, analytical and creative thinking	✓	✓	✓		✓	✓
d	Capacity to reflect critically on shared concerns and think of innovative, creative solutions guided by ethical standards	✓	✓	✓	✓		✓
e	Basic work-related skills and knowledge	✓	✓	✓	✓	✓	✓

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 comprehensive and contextualized view of the English language system and development;	/	/	/	/	/
b.	Communicate in English (both oral and written) fluently, accurately, and creatively in diverse social, cultural, academic, and professional settings;	/	/	/	/	/
c.	Facilitate English language learning and use in diverse social, cultural, academic, and professional settings;	/	/	/	/	/
d.	Teach English communication skills using knowledge of best practices;	/	/	/	/	/
e.	Enhance literacy development and critical/creative thinking among students through the use of different types of texts; and	/	/	/	/	/
f.	Engage in English language research relevant to the school and workplace settings.	/	/	/	/	/

8. Course Outcomes (COs) and Relationship to Program Outcomes (POs)

After completing this course, the student must be able to perform the following COs:	Program Outcomes Code												
	a	b	c	d	e	f	g	h	i	j	k	l	m

	CO	PO1	PO2	PO3	PO4	PO5	PO6							
CO1	To deepen understanding about language communication models, principles, and ethics; globalization; and different modes of communication.	I	E	D	I	E	D							
CO2	To discuss spoken and written communication skills; registers; paralanguage; and text and image evaluation.	E	E	D	I	E	D							
CO3	To exhibit knowledge about communication terms, aids, public speaking, and speeches.	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 deepen understanding about language communication models, principles, and ethics; globalization; and different modes of communication. **CO2: To discuss spoken and written communication skills; registers; paralanguage; and text and image evaluation.**					
1-5	***Class Orientation *Values Reorientation** (character values, work values, personal values) ------- **Module No. 1** Language and Communication **Lesson 1.1** Language and communication models, principles, and ethics; globalization; and different modes of communication **Topics:** *Communication Models and Principles *Communication and	1. To apply knowledge about communication models, principles, and ethics. 2. To deepen understanding about effective oral communication and differences between writing and speech. 3. To determine the importance of globalization and figure out the different modes of communication.	1. Printed Modules/ 2. Online Classes 2.1 Blended Learning (BL) ●Enriched Virtual BL ●Project-based BL ●Self-directed BL ●Supplemental BL ●The Flex Model BL ●The Online Driver Model BL ●Master-based BL 3. Others ● Lecture ● Digital Media ● Open Educational Resources (OERs) ● PowerPoint presentation	● Podcasts ● Web quests ● Blogging ● Vloggjng ● Journal writing ● Focus listing ● Peer quizzes ● Talk-it-out ● Daring Doodles ● Oral recitations ● Seatwork *****Learning Tasks/Activities** A. **Discuss the different models of communication. (80 points)** B. **Explain the following terms extensively. (80 points)** 1. Oral communication and importance of communication 2. Types of oral communication C. **Cite at least 2 examples for each if the following Principles of Communication (40 points): Clarity, Attention, Feedback Informality,**	odule 1 Pretest ----- ● Summarizing ● Probing ● Memory matrix ● Quizzes ● Projects ● Role playing ● Play production ● Quiz show ● Talk show ● Twitter board *****Assessment** Present some illustrations or images for each of the following modes of communication. (100 points): interpretative, presentational, interpersonal, and multimodal communication.

				Consistency, Timeliness, and Adequacy	*** Due date: February 2022
	Globalization *Modes of Communication		● Apps ● Demonstrations	**D. Explain the Ethics of Communication in relation to one's nature if relationship with another individual and group of individuals. (30 points)** **E. Create your own version of the following *Figures* then explain your illustrations/images. (50 points).** **1. Figure 1: Of Same Wavelength** **2. Figure 2: Pen and Performance** **3. Figure 3: Transactional Mode and Mood**	
	Figure 1: Of Same Wavelength Figure 2: Pen and Performance Figure 3: Transactional Mode and Mood *Values integration: Charisma, Connection, Courage*				
6-10	**Lesson 1.2** Language: Spoken and Written Communication Skills; Registers; Paralanguage; and Text and Image Evaluation **Topics:** *Written and Spoken Language *Language Registers *Evaluating Images *Paralanguage *Communication Skills *Figure 4: Communication*	1. To demonstrate knowledge about written and spoken language with their respective communication skills. 2. To exhibit understanding about language registers and paralanguage. 3. To evaluate text messages and images to get the intended meanings.	1. Printed Modules/ 2. Online Classes 2.1 Blended Learning (BL) ●Enriched Virtual BL ●Project-based BL ●Self-directed BL ●Supplemental BL ●The Flex Model BL ●The Online Driver Model BL ● Master-based BL 3. Others ● Lecture ● Digital Media ● Open Educational	● Podcasts ● Web quests ● Blogging ● Vloggjng ● Journal writing ● Focus listing ● Peer quizzes ● Talk-it-out ● Daring Doodles ● Oral recitations ● Seatwork *****Learning Tasks/Activities** **A. Discuss the characteristics of written and spoken language. (50 points)** **B.Refer to the *Figures* presented in Unit I Part B. Create your own versions (only 2 *Figures*) focusing on language and communication. (50 points)**	arizing ● Probing ● Memory matrix ● Quizzes ● Projects ● Researches ● Concept maps ● Dramatization ● Role playing ● Play production ● Quiz show ● Talk show ● Twitter board *****Assessment** Submit a scrapbook (digital or physical) that features some

			Resources (OERs) ● PowerPoint presentation ● Apps ● Demonstrations	C.Write your own 2 examples for each of the following language registers (50 points): frozen, formal, consultative, casual, and intimate. D. Present 3 product advertisement posters and evaluate them according to the following specifications (100 points): content analysis, visual analysis, contextual information, image source, abd technical quality. E. Elucidate the following elements of paralanguage with sample scenarios (50 points): pitch, volume, rate, articulation, pronunciation, hesitations, and silence.	illustrations or images (with discussion) that represent the 8 nonverbal codes: **kinesics, vocalics, haptics, proxemics, chronemics, physical appearance, artifacts, and environment. (100 points)** ***Module 1 Posttest*** ***Midterm Exam*** ***Due date:*** March 2022
	Register Figure 5: Language "Look and Feel" Figure 6: Aura and Images Figure 7: Communication and Beyond *Values integration: Independence, Integrity, Intelligence*				

CO: To exhibit knowledge about **communication terms, aids, public speaking, and speeches.**

| 11-14 | **Module No. 2** Communication Terms, Public Speaking, and Speeches

 Lesson 2.1 Communication Terms, Aids, and Strategies

 Topics: *Glossary of Communication *Speech, Technical, and Social Media Terminology *Random Words *Communication Aids and Strategies

 Figure 8: Chronemics and Haptics Figure 9: Rhetoric and Proxemics Figure 10: | 1. To analyze the different communication terms.
 2. To describe communication aids and strategies.
 3. To synthesize information about multimedia and nonverbal communication in the workplace. | 1. Printed Modules/
 2. Online Classes
 2.1 Blended Learning (BL)
 ●Enriched Virtual BL
 ●Project-based BL
 ●Self-directed BL
 ●Supplemental BL
 ●The Flex Model BL
 ●The Online Driver Model BL
 ●Master-based BL
 3. Others
 ● Lecture
 ● Digital Media
 ● Open Educational Resources (OERs)
 ● PowerPoint presentation | ● Podcasts
 ● Web quests
 ● Blogging
 ● Vloggjng
 ● Journal writing
 ● Focus listing
 ● Peer quizzes
 ● Talk-it-out
 ● Daring Doodles
 ● Oral recitations
 ● Seatwork

 Learning Tasks /Activities
 A. Make your own illustrative versions (with discussions) of the following *Figures:* Figure 10: Streaming and Trending Figure 11: Resort and Leisure Figure 12: Communication Aids, | ***Module 2 Pretest***

 ● Summarizing
 ● Probing
 ● Memory matrix
 ● Quizzes
 ● Projects
 ● Researches
 ● Concept maps
 ● Dramatization
 ● Role playing
 ● Play production
 ● Quiz show
 ● Talk show
 ● Twitter board

 Assessment Create a chart about the different kinds of |

				Codes, and Cues	personality disorder. Be sure to indicate ways to deal with them. (100 points)
	Streaming and Trending ***Figure 11: Resort and Leisure*** ***Figure 12: Communication Aids, Codes, and Cues*** ***Values integration:*** *Harmony, Humanity, Humor*		● Apps ● Demonstrations	**B. Explain the following "figurative" terms further: grapevine, halo effect, gatekeeper, glass ceiling, and high context culture. (50 points)** **C. Enumerate 20 sexist words and write their non-sexist equivalents. (40 points)** **D. Go over the social media terms and explicate the following terms with your own examples: troll, meme, viral, streaming, and trending (30 points)** **E. Explain the nature of relationship of the following pairs (30 points):** ***Phobia versus trauma over certain individuals or events** ***Verbal versus Nonverbal communication** ***Multimedia versus Multimodal**	***Due date:** April 2022
15-18	**Lesson 2.2** Communication and Culture; Public speaking; and Speeches **Topics:** *Ethnocentrism, Cultural Relativism, and Intercultural Communication *Communication in Multi-culture *Public Speaking	1. To deepen understanding about communication and culture ethnocentrism, cultural relativism, intercultural communication, and cross-cultural communication. 2. To update knowledge in public speaking. 3. To write different kinds of speeches.	1. Printed Modules/ 2. Online Classes 2.1 Blended Learning (BL) ● Enriched Virtual BL ● Project-based BL ● Self-directed BL ● Supplemental BL ● The Flex Model BL ● The Online Driver Model BL ● Master-based BL 3. Others	● Podcasts ● Web quests ● Blogging ● Vlogging ● Journal writing ● Focus listing ● Peer quizzes ● Talk-it-out ● Daring Doodles ● Oral recitations ● Seatwork ***Learning Tasks/Activities**	● Summarizing ● Probing ● Memory matrix ● Quizzes ● Projects ● Researches ● Concept maps ● Dramatization ● Role playing ● Play production ● Quiz show ● Talk show ● Twitter

	Figure 13: Communication, Culture, and Engagement *Figure 14: Harmony and Rapport* *Figure 15: Formal-Casual Register* *Figure 16: Aural-Oral Communication* *Figure 17: Graces and Goodwill* *Figure 18: Now Showing and Coming Soon* *Values integration:* *Faith, Finesse, Fitness*		● Lecture ● Digital Media ● Open Educational Resources (OERs) ● PowerPoint presentation ● Apps ● Demonstrations	**A**. **Discuss the following barriers for cross-cultural communication and explain how to avoid it overcome them (60 points): ethnocentrism, stereotyping, psychological perspective, language differences, geographical distance , and conflicting values.** **B. Cite your own 3 examples for each of the following common stereotyping (30 points): racial profiling, gender profiling, cultural identity, group of individuals and sexuality.** **C. Give 3 examples of cultural relativism in the Philippines and another 3 examples from any other country or countries (30 points):** **D. Create 3 Figures photos or Illustrations) related to Intercultural Communication. (20 points)** **E. Discuss the following public speaking skills briefly but precisely (30 points): clear articulation, engaging presentation style, assessing the needs of the audience, PowerPoint skills, composition skills, and other public speaking skills that you know.**	board ***Assessment** (100 points) 1. Make an invitation program (Acquaintance Party) and its rundown of activities. 2. Write 2 speeches: Opening Remarks and Closing Remarks. Occasion: Acquaintance Party Audience: Club officers and members, adviser, and guests Speaker: You as the Club President (Opening Remarks) and as the Club Adviser (Closing Remarks). Duration: 3-5 minutes per speech (when delivered orally. **Module 2 Posttest** ***Final Exam** ***Due date:** May 2022

10. Life-long Learning Opportunities

    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

The students will be able to adopt cultural and intercultural awareness and sensitivity in communication of ideas, appreciate the impact of communication on the society and the world. The students will be able to write and present academic papers using appropriate tone, style, conventions, and reference styles. Moreover, the students will be aware of how cultural and global issues affect communication.

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

General Education: 100%

Professional Education (*Major Field): %*

12. References and Other Learning Resources
Atkinsongbnmmmm

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   30%
                                                                                                                          100%

B. Grade After Midterm (GAM)
1. Learning tasks/activities, assessments, orals, projects, assignments, etc.   70%
2. Final Exam   30%
                                                                                                                          100%

C. Final Grade (FG)

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

Grading System (60% Passing)

Range	Grade	Range	Grade
96-100	1.00	68 - 71	2.50
92-95	1.25	64 - 67	2.75
88-91	1.50	60 - 63	3.00
84-87	1.75	50 - 59	3.25
80-83	2.00	40 - 49	3.50
76-79	2.25	30 - 39	4.00
72-75	2.50	01 - 29	5.00

14. Course Policies

a. The official virtual classroom is VSU E-Learning Portal (https://elearning.vsu.edu.ph). A class orientation will be done in relation to the use and navigation of the platform.

b. ZOOM or Google Meet will be used for web-conferencing and real-time class meetings. Username and password link will be posted in VSU E-Learning Portal.

   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, feedbacking of your outputs and other related concerns in the subject will be done during this time.

c. All requirements will be submitted preferably through the VSU E-Learning Portal / email but if internet connection is not stable or you do not have an internet connection. You may send your exercises to the office through a courier.

   The office address is DEPARTMENT OF Liberal Arts and Behavioral Sciences, COLLEGE OF ARTS AND SCIENCES, Visayas State University, Baybay City, Leyte, Philippines.

d. Quizzes are set on VSU E-Learning Portal. All quizzes are announced and will open every after a topic has been discussed. You have one week to comply with the quiz and answer it anytime you think that you are ready.

e. The Purposive Communication Study Guide will be 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.

f. In the submission of exercises, there are no deductions for late submissions.

g. Term Examinations are given twice: Midterm and Final. They will be done in either of the following:

   1) With internet connection: VSU E-Learning Portal or through email
   2) Without/not stable internet connection: Answers can be sent through a courier.

h. If you have any inquiries/clarifications, you may contact the course instructor during official class schedule; Monday to Friday only.

i. University policies are strictly followed. Please be guided accordingly.

j. 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.

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This class policy serves 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.

Additional Course 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
1		2nd Sem, Sy 2021-2022	Content

17. Preparation

Prepared by	Name	Signature	Date Signed
	ANNIE A. PARMIS		January 8, 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 MWF/TThF

18. Department Instructional Materials Review Committee:

Committee	Name	Signature	Date Signed
Member:	MARIA VANESSA E. GABUNADA		
Member:	CHERRY N. ROLA		
Chairperson:	JETT C. QUEBEC		

	Name	Signature	Date Signed
Verified by:	MARIA THERESA P. LORETO Dean, CAS		
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.*

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Distribution of copies: OIMD, Department, Faculty