De La Salle University
College
Department

COURSE CODE:
COURSE TITLE:

Instructor:_____   Contact details: _____
Consultation hours: _____   Class schedule: _____
Term, AY: _____

Room/ Recurring Zoom link: _____

TYPE OF COURSE
___ Hybrid   ___ Fully online   ___Fully Asynchronous   ___ In-person ___Predominantly Online   ___Predominantly In-Person

GENERAL COURSE DESCRIPTION

SPECIFIC COURSE DESCRIPTION
Additional course description, including service learning component, if any.

TARGET SUSTAINABLE DEVELOPMENT GOALS (SDG)
[UN SDG Icons and explanatory note on how the course contributes to them.] Icons can be downloaded from here: https://www.un.org/sustainabledevelopment/news/communications-material/

EXPECTED LASALLIAN GRADUATE ATTRIBUTES (ELGA)		

PROGRAM LEARNING OUTCOMES (PLO)

COURSE LEARNING OUTCOMES (CLO)

CLOs	SDG#	SDG#	SDG#	SDG#	SDG#	SDG#	…
CLO 1							
CLO2							
CLO3							
CLO4							
…							

Code for the course contribution to the SDGs		Code Description
IC	Indirectly contributes	The course has minimal or indirect contribution to the achievement of the SDG because another SDG is more directly embedded in it or it is not intended to directly address any of the SDGs.
DC	Directly Contributes	The course directly contributes to the achievement of the SDG through its projects/activities.
PC	Potentially Contributes	The course is notintended to address any of the SDGs but its projects/activities has the potential to contribute to the SDG.

CLOs	ELGA1	ELGA2	ELGA3	ELGA3	ELGA4	ELGA5	ELGA6
CLO 1							
CLO2							
CLO3							
CLO4							
…							

CLOs	PLO1	PLO2	PLO3	…
CLO1				
CLO2				
CLO3				
CLO4				
…				

Code for developmental levels (CLO-ELGA and CLO-PLO matrices)		Code Description Note: a PLO may have multiple codes if it addresses the outcome at different levels.
IC	Introductory	Students are introduced to a new concept or skill.
DC	Enabling	Enhancing, enriching, and improving what is introduced.
PC	Demonstrative	Demonstrating the knowledge of skill for assessment

FINAL COURSE OUTPUT

Based on the above learning outcomes, what is the course output where students demonstrate the various learning outcomes? Describe the output or work the student will produce, present, or submit as concrete evidence of attaining the above learning outcomes. Consider the course output as evidence of the student's ability to transfer knowledge and skills to real world industry or professional work settings. To answer this section, begin with the following:

As evidence of attaining the above learning outcomes, the student must do and submit the following during the indicated dates within the term.

Learning Outcome	Required Output	Due Date
CLO 1:		
CLO 2:		
CLO 3:		

Note: Each CLO does not need to have its own output or work. Outputs may be in the form of a product to be submitted or a performance to be done which covers several CLOs (e.g., demonstration).

RUBRIC FOR ASSESSMENT

Attached here is the rubric that students will use to self-check their required output before submission. The same rubric will also be used to grade the student's work. Integrate within and reflect through the rubric criteria (categories found in the first column) the LGPs and ELGAs. Describe criteria that are at par with industry or professional standards.

CRITERIA	EXEMPLARY	SATISFACTORY	DEVELOPING	BEGINNING
Grade	4	3	2	1
Criterion 1	The submitted work manifests qualities which go beyond the requirements.	The submitted work manifests the required qualities.	The submitted work partially manifests the required qualities. Certain aspects are either incomplete or incorrect.	The submitted work does not manifest any of the requirements.
Criterion 2	The submitted work manifests qualities which	The submitted work manifests the required qualities.	The submitted work partially manifests the required	The submitted work does not manifest any

			qualities. Certain aspects are either incomplete or incorrect.	of the requirements.
Criterion 3	The submitted work manifests qualities which go beyond the requirements.	The submitted work manifests the required qualities.	The submitted work partially manifests the required qualities. Certain aspects are either incomplete or incorrect.	The submitted work does not manifest any of the requirements.
				TOTAL:

OTHER REQUIREMENTS AND ASSESSMENTS

State here other requirements (e.g., fieldwork) or assessments (e.g., exams) that will be done to check on student progress towards the required outputs and learning outcomes.
Example: Aside from the final output, the student will be assessed at other times during the term by the following:
- *Reaction Paper*
- *Proficiency Test*
- *Group Report*

GRADING SYSTEM

List here the components of the final grade and their corresponding weights or percentages. Also, write the grading scale. Relate the grading scale to the attainment of the learning outcomes. Note that the components consist of the assessments that have been mentioned above. State other grading policies you or the department may have (e.g., academic integrity and attendance) here.
Example: The student will be graded according to the following:
- *Business Plan – 60%*
- *Group Report – 30%*
- *Class Participation – 10%*

LEARNING PLAN

Given the above learning outcomes and assessments, determine the content to be covered. Consider distributing the content into learning units which in turn comprise topics. A unit may consist of one or more topics. For example, a unit may have two topics while another may have three topics. Units allow for in-depth inquiry or practice of a particular concept or skill.

Similarly, a topic need not be covered on a weekly basis. For every unit or topic, indicate the key understanding that students need to develop. In the last column, write the learning activities that students will engage in for the development of the key understanding. Indicate all locally based and contextualized issues to be included in class discussions and/or case-study samples, if applicable. Where appropriate, describe in detail the service-learning component in the learning activities. Also, indicate the independent learning weeks and the corresponding student-centered asynchronous learning activities.

LEARNING OUTCOME	TOPIC	WEEK NO.	REQUIRED READINGS and/or ONLINE MATERIALS/LINKS	LEARNING ACTIVITIES

TEACHING STRATEGIES

Indicate here the learning methodologies to be used in class (focusing on active-learning, cooperative learning, and inductive teaching and learning such as problem-based learning, whole-brain teaching, conference-type or round table discussions).

REFERENCES

List at least five titles originally published or produced in 2019 or later.
Include your scholarly works (books, journals, etc)
Listing should be in the style of the discipline (e.g., APA or MLA).

CLASS POLICIES

State other class policies related to academic behavior or classroom management or course work. Check that stated policies are specific and consistent with other University and college and department policies.

Prepared by:

_____
Name of Faculty

Approved:

_____   _____
Chair, Name of Department   Name of College