DEPARTMENT OF LIBERAL ARTS AND BEHAVIORAL SCIENCES
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OUTCOMES-BASED EDUCATION (OBE) COURSE SYLLABUS

ScSc 11n
UNDERSTANDING THE SELF

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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Page 1 of 25
TP-IMD-08
v1 11-19-2021
No.2022-13

4. Quality Goals of the College of Arts and Sciences

- 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 a 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 of Liberal Arts and Behavioral Sciences

Vision:
A center of excellence in the humanities and behavioral sciences genuinely concerned in the total development of the individual as a catalyst for societal change.

Mission:
Provide dynamic leaders who are globally competent through a strong foundation in both knowledge and skills in communication, human behavior, and the arts.

Goals:
1. Provide high professional instruction in the shaping of individuals as human beings vis-à-vis wither their exposure to agriculture, technical and allied fields.
2. Promote research, extension, and production geared towards countryside development.

General Objectives

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

Specific Objectives

1. Graduate Program

1. Provide a pragmatic leadership and expertise in language teacher training.
2. Promote productive scholarship through research-oriented projects and enriched curricular activities.

3. Encourage students to be self-reliant and practice independent thinking through extramural studies while still carrying out their jobs and other responsibilities.

2. General Preparatory Program

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 sills 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.

3. Undergraduate Program

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

4. Research

1. Provide students and teachers a climate that inspires the development of research-oriented minds by leading them through instruction.
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. Extension

1. Prepare, collect and evaluate scripts with environmental and developmental concerns.

2. Provide necessary training to target clientele for the development of the community's human resources for cultural and social development.
3. Present development plays, dramas with developmental themes that can really respond to the particular community needs.
4. Make all VSU staff available for consultancy and other services needed by target communities.

II. PROGRAM INFORMATION

1.	Name of the Program	Understanding the Self – General Education
2.	CHED CMO Reference	No. 20 Series of 2013
3.	BOR Approval	NA

4. Program Educational Objectives and Relationship to Institution Mission

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.	/		

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	ScSc11n
2. Course Title	Understanding the Self
3. Pre-requisite	None
4. Co-requisite	None
5. Credit	3 Units
6. Semester Offered	Semester 1 and Semester 2
7. Number of hours	3 teaching hours per week
8. Course Description	The directive to know oneself has encouraged countless and varied ways to comply. This course is intended to facilitate the exploration of the issues and concerns regarding self and identity to arrive at a better understanding of one's self. It strives to meet this goal by stressing the integration of the personal with the academic contextualizing matters discussed in the classroom and in the everyday experiences of VSU students—making for better learning, generating a new appreciation for the learning process, and

developing a more critical and reflective attitude while enabling them to manage and improve their selves to attain a better quality of life.

The course is divided into three major parts: Module I seeks to understand the self from various disciplinal perspectives. Module II explores some of the various aspects that make up the self, such as the biological and material self. Finally, Module III identifies three areas of concern for young students: learning, goal setting, and managing stress.

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

Program Outcomes (POs)		Program Educational Objectives				
		1	2	3	4	…
a	Critical, analytical, and creative thinking			/		
b	Appreciation of the human condition	/		/		
c	Capacity to personally interpret the human experience		/	/		
d	Self-assuredness in knowing and being Filipino	/				
e	Ability to negotiate the world of technology responsibly			/		
f	Problem-solving (including real-world problems)			/		

10. 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
CO1: Discuss the different representations and conceptualizations of the self from various perspectives; compare and contrast how the self has been represented across the different disciplines and perspectives; examine the different influences, factors, and forces that shape the self; demonstrate critical and reflective thought in analyzing the development of one's self and identity by developing a theory of the self.	*D*	*I*	*E*	*I*	*I*	*E*
CO2: Explore the different aspects of self and identity; demonstrate critical, reflective thought in integrating the various aspects of self and identity; identify the different forces and institutions that impact the development of various aspects of self and identity; examine one's self against the different aspects of self that is discussed in class.	*D*	*E*	*E*	*D*	*D*	*E*
CO3: Understand the theoretical underpinnings of how to manage and care for different aspects of the self; acquire and hone new skills and learnings for better managing of one's self and behaviors; and apply these new skills to one's self and functioning for a better quality of life.	*D*	*D*	*D*	*D*	*D*	*D*

Legend: I – Introductory, E – Enabling, D – Demonstrative
Each letter indicates the expected level of competency that each CO should provide for each PO.

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Page 5 of 25
TP-IMD-08
v1 11-19-2021
No.2022-13

11. Course Content and Plan

Week	Topics	Learning Outcomes	Teaching and Learning Activities		Assessment Tasks
			Teaching Activities	**Learning Activities**	
Class Orientation					
1-3	OBE Course Syllabus (including VSU Vision Mission, and Quality Policy Statement) Class Policies Requirements Grading System and Activities Learning Guide/Module Submission of requirements Values integration: Loyalty, Purposiveness, Independence Introduction to UTS Course (with emphasis on mental health)	At the end of this lesson, students will be able to: 1. Recall the Vision, Mission, Goals, Objectives, Core Values, and Quality Policy Statement of the Visayas State University; 2. Learn the course content, class policies, and grading system; 3. Navigate through the VSUEE more efficiently; 4. Maximize the use of the printed learning guides 5. Experience self-awareness and reflect about their current state of well-being.	**Virtual Meeting/ Viewing of recorded presentation** *Q & A for clarification, setting of expectations, and getting-to-know-each other* *Class interaction* *Sharing of Ideas* *Feedbacks* **VSUEE/VC*:** Familiarization of the virtual classroom Establish baseline data on students' current mental health	*Personal Introductions* *Sharing of Ideas & Insights on Enrolment to VSU* *Feedbacks* *Accessing the VSUEE/ VC* Letter Writing to Self	Due on Week 3

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Page 6 of 25
TP-IMD-08
v1 11-19-2021
No.2022-13

		Values integration: Critical self-reflection			status		

CO1: Discuss the different representations and conceptualizations of the self from various perspectives; compare and contrast how the self has been represented across the different disciplines and perspectives; examine the different influences, factors, and forces that shape the self; demonstrate critical and reflective thought in analyzing the development of one's self and identity by developing a theory of the self.

		Module # 1: THE SELF FROM VARIOUS PERSPECTIVES				Note-taking Downloading/ Securing resource materials Independent study	Pretest Post-test
4-5	Lesson # 1.1: Philosophical Perspective - Ancient Period - Medieval Period - Renaissance Period - Modern Period Eastern/Oriental Thoughts on the Self Values integration: Insightfulness, Inquisitiveness	At the end of this lesson, the students are expected to: 1. Articulate in their own words the concepts of the Self as expounded by different philosophers; 2. Synthesize the recurrent themes related to understanding the Self according to philosophers in different historical periods; 3. Distinguish the core differences between Western and Eastern thoughts of the Self; 4. Demonstrate		**Virtual Meeting/ Viewing of pre-recorded discussion** Illustration Analysis Comparison of Different Philosophies on the Self	End of Lesson Learning Task: Top Six Relatable Philosophers Sharing of one-liners	Assessment 1.1 Essay: Who Am I (Philosophical Perspective) Due Date: End of Week 5

			critical and reflective analysis of your life by applying the perspective of any of the philosophers.			
6	**Module # 1: THE SELF FROM VARIOUS PERSPECTIVES** Lesson # 1.2: Sociological Perspective Values Integration: Critical Thinking, Independence, Sociological Imagination	At the end of the lesson, the students should be able to: 1. Determine the institutions, organizations, and other groups that they are part of; 2. Be aware of what are the different faces they show to these different groups; 3. Evaluate their current interactions with different people and technology whether these are helping them grow better as a person; 4. Relate personal concerns to public issues through sociological imagination; 5. Develop a profound sense of identity by seeing themselves both in the smaller and	**Virtual Meeting/ Viewing of pre-recorded discussion** Drawing out activity: Who are you when you are with?	End of Lesson Learning Task: Drake Meme-- Who to Follow or Not?	Assessment 1.2 Essay: Who Am I (Sociological Perspective) Due Date: Middle of Week 6

			bigger picture in society.			
6	**Module # 1: THE SELF FROM VARIOUS PERSPECTIVES** Lesson # 1.3: Anthropological Perspective Values Integration: Culture Appreciation, Critical Thinking	At the end of the lesson, the students should be able to: 1. Identity what practices and beliefs they inherited from their home culture; 2. Determine what traits they share with the people who belong to the same culture as their; 3. Find out what things they do not share with people with the same culture as theirs; 4. Make a critical evaluation of their own culture; 5. *Write a profound reflection about themselves as a product of the cultures they encounter from birth till the present time.*	**Virtual Meeting/ Viewing of pre-recorded discussion** Sentence Completion	End of Lesson Learning Task: Venn Diagram Comple-tion	Assess ment 1.3 Essay: Who Am I (Anthro-pologi-cal Pers-pective) Due Date: End of week 6
7	**Module # 1: THE SELF FROM VARIOUS PERSPECTIVES** Lesson # 1.4: Psychological Perspective	At the end of this lesson, the students should be able to: 1. Elucidate the two dominant ideas in psychology on	**Virtual Meeting/ Viewing of pre-recorded discussion:** Personality Testing and	Perso-nality Test Taking End of Lesson Learning Task: Reflection	Assess ment 1.3 Essay: Who Am I (Psycho -logical Pers-pective)

	Values Integration: Authenticity, Self-Determination, Proactivity and Human Agency	the Self: as a cognitive construct and as proactive and agentic; 2. Distinguish between real and ideal self manifestations and identify areas of discrepancies of these two within themselves; and 3. Develop action steps involving the core features of human agency on areas in their life where proactive and agentic ability is necessary.	Interpreta-tion	on Persona-lity Test Results	Due Date: End of week 7
8	**Midterm Examination**				
CO2: Explore the different aspects of self and identity; demonstrate critical, reflective thought in integrating the various aspects of self and identity; identify the different forces and institutions that impact the development of various aspects of self and identity; examine one's self against the different aspects of self that is discussed in class.					
	Module # 2: UNPACKING THE SELF		**Synchrono us Meeting** Recall of learning from previous module	Note-taking Downloadi ng/ Securing resource materials Indepen-dent study Sharing of learning and connectin g to new module	Pretest Post-test

9	Lesson # 2.1: The Physical Self Values Integration: Respect for minority groups and for one's body	At the end of this lesson, the students should be able to: 1. Discern the different aspects of the physical self – both the body and the extended self 2. Develop respect for people belonging to minority groups with different physical mandates; and 3. Understand the importance of culture vis-à-vis physical characteristics.	**Virtual Meeting/ Viewing of pre-recorded discussion** Slides and Video presentation	End of Lesson Learning Activity: Sketching: My Culture Viewing of Short Video Clip on Beauty Standards	Assessment 2.1 Essay on "Who Am I" using the concepts of the Physical Aspects of the Self Due Date: End of Week 9
10	**Module # 2: UNPACKING THE SELF** Lesson # 2.2: The Sexual Self Values integration: Gender Sensitivity, Self-control	At the end of this lesson, the students should be able to: 1. Discern their sexuality, both physically and psychological-ly; 2. Develop respect to people belonging to different sexual orientations and gender identity and expression; and 3. Understand the responsibilities of an adult through sex	**Virtual Meeting/ Viewing of pre-recorded discussion** Slide and video presentation	End of Lesson Learning Activity: If I were a Boy/Girl Genderswap filter selfie	Assessment 2.2 Essay on the Who am I using the concepts of the Sexual Self Due Date: End of Week 10

					education.	
11	**Module # 2: UNPACKING THE SELF** Lesson # 2.3: The Economic Self Values Integration: Frugality, Resource maximization, Saving	At the end of this lesson, the students should be able to: 1. Identify how the congruity of their self-concept influences their consumption behavior; 2. Develop techniques for which they can improve themselves as a consumer; and 3. Understand the importance of needs assessment with regards to material consumption.	**Virtual Meeting/ Viewing of pre-recorded discussion** Spend P100K Challenge Slide presentation	End of Lesson Learning Activity: 100K Richer	Assessment 2.3 Essay on the Who am I? using the concepts of the Material Self Due Date: End of Week 11
12	**Module # 2: UNPACKING THE SELF** Lesson # 2.4: The Spiritual Self Values Integration: Respect for other's spiritual beliefs/Religious tolerance, Prayerfulness	At the end of this lesson, the students should be able to: 1. Evaluate their own spiritual beliefs in connection to understanding the self; 2. Familiarize some prehistoric concepts of the soul in the Philippines; 3. Expound how the spiritual journey helps	**Virtual Meeting/ Viewing of pre-recorded discussion** Slide and video presentation	End of Lesson Learning Activity: Short silent meditati on	Assessment 2.4 Essay on Who am I?" using the concepts of the Spiritual Self Due Date: End of Week 12

			finding meaning in life; 4. Distinguish the difference between being religious from being spiritual; 5. Explain the importance of religious pluralism in knowing one's Spiritual Self and proper dialogue with people of different beliefs.			
	13	**Module # 2: UNPACKING THE SELF** Lesson # 2.5: The Political Self Values Integration: Political participation, Concern for the community/Good citizenship, Patriotism/Nationalism	At the end of this lesson, the students should be able to: 1. Identify the factors influencing political participation; 2. Develop a more critical political standpoint for themselves by analyzing different political theories; and 3. Articulate how an individual develops a shared national political identity.	**Virtual Meeting/ Viewing of pre-recorded discussion** Slide and video presentation	End of Lesson Learning Activity: Placard Activity	Assess-ment 2.5 Essay on Who am I using the concepts on the Political Self Due Date: End of Week 13
	14	**Module # 2: UNPACKING THE SELF** Lesson # 2.6: The Digital I Self	At the end of this lesson, the students should be able to: 1. Understand the model that	**Virtual Meeting/ Viewing of pre-recorded discussion**	Create Your Own Avatar End of Lesson	Assess-ment 2.6 Essay on Who am I?" using the of the

				Learning Activity: Off and online posts	Digital Self Due Date: End of Week 14
	Values Integration: Self-regulation, Prudence in the use of social media, Netiquette	leads one to create the concept of a digitalized self; 2. Develop more critical analysis of how digitalization has affected their sense of Self; 3. Identify the dangers of overbearing digital self-expression; 4. Develop ways to avoid the risks of a digitalized society. 5. Recognize seemingly "escape" experiences as an expression of the Self	Slide and video presentation		
CO3: Understand the theoretical underpinnings of how to manage and care for different aspects of the self; acquire and hone new skills and learnings for better managing of one's self and behaviors; and apply these new skills to one's self and functioning for a better quality of life.					
	Module # 3: MANAGING AND CARING FOR THE SELF		**Synchronous Meeting** Review previous modules and connect it the current one	Note-taking Downloading/ Securing resource materials Independent study	Pretest Post-test
15	**Module # 3: MANAGING AND CARING FOR THE SELF** Lesson # 3.1: Learning to be a	At the end of this lesson, the students should be able to: 1. Distinguish the different parts	**Virtual Meeting/ Viewing of pre-recorded discussion**	End of Lesson Learning Task: Practical Appli-cation of	Assess-ment 3.1 Essay: How am I Learning to Learn?

	Better Student Values Integration: Love for learning, Metacognition	of the brain that contribute to learning and the functions of these parts; 2. Evaluate their current study strategies; 3. Manage and regulate their learning.	Slide or video presentation Demonstration on identifying dominant brain hemisphere	Dunlosky Learning Technique using the Self-Regulation Cycle	Due Date: End of Week 15
16	**Module # 3: MANAGING AND CARING FOR THE SELF** Lesson # 3.2: Setting Goals for Success Values Integration: SMART Goal-setting, Time management, Growth mindset	At the end of this lesson, students should be able to: 1. Formulate SMART goals; 2. Examine personal beliefs that contribute to self-efficacy; and 3. Develop specific action steps that inspire growth-mindset.	**Virtual Meeting/ Viewing of pre-recorded discussion** Slide and video presentation	End of Lesson Learning Activity: SMART Goal-Setting during COVID-19 Pandemic	Assessment 3.2 Essay: How am I setting goals for success? Due Date: End of Week 16
17	**Module # 3: MANAGING AND CARING FOR THE SELF** Lesson # 3.3: Taking Charge of One's Health Values Integration: Self-care	At the end of this lesson, the students should be able to: 1. Identify current personal situations that induce stress; 2. Explain the impact of stress on their well-being; 3. Adopt self-care strategies and techniques that improve quality of life.	**Virtual Meeting/ Viewing of pre-recorded discussion** Situationer Slide and video presentation	End of Lesson Learning Activity: Diaphragmatic Breathing Exercise	Assessment 3.3 Essay: How am I taking care of my mental health? Due Date: End of Week 17
18	**Final Examination**				**Final Term Paper**

* VSUEE/VC – VSU E-Learning Environment/ Virtual Classroom

12. Life-long Learning Opportunities

Module 1 seeks to understand the self from various disciplinal perspectives. Module 2 explores some of the various aspects that make up the self, such as the biological and material self. Finally, Module 3 identifies three areas of concern for young students: learning, goal setting, and managing stress.

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

General Education:100%
Basic Education *(Foundation):* _____%
Professional Education (*Major Field):* _____%

14. References and Other Learning Resources

    A. Textbook(s)/ E-Books
    B. Other Learning Resources
       Journals
       Videos
       Websites
       Webinars
       Open Educational Resources

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Vision: A globally competitive university for science, technology, and environmental conservation.
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Page 16 of 25
TP-IMD-08
v1 11-19-2021
No.2022-13

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

Page 17 of 25
TP-IMD-08
v1 11-19-2021
No.2022-13

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

Page 18 of 25
TP-IMD-08
v1 11-19-2021
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Page 19 of 25
TP-IMD-08
v1 11-19-2021
No.2022-13

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Page 21 of 25
TP-IMD-08
v1 11-19-2021
No.2022-13

15. Course Assessment and Evaluation

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

50% Midterm + 50% Final Term = 100% (Overall Final)

Item No,	Assessment Tasks	Percentage Contribution (1)	No. of Times in the Semester (2)	Individual Task % Contribution (1/2)
1	Assessment (A) MT	20%	4	5%/A MT
	Assessment (A) AMT	20%	9	2.22%/A AMT
2	Term Examination (TE)	40%	2	20%/TE
3	Term Paper (TP)	20%	1	20%/TP
		100%		

COs	Assessment Tasks	Weight in Percent	Minimum Average for Satisfactory Rating	Target and Standards
CO1	A 1	5%	50%	At least 80% of the students have at least 50% score
	A 2	5%	50%	
	A 3	5%	50%	
	A 4	5%	50%	
	TE 1	20%	50%	
CO2	A 5	2.22%	50%	
	A 6	2.22%	50%	
	A 7	2.22%	50%	
	A 8	2.22%	50%	
	A 9	2.22%	50%	
	A10	2.22%	50%	
CO3	A 11	2.22%	50%	
	A 12	2.22%	50%	
	A 13	2.22%	50%	
	TP 1	20%	50%	
	TE 2	20%	50%	
TOTAL		**100%**		
Passing Percentage			**50%**	50%

Grading System (% Passing: 50%)

Range	Grade	Range	Grade
100.0 – 96.0	1.00	61.4 – 55.8	2.75
95.9 – 90.3	1.25	55.7 – 50.0	3.00
90.2 – 84.5	1.50	49.9 – 0	5.00
84.4 – 78.8	1.75		
78.7 – 73.0	2.00		
72.9 – 67.3	2.25		
67.2 – 61.5	2.50		

16. 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 ASTS AND BEHAVIORAL SCIENCES, COLLEGE OF ARTS AND SCIENCES, Visayas State University, Baybay City, Leyte, Philippines.

d. Quizzes is 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 Learning Guide in ScSc 11n available in the VSUEE 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 deduction for late submissions.

g. Term Examinations are online. It will be done in either of the following:

   1) With internet connection: VSU E-Learning Portal or through email or through Google Forms

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.

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.

17. Course Materials and Facilities Available

ScSc11n – Understanding the Self Learning Guide (In PDF available in the VSUEE)

18. Revision History

Revision number	Date of Revision	Date of Implementation	Highlights of Revision
1	August 21, 2020	First Semester, SY 2020-2021	Course Content and Plan, Course Assessment and Evaluation
2	October 9, 2020	First Semester, SY 2020-2021	Changing to new OBE syllabus template, adjustment of the Course Assessment and Evaluation, include values integration on each lesson, and update Course Content and Plan, Program Educational Objectives and Program Outcomes
3	May 17, 2021	Second Semester, SY 2020-2021	Teaching Activities, Assessment Tasks and Course Policies
4	September 6, 2021	First Semester, SY 2021-2022	Course Content and Plan (Teaching activities: Emphasis on Mental Health across all lessons with Introductory Activity in Module 1, Assessment and Learning Tasks, and Course Policies, Instructors/ Professors Information, and updated the semester and school year.
5	February 20, 2022	Second Semester, SY 2021-2022	Revised Template, Instructor/Professor information

19. Preparation

	Name	Signature	Date Signed
Prepared by	May C. Pascual		

IV.   INSTRUCTOR/PROFESSOR INFORMATION

1. Name of Instructor/Professor	May C. Pascual
2. Office and Department	Department of Liberal Arts and Behavioral Sciences
3. Telephone/Mobile Numbers	
4. Email Address	may.pascual@vsu.edu.ph
5. Consultation Time	Fridays 9:00 – 12:00 A.M.

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Page 24 of 25
TP-IMD-08
v1 11-19-2021
No.2022-13

20. Department Instructional Materials Review Committee:

Committee	Name	Signature	Date Signed
Member:	ANGELIE GENOTIVA		
Member:	BETHLEHEM A. PONCE, PHD		
Chairperson:	JETT C. QUEBEC, PHD		

	Name	Signature	Date Signed
Verified by:	DR. MA. THERESA P. LORETO College Dean, CAS		
Validated by:	DR. 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.

_____

(3) Distribution of copies: OHIMD, Department, Faculty

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Page 25 of 25
TP-IMD-08
v1 11-19-2021
No.2022-13