



# FIRST CITY PROVIDENTIAL COLLEGE

## VISION

The First City Providential College shall be a world-class university for lifelong learning.

## MISSION

First City Providential College shall:

1. Offer relevant and multidisciplinary academic programs to produce lifelong learners who are globally competitive and socially responsible professionals.
2. Produce viable researches for local and international publication and utilization.
3. Implement collaborative and sustainable community extension services.

PROGRAM EDUCATIONAL OBJECTIVES	MISSION		
	a	b	c
Within three years after graduation, the graduates of Business Administration shall:			
1. Show the ability to synthesize knowledge continuously in solving problems for the improvement of the profession.	✓	✓	✓
2. Perform work responsibly guided by the institution's core values of Faith in God, Creativity, Perseverance, Collaboration, Intelligence, Altruism and Nationalism.	✓	✓	✓
3. Engage in career advancement for professional development.	✓	✓	✓
4. Actualize high ethical Core Competency Standards in working singly or collaboratively.	✓	✓	✓

## OUTCOMES-BASED TEACHING LEARNING (OBTL) COURSE SYLLABUS

1. Course Code : **Understanding the Self**
2. Course Title : **Understanding the Self**
3. Pre-requisite : **None**
4. No. of units for lec & lab : **3 units lecture**
5. No. of contact hrs.per wk. : **3 hrs lecture**
6. Program Outcomes : **a-s Year Level: 1<sup>st</sup> Year**
7. Course Description :

This course is intended to develop self-awareness and self-understanding. It aims to assist students in developing a holistic and integrated perspective of the self. Topics include personal development, self and identity, physical, mental, social, and digital aspects of the self. It emphasizes the value of self-care, goal-setting, and self-regulation as tools for academic and personal success.

Course Title: Ethics	Date Effective: 1st Semester S.Y. 2025-2026	Date Revised June 2025	Prepared by: Elias Dimaano, MAEd	Approved by: Jev C. Domalaon, Ph.D. Dean	Noted by: Echel Simon- Antero, Ph. D. Vice President for Academic Affairs	Attested by: Rourdes A. Fumera Chief Librarian	Page <b>1 of 13</b>
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This course focuses on the principles of ethical behavior in modern society at the level of the person, society, and in interaction with the environment and other shared resources. It also deals with the standards of right and wrong that an individual originally picks up from the community. It teaches students to make moral decisions by using dominant moral frameworks to analyze and solve moral dilemmas.

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## 8. Program Outcomes and Relationship to Program Educational Objectives

Program Outcomes		Program Educational Objectives		
		1	2	3
(a)	Demonstrate high levels of comprehension (textual, visual, etc.)	✓	✓	✓
(b)	Exhibit proficiency and effectiveness in communication (writing, speaking, and use of new technologies)	✓	✓	✓
(c)	Understand basic concepts across the domains of knowledge	✓	✓	✓
(d)	Manifest critical, analytical, and creative thinking	✓	✓	✓
(e)	Apply different analytical modes (quantitative and qualitative, artistic and scientific, textual and visual, experimental, observation, etc.) in tackling problems methodically	✓	✓	✓
(f)	Appreciate the human condition	✓	✓	✓
(g)	Interpret human experience	✓	✓	✓
(h)	View the contemporary world from both Philippine and global perspectives	✓	✓	✓
(i)	Self-assuredness in knowing and being Filipino	✓	✓	✓
(j)	Reflect critically on shared concerns and think of innovative, creative solutions guided by ethical standards	✓	✓	✓
(k)	Reflect on moral norms/imperatives as they affect individuals and society	✓	✓	✓
(l)	Appreciate and contribute to artistic beauty	✓	✓	✓
(m)	Understand and respect human rights	✓	✓	✓
(n)	Contribute personally and meaningfully to the country's development	✓	✓	✓
(o)	Work effectively in a group	✓	✓	✓
(p)	Apply computing and information technology to assist and facilitate research	✓	✓	✓

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(q)	Negotiate the world of technology responsibly	✓	✓	✓
(r)	Solve real-world problems	✓	✓	✓
(s)	Develop basic work-related skills and knowledge	✓	✓	✓

### 9. Course Learning Outcomes (CLOs) and Relationship to Program Outcomes:

Course Outcomes The student should be able to:	Program Outcomes																			
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	
1. Analyze various aspects of the self using concepts from different disciplines.	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
2. Apply insights from self-awareness and self-reflection to personal and academic life.	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
3. Demonstrate personal responsibility and goal-setting in line with holistic well-being.	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	

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WK	CLO	COD E	LINK	Generative Topics	Understanding Goals in a form of question	TEACHING LEARNING ACTIVITIES (TLA)	ASSESSMENT METHOD/TOOL	TARGET
1	CLO <sub>1</sub>	a-k m-o r-s	I	<b>Orientation:</b> -Introduction -Institution -Vision and Mission -Programs Educational Objectives -Program Outcomes Introduction	Why is it important to understand oneself?	Sharing ideas -Principle, Strategy, Benefits (PSB)	Explanation, Application, Reflection (EAR) Written Output	100% of the total number of students are expected to attain a rating not lower than 71%
2				The Self from various perspectives - Philosophical - Sociological - Psychological -	How do different discipline view the self?	Discussion	Reflection paper	
3				The Physical self	How does our physical body shape our self-concept?		Reflection Paper	
4				The sexual self	How do gender and sexuality shape self-identity?			
5				The material self	How do possessions reflect the self?			
6				<b>Long</b>				

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		Examination 1						
7	CLO <sub>2</sub>	a-k m-o r-s	I I	The digital self	How is identity expressed in the digital word?			100% of the total number of students are expected to attain a rating not lower than 71%
8				The mental and emotional self	How can we manage thoughts and feelings effectively?			
9				The social self and relationships	What influences do others have on our self-perception?			
10				The political and economic self	How do society and economy influence identity?			
11				Goal-Setting and personal development	How do we set and achieve goals?			
12	Long Examination 2							
13	CLO <sub>3</sub>	a-k m-o r-s	I I	Self-Discipline and Self-Regulation	How do we maintain focus and motivation?			100% of the total number of students are expected to attain a rating not lower than
14				Self-Care and	How do we take			

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		Well-being	care of our whole self?			71%
15		Integration: The Whole Self	How do we become fully functioning individual?		Reflection paper	
16		Yourself	Who are you today?			
17		Long Examination 3				
18		<b>Final Examination</b>				

Level: **I** – Introduced Concepts/Principle; **P** – Practiced with Supervision; **D** – Demonstrated across different setting with minimal supervision

## 10. Course Coverage:

Refer to CMO No. 20 series 2013

## 11. Textbook/References:

- Cuntapay, M.C. (2019). *Understanding the Self*. Rex Bookstore.
- Corpuz, B. B. (2016). *Facilitating Learning and Learner-Centered Teaching*. Lorimar Publishing.

Related journals and E-resources

## 12. Course Evaluation

### Course Outcome 1 (30%)

5% - Communicative Competence (Learning Interaction, EAR, 6 Facets of Understanding

Questions, Individual Goal Plan, Learning Task Output Plan)

10% - Other Evidence (Individual Goal Plan, Learning Task Output Plan, Individual and Group Presentations, Assignments, Learning Assessments, etc.)

5 % Performance Task

10 % - Long Examination 1

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**Course Outcome 2 (30%)**

5% - Communicative Competence (Learning Interaction, EAR, 6 Facets of Understanding

Questions, Individual Goal Plan, Learning Task Output Plan)

10% - Other Evidence (Individual Goal Plan, Learning Task Output Plan, Individual and Group Presentations, Assignments, Learning Assessments, etc.)

5% Performance Task

10% - Long Examination 2

**Course Outcome 3 (30%)**

5% - Communicative Competence (Learning Interaction, EAR, 6 Facets of Understanding Questions, Individual Goal Plan, Learning Task Output Plan)

10% - Other Evidence (Individual Goal Plan, Learning Task Output Plan, Individual and Group Presentations, Assignments, Learning Assessments, etc.)

5% Performance Task

10% - Long Examination 3

**Final Examination**

10% Field Familiarization

100% TOTAL

**13. Course Requirements:**

-Learning Assessment

-Assignments

-Portfolio

**Grading System:**

The final grades will correspond to the weighted average scores shown below:

Grade Symbols	Meaning
<b>1.00</b>	<b>100-98</b>
<b>1.25</b>	<b>97-94</b>
<b>1.50</b>	<b>93-90</b>
<b>1.75</b>	<b>89-87</b>
<b>2.00</b>	<b>86-85</b>
<b>2.25</b>	<b>84-80</b>
<b>2.50</b>	<b>79-75</b>
<b>2.75</b>	<b>74-70</b>
<b>4.00</b>	<b>Failure</b>
<b>INC</b>	<b>Incomplete</b>

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NG	No Grade (Due to absences more than 20% of class days)
IP	In Progress

### 13. Other Course Policies

#### A. In Progress Conversion Policies, Standards, and Guidelines

##### THE GRADE OF IN PROGRESS (IP)

1. The grade of IP shall be given to student/s who has/have not attained the passing grade but not INC nor NG. The IP mark shall be indicated in the Report of Grades submitted to the Registrar's Office. Student shall be given:
  - a. a maximum of one term for the conversion of his final grade to a passing mark.
  - b. learning modules on the lessons to be completed in asynchronous mode with consultation with the faculty.
  - c. learning modules, schedule of consultation and assessments by the concerned faculty.
  - d. a grade of 2.75 if satisfactorily completed the requirement of the learning module.
2. If a student fails to satisfy the requirements, the student will be given a grade of 4.0 and re-enroll the subject.
3. An IP mark in a prerequisite course should be converted before taking the course requiring it.

##### PROCEDURE FOR THE CONVERSION OF IP MARK

1. On the date of submission of grades in the registrar, the faculty shall accomplish properly 2 copies of IP conversion (IPC) form 1, one copy for the student and one copy for the Dean/Program Head/Principal.
2. If the IP conversion has been approved by the Dean/Program Head/Principal the faculty shall inform the concerned student.
3. The student shall receive the approved IPC form 1.
4. The student shall apply for the conversion of IP by accomplishing well the IP Conversion Form 2 and submit it to the Dean's/Program Heads'/Principal's office.
5. The student shall receive the needed learning modules, schedule of consultation, and assessments.

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6. Upon successful completion of requirements by the student for the conversion of IP grade to 2.75 mark, the faculty shall submit the passing grade of the student to the Dean's office and Registrar's Office. A student who will fail to complete the requirements for 2.75 mark shall be given a grade of 4.0. and shall re-enroll the subject.

**B.** All students should understand, remember and actualize FCPC Vision, Mission and Core Values; and their respective Program Educational Objectives and Program Outcomes.

**C. Attendance**

1. Regularity and punctuality in attending classes are expected of each student.
2. In article XIV, Section 73 of the Manual of Regulations for Private Schools (8<sup>th</sup> edition), the following provision is stated: "A student in every private school who incurs absences of more than (20%) of the prescribed number of class or laboratory periods during the school year or term should be given a failing grade and given no credit for the course or subject. However, the school may adopt an attendance policy to govern absences of its pupils or students who belong to the upper half of their respective classes."
3. Any student who has accumulated more than the maximum number of absences tolerated in a given subject disqualifies himself for earning any unit and causes himself to be dropped automatically from the class.
4. Any student is considered late if he comes to class 15 minutes after the scheduled time.
5. A student who has not completed all academic requirements by the end of the last semester of his curriculum year is not eligible for graduation and is not allowed to take part in the commencement exercises for that year.

**D. Submission of Assessments/Outputs**

1. All subject assessments and outputs must be submitted on time. Considerations could only be given if there had been proper communication between the instructor and the student prior to the dates of submission.

**E. Online Class Standards**

**FCPC Flexible Learning Standards**

As FCPCian, I consider learning as lifelong journey. That is why, I have to be an ethical, effective and efficient learner in response to the challenges of the new normal in education. Thus, I commit to do the following:

**I. Online Learning**

**A. During synchronous online learning**

I:

1. attend the scheduled online session regularly. I enter the meeting room at least five minutes before the start of the class.
2. accomplish the google form attendance from the link given in the chatbox.

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3. turn on the video so that I can see and engage in all activities with my classmates and teachers like we are in the same room despite the distance.
4. wear decent attire and maintain proper grooming.
5. keep my microphone muted to prevent background noise that may disrupt the speaker.
6. respect my teachers and my classmates. I use polite words in expressing my ideas and opinions.
7. listen attentively and take down important information.
8. wait for my turn to speak or unmute my microphone and ask questions.
9. participate actively in all class activities. I refrain from doing unrelated or unnecessary tasks while the session is ongoing.
10. ask assistance from my parents/guardians in doing laboratory/hands-on activities when needed.

#### ***B. During asynchronous online learning***

I:

1. access my Neo account regularly. I check my calendar for the scheduled tasks to be done.
2. follow instructions carefully.
3. accomplish my tasks and assignments diligently.
4. respect the intellectual property rights of the school. I refrain from prohibited reproduction and sharing of learning resources.
5. ask assistance from my parents/guardians in doing laboratory/hands-on activities when needed.
6. respect my teachers and my classmates. I refrain from abusive or offensive language in posting comments or messages in the chat rooms, forums, emails, etc.
7. answer Essential Learning Skills Exercises before the start of session 1

#### ***C. During assessment***

I:

1. observe honesty in answering all exercises, formative assessments and other written examinations.
2. take major examinations on the scheduled date and time.
3. work collaboratively with my classmates and teachers in doing performance-based assessments.
4. communicate with all my subject teachers in improving my academic and behavioral performance.

## **II. Offline/ Modular Distance Learning**

I:

1. follow the required number of learning modules to be accomplished per week.
2. interact with the teachers and classmates through text, call or other free messaging apps.
3. accomplish my tasks and assignments diligently.
4. respect the intellectual property rights of the school. I refrain from prohibited reproduction and sharing of learning resources.

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5. ask assistance from my parents/guardians in doing laboratory/hands-on activities.
6. submit the accomplished learning modules on time.
7. observe honesty in answering all exercises, formative assessments and other written examinations.
8. take major examinations on the scheduled date and time.
9. work collaboratively with my classmates and teachers in doing performance-based assessments.
10. communicate with all my subject teachers in improving my academic and behavioral performance.

**Other Rules of Conduct:**

1. The profile picture to be used in the NEO LMS should be the student's own photo. He/she should be wearing a decent look and proper attire. The photo should be posted in the upright position.
2. Students should use only one definite email address to be used for the entire school year.
3. Students should use the NEO LMS in sending messages and concerns to the subject teachers.
4. Students have the right to express themselves and participate freely in an online class. However, they are expected to treat each other and the teacher with courtesy and respect. Offensive or inappropriate language is not to be used in any form of communication e.g., emails, discussion postings, group projects, submitted assignments.
5. The discussion area of the course is reserved for postings related to course work only. Postings of a personal or nonacademic nature are not permitted and may be removed by the instructor should they appear. Grades and personal issues should be handled by private email to the teacher.
6. Emails to the teacher that are considered offensive or inappropriate will be sent back to the writer with a request to rewrite and resubmit. If the emails continue to be unacceptable, the student will be referred to the Program Head and denied access to the course until the Dean contacts the student. If students receive inappropriate emails from others in the class they should notify the teacher and appropriate action will be taken.
7. Students are expected to submit work which is their own. Plagiarism or cheating will not be tolerated.

**F. Consultation Schedule**

Consultation schedules with the instructors are posted outside the consultation room. Students must first set an appointment to confirm the instructor's availability.

Prepared by:

**Committee Members:**

Course Cluster Chair:

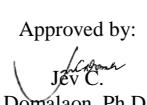
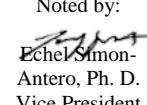
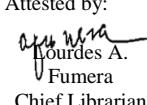
CQI Cluster Chair:

Members:

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Approved by: DR. MICHELLE NAIG  
*Dean, College of Business Administration*

Noted by: DR. ECHEL SIMON ANTERO  
*VP Academic Affairs and Research*

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