

## BACHELOR OF SCIENCE Psychology

### Program Description

The BS Psychology program is anchored in the natural sciences and is intended for college students who wish to proceed to Medicine proper. The program aims to train students to analyze understand and appreciate the complexities of human mental processes and behavior and equip them with knowledge, skills and values to use psychological test in various settings such as school, industry and community.

Students enrolled in the program have options whether to take B.S. in Psychology only or opt to have additional certificates in Education, Marketing Management, and Human Resource Management by enrolling specified courses in these fields.

### Program Educational Objectives:

Within three to five years after obtaining a bachelor's degree in BS Psychology graduates are expected to:

1. Practiced basic knowledge, skills, and capabilities required in performing the various functions in the fields of Psychology, responsive to the mental health needs of their respective communities;
2. Pursued graduate education, passed the professional licensure examination for Psychometricians and/or Psychologists, and obtained continuous professional development through practical training, specialty certification, and/or research; and
3. Assumed leadership roles in their respective organizations while adhering to ethical standards of the profession and promoting social transformation as socially-responsible Christians.

### Program Outcomes

By the time of graduation, the students of the program shall have develop the ability to:

1. Demonstrate the capacity to analyze and effectively communicate the major theories and concepts in psychology.
2. Demonstrate and apply the methods of psychological inquiry in building knowledge on local culture and context using their critical thinking skills.
3. Demonstrate and apply psychological theories and methods in personal, professional and community settings in consonance with being socially responsible Christians.
4. Demonstrate the capability for critical thinking as a manifested in their self-reflection and independent learning in graduate education or in professional context.
5. Demonstrate professional and ethical behaviors in research and practice in psychology as socially responsible Christians.
6. Demonstrate harmonious relationship with self, colleagues, clients and others in diverse settings through effective communication.
7. Demonstrate critical thinking skills in the conduct of psychological assessment and evaluation, and other psychology-related functions such as, but not limited to, counseling/psychotherapy, training, coaching.
8. Demonstrate the capacity to analyze and effectively communicate basic knowledge in the natural sciences as a preparation for a career in the field of medicine.

### **Admission Requirements**

Admission to the program starts on the student's freshman year. To be admitted, a student should:

1. meet the requirements for general admission to the university;
2. be evaluated using a battery of psychological tests.
3. must have a grade of 85% and above in PSYC103 and passing grades in PSYC101 and PSYC102; and
4. meet the criteria set by the Screening Committee conducted during the second year of the program

### **Retention Policies**

To be retained in the program, the student must:

1. pass and maintain a Grade of 85% or higher in all the professional courses; failure in any of these courses will mean no readmission; and
  2. actively participate in the Psych Society and the Psychology Department's co-curricular activities.
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**BACHELOR OF SCIENCE  
Psychology**

**FIRST YEAR**

**First Semester**

		<b>Lec Units</b>	<b># of hrs/wk</b>	<b>Lab Units</b>	<b># of hrs/wk</b>	<b>Total Units</b>	<b>Total Credit</b>	<b>Assessed Units</b>
USELF	Understanding the Self	3	3	0	0	3	3	3
IRS1	Lasallian Spirituality	3	3	0	0	3	3	3
PED1	Physical Education 1 (Wellness and Fitness)	2	2	0	0	2	2	2
ETHICS	Ethics	3	3	0	0	3	3	3
PCOM	Purposive Communication	3	3	0	0	3	3	3
RHIST	Readings in Philippine History	3	3	0	0	3	3	3
PSYC101	Psychological Statistics 1	3	3	0	0	3	3	3
<b>Total</b>		<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>20</b>	<b>20</b>

**Second Semester**

		<b>Lec Units</b>	<b># of hrs/wk</b>	<b>Lab Units</b>	<b># of hrs/wk</b>	<b>Total Units</b>	<b>Total Credit</b>	<b>Assessed Units</b>
RIZAL	Life and Works of Rizal	3	3	0	0	3	3	3
IRS2	Lasallian Formation on Christian Morality	3	3	0	0	3	3	3
PED2	Physical Education 2 (Team Sports and Rhythmic Activities)	2	2	0	0	2	2	2
IGG	Group Guidance	1.5	1.5	0	0	1.5	1.5	1.5
PSYC102	Introduction to Psychology	3	3	0	0	3	3	3
PSYC103	Psychological Statistics 2 (Inferential)	3	3	0	0	3	3	3
LOGIC	Logic	3	3	0	0	3	3	3
MATHMW	Mathematics in the Modern World	3	3	0	0	3	3	3
<b>Total</b>		<b>21.5</b>	<b>21.5</b>	<b>0</b>	<b>0</b>	<b>21.5</b>	<b>21.5</b>	<b>21.5</b>

**SECOND YEAR**

**First Semester**

		<b>Lec Units</b>	<b># of hrs/wk</b>	<b>Lab Units</b>	<b># of hrs/wk</b>	<b>Total Units</b>	<b>Total Credit</b>	<b>Assessed Units</b>
PSYC201	Psychology of Learning	3	3	0	0	3	3	3
PSYC104	Physiological / Biological	3	3	0	0	3	3	3
PSYC105	Developmental Psychology	3	3	0	0	3	3	3
BBIO104	Natural Science Elective 1 (Organic Molecules)	2	2	1	3	3	5	5
LOGIC	Logic	3	3	0	0	3	3	3
GENSOC	GE Electives 3 (Gender & National Service Training)	3	3	0	0	3	3	3
NSTP1	National Service Training	3	3	0	0	3	3	3
PED3	Physical Education 3 (Swimming and Recreation)	2	2	0	0	2	2	2
<b>Total</b>		<b>19</b>	<b>19</b>	<b>1</b>	<b>3</b>	<b>20</b>	<b>22</b>	<b>22</b>

**Second Semester**

		<b>Lec Units</b>	<b># of hrs/wk</b>	<b>Lab Units</b>	<b># of hrs/wk</b>	<b>Total Units</b>	<b>Total Credit</b>	<b>Assessed Units</b>
PSYC106	Experimental Psychology	2	2	3	3	5	5	5
PSYC107	Theories of Personality	3	3	0	0	3	3	3
PSYC108	Cognitive Psychology	3	3	0	0	3	3	3
BBIO302	Natural Science Electives 2 (Hum Ana & Physio)	3	3	2	6	5	9	9
PSPEAK	Public Speaking in the Discipline	3	3	0	0	3	3	3
NSTP2	National Service Training Program	3	3	0	0	3	3	3
PED4	Physical Education 4 (Individual and Dual Sports)	2	2	0	0	2	2	2
<b>Total</b>		<b>19</b>	<b>19</b>	<b>5</b>	<b>9</b>	<b>24</b>	<b>28</b>	<b>28</b>

### THIRD YEAR First Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit	Total Assessed Units
PSYC109	Psychological Assessment 1	3	3	0	0	3	3
PSYC111	Field Methods in Psychology	5	5	0	0	5	5
PSYC112	Filipino Psychology or Sik.	3	3	0	0	3	3
DAFIL	Dalumat ng/sa Filipino	3	3	0	0	3	3
PSYC113	Social Psychology	3	3	0	0	3	3
BBIO109	Natural Science Electives 3 (Biomolecules)	3	3	2	6	5	9
IRS3	Spirituality in the Workplace	3	3	0	0	3	3
	<b>Total</b>	<b>23</b>	<b>23</b>	<b>2</b>	<b>6</b>	<b>25</b>	<b>29</b>

### Second Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit	Total Assessed Units
PSYC110	Psychological Assessment 2	3	3	0	0	3	3
PSYC114	Abnormal Psychology	3	3	0	0	3	3
PSYC202	Group Dynamics	3	3	0	0	3	3
PSYC115	Research in Psychology 1	3	3	0	0	3	3
STS	Science Technology and Society	3	3	0	0	3	3
CWRLD	Contemporary World	3	3	0	0	3	3
BBIO305	Natural Science Electives 4	3	3	2	6	5	9
	<b>Total</b>	<b>21</b>	<b>21</b>	<b>2</b>	<b>6</b>	<b>23</b>	<b>27</b>

### FOURTH YEAR First Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit	Total Assessed Units
PSYC116	Research in Psychology 2	3	3	0	0	3	3
PSYC117	Industrial / Organizational Psychology	3	3	0	0	3	3
PSYC203	Counseling/Clinical Psychology	3	3	0	0	3	3
PSYC204	Internship 1	3	3	0	0	3	3
BBIO115	Natural Science Electives 5 (Developmental Biology)	3	3	2	6	5	9
PPOP	Philippine Popular Culture	3	3	0	0	3	3
	<b>Total</b>	<b>18</b>	<b>18</b>	<b>2</b>	<b>6</b>	<b>20</b>	<b>24</b>

### Second Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit	Total Assessed Units
PSYC206	Strategic Human Resource Management	3	3	0	0	3	3
PSYC118	Professional Enrichment	3	3	0	0	3	3
FL201	Foreign Language (Spanish)	3	3	0	0	3	3
LITE	Living in the IT Era	3	3	0	0	3	3
ARTAP	Art Appreciation	3	3	0	0	3	3
	<b>Total</b>	<b>15</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>15</b>

### Natural Science Electives

BBIO104 Chemical Biology (Organic  
Chemistry) BBIO302 Human Anatomy &  
Physiology BBIO109 Chemical Biology  
(Biomolecules) BBIO305 Genetics  
BBIO115 Developmental Biology

## SUMMARY OF REQUIRED COURSES

### BS Psychology

		No. of Total Courses Units Required	Units Equivalent
<b>General Education</b>			
Languages			
	Purposive Communication	1	3
	Philippine Literature	1	3
	Foreign Language (Spanish)	1	3
			9
Mathematics			
	Mathematics in the Modern World	1	3
			3
Social Sciences			
	Understanding the Self	1	3
	GE Electives (Gender and Society)	1	3
	Art Appreciation	1	3
			9
<b>Mandated Subjects</b>			
	Physical Education	4	8
	Religious Studies	3	9
	National Service Training Program	2	6
	Group Guidance	1	1.5
	The Contemporary World	1	3
	Ethics	1	3
	Science, Technology and Society	1	3
	Logic	1	3
	Public Speaking	1	3
	Rizal	1	3
	Readings in Philippine History	1	3
			45.5
<b>Major Courses</b>			
PSYC101	Psychological Statistics 1 (Descriptive)	1	3
PSYC102	Psychological Statistics 2 (Inferential)	1	3
PSYC103	Introduction to Psychology	1	3
PSYC104	Physiological/Biological Psychology	1	3
PSYC105	Developmental Psychology	1	3
PSYC106	Experimental Psychology	1	5
PSYC107	Theories of Personality	1	3
PSYC108	Cognitive Psychology	1	3
PSYC109	Psychological Assessment 1	1	3
PSYC110	Psychological Assessment 2	1	3
PSYC111	Field Methods in Psychology	1	5
PSYC112	Filipino Psychology or Sik. Pilipino	1	3
PSYC113	Social Psychology	1	3
PSYC114	Abnormal Psychology	1	3
PSYC115	Research in Psychology 1	1	3
PSYC116	Research in Psychology 2	1	3
PSYC117	Industrial/Organizational Psychology	1	3
PSYC118	Professional Enrichment Course	1	3
PSY201	Psychology of Learning	1	3
PSY202	Group Dynamics	1	3
PSY203	Clinical Psychology/Counseling	1	3
PSY204	Internship 1	1	3
PSY206	Strategic Human Resource Management	1	3
BBIO104	Natural Science Elective 1 (Chemical biology 1)	1	5
BIO109	Chemical Biology 111 (Biomolecules)	1	5
BIO115	Natural Science Electives 4 (Dev'tal Biology)	1	5
BBIO302	Natural Science Electives 5 (Hum Ana & Physio)	1	5
BBIO305	Natural Science Electives 6 (Genetics)	1	5
			98
	<b>TOTAL</b>		<b>170.5</b>

**Natural Science Electives**

- BBIO104 Chemical Biology 1
- BBIO109 Chemical Biology III(Biomolecules)
- BBIO115 Developmental Biology
- BBIO302 Human Anatomy & Physiology
- BBIO305 Genetics

## MAJOR COURSE DESCRIPTION

### BS PSYCHOLOGY

**PSYC101** **3 units**  
**PSYCHOLOGICAL STATISTICS 1**  
**(Descriptive)**

Basic concepts and methods of descriptive statistics and their use in the design, analysis, and interpretation of psychological studies.

Apply the appropriate descriptive statistical tools for collecting, organizing, presenting and analyzing data.

**PSYC102** **3 units**  
**PSYCHOLOGICAL STATISTICS 2**  
**(Inferential)**

Basic concepts and methods of inferential statistics and their use in the design, analysis, and interpretation of psychological studies.

Apply the underlying principles of statistical techniques, perform statistical tests, and interpret statistical data.

Pre-requisite:

PSYC101

**PSYC103** **3**  
**units**  
**INTRODUCTION TO**  
**PSYCHOLOGY**

A broad coverage of the conceptual and empirical foundations of psychology in its main fields. The discussion of the theories, concepts, and empirical findings focuses on complex human behavior – how and why we think, feel, and behave the way we do, how we act and interact with others, and why and how we become the unique individuals that we are.

Apply concepts, theories, and methods to understand complex human behavior.

**PSYC104** **3**  
**units PHYSIOLOGICAL/BIOLOGICAL**  
**PSYCHOLOGY**

The physiological approach to studying human behavior. Basic concepts and findings in neuroscience with special emphasis on brain-body relationship, brain-behavior relationship, and mind- behavior relationship are treated in the course.

Distinguish the various structures of the brain and their functions in relation to human behavior.

**PSYC105** **3**  
**units**  
**DEVELOPMENTAL**  
**PSYCHOLOGY**

A study of human development

throughout the life span in the areas of physical, social, cognitive, emotional, and moral development. Major developmental theories are tackled. Emphasis is given on the system perspective and the interactive dimensions of human development particularly in the Filipino setting. Demonstrate the process of human development in terms of its physical, social, cognitive, emotional, and moral aspects.

**PSYC106**  
**units**  
**EXPERIMENTAL**  
**PSYCHOLOGY**

**5**

The philosophy and methods of science focusing particularly on experimentation in the investigation of problems and issues in psychology including ethical considerations in the conduct of experimental research.

The student is expected to design and conduct experiments in psychology, write research reports, and present and defend the findings of the experiment. Apply the principles of experimentation in the investigation of psychological problems guided by ethical standards.

Prerequisite: Psyc 101 (Psychological Statistics 1) and Psyc102 (Psychological Statistics 2)

**PSYC107**  
**units**  
**THEORIES OF**  
**PERSONALITY**

**3**

A survey of the major theories of personality and the theoretical and practical issues involved in the scientific study and understanding of personality formation and dynamics.

Apply the various personality theories in understanding and explaining human behavior.

**PSYC108**  
**units**  
**COGNITIVE**  
**PSYCHOLOGY**

**3**

An introduction to research and knowledge in the psychological study of important cognitive abilities including sensation and perception, attention, memory and representation, language and thinking.

Demonstrate the significance of cognitive functions in understanding human behavior.

**PSYC109**  
**units**  
**PSYCHOLOGICAL**  
**ASSESSMENT 1**

**3**

Introduces to the nature and uses of psychological tests in the educational, industrial, and community settings. It also covers the essentials of reliability, validity, and item analysis in test construction, as well as the ethical issues and social

considerations involved in psychological testing. Emphasis is placed on the principles of selection, administration and scoring, and interpretation of psychological tests.

Apply the principles of psychometrics and psychological assessment in the selection, administration and scoring, and interpretation of tests guided by ethical standards.

Prerequisite: Psyc 107 (Theories of Personality)

**PSYC110**  
**units**  
**PSYCHOLOGICAL**  
**ASSESSMENT 2**

**3**

Focuses on the assessment of human personality and other non-intellective aspects of behavior like interests, values, and attitudes. It also introduces students to other techniques such as interviews, observations, surveys, and checklists as a means to assess human behavior and to facilitate understanding



of individual differences in the contexts of school, industry, and community. Emphasis is placed in the principles of instrument development aimed at measuring affective aspects of behavior.

Apply the principles of psychometrics and psychological assessment in the use and development of tests.

Prerequisite: Psyc 109 (Psychological Assessment 1)

**PSYC111** **5**  
**units**  
**FIELD METHODS IN**  
**PSYCHOLOGY**

This course covers both quantitative and qualitative field methods. It includes the design and administration of surveys, interviews, and focus group discussion. Learners will also be oriented on the use of secondary data and observations.

Apply the various quantitative and qualitative field

methods in studying human behavior.

Prerequisite: Psyc 106 (Experimental Psychology)

**PSYC112** **3 units**  
**FILIPINO PSYCHOLOGY /**  
**SIKOLOHIYANG PILIPINO**

The course is a study of concepts and methods in the field of culture and psychology, giving meaning to psychological reality based on the language and worldview of the Filipino. The students will be introduced to indigenous concepts in Sikolohiyang Pilipino, and its applications in various fields of psychology. They will also be trained in the use of indigenous research methods. Furthermore, issues regarding Sikolohiyang Pilipino as a discipline and as a movement will also be discussed. The course will be conducted in Filipino or in English.

Explain psychological reality from the Filipino perspective through the use of indigenous concepts and research methods.

**PSYC113** **3**  
**units**  
**SOCIAL**  
**PSYCHOLOGY**

The scientific study of human social behavior – how and why we think, feel, behave, and relate to one another in social situations the way we do. The major theories, concepts, and empirical findings in social psychology are dealt with. Social behavior and social phenomena in the Philippine setting are examined from the social psychological perspective.

Demonstrate human behavior using the

concepts and theories from the psychosocial perspective. Prerequisite: Psyc 106 (Experimental Psychology)

**PSYC114** **3**  
**units**  
**ABNORMAL**  
**PSYCHOLOGY**

An introduction to the nature, causes, and possible interventions of psychological disorders. The students are expected to be familiar with the nomenclature and classifications of mental disorders, by the end of the course. Indigenous concepts of abnormality and abnormal behavior will also be discussed. Ethical considerations in abnormal psychological/clinical psychology are discussed.

Explain the etiology, essential features and possible interventions of various psychological disorders.  
Prerequisite: Psyc 107 (Theories of Personality)

**PSYC115** **3**  
**units**

**RESEARCH IN**  
**PSYCHOLOGY 1**

A research methods course which aims to train the student in psychological research beginning from choosing a relevant problem-topic, reviewing the literature, postulating a conceptual framework, to planning for methodology and data analysis. The output is a mature research proposal.

Demonstrate the capacity to apply the principles of scientific inquiry in the formulation of a research proposal.

Prerequisite: Psyc 106 (Experimental Psychology)  
and Psyc 111 (Field Methods in Psychology)

**PSYC116** **3**  
**units**

**RESEARCH IN**  
**PSYCHOLOGY 2**

The second part is the implementation of the research proposal. The student is expected to come up with a well-written empirical research paper and is expected to defend the results, the discussion, and the conclusions.

Demonstrate the capability to implement, and communicate the results of, the process scientific inquiry in understanding human behavior.

Prerequisite: Psyc 115 (Research in Psychology 1)

**PSYC117** **3**  
**units**

**INDUSTRIAL/ORGANIZATIONAL**  
**PSYCHOLOGY**

A course providing and overview of psychological concepts, theories and research findings for effective human interactions and performance in the workplace. Topics include organizational structures and systems, organizational communication processes, leadership, motivation, conflict resolution, problem solving and decision making, team dynamics, efforts in human resource development and management, and organizational change and development.

Explain the concepts and theories for effective performance and human interactions in the workplace.

**PSYC118** **3**  
**units**  
**PROFESSIONAL ENRICHMENT**  
**COURSE**

This course leads students to integrate all significant learnings obtained from major courses to prepare them towards the practice of learning outcomes and professional board examination.

Demonstration of expected professional knowledge and skills as well as satisfactory performance as indicated in their mock board ratings.

Pre-requisite: Seniors  
Standing

**PSYC 201** **3**  
**units**  
**PSYCHOLOGY OF**  
**LEARNING**

The study of the processes of learning. Biological, cognitive, social, and cultural factors in learning are examined. Problems and issues on learning and education in the Philippine setting are considered.

Explain the human learning process in terms of its biological, cognitive, social and cultural aspects.

**PSYC 202** **3**  
**units**  
**GROUP**  
**DYNAMICS**

Using experiential/inductive methods, the course provides students the opportunity to understand the dynamics of group processes and functioning such as communication, problem-solving, decision-making, leadership/membership, collaboration/ competition, and self-awareness, particularly in a Philippine organizational setting.

Demonstrate understanding of the dynamics of group processes and functioning through structured and unstructured experiential learning.

**PSYC 203** **3**  
**units**  
**INTRODUCTION TO CLINICAL**  
**PSYCHOLOGY**  
**/**  
**COUNSELING**

The course aims to provide students with a basic understanding of the nature, scope, and techniques used in the field of counseling psychology, and other psychological interventions, including approaches in the assessment of various psychological disorders. Emphasis is on various cognitive, affective and behavioral approaches in counseling. The course also discusses the roles, functions, and ethical considerations involved in the practice of the profession.

Demonstrate knowledge and skills used in various theoretical framework/orientations in counseling and clinical psychology guided by ethical standards.

Prerequisite: Psyc 114 (Abnormal Psychology)

**PSYC 204** **3**  
**units**  
**INTERNSHIP**  
**1**

This 3-unit course aims to expose students to the practical application of the roles and functions of a guidance counselor

/ school psychologist and orients them to the different types of psychologist-administered tests and assessment tools used by various academic institutions. They will also participate and join in seminars, workshops and other related activities scheduled by the Psychology Department as part of their department-based practicum. Students are required to complete a total of 150 hours of practicum work. The Practicum class should meet at least twice a month to discuss the students' work progress, the observations, insights, reflections, and learning of the students during their practicum work, as well as issues in professional psychology including ethics and areas of concern of the students in their practicum work.

Demonstrate acquired knowledge and skills necessary for the performance of tasks required during the internship in the educational work setting.

**PSYC 206** **3 units**  
**STRATEGIC HUMAN**  
**MANAGEMENT RESOURCE**

This course focuses on Strategic Human Resource Management (SHRM) theories and principles. The course aims to provide students with basic principles in human resource development. It aims to equip students with skills important in needs assessment, organizing and planning training programs relevant to the corporate world as well as government and non-government agencies.

Demonstrate knowledge and skills in applying the principles of human resource development.

**ELECTIVES**

**DISASTER AND MENTAL** **5 units**  
**HEALTH**

This course provides an overview of the impact of disasters on individuals, families, and communities. Learners will be introduced to disaster preparedness and how it can be facilitated. The course seeks to provide learners an understanding of the impact of disasters in mental health and the principles in providing psychosocial support for survivors.

**POSITIVE PSYCHOLOGY** **3 units**

This course will introduce students to the emerging field of Positive Psychology – the science of positive experiences, positive institutions, and human strengths. For the past several years, psychology was devoted mainly on studying mental illness and how to treat patients. The positive Psychology movement reminds us that psychology is also dedicated to promoting human strengths and virtues and that its goal is not merely to treat but also prevent illness. The course will evaluate empirical studies on happiness and other positive concepts and students will learn primarily from classroom discussions.

**EDUCATIONAL PSYCHOLOGY** **3 units**

An overview of the field of educational psychology including research in the field. Theories in educational psychology and their application in the classroom are discussed. The analysis of classroom problems and the design of teaching-learning interventions are tackled using the practitioner-researcher approach.

**PSYCHOLOGY FOR**  
**EXCEPTIONAL** **3 units**  
**CHILDREN**

A course designed to understand children who are set apart from others due to either an advantage or a disadvantage in terms of their physical, mental, and emotional conditions. Discussions of etiological factors, characteristics of each of the conditions, assessment procedures and intervention approaches are included in the students' exploration of human exceptionality. Orientation on the rights and privileges of Filipinos

with special needs shall also be discussed as embodied in the Persons with Disabilities Act of the Philippines (RA9442).

**SEMINAR IN PSYCHOLOGY:  
RECRUITMENT AND SELECTION**

This course focuses on employee selection and development. By the end of this course, students should be able to conduct assessment of competencies, identify development needs and approaches to training and development of employees. Students will also be oriented on and practice skills in recruiting, targeted interviewing, and profiling of applicants.

## MAJOR COURSE DESCRIPTION

### Basic General Education

#### LANGUAGE

S

#### PCOM

units

3

#### PURPOSIVE COMMUNICATION

The Course is a three-unit course that develops student's communicative competence and enhances their cultural and intercultural awareness through multi-modal tasks that provide them with opportunities for communicating effectively and appropriately to a multicultural audience in a local or global context. It equips students with tools for critical evaluation of a variety of texts and focuses on the power of language and the impact of images to emphasize the importance of conveying messages responsibly. The knowledge, skills and insights that students gain from this course may be used in their other academic endeavors, their chosen disciplines, and their future careers as they compose and produce relevant oral, written, audio-visual, and/or web-based output for various purposes.

The major requirements in this course are: Multi-modal Projects on Effective Communication, Academic Paper, and Communication Portfolio

komunikasyon sa wikang Filipino ng mga mamamayang Pilipino sa kani- kanilang mga komunidad sa partikular, at sa buong lipunang Pilipino sa pangkalahatan. Nakatuon ang kursong ito sa makrokanayang pakikinig at pagsasalita, gayundin sa kasanayan sa paggamit ng iba't ibang tradisyonal at modernong midya na makabuluhan sa kontekstong Pilipino sa iba't ibang antas at larangan.

Maipaliwanag ng estudyante ang kabuluhan ng wikang Filipino bilang mabisang wika sa kontektwalisadong komunikasyon sa mga komunidad at sa buong bansa and makapagmu ngkahi

#### PSPEAK

units

3

#### PUBLIC SPEAKING IN THE DISCIPLINE

The course provides opportunities for students to engage in various speaking activities that will enable them to become effective and confident communicators in the academe and the workplace. Specifically, it involves students in the production and delivery of various speeches, requiring them to demonstrate research, writing, and critical thinking skills, as well as the use of audiovisual support and awareness of appropriate social conduct in speaker presentations.

At the end of the course, students are expected to have presented an Individual Extemporaneous Speech Using Presentation Aids; Group Public Service Advertisement (PSA); and Group Concept Paper/Proposal Presentation.

#### FILI1

3 units

#### KONTEKSTWALISADONG KOMUNIKASYON SA FILIPINO

Ang kursong ito ay nagpapalawak at nagpapalalim sa kontekstwalisadong

ng mga solusyon sa mga pangunahing suliraning panlipunan sa mga komunidad at sa buong bansa, batay sa pananaliksik.

**DAFIL** **3**  
**units**  
**DALUMAT** **NG/SA**  
**FILIPINO**

Ito ay maagwat na kursong nagpapalawak at nagpapalalim sa kasanayan sa malalim at mapanuring pagbasa, pagsulat, at pananaliksik sa wikang Filipino sa iba't ibang larangan, sa konteksto ng kontemporaryong sitwasyon at mga pangangailangan ng bansa at ng mga mamamayang Pilipino. Partikular na nakatuon ang kursong ito sa makrokasanayang pagbasa at pagsulat, gamit ang mga makabuluhang pananaliksik sa wikang Filipino, bilang lunsaran ng pagpapalawak at pagpapalalim sa kasanayan, kakayahan at kamalayan ng mga estudyante na malikhain at mapanuring makapagdalumat o "makapag-teorya" sa wikang Filipino, batay sa mga piling lokal at dayuhang konsepto at teorya na akma sa konteksto ng komunidad at bansa.. Samakatwid, ito ang karagdagang 3 yunit ng GE-Filipino para sa mga kumukuha ng mga kurso sa larangang Humanities, Social Sciences at Communication/HUSOCOM (gaya ng Bachelor in Secondary Education/BSE Filipino, BSE English, BSE Chemistry, AB Political Science, Communication Arts, Journalism, Legal Management at mga mag-aaral na ang kurso ay NON-HUSOCOM.

Maipaliwanag ng mga mag aaral ang kahalagahan ng wikang Filipino sa pagdadalumat o pagteteorya. And Malikhain at mapanuring makapag-ambag sa pagpapaliwanag at pagpapalawak ng piling makabuluhang konsepto at teoryang lokal at dayuhan na akma sa konteksto ng komunidad at bansa. Prerequisite: Eng 1

**PANLIP** **3 units**  
**SOSYEDAD AT**  
**LITERATURA/PANITIKANG**  
**PANLIPUNAN**

This course introduces students to outstanding representative samples of Philippine literature translated to English. It is geared towards the development of the students' ability to analyze literary elements and recurring motifs and value- patterns applicable to the current Philippine setting. Furthermore, the literary pieces will gear students towards critical thinking by drawing out their perspectives of Philippine culture, economy, politics, and the church.

Students make references and draw out insights on how their own literature affects decisions and lifestyles of modern-day Filipinos and cultivate in them a more positive self-concept as a Filipino who upholds the Gospel values through collaborative group activities. The course's pedagogy gives special attention to critical thinking, writing, performing and visual arts and computer technology within the framework of the country's cultural diversity, effective communication, and responsible advocacy.

**KKFIL 3 units**  
**KALINANGAN NG KALIKASANG**

**FILIPINO** Ang kalinangan ng kalikasang Filipino ay isang

3 unit na kurso nakadesinyo sa makaagham napag-aaral ng kalinangan ng kalikasang Filipino ng magkakaibang organismo. Sa paraang interdisiplinaryo at interaktibo, tatalakayin sa kursong ito ang mga terminolohiya kaugnay sa bayolohiya, botaniya, at teknolohiya. . Malilinig dito ang mga kasanayan sa wikang Filipino tungo sa lalong mataas na komunikasyon at kritikal na pagdidiskurso at makrong kasanayan sa komunikasyon kagaya ng pagsasalita, pagbasa at pagsulat. Layunin din nitong paigtingin ang pangkapaligirang kamalayan, mapanuring pag-iisip, at makaagham na panunuri ng mga mag-aaral sa pamamagitan ng pagsipat ng mga pangkapaligirang isyu, problema, at mga usaping pangkalikasan. Bilang awtput, inaasahan ang mga mag-aaral na gumawa ng isang pamanahong papel.

**GBOOKS 3**  
**units**  
**GREAT**  
**BOOKS**

This course deals with representative literary works that have shaped and influenced world civilizations in terms of thought/belief system/ culture beginning with masterpieces from Africa and Asia, North and South America, and Europe. Using multi-modal forms, this study explores the ideas, themes, insights and realities embodied in these works that will enable students to evaluate, synthesize, respond, and relate to their own personal experiences, struggles, and decisions. This course aims to improve students' engagement with texts, advance reading, speaking, writing and critical skills, and develop spiritually discerning and socially responsible human beings, able to contribute to the betterment of society.

As major requirements, students are expected to produce Literary Paper (individual analysis of content and form of assigned/selected literary works); Group analysis of assigned/selected literary works; Dramatic performance of selected literary works in creative modes ; and Reflection Papers/Creative compositions (Individual/Paired)

**SOCIAL**  
**SCIENCES**

**RIZAL 3**  
**units**  
**LIFE AND WORKS OF**  
**RIZAL**

This course covers the life and works of the country's national hero, Jose Rizal. Among the topics covered are Rizal's biography and his writings, particularly the novels Noli Me Tangere and El Filibusterismo, some of his essays, and various correspondences.

Students will have exhibited competence in discussing the works and writings of Rizal and in applying them in various contemporary situations, as well as acquired strong sense of national identity and Filipino-first orientation as shown in their conduct and social relations.



**ARTAP** 3  
**units**  
**ART**  
**APPRECIATION**

Art Appreciation is a 3-unit course that develops students' ability to appreciate, analyze and critique works of art. Through interdisciplinary and multimodal approaches this course equips students with a broad knowledge of the practical historical, philosophical and social relevance of the arts in order to hone students' ability to articulate their understanding of the arts. The course also develops students' competency in researching and curating arts as well as conceptualizing, mounting and evaluating art productions. The course aims to develop students' genuine appreciation for Philippine Arts by providing them opportunities to explore the diversity and richness and their rootedness in Filipino Culture.

The students will have the functional ability to appreciate, analyze and critique works of art as well as acquired multidisciplinary knowledge in understanding of the arts, especially Philippine arts.

**RHIST** 3  
**units**  
**READINGS IN PHILIPPINE**  
**HISTORY**

The Course analyzes Philippine history from multiple perspectives through the lens of selected primary sources coming from various disciplines and of different genres. Students are given opportunities to analyze the author's background and main arguments, compare different points of view, identify biases and examine the evidences presented in the document. The discussion will tackle traditional topics in history and other interdisciplinary themes that will deepen and broaden their understanding of the Philippine political, economic, cultural, social, scientific and religious history. Priority is given to primary materials that could help students develop their analytical and communication skills. The end goal is to develop the historical and critical consciousness of the students so that they will become versatile, articulate, broadminded, morally upright and responsible citizens. This course includes mandatory topics on the Philippine Constitution, agrarian reform and taxation.

The students will have possessed the competence and skills in understanding evidenced-based history through systematic analysis of historical materials, texts, and records as evidenced by their oral, written and artistic output.

**CWRLD** 3  
**units**  
**THE CONTEMPORARY**  
**WORLD**

This course introduces students to the contemporary world by examining the multifaceted phenomenon of globalization. Using the various disciplines of the social sciences, it examines the economic, social, political, and other transformations that have created an increasing awareness of the interconnectedness of peoples and places around the globe. It also includes mandatory topics on population education in the context of population and demography. The course provides an overview of the various debates in global governance, development and

sustainability. Beyond exposing the student to the world outside the Philippines, it seeks to inculcate a sense of global citizenship and global ethical responsibility.

At the end of the course the students should have the skills and competence in distinguishing different interpretations of and approaches to globalization; in describing the emergence of global economic, political, social and cultural systems; in analyzing the various contemporary drivers of globalization; and, in articulating the issues confronting the nation-state and assess the effects of globalization on different social units and their responses.

### **STS SCIENCE, TECHNOLOGY AND SOCIETY**

The course deals with interactions between science and technology and social, cultural, political, and economic context that shape and are shaped by them. (CMO No. 20, series of 2013)

This interdisciplinary course engages students to confront the realities brought about by science and technology in society. Such realities pervade the personal, the public, and the global aspects of our living and are integral to human development. Scientific knowledge and technological development happen in the context of society with all its socio-political, cultural, economic, and philosophical underpinnings at play. This course seeks to instill reflective knowledge in the students that they are able to live the good life and display ethical decision-making in the face of scientific and technological advancement. This course includes mandatory topics on climate change and environmental awareness.

### **USELF 3 units UNDERSTANDING THE SELF**

This course deals with the nature and wholistic view of the self. It intends to facilitate the exploration of issues and concerns regarding one's self towards better understanding and appreciation. It strives to meet this goal by integrating the personal with the academic through contextualization of the students' educational experiences. It is designed to generate a new appreciation for the learning process and develop a more critical and reflective attitude to attain a better quality of life. This course includes the mandatory topics on Family Planning and Population Education.

### **PHYSICAL EDUCATION**

#### **PED 1 2 units WELLNESS AND FITNESS**

An education in the care and development of human body, stressing health, fitness and wellness. This course will provide students with the knowledge, skills and abilities necessary to integrate healthy living strategies in a variety of fitness and wellness activities. A diversity of fitness and wellness initiatives will be explored through self- driven and planned activities.

The students are to apply knowledge of fitness and wellness in the formulation of their personal wellness plan towards healthy lifestyle.

**PED 2** **2 units**  
**SELF DEFENSE AND RHYTHMIC ACTIVITIES**

Physical Education 2 is a study and practice of self-defense and rhythmic activities. The course covers history, development, basic skills, rules and guidelines of self-defense. It also deals with the fundamental rhythmic activities and dance forms where students will apply elements and principles of dance to preserve cultural heritage, acquire and learn basic skills and proper body mechanics.

The students will be able to present clearly the history of self-defense, nature of local dances as well as its rules and regulation. More so, students are enabled to strategize and evaluate performances while they exercise fair play, honesty, respect and integrity in playing and officiating the game.

**PED 3** **2**  
**units**  
**SWIMMING AND RECREATION**

A laboratory Physical Education swimming exercise course designed to improve the student physically in the areas of cardiovascular efficiency, muscular strength, body composition and flexibility utilizing techniques in basic water safety, stroke improvement and swimming technique. Students are exposed to varied recreational activities.

The students will be able to explain the history, safety rules and etiquette while in water as well as demonstrate basic to intermediate competency skills like crawl stroke. For the swimming component of the course, students will be able to cross at least 25meter lap distance of the pool. While on the recreation component of the course, students will be able to play various recreational options like Frisbee, adventure race as well as create and facilitate recreational games.

**PED 4** **2**  
**units**  
**TEAM AND INDIVIDUAL-DUAL SPORTS**

Deals with the history, terminology, facilities and equipment, fundamental skills and strategies, game rules and regulations of the different team and individual/ dual sports. The course provides students with opportunities to participate in healthy inter- group and inter -class friendly

tournaments.

The students are to apply the rules and regulations while officiating particular game.

**PHILOSOPHY**

**LOGIC** **3 units**

This course is an introduction to Classical logic of Terms, Propositions, Syllogism, Inference and Ideas including the study of the relationship between Inductive and Deductive type of Reasoning. Moreover, this course focuses on skills building exercises that would enhance the students' ability to think critically.  
More

importantly, the students will learn to apply the rules of formulating correct syllogism, avoiding fallacious arguments and the principles of logic as a science and art of correct reasoning.

At the end of the course, they will be required to organize a debate that tackles relevant issues that have an impact on the Philippine context and the society at large, apply the principles of correct reasoning in dealing with concrete problem solving situations that challenges them to become authentic agents of the Gospel Values. Lastly, the students are expected to formulate and submit to the local government officials tangible and logical written suggestions/recommendations/solutions concerning the various issues or problems that affect the holistic development of the people within their respective Barangays and Communities.

### **ETHICS**

**3 units**

This course is an introduction to the philosophical study of morality, which includes the theory of right and wrong behavior, the theory of value (goodness and badness), and the theory of virtue and vice. Students will be introduced to the contemporary moral dilemmas or ethical questions addressed within moral philosophy and the most influential answers given by well-known philosophers.

At the end of this course students are expected to exhibit their abilities to read, explicate, analyze, and evaluate philosophical ethical literature, write and express themselves well about their own ethical positions, and think critically and analytically about ethical issues.

### **MATHMW**

**3**

**units**

#### **MATHEMATICS IN THE MODERN WORLD**

The course begins with an introduction to the nature of mathematics as an exploration of patterns (in nature and the environment) and as an application of inductive and deductive reasoning. By exploring these topics, students are encouraged to go beyond the typical understanding of mathematics as merely a bunch of formulas but as a source of aesthetics in patterns of nature, for example, and a rich language in itself (and of science) governed by logic and reasoning.

The course then proceeds to survey ways in which mathematics provides a tool for understanding and dealing with various aspects of present day living, such as managing personal finances, making social choices, appreciating geometric

designs, understanding codes used in data transmission and security, and dividing limited resources fairly. These aspects will provide opportunity for actually doing mathematics in a broad range of exercises that bring out the various dimensions of mathematics as a way of knowing, and test the students' understanding and capacity.

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## **RELIGIOUS STUDIES**

The Religious Studies Program commits itself to the integral formation of the students in the light of the La Sallian spirit of faith, service and community by providing him/her strong foundations of Catholic creed, code, and cult.

It aims to help the student deepen his consciousness as a Christian deeply aware of Christ's presence in the world. In keeping with St. John Baptiste de la Salle's commitment and deep concern for the underprivileged, the Program integrates reach-out activities in all its courses.

### **IRS1 3 units LASALLIAN SPIRITUALITY**

This Course seeks to introduce the learners into living their Christian Faith in the footsteps of the Founder, St. John Baptist De La Salle, by presenting in a systematic and organized way the elements of the Lasallian Lived Spirituality with the hope of forming a Lasallian learner who has integrated into their lifestyle, career goals and personal mission the Lasallian core values of Faith, Zeal for Service and Communion in Mission.

### **IRS2 3 units CHRISTIAN MORALITY**

This course studies the nature and concept of Christian Morality; human acts and its modifiers, determinants and constituents, law, conscience, freedom, sin and grace, theological and cardinal virtues, Christian moral principles, the Decalogue, and contemporary moral problems with auxiliary elements from bio-medical ethics. The students will learn to apply the basic Christian moral principles in their real lives and in their relationships with their fellowmen.

### **IRS3 3 units WORKPLACE SPIRITUALITY**

This course presents the Lasallian formation on the Vocation and Mission of the modern man & woman in the world as a person living and applying the richness of the Christian Faith through a life of Lived Spirituality, whether in a Religious/Ordained Ministry or as a lay faithful at work in propagating the Kingdom of God in our world & time.

The course presents to the lasallian learners the concepts of vocation, the different types of responding to God's

call, discernment & discipleship, and highlights the practical applications of the Catholic Social Teachings in the context of the modern world of work, family, Community, the Church, Society with emphasis on Living these rich Christian Spirituality in the Workplace.

**IRS3E**

**3 units**

**RELIGIONS, RELIGIOUS EXPERIENCES  
AND SPIRITUALITY**

This course seeks to provide Lasallian learners with a systematic, comprehensive, and clearer knowledge of the concepts of Religion, Religious Experiences, and Spirituality. Anchored in the fundamental teachings and tradition of the Catholic Church, students will be formed in their ability to understand and appreciate the importance of religious diversities/expressions of cultures and peoples in a more globalized community, making them genuine agents of social transformation rooted in their Christian faith and practices.

Students shall be equipped with the skills to engage in dialogue with other ethnic communities, in a climate of peace, respect, and mutual support. The course will also be a space for a mature, open, and healthy discussions and sharing of lived faith experiences, which is a vital factor fortifying an individual's psycho-spiritual resilience in facing life's challenges.