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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

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 or local number 2060. The GE Center is located at the 4th Floor, DILC Building, Magsaysay Avenue corner Apacible Street.

Annotated GE Course Proposal Template Date of release: 31 January 2018

ANNEAA	ANNEX	A
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	College of	
PROPOSAL	FOR THE RECONFIGURATION OF(course number) (course title)	_

A. Course Catalogue Description

- 1. Course Number:
- 2. Course Title:
- 3. Course Description:
- 4. Prerequisite:
- 5. Semester Offered:
- 6. Course Credit:
- 7. Number of Hours:
- 8. Course Goal/s:

State in infinitive form (To + verb) the course aims. This statement of goals is related to but **different from the statement of course outcomes in C.1** below in that it is a statement of **what the course (or those teaching the course) aims to do** or accomplish whereas the statement of learning outcomes articulates what the student is expected to be able to do after studying the course. The statement of course goals is a general statement of intent usually consisting of 1-2 infinitive clauses only.

EXAMPLE (adapted from HIST 3 - History of Philippine Ethnic Minorities offered by UP Baguio)

Course Goal: To develop a nuanced, complex and dynamic understanding of the formation and

transformation of localities and ethnicities, their responses to minoritization and their

contributions to nation-building.

B. Rationale

State here why the course is being proposed for inclusion in the GE program — i.e. the significance of the course. If the course is an existing course that has been reconfigured for inclusion in the revised GE program, provide a summary statement of changes made, if any.

C. Course Outline

1. Course Outcomes (CO)

Upon completing the course, students must be able to:

- CO 1. (Verb phrase referring to higher-order learning)....
- CO 2. (Verb phrase referring to higher-order learning)....
- CO 3. (Verb phrase referring to higher-order learning)....
- CO 4. (Verb phrase referring to higher-order learning)....

List here what students will know and be able to do after completing the course. The list should refer to significant learning that students will gain from the course stated in the form of observable learning behaviors (i.e. student behavior demonstrating knowledge, skills, and/or dispositions/attitudes developed). The list should be summative, referring to higher-order learning outcomes (as opposed to task-level learning outcomes) — for example, discussing, analyzing, critiquing or evaluating, integrating or synthesizing. The average number of course learning outcomes is 3-5.

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 objectives¹. 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*						
Course Outcomes	А		С	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.

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

0	GE Objec			tives*		
Course Outcome	Α	В	С	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).

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.

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

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).

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ANNEX A

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