

**OFFICE OF THE VICE-CHANCELLOR  
FOR ACADEMIC AFFAIRS**

MEMORANDUM NO. OVCAA ECA18-100

TO : ALL DEANS, DIRECTORS, HEADS OF ACADEMIC UNITS

FROM :  **EVANGELINE C. AMOR, Ph.D.**  
Vice-Chancellor for Academic Affairs

SUBJECT : Updated GE Course Proposal Template

DATE : 7 February 2018

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This is to inform everyone that the UP System GE Council, during its meeting last 24 January 2018, revised various sections of the GE Course Proposal Template (**ANNEX A**). The updated format is now expected to be used by all academic units who plan to institute new, or reconfigure existing, GE Courses for offering in the First Semester AY 2018 – 2019.

In reference to MEMORANDUM No. OVPAA 2018 – 14, academic units are expected to have revised existing GE courses that they intend to offer by 31 March 2018. In this connection, please take note of the following meeting dates of the GE Council to discuss proposals for endorsement to the UCs of the Constituent Units.

February 9, 2018	Friday
February 21, 2018	Wednesday
March 7, 2018	Wednesday
March 23, 2018	Friday

Should you have any questions or clarifications, you may get in touch with the GE Center via email at [gec\\_ovcaa.upd.edu.ph](mailto:gec_ovcaa.upd.edu.ph) or local number 2060. The GE Center is located at the 4th Floor, DILC Building, Magsaysay Avenue corner Apacible Street.



EXAMPLE (*adapted from SOC SCI 30 - Notions of Justice offered by UP Baguio*)

Upon completing the course, students must be able to:

- CO 1. Differentiate the various notions of justice, including their origins, elements and applications;
- CO 2. Construct arguments for alternative positions on political and social issues of justice; and
- CO 3. Evaluate various perspectives on justice.

**1.1 GE Objectives Met by the Course**

*The revised GE Framework stipulates that a course should meet or contribute to four of the five GE program objectives<sup>1</sup>. In this section of the proposal, state in paragraph form which GE program objectives are met by the course and how. And then in the table below, indicate (by ticking or shading the relevant cells) the GE objective/s that each course outcome is aligned with or addresses.*

Course Outcomes	GE Objectives*				
	A	B	C	D	E

- \*A Broaden intellectual and cultural horizons
- B Hone critical and creative thinking
- C Develop a passion for learning and scholarship
- D Cultivate a high sense of intellectual and moral integrity
- E Foster a commitment to nationalism and social justice

EXAMPLE (*adapted from SEA 30 - Asian Emporiums offered by UP Diliman*)

- 1) To broaden intellectual and cultural horizons. Filipinos generally lack knowledge about Southeast Asia, probably due to centuries of colonization by Western countries. The course will broaden the students intellectual and cultural horizons by introducing them to the cosmopolitan world of monsoon Asia which was formed by interactions between its peoples through the centuries for the purpose of trade but also for other reasons such as pilgrimages, quests for symbols of power and prestige, collecting medicinal herbs, as well as sheer adventure.
- 2) To develop a passion for learning and scholarship. The course will expose students to inter-disciplinary and multi-disciplinary perspectives and approaches — from the Arts and Humanities, Social Sciences, and Philosophy — to understanding the cultures of monsoon Asia.
- 3) To hone critical and creative thinking. Critical and creative thinking will be stimulated through use of multimedia instructional resources with a thematic approach, developed by a team of Southeast Asian scholars.
- 4) To foster a commitment to nationalism and social justice. The common heritage that the Philippines shares with her Southeast Asian neighbors will make the students realize that the Philippines belongs to a bigger body of cultural ancestry with a long history of relations with Eastern and Western cultures. This should develop greater pride in their culture and in the country's important contributions to the enrichment of the larger Asian heritage.

<sup>1</sup> In the Revitalized GE Program, courses were expected to meet three of the four program objectives.

Course Outcome	GE Objectives*				
	A	B	C	D	E
Discuss the influence of physical and human geography on various Southeast Asian socio-cultural phenomena					
Re-construct the idea of emporium and trade in contemporary contexts					
Analyze commonalities and distinctiveness in Southeast Asian cultural heritage/practices					
Investigate the contribution of Southeast Asian faith traditions in the promotion of social justice					
Identify historico-cultural milestones in the Southeast Asian-Western encounter					

**2. Course Content**

Indicate in the table below the main course topics and the approximate number of hours for in-class work (at three hours per week for a 3-unit course).

Course Topics	No. of Hours

**3. Course Coverage**

The table below is a horizontal syllabus providing an overview of how the course will proceed. It shows the course topics in sequence (in column 3) and the schedule and duration for each topic in terms of week/s in the term (in column 1).

In column 2, write the learning outcomes for each topic — i.e. what the students should know and be able to do (in the form of a learning behavior) after completing the topic. Note that this is different from the course outcomes listed in section C.1 above.

In column 4, state the essential or key question/s that is/are the focus of each topic and that students should be able to answer after studying the topic.

In column 5, indicate how each topic will be taught and/or taken up. Topics are usually taken up using a combination of teaching and learning activities. The following are examples of teaching and learning activities: lecture-discussion, viewing a film or video followed by a discussion, Socratic questioning, small group activity, problem solving, writing exercises or workshop, mapping (including concept mapping), role-play, structured debate, walking tour or field trip (including "virtual" field trips), wiki writing or collaborative writing, and

*WebQuest.*

*In column 6, indicate how student learning for each topic or cluster of topics will be assessed. Types and examples of assessment tools or activities include:*

*Exams/Tests: unit test, long test, mid-term exam, final exam*

*Papers: commentary, critique, reaction paper, position paper, report, literature review, case study*

*Presentations: slide presentation, demonstration, exhibit*

*Digital projects: blog post, audio podcast, video recording, website, class wiki*

*Learning and summative assessment activities may be individual or collaborative activities.*

*In column 7, indicate the essential or core readings or learning resources that students must study for each topic (e.g. specific journal articles or book chapters, a specific corpus or collection of works). If such a listing is not feasible, this column need not be included and all course readings should instead be listed under the References section at the end of this proposal.*

<b>Week</b>	<b>Learning outcome/s</b>	<b>Course Topic</b>	<b>Essential or Key Questions</b>	<b>Suggested Teaching and Learning Activities</b>	<b>Suggested Assessment Tools/ Activities</b>	<b>Core Readings/ Learning Resources</b>

**4. Course Requirements**

*This is a summary listing of the main requirements for passing the course, including the summative assessment tools listed in column 6 in the table for course coverage (in the previous section).*

EXAMPLE

1. Mid-term and final exam
2. Individual short papers
3. Group project
4. Participation in class activities

**D. References**

*List here the references from which faculty might draw reading assignments and which they might use as basis for lectures and other class activities. The reference list should contain more recent/updated material (published in the last five years).*

**E. List of Faculty**

*Please list (in alphabetical order by surname) the faculty members who can teach the course (i.e. be designated as course instructors or faculty-in-charge).*

*If necessary, provide a list of faculty members who can be tapped as resource persons for specific portions of the course.*