PRELIMINARY SURVEY VISIT

AREA III:

CURRICULUM AND INSTRUCTION

PRELIMINARY SURVEY VISIT

AREA III:

CURRICULUM AND INSTRUCTION

B. INSTRUCTIONAL PROCESS, METHODOLOGIES AND LEARNING OPPORTUNITIES

B.1. Compilation of updates course syllabi in all subjects.

ESS 02 PHILOSOPHICAL AND ANTHROPOLOGICAL FOUNDATIONS OF PHYSICAL EDUCATION AND SPORTS

UNIVERSITY OF SOUTHERN MINDANAO

Course Syllabus for Philosophical and Socio Anthropological Foundation of Physical Education and Sports

Course Number	ESS 02	Rev. No.	1	Page 1 of 12

EFFECTIVE DATE	REV NO.	REVISION TYPE	CHANGE DESCRIPTION	PAGE AFFECTED	ORIGINATOR
2023 07 20	1	Partial	Removing online classes and other online provisions.	6,7,8,9,10,11,12	JESSA S. BUSAN
2022 07 24	0	New	Newly established in accordance with the Quality Management System Requirements	ALL	JESSA S. BUSAN

Authors:	Reviewer:	Verifier:	Validator:	Final Approver:	DCC USE ONLY
JESSA S. BUSAN Course Developer	CHEZZY R. JAMITO, MAEd Department Curriculum Coordinator	PRISCILLA P. DAGOC, MSPE Department Chairperson	MORENO B. JAYA, JR. Ed.D. Dean	GEOFFRAY R. ATON, PhD Vice President for Academic Affairs	DOCUMENT CONTROL INDICATOR MASTER 2023 07 20 COPY
Date: 2023 07 04	Date: 2023 07 07	Date: 2023 07 17	Date: 2023 07 18	Date: 2023 07 17	

UNIVERSITY OF SOUTHERN MINDANAO						
Course Number	ESS 03	Course Title	Philosophical and Socio Anthropological Foundation of Physical Education and Sports	Rev. No.	1	Page/No.

INSTITUTIONAL POLICIES	
Vision	Quality and relevant education for its clientele to be globally competitive, culture sensitive and morally responsive human resources for sustainable development.
Mission	Help accelerate socio-economic development[ES], promote harmony among the diverse cultures[M] and improve quality of life[R] through instruction, research, extension, and resource generation in Southern Philippines.
Core Values	G-Goodness, R-Responsiveness, E-Excellence, A-Assertion of Right and T-Truth
USM Quality Policy Statement	The University of Southern Mindanao, as a premier university, is committed to provide quality instruction, research development and extension services and resource generation that exceed stakeholders' expectations through the management of continual improvement efforts on the following initiatives. 1. Establish key result areas and performance indicators across all mandated functions. 2. Implement quality educational programs; 3. Guarantee competent educational service providers. 4. Spearhead need-based research outputs for commercialization, publication, patenting, and develop technologies for food security, climate change mitigation and improvement in the quality of life; 5. Facilitate transfer of technologies generated from research to the community for sustainable development. 6. Strengthen relationship with stakeholders. 7. Sustain good governance and culture, sensitivity; and 8. Comply with customer, regulatory and statutory requirements.
Goals of the College	To maximize holistic development of a person with emphasis on physical wellness to become healthy and productive individuals.
Department Objectives	1. Plan and implement: • professional programs for physical educators, sports coaches, recreation leaders and dancers; • an integrated physical, sports and recreation programs; and • sports development programs of the university. 2. Promote sports, music and dances.

UNIVERSITY OF SOUTHERN MINDANAO						
Course Number	ESS 02	Course Title	Philosophical and Socio Anthropological Foundation of Physical Education and Sports	Rev. No.	1	Page 3 of 12

INSTITUTIONAL POLICIES	
	3. Conduct research in physical education, sports, recreation, cultural dances and music; and provide technical expertise to educational institutions, sports and recreation associations, and other agencies needing assistance in the promotion of physical education, sports, recreation, music, and dance.

PROGRAM INFORMATION					
Degree Program	Bachelor of Science in Exercise and Sports Sciences major in Fitness and Sports Coaching	CHED CMO Reference	81 s. of 2017	BOR Approval	BOR 80C, s2020

COURSE DETAILS					
Course Title	Philosophical and Socio Anthropological Foundation of Physical Education and Sports				
Course Number	ESS 02		Curriculum Component	Specialization Courses	
Credit (--Unit)	3	LECTURE (Unit-Hours)	3-3	LABORATORY (Unit-Hours)	0-0
Prerequisites	None	Co-requisites	None	Year Level/Semester Offered	1st Year/First Semester
Course Description	This is a study of the diverse justification on the educational value of P.E. and an examination value of how the various structures, patterns, organizations, and institutions in culture and society create, relate to, and influence physical education. It includes discussion of the historic tradition of mind/body and theoretical /practical knowledge dualism and a conceptual analysis of the issues of sport as a human activity and the distinction and relationship between P.E. and sport. Students are expected to articulate a personal philosophy of teaching Physical Education.				
Faculty in charge	JESSA S. BUISAN				
Consultation Hours			Contact Information		

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	ESS 02	Course Title	Philosophical and Socio Anthropological Foundation of Physical Education and Sports	Rev. No.	1	Pagsuffix

PROGRAM EDUCATIONAL OBJECTIVES (PEO) In 3-5 years, the **BSESS-FSC** graduates of USM shall:		MISSION		
		M1	*M2*	*M3*
PEO 1	Perform responsibility in a designated position related to exercise and sports sciences as exercise, fitness and sports specialists in national sports associations, government organizations, scholastic and professional sports programs.	✓		
PEO 2	Expert in coaching and management skills related to fitness, exercise, and sports sciences.	✓		✓
PEO 3	Engage in wellness leadership, sports clinic and management, officiating and coaching as entrepreneurial activities.			✓
PEO 4	Create linkages, building and cultivating relationship with colleagues, stakeholders, other professional and learning communities, advocating for P.E, and professional excellence as well as leaders in the service of the community.		✓	
PEO 5	Meet professional standards and competencies required by the organization.		✓	✓

PROGRAM OUTCOMES (PO) Upon graduation, the University of Southern Mindanao students must be able to:	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10
a) Articulate and discuss the latest development in the specific field of practice.		✓								
b) Effectively communicate orally and in writing using both English and Filipino.		✓	✓							
c) Work effectively and independently in multidisciplinary and multi-cultural teams.				✓						
d) Act in recognition of professional, social, and ethical responsibility.					✓					
e) Preserve and promote "Filipino historical and cultural heritage."	✓									
f) Participate in the generation of new knowledge in research and development projects.	✓									
g) Articulate to the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.	✓									
h) Demonstrate mastery of subject matter/discipline.	✓									
i) Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.			✓							
j) Apply skills in the development and utilization of ICT to promote quality, relevant and sustainable educational practices.					✓					
k) Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.			✓							
l) Practice professional and ethical teaching standards sensitive to the changing local, national, , and global realities.					✓					
m) Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.					✓					

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	ESS 02	Course Title	Philosophical and Socio Anthropological Foundation of Physical Education and Sports	Rev. No.	1	Page(s)

PROGRAM OUTCOMES (PO) Upon graduation, the University of Southern Mindanao students must be able to:	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10
o) Communicate effectively the foundations of applied exercise and sports sciences to stakeholders, and other professionals and practitioners.				✓						
p) Exhibit professional integrity by adhering to ethical behaviors and discerning boundaries of competence.				✓						
q) Organize, administer, and evaluate fitness, sports, and recreational programs and activities.		✓	✓							
r) Employ evidence-based interventions in fitness, sports, and recreation.		✓								
s) Create and adapt appropriate programs and interventions in exercise, sports, and recreation.		✓								
t) Apply concepts, processes, and theories in the organizations, administration and evaluation of evidence-based interventions in fitness, sports performance and wellness and on the management of resources and operations to exercise, sports, and recreational programs and facilities. This includes demonstrating management capabilities and techniques in different contexts; managing oneself, managing organizational life, and managing others.	✓				✓					
u) Promote the advancement of the profession through research, lifelong learning, adherence to work and professional ethics, and advocacy pursuits.					✓					
v) Communicate effectively through oral, written, and technological format with stakeholders, allied professionals, and various practitioners.		✓								

NOTE: Minimum PO's shall come from the PSG/CMO of the program (if applicable. Other additional PO's may come from consultation with constituents and stakeholders.

COURSE OUTCOMES (CO) Upon passing this course, the students must be able to:	Course Alignment to Program Outcomes	POa	POb	POc	POd	POe	POf	POg	POh	POi	POj	POk	POl	PO	POm	POn	POo	POp	POq	POr	POs	POt	POu	POv	PO	POx	POy	POz
CO 1	Justify the educational value of P.E.	E					E														E							
CO 2	Examine how the various structures, patterns, and institutions in culture and society create, relate to, and influence P.E. and sports.	T																			E							
CO 3	Analyze current issues of sports as human activity and the distinction and relationship between P.E. and Sports.	R					T										R											

*Level (follow the legend used in the most relevant PSG/CMO)

(E) Enabling: Facilitate the achievement of the Terminal Outcome

(R) REINFORCED – Enhancement of existing competencies/contributory to The program outcomes

(T) Terminal – The achieved course outcome (s)

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	ES5 02	Course Title	Philosophical and Socio Anthropological Foundation of Physical Education and Sports	Rev. No.	1	Page/Info

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) By the end of the topic, students shall be able to:	Aligned CO	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA) Teaching	 Learning	Learning Materials	Assessment Tasks (AT)	Suggested Readings
1.1 Understand the classroom policies and standards 1.2 Explain the course PEO, PO, and CO		1	Orientation on Classroom and University Policies as well as grading system, discussion of PEO, PO, and CO	Lecture Discussion	Recall	Course Syllabus	Reflection Reflection/ Discussion	USM Code, Student Handbook
2.1 Articulate the nature, meaning and scope of P.E and Sports 2.2 Outline the objectives, aims and purpose, role of PE and Sport 2.3 Compare and contrast the scope of P.E and Sport.	1-2	1 2	Nature, Meaning and Scope of Physical Education 1. The legality of Physical Education 2. Meaning of Physical Education 3. The Allied Fields of Physical Education 4. The Objectives of Physical Education	Lecture/discussion on the nature, meaning and scope of PE	Panel discussion on the importance of PE as a school subject Create concept map of play and games, dance, fitness, recreation and leisure, physical activity that show convergence and divergence in	Power Point Presentation	Quiz Rubrics for concept map	[1] pp. 256-284 [5]pp.7-23

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Course Number	ESS 02	Course Title	Philosophical and Socio Anthropological Foundation of Physical Education and Sports	Rev. No.	1	Page/s/No

					nature, meaning and scope			
3.1 Summarize the philosophical, sociological and anthropological foundations of PE and Sport. 3.2 Articulate a personal philosophy in PE and Sports.		3 4	Philosophical Foundation of Physical Education and Sports 1. Branches of Philosophy 2. Traditional Philosophies in Physical Education and Sports 2.1 Idealism 2.2 Realism 2.3 Pragmatism 2.4 Naturalism 2.5 Existentialism	Lecture and Facilitate the panel discussion, article review, video clip analysis, development of vlogs, and presentation of personal philosophy	Ppresentation of personal philosophy through any of the following: - vlog - poster - Mmmmgma	Power Point Presentation	Rubrics on the presentation of the personal philosophy	[illegible] [illegible] [illegible]
4.1 Analyze the issues, challenges and future of PE and Sports grounded on philosophical, anthropological, and sociological perspectives. 4.2 Present through a poster (Gallery Walk) how PE and sports in a particular country are affected by the different,	2-3	5 6	Historical Development of Physical Education and Sports 1.Physical Activities in the Primitive Society 2. Physical Education and Sports in Ancient Nation 3. Physical Education and Sports in Greece	Differentiated lecture on the Foundations of Physical Education and Sports	Differentiated research work and creative presentation of the topics (Reporting) Gallery Walk (Group Projects)	Power Point Presentation	Quiz Rubrics on the group presentation Rubrics for Gallery Walk	[illegible]

philosophical, anthropological, cultural, societal and educational processes 4.3 Recall the significant dates of the historical events in P.E.		7 8	4. Roman Physical Activities and Sports 5 Physical Education and Sports in the Middle Ages 6. Physical Education and Sports in the Renaissance Period 7. Physical Education and Sports in Europe 8. Physical Education and Sports in the United States		Identify common themes in the PE curriculum content and instruction of different countries/cultures and describe how the different philosophical, anthropological, cultural, societal and educational processes affect PE and Sport			(b) pp.56-75
		9	MIDTERM EXAMINATION					
5.1 Create various media discussing the various issues and challenges of PE and Sports 5.2 Analyze position statements, declarations, legislation, memos, curriculum form reputable institutions, government bodies and/or ministries of education	3	10 11	Physical Education and Sports in the Philippines 1. Spanish Period 2. American Period 3. Japanese Period 4. Philippine Sports Commission 5. Philippine Olympic Committee	Evaluate the students on the video	Document analysis (a selection of position, statements, declarations, legislation, memos, curriculum form reputable institutions,	Power Point Presentation Video Presentations	Write up on Documentary Analysis Critical essay on selected issues/trend on school sport,	(a) pp. 258-284 (b) pp. 144-158 (c) pp. 395-415

		12 13	6. National Sports Association 7. Philippine Participation in the Olympics 8. Medals and Honors Sports Competitions 1. The Origin of Olympic Games 2. The Modern Olympic Games 3. The Asian Games 4. The Southeast Asian Games 5. The ASEAN Para Games		government bodies and/or ministries of education Video clip analysis on the commercialization of sport		competition and values Oral presentation of the analysis on the commercialization.	
6.1. Analyze the individual behavior and learning used during physical education activities and sports	1	14	Sociological Foundation of Physical Education and Sports 1. Motor Behavior	Power point presentation Supplemental videos	Individual Analysation of the lesson thru	PowerPoint Slides	Rubrics on presentation of analysis Quiz	(1) pp. 25-45 (2) pp. 35-51 (3) pp. 109-123

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Course Number	ESS 01	Course Title	Philosophical and Socio Anthropological Foundation of Physical Education and Sports	Rev. No.	1	Page/s 9

6.2. Recognize the Sociological Theories and theorists applied in sports.		15 16 17	2. Learning Theories in Physical Education 3. Stages of Learning 4. Forces Influencing Learning 5. Concepts, Factors, and Conditions that Promote the Learning of motor Skills and Improve Performance 6. Sociology and Theories of Play 7. Play Theorists	Analyzation of the lesson thru practical presentation	video presentation			[7] pp. 97-109 [10] pp. 125-136 [11] pp. 395-415
		18	FINAL EXAMINATION					

* any information, course, program, or other experience in which learning takes place (https://www.collinsdictionary.com/dictionary/learning-experience)

Textbook/References

[1] Armour, K.M. & Kirk, D. (2010). Physical education and school sport. In B. Hoskyns (Ed.) Sport and Society: A student introduction (pp. 256-284). London: SAGE Publications Ltd. Doi:http://dx.doi.org/10.4135/9781446278446.n12

[2] Bailey, R., Willard, I., & Dismore, H. (n.d) Girls' participation in physical activities and sports: Benefits, pattern, influences and ways forward. World Health Organization.

[3] Blanchard, K. (2000). The anthropology of sport. In J Cockles & E. Dunning (Eds.) Handbook of Sports Studies (pp.144-158). London: SAGE Publications Ltd. Doi:http://dx.doi.org/10.4135/9781848608382.n8

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[5] Evans, J. & Davies, B. (2006). The sociology of physiological education. In D. Kirk, D. Macdonald, & M. O'Sullivan (Eds.), Handbook of physical education (pp.209-223). London SAGE Publications Ltd. Doi:http://dx.doi.org/10.4135/9781848608009.N7

[6] Green, K. (2008). The Nature and Purposes of Physical Education. In understanding Physical Education (pp.7-23). London: SAGE Publications Ltd. Doi:http://dx.doi.org/10.4135/9781446213520.n2

[7] Laker, A. (2002). The sociology of Sport and Physical Education: An introductory reader. London: Routledge Falmer.

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Course Number	ES$ 03	Course Title	**Philosophical and Socio Anthropological Foundation of Physical Education and Sports**	Rev. No.	1	Page xxxx of x

Textbook/References

[8]Morgan, W. J. (2006). *Philosophy and Physical Education*. In D. Kirk, D. MacDonald & M. O'Sullivan (Eds.) Handbook on Physical Education (pp. 37-105). London: SAGE Publications Ltd. Doi: http://dx.doi.org/10.4135/9781848608381.n17

[9]Pollen, M. (2002). *History and Sport*. In B. Houlihan (Ed.), Sport and society: A student introduction (pp.56-75). London: SAGE Publications Ltd. Doi: http://dx.doi.org/10.4135/9781446278833.n4

[10]Tinning, R. (2002). *The body in school PE and Sport*. In *Pedagogy and Human Movement: Theory, Practice, Research* (pp. 125-136). Routledge, Oxon, OX.

[11]Weddington, T. (2006). *Sport and Health: A Sociological Perspective*. In J. Coakley & E. Dunning (Eds), Handbook of Sports Studies (pp.395-415). London: SAGE Publications Ltd. Doi: http://dx.doi.org/10.4135/9781848608381.n16

[12]Weed, M. & Jackson, G. (2010). *The relationship Between Sports and Tourism*. In B. Houlihan (Ed.), Sport and Society: A student Introduction (pp.395-415). London SAGE Publications Ltd. doi: http://dx.doi.org/10.4135/9781446278833.n18

Life-long Learning Opportunity

Research Skills, Effective Communication

Course Evaluation

Course Outcomes (CO)	Assessment Task Addressing CO	Weight (%)	Satisfactory Rating	Target Standard
CO1: Justify the educational value of PE	Concept Map	20%	85%	75% of the student will be able to get a score of 85% from the given assessment tasks.
	Quiz	30%		
	Exam	50%		
CO2: Examine how the various structures, patterns, organizations, and institutions in culture and society create, relate to, and influence PE and Sports.	Quiz	20%	85%	75% of the student will be able to get a score of 85% from the given assessment tasks.
	Exam	40%		
	Group Presentation	40%		
CO3: Analyze current issues of sports as a human activity and the distinction and relationship between PE and sport	Quiz	20%	85%	75% of the student will be able to get a score of 85% from the given assessment tasks.
	Exam	40%		
	Oral Presentation	40%		

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Course Number	ESS 02	Course Title	Philosophical and Socio Anthropological Foundation of Physical Education and Sports	Rev. No.	1	Page 2 of 4

Course Evaluation

Course Outcomes (CO)	Assessment Task Addressing CO	Weight (%)	Satisfactory Rating	Target Standard

Grading System

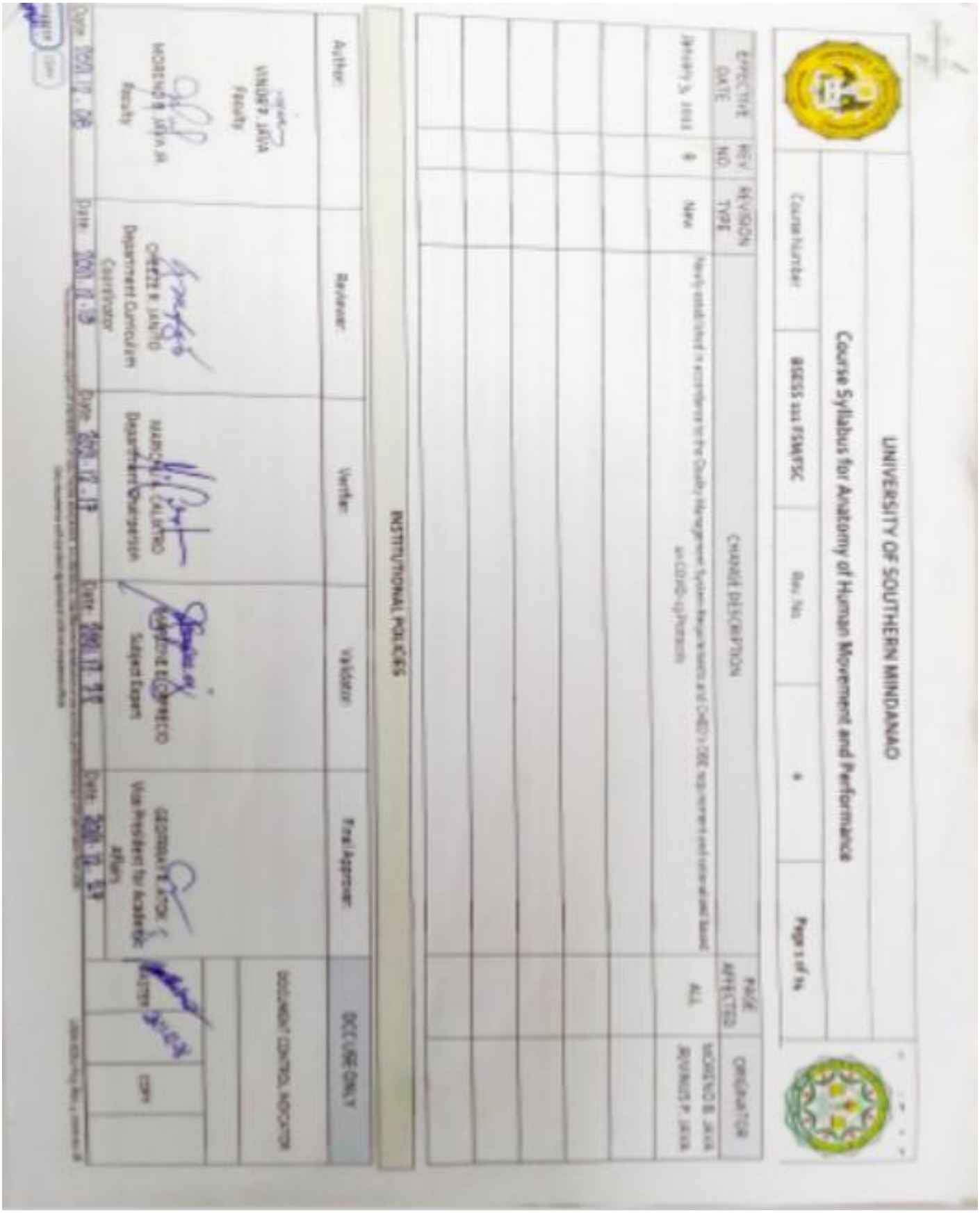
Midterm		Final Term			
Quiz	20%	Quiz	20%	Midterm	50%
Midterm Requirement	20%	Final Requirement	20%	Final Term	50%
Group Activities/Presentations	40%	Group Activities/Presentations	40%		
Written Exam	20%	Written Exam	20%		

Classroom Policies

1. Lesson/ Topics will be delivered face to face.
2. Video lectures/slides should not be posted online or other social media accounts. It will only be used solely in the class. Sanctions will be given if caught, based on privacy policy and intellectual property rights.
3. Late assignments will NOT be accepted. Extensions will only be granted in cases where there is an excusable reason.
4. Proper attire during face to face class is required and are only allowed 15 minutes after the scheduled time extension to get inside the classroom.
5. Evaluation for write-up/s will include: content 15 pts, organization 5 pts., clarity 5.
6. Questions or concerns regarding individual grades on assignments, quizzes, exams, etc. should be brought to the instructor no later than 1 week from when the grade is originally posted.
7. Dishonesty, plagiarism, falsification, fabrication or misrepresentation of data, unauthorized assistance or unauthorized collaboration, cheating on tests or other assignments, deliberately furnishing false information, forging or falsifying documents, assisting or aiding another in engaging in any of the above shall be dealt with the existing policy in the University.

If there are reasonable, personal issues which may designate an exception to a course policy, please message as soon as possible to discuss a potential plan of action. I can only do my best to accommodate a student if I am aware of his/her issues.

ESS 01 ANATOMY OF HUMAN MOVEMENTS AND PERFORMANCE



UNIVERSITY OF SOUTHERN MINDANAO

Course Syllabus for Anatomy of Human Movement and Performance

Course Number	Rev. No.	#	Page 1 of 1x
BSESS 111 FSMFSC			

EFFECTIVE DATE	REV NO	REVISION TYPE	CHANGE DESCRIPTION	PAGE AFFECTED	ORIGINATOR
January 5, 2011	0	New	Newly established in accordance to the Quality Management System Requirements of CHED (DO 32, Series of 2006) as CQI-QP-01 Curricula	ALL	MORENO B. JAVIA REVINER P. JAVIA

INSTITUTIONAL POLICIES

Author	Reviewer	Verifier	Validator	Final Approver	DCC USE ONLY
REVINER P. JAVIA Faculty MORENO B. JAVIA JR. Faculty Date: 2020.12.08	CHERRY B. JANTIO Department Curriculum Coordinator Date: 2020.12.09	MARICEL C. CALUNTIO Department Chairperson Date: 2020.12.12	MARLENE B. CAPRECIO Subject Expert Date: 2020.12.15	GEORGINA P. PATOR Vice President for Academic Affairs Date: 2020.12.19	DOCUMENT CONTROL INDICATOR COPY

UNIVERSITY OF SOUTHERN MINDANAO						
Course Number	BSESS 111 PSM	Course Title	Anatomy of Human Movement and Performance	Rev. No.	1	Page/No.

INSTITUTIONAL POLICIES	
Vision	Quality and relevant education for its clientele to be globally competitive, culture sensitive and morally responsive human resources for sustainable development
Mission	Help accelerate socio-economic development promote harmony among the diverse cultures and improve quality of life through instruction, research, extension and resource generation in Southern Philippines.
Core Values	G-Goodness, R-Responsiveness, E-Excellence, A-Assertion of Right and T-Truth
USM Quality Policy Statement	The University of Southern Mindanao, as a premier university, is committed to provide quality instruction, research development and extension services and resource generation that exceed stakeholders' expectations through the management of continual improvement efforts on the following initiatives. 1. Establish key result areas and performance indicators across all mandated functions; 2. Implement quality educational programs; 3. Guarantee competent educational service providers; 4. Spearhead need-based research outputs for commercialization, publication, patenting, and develop technologies for food security, climate change mitigation and improvement in the quality of life; 5. Facilitate transfer of technologies generated from research to the community for sustainable development; 6. Strengthen relationship with stakeholders; 7. Sustain good governance and culture, sensitivity; and 8. Comply with customer, regulatory and statutory requirements
Goals of the College	To maximize holistic development of a person with emphasis on physical wellness to become healthy and productive individuals.
Department Objectives	1. Plan and implement: a. Professional programs for physical educators, sports coaches, recreation leaders and dancers; b. An integrated physical, sports and recreation programs; and c. Sports development programs of the university. 2. Promote and preserve the Philippine indigenous games, sports, music and dances; 3. Conduct research in physical education, sports, recreation, cultural dances and music, and provide technical expertise to educational institutions, sports and

UNIVERSITY OF SOUTHERN MINDANAO						
Course Number	BSESS 111 FSM	Course Title	**Anatomy of Human Movement and Performance**	Rev. No.	0	Page/s No.

INSTITUTIONAL POLICIES	
	recreation associations, and other agencies needing assistance in the promotion of physical education, sports, recreation, music and dance.

PROGRAM INFORMATION					
Degree Program	Bachelor of Science in Exercise and Sports Science	CHED CMO Reference	**CHED Memo No. 81 series 2017**	BOR Approval	BOR BOC, 2020

COURSE DETAILS					
Course Title	Anatomy of Human Movement and Performance				
Course Number	BSESS 111 FSM/FSC		Curriculum Component	**Specialized Courses**	
Credit (—Unit)	3	LECTURE (Unit Hours)	3	LABORATORY (Unit Hours)	0
Prerequisites	None	Co-requisites	**None**	Year Level/Semester Offered	**1st Year / 2nd Semester 2022**
Course Description	The course provides an understanding of the structure of the body and how they operate as systems. Students use anatomical models and digital media to provide a basis for understanding the structure and function of the human body in terms of how it responds and adapts to physical activities in all its forms.				
Faculty in charge	*(Must not be filled up in the master copy)*				
Consultation Hours	*(Must not be filled up in the master copy)*		Contact Information	*(Must not be filled up in the master copy)*	

PROGRAM EDUCATIONAL OBJECTIVES (PEOs) In 3-5 years, the graduates of USM shall:		MISSION		
		M1	M2	M3
PEO 1	Perform responsibility in a designated position related to fitness and recreation leader/consultant, sports and fitness and wellness facilities managers, sports, fitness, and recreational events manager; sports tourism officers, fitness, sports and recreational entrepreneurs.	√		
PEO 2	Expert in coaching and management skills related to fitness, exercise, and sports sciences.	√		√
PEO 3	Engage in wellness leadership, sports clinic, management, officiating, and coaching as entrepreneurial activities.			√
PEO 4	Create linkages, building and cultivating relationship with colleagues, stakeholders, other professional and learning communities, advocating for		√	

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BSESS 111 FSM	Course Title	Anatomy of Human Movement and Performance	Rev. No.	1	Page/No.

PROGRAM EDUCATIONAL OBJECTIVES (PEO) In 3-5 years, the graduates of USM shall:		MISSION		
		M1	M2	M3
	fitness, exercise, sports, and professional excellence as well as leaders in the service of the community.			
PEO 5	Meet professional standards and competencies required by the organization.		√	√

NOTE: The PEO's are based on the professional, industry, local, national and international needs and requirements of the program identified through consultation with constituents and stakeholders

PROGRAM OUTCOMES (PO) Upon graduation, the University of Southern Mindanao students must be able to:	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10	
a) Articulate and discuss the latest development in the specific field of practice.		√									
b) Effectively communicate orally and in writing using both English and Filipino.		√	√								
c) Work effectively and independently in multidisciplinary and multi-cultural teams.				√							
d) Act in recognition of professional, social, and ethical responsibility.					√						
e) Preserve and promote "Filipino historical and cultural heritage."											
f) Participate in the generation of new knowledge in research and development projects.											
g) Articulate to the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.	√										
h) Demonstrate mastery of subject matter/discipline.	√										
i) Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.			√								
j) Develop innovative curricula, instructional plans, teaching approaches and resources for diverse learners.											

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BSESS 111 FSM	Course Title	Anatomy of Human Movement and Performance	Rev. No.	0	Effectivity

PROGRAM OUTCOMES (PO) Upon graduation, the University of Southern Mindanao students must be able to:	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10
k) Apply skills in the development and utilization of ICT to promote quality, relevant and sustainable educational practices.										
l) Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.			✓							
m) Practice professional and ethical teaching standards sensitive to the changing local, national, and global realities.										
n) Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.					✓					
o) Communicate effectively the foundations of applied exercise and sports sciences to stakeholders, and other professionals and practitioners.				✓						
p) Exhibit professional integrity by adhering to ethical behaviors and discerning boundaries of competence.				✓						
q) Organize, administer, and evaluate fitness, sports, and recreational programs and activities.		✓	✓							
r) Employ evidence-based interventions in fitness, sports, and recreation.		✓								
s) Create and adapt appropriate programs and interventions in exercise, sports, and recreation.		✓								
t) Apply concepts, processes, and theories in the organizations, administration and evaluation of evidence-based interventions in fitness, sports performance and wellness and on the management of resources and operations to exercise, sports, and recreational programs and facilities. This includes demonstrating management capabilities and techniques in different contexts, managing oneself, managing organizational life, and managing others.	✓				✓					
u) Promote the advancement of the profession through research, lifelong learning, adherence to work and professional ethics, and advocacy pursuits.										

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BSESS 111 FSM	Course Title	Anatomy of Human Movement and Performance	Rev. No.	1	Page/No.

PROGRAM OUTCOMES (PO) Upon graduation, the University of Southern Mindanao students must be able to:	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10	
a) Communicate effectively through oral, written, and technological format with stakeholders, allied professionals, and various practitioners.		✓									

NOTE: Minimum PO's shall come from the PSG/CMO of the program if applicable. Other additional PO's may come from consultations with constituents and stakeholders.

COURSE OUTCOMES (CO) Upon passing this course, the students must be able to:	Course Alignment to Program Outcomes	PO1a	PO1b	PO1c	PO1d	PO1e	PO1f	PO1g	PO1h	PO1i	PO1j	PO1k	PO1l	PO1m	PO1n	PO1o	PO1p	PO1q	PO2a	PO2b	PO2c	PO2d	PO2e	PO2f	PO2g	PO2h	PO3	PO4
CO 1	Use different anatomical terms during reports, both oral and written communications.		T						E										T									
CO 2	Identify structural organization, support, movements, maintenance of the body and different body movements and muscles involved in different body segments.						R													T								
CO 3	Apply knowledge on body movements through skill analysis and exercises prescription to maximize development of muscles identified for certain skills of different sports and dance performance.								T				R															

Level (follow the legend used in the most relevant PSG/CMO)

(E)Enabling - Facilitate the achievement of the Terminal Outcome (R)Reinforced – Enhancement of existing competency/ies/skill/ies/ability to the program outcomes (T) Terminal – The achieved course outcome(s)

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) By the end of the learning experience*, students must be able to:	Aligned to CO	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
1.1 Recognize course outcomes,		1	Course Introduction • USM VGMO • Course outcomes and	Lecture (google meet)	Obey class policies on flexible learning Individual	Course Syllabus	Concept mapping Students'	USM Code Course Syllabus

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BSESS 111 FSM	Course Title	Anatomy of Human Movement and Performance	Rev. No.	0	Effectivity

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) By the end of the learning experience*, students must be able to	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
requirements, grading system, and classroom policies. 1.2 Relate course outcomes and requirements to USM VGMO. 1.3 Explain prior learning and expectations on the subject matter to realign future academic undertakings.			requirements, Grading system, Classroom policies • Overview of the topics to be discussed • Getting learners' prior knowledge on the subject matter and expectations	Facilitating discussions	participation		expectations and assessment of prior knowledge (Individual Reflective Journal Writing)	
2.1 Define terms associated with the course; 2.2 Use correct anatomical terminology to describe body directions, regions and	COs	1	Introduction to Anatomy of Human Movement and Performance Definition of Terms • Definition of anatomy, physiology and other related sciences • Directional terms, body landmarks, external body	Provide and follow up module activities Video clips Presentation	Define basic terms and other related sciences to the course Give examples on how to locate a body part using anatomical terminology	Module Video clips Pictures	Labeling Quiz	[illegible]

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Course Number	BSESS 111 FSM	Course Title	Anatomy of Human Movement and Performance	Rev. No.	0	Page/Area

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO): By the end of the learning experience, students must be able to:	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Reading
body planes or sections.			parts and plane of motion.					
3.1 Name the major body cavities and their subdivisions and list the major organs in each cavity or subdivision	CO_1, CO_2	3	**Structural Organization of the Human Body from Cellular to the Systemic Level** o Cell o Tissue o Body Organs o Organ System	Provide and follow up module activities Video clips showing Discuss the following topics through online: 1. Importance of the function of heart and lungs to aerobic exercise	Describe organization of human body from cellular to systemic level	Course Module Video clips Pictures	Essay Pop up Quiz	[R] pp [444-445]
4.1 Compare the structure of the four bone classes and provide examples of each class; 4.2 Describe the gross anatomy of a typical long and flat bone, and 4.3 Name the major parts of the axial and appendicular skeletons and	CO_1 , CO_2	4	**Support and Movement of the Body** • Bones and Skeletons	- Provide and follow up module activities - Video clips showing - Identification of types of bones	- Provide pictures of examples of types of bones. - Make a comparison of structure of bone classes	- Course Module - Video clips - Pictures	- Pop up quiz	[B] pp [45-59]

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Course Number	BSESS 111 FSM	Course Title	Anatomy of Human Movement and Performance	Rev. No.	0	Page/No.

COURSE LEARNING PLAN

Intended Learning Outcomes (ILOs) By the end of the learning experience*, students must be able to:	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
describe their functions.								
5.1 Classify joints structurally and functionally; and 5.2 Name the most common joint injuries and discuss the symptoms and problems associated with each joint	CO1 , CO2	5	• Joints	- Provide and follow up module activities - Identification of types of joints. - Video clips showing on the movements of joints	- Identify the types of bones. - Identify common joint injuries and discuss symptoms and problems associated with it.	Course Module Video clips Pictures	Pop up Quiz	[1] pp [14-24]
6.1 Compare the basic types of muscle tissue 6.2 Describe the gross structure of a skeletal muscle with respect to location and names of its connective tissue coverings 6.3 Explain the possible causes of muscle fatigue	CO1 , CO2	6	• Muscular System o Types of Muscles o Nomenclature of muscles o Classification of muscles based on role and actions	- Provide and follow up module activities - Video clips showing - Reaction paper on this topic 1. Fact vs Fiction: Common sports practices on recovery from fatigue	- Provide discussion differentiating types of muscle tissue - Provide short description using pictures of the gross structure of a skeletal muscle - Differentiate types of muscle	- Course Module - Video clips - Pictures	- Essay - Reaction Paper	[1] pp [3-9] [vii] pp [1-4]

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Course Number	BSESS 111 FSM	Course Title	Anatomy of Human Movement and Performance	Rev. No.	1	Page 10 of 14

COURSE LEARNING PLAN

Intended Learning Outcomes (ILOs) By the end of the learning experience*, students must be able to:	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
8.4 Compare the effect of aerobic and resistance training on the skeletal muscles and on other body systems 8.5 Explain the function of prime movers, antagonists, synergists and fixators					- Identify muscles and explain how it is being named			
9.1 Trace the pathway of blood through and from the heart 9.2 Describe the structure and function of the blood vessel 9.3 Explain the relationship among blood flow, blood pressure and resistance 9.4 Explain the causes of	COs, CDs	7 8	**Maintenance of the Body** o Cardiovascular System o Respiratory System o Digestive System	- Provide and follow up module activities Video clips showing - Reaction paper on the following topics: 1. Physical inactivity and CVD	Illustrate the pathway of blood through and from the heart. Provide explanation of the effects of the various factors involved in regulation of stroke volume and heart rate. Provide description on the structure and function of the blood	- Course Module - Video clips - Pictures	- Essay - Reaction Paper - Quiz	[10] pp [6-10]

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Course Number	BSESS xxx FSM	Course Title	Anatomy of Human Movement and Performance	Rev. No.	x	Effectivity

COURSE LEARNING PLAN

Intended Learning Outcomes (ILOs) By the end of the learning experience*, students must be able to:	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
cardiovascular diseases. 9.5 Describe how oxygen and carbon dioxide are transported in the blood					vessel.			
All ILOs covered in Midterm		9	MIDTERM EXAMINATION					
7.1 Identify the movements involved in the upper extremities 9. Name and identify the major muscles of the body and movements lower extremities and trunk 10. Analyze a particular skill in sport or dance using	CO1, CO2 CO3	10 11 12 13 14 15-16-17	Movements involved: o Shoulder Girdle o Elbow o Wrist. o Hip Joint o Knee Joint o Ankle o Skill Analysis	-Movement and muscle identification - Present skill analysis	•	- Course Module - Video clips - Pictures	-Reporting	[1]pp [9-15]

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Course Number	BSESS 221 FSM	Course Title	Anatomy of Human Movement and Performance	Rev. No.	0	Page 10 of 14

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) By the end of the learning experience*, students must be able to:	Aligned to CO	Time Frame (Mins)	Course Content (Topics)	Teaching & Learning Activities (TLA) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
knowledge in movement and muscle identification.								
All ILOs covered in the Course		18	**FINAL EXAMINATION**					

* any interaction, course, program, or other experience in which learning takes place (http://www.mbionline.org/learning-experience).

Textbook/References

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UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BSESS 111 FSM	Course Title	Anatomy of Human Movement and Performance	[illegible]	[illegible]	[illegible]

Life-long Learning Opportunity

1. Through knowledge and skills acquired in movement analysis, students are given the opportunity to train athletes and fitness enthusiasts how to be fit and excel in their physical activities.
2. Students are given opportunity to sustain physical activities through acquired knowledge in preventing injuries, proper nutrition and determining movements for specific skills and body segments to be developed.

Course Evaluation

Course Outcomes (CO)	Assessment Task Addressing CO	Weight (%)	Satisfactory Rating	Target Standard
CO1: Use different anatomical terms during reports, both oral and written communications.	Modular Activities Pop up Quiz Written Reports	50 30 20	65%	55% of the class obtained a rating of at least 65%.
CO2: Identify structural organization, support, movements, maintenance of the body and different body movements and muscles involved in different body segments.	Modular Activities Pop Up Quiz Reaction Paper	40 40 20	65%	55% of the class obtained a rating of at least 65%.
CO 3: Apply knowledge on body movements through skill analysis and exercises prescription to maximize development of muscles identified for certain skills of different sports and dance performance.	Skill Analysis Mobile Exercises Quiz	50 20 30	65%	55% of the class obtained a rating of at least 65%.

Grading System

For Midterm Grade :

Modular Activities	= 30%
Quiz	= 20%
Midterm Written Exam	= 50%
	100%

For Finals :

Modular Activities	= 30%
Skill analysis	= 30%
Final Written Exam	= 40%
	100%

For FINAL GRADE :

Midterm Grade	= 40%
Finals	= 60%
	100%

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Course Number	BSESS 122 FSM	Course Title	Anatomy of Human Movement and Performance	Rev. No.	4	Page 1 of 14

Classroom Policies

1. Lessons/ Topics will be delivered online and face to face
2. Modules/Fact sheets will be posted on Group Chat/VLE
3. Late submissions of requirements will NOT be accepted. Extensions will only be granted in cases where there is an excusable reason.
4. Skill analysis and supplemental activities are done face to face and one-on-one discussion with the instructor observing minimum health protocols.
5. Questions or concerns regarding individual grades on assignments, quizzes, exams, etc. should be brought to the instructor not later than 1 week from when the grade is originally posted.
6. The passing rate for exams and quizzes is 50%.
7. 15 minute late during class attendance will be marked "late" in the class record, beyond that will be marked absent.
8. Special quiz, exams or any graded activity will only be given provided there is an excuse letter duly verified and signed by the Guidance Coordinator.

	UNIVERSITY OF SOUTHERN MINDANAO				
	Course Syllabus for Physiology of Exercise and Physical Activity				
	BPE	1218	Rev. No.	0	Page 1 of 13

EFFECTIVE DATE	REV. NO.	REVISION TYPE	CHANGE DESCRIPTION	PAGE AFFECTED	ORIGINATOR
January 20,2022	0	All	Newly established in accordance with the Quality Management System Requirements, CHED's OBE Requirements, and Rationalized based on COVID-19 Protocols.	All	Marlene E. Orfrecio

Author:	Reviewer:	Verifier:	Validator:	Final Approver:	DCC USE ONLY
MARLENE E. ORFRECIO ED. D-P.E Faculty	GLADYS PEARL O. AMBROCIO, MAT-HK Department Curriculum Coordinator	NORGE D. MARTINEZ ED.D.-P. E Department Chairperson	MORENO R. JAVA JR. ED. D-P.E Dean	GEOFFRAY R. ATOK, PhD Vice President for Academic Affairs	DOCUMENT CONTROL INDICATOR MASTER COPY
Date: 2022. 01. 06	Date: 2022. 01. 10	Date: 2022. 01.12	Date: 2022. 01. 14	Date: 2022. 01. 18	

Course Number	BPE 5252	Course Title	Physiology of Exercise and Physical Activity	Rev. No.	0	Page 4 of 62

INSTITUTIONAL POLICIES	
Vision	Quality and relevant education for its clientele to be globally competitive, culture sensitive and morally responsive human resources for sustainable development.
Mission	Help accelerate socio-economic development[a], promote harmony among the diverse cultures[b] and improve quality of life[c] through instruction, research, extension and resource generation in Southern Philippines.
Core Values	G-Goodness, R-Responsiveness, E-Excellence, A-Assertion of Right and T-Truth
USM Quality Policy Statement	The University of Southern Mindanao, as a premier university, is committed to provide quality instruction, research development and extension services and resource generation that exceed stakeholders' expectations through the management of continual improvement efforts on the following initiatives. 1. Establish key result areas and performance indicators across all mandated functions; 2. Implement quality educational programs; 3. Guarantee competent educational service providers; 4. Spearhead need-based research outputs for commercialization, publication, patenting, and develop technologies for food security, climate change mitigation and improvement in the quality of life; 5. Facilitate transfer of technologies generated from research to the community for sustainable development;

INSTITUTIONAL POLICIES	
	6. Strengthen relationships with stakeholders; 7. Sustain good governance and culture, sensitivity; and 8. Comply with customer, regulatory and statutory requirements.
Goals of the College	To maximize holistic development of a person with emphasis on physical wellness to become healthy and productive individuals.
Department Objectives	The ISPEAR functions with the following objectives: 1. Plan and implement: 1. professional programs for physical educators, sports coaches, recreation leaders and dancers; 2. an integrated physical, sports and recreation programs; and 3. sports development programs of the university. 2. promote and preserve the Philippine indigenous games, sports, music and dances; 3. conduct researches in physical education, sports, recreation, cultural dances and music; and 4. provide technical expertise to educational institutions, sports and recreation associations, and other agencies needing assistance in the promotion of physical education, sports, recreation, music and dance.

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BPE 1214	Course Title	Physiology of Exercise and Physical Activity	Rev. No.	0	Prepared by

PROGRAM INFORMATION					
Degree Program	BACHELOR IN PHYSICAL EDUCATION	CHED CMO Reference	CMO 80, 2017	BOR Approval	BOR 148, 2018

COURSE DETAILS					
Course Title	Physiology of Exercise and Physical Activity				
Course Number	BPE 1214		Curriculum Component	Major course	
Credit (--Unit)	3	LECTURE (Unit-Hours)	2-2	LABORATORY (Unit-Hours)	1-3
Prerequisites	None	Co-requisites	None	Year Level/Semester Offered	1st year 1st Semester
Course Description	The course provides an understanding of the physiological responses of the body to the acute and chronic stresses of exercise and training stimuli, and the adaptations that result from these. Students are expected to: (1) define the physiological responses and adaptations to exercise and training of different types, intensities and duration; and (2) report and interpret physiological data and refute the fallacies usually associated with exercise performance; (3) discuss the mechanisms and effects of exercise and physical activity on pathology.				
Faculty in charge					
Consultation Hours			Contact Information		

PROGRAM EDUCATIONAL OBJECTIVES (PEO)		MISSION		
In 3-5 years, the graduates of USM shall:		Ms	Mo	Mg
PEO 1	Perform responsibility in a designated position related to physical education activities as curriculum and program head and as physical education practitioners.	✓		
PEO 2	Expert in teaching, coaching and management skills related to physical education and sports activities.	✓		✓
PEO 3	Engage in wellness leadership, sports clinic and management, officiating and coaching as entrepreneurial activities.			✓

UNIVERSITY OF SOUTHERN MINDANAO						
Course Number	BPE 1212	Course Title	Physiology of Exercise and Physical Activity	Rev. No.	0	Page(s)

PROGRAM EDUCATIONAL OBJECTIVES (PEO)		MISSION		
In 3-5 years, the graduates of USM shall:		M_1	M_2	M_3
PEO 4	Create linkages, building and cultivating relationship with colleagues, stakeholders, other professional and learning communities, advocating for P.E, and professional excellence as well as leaders in the service of education		✓	
PEO 5	Meet professional standards and competencies required by the organization		✓	✓

NOTE: The PEO's are based on the professional, industry, local, national and international needs and requirements of the program identified through consultation with constituents and stakeholders.

PROGRAM OUTCOMES (PO)										
Upon graduation, the University of Southern Mindanao students must be able to:	PEO_1	PEO_2	PEO_3	PEO_4	PEO_5	PEO_6	PEO_7	PEO_8	PEO_9	PEO_{10}
a) Articulate and discuss the latest development in the specific field of practice.										
b) Effectively communicate orally and in writing using both English and Filipino										
c) Work effectively and independently in multidisciplinary and multi-cultural teams.										
d) Act in recognition of professional, social and ethical responsibility										
e) Preserve and promote "Filipino historical and cultural heritage"										
f) Participate in the generation of new knowledge in research and development projects.										
g) Articulate to the rootedness of education in philosophical, socio cultural, historical, psychological and political contexts.										
h) Demonstrate mastery of subject matter/discipline.										
i) Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.										
j) Develop innovative curricula, instructional plans, teaching approaches and resources for diverse learners.										

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BPE 1212	Course Title	Physiology of Exercise and Physical Activity	Rev. No.	0	Page/Refs

PROGRAM OUTCOMES (PO) Upon graduation, the University of Southern Mindanao students must be able to:	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10
k) Apply skills in the development and utilization of ICT to promote quality, relevant and sustainable educational practices.										
l) Demonstrate a variety of thinking skills in planning, monitoring, assessing and reporting learning processes and outcomes.										
m) Practice professional and ethical teaching standards sensitive to the changing local, national and global realities.										
n) Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.										
o) Disciplinal Knowledge : Apply scientific ad evidence-based practices critical to the educational and learning processes.	■									
p) Movement Competency and Proficiency: Demonstrate skillful performance in a variety of physical activities. Adapt performance to variety of physical activity setatings (e.g. formal classes, recreational, and competitive)										
q) Program Planning, Implementation, and Evaluation: Critically examine the curriculum, and program, and enhance them necessarily. Plan, implement safe and effective physical and activity programs to address the needs of the individual in schoolland or industry settings. Monitor and evaluate physical activity programs in school and/or non-school settings. Use appropriate assessments in, as and for student or client learning. Use information, media and technology in pedagogy and for lifelong learning.										
r) Professional Accountability and Responsibility: Promote the advancement of the profession. Pursue lifelong learning for personal and professional development.										
s) Communication: Communicate effectively with PE practitioners, other professionals and stakeholders. Use oral, written and technology formats deftly.				■						

NOTE: Minimum PO's shall come from the PSG/DMO of the program if applicable. Other additional PO's may come from consultation with constituents and stakeholders.

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BPE 1214	Course Title	Physiology of Exercise and Physical Activity	Rev. No.	0	Page/Rating

B. Understand terminologies used in the context of exercise physiology and physical activity. C. Appreciate the significance of the course in the profession			b. Human anatomy physiology review					
A. Examine the benefits of exercise and physical activity B. Value the importance of exercise and physical activity in the human body	1	3	Importance of Physiology of Exercise and Physical Activity a. Benefits of Exercise and Physical Activity b. Benefits of understanding Physiology of Exercise and Physical Activity	Lecture/Discussion	Reading Reflection	Powerpoint slides	Online quiz Reflection	[1] 1-5, 18
A. Define terminologies use in the topic B. State the immediate response of the musculoskeletal and nervous system during exercise and physical activity.	2 & 3	4	Acute Body Response to Exercise a. Skeletal Response b. Muscular Response c. Nervous System	Lecture/Discussion	Research Report	Powerpoint slides	Quiz Report	[1] 110-118
A. Describe the roles of the cardiovascular and respiratory system during exercise B. Explain the systemic and pulmonary system response during exercise		5	Acute Body Response to Exercise a. Cardiovascular Response b. Respiratory response	Lecture/Discussion	Brainwriting/Report	Lecture	Report Quiz	[1] 161-167

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BPE 1222	Course Title	Physiology of Exercise and Physical Activity	Rev. No.	0	Page(s)

C. Identify the acute responses of the cardio respiratory system during exercises								
A. Explain the role of endocrine system during exercise B. Describe energy expenditures during exercise.		6	Acute Body Response to Exercise a. Endocrine system b. Energy Response	Lecture/discussion	Group discussion	Powerpoint slides		[1] 208-209
A. Explain how chronic responses occur while doing exercise B. List down the chronic Responses of Body Systems to Exercise C. Trace how energy systems perform while engaging into exercise or physical activity	1-2	7	Chronic Response of Body Systems to Exercise a. Musculoskeletal Response b. Energy Systems	Lecture/Discussion	Research Think pair and share Group discussion	Powerpoint slides	Quiz Reports	[1] 217- 218
A. Explain how chronic responses occur while doing exercise B. List down the chronic Responses of Body Systems to Exercise C. Present collaborative interaction of the system while engaging into exercise or physical activity		8	Chronic Response of Body Systems to Exercise a. Cardiorespiratory response b. Nervous System c. Endocrine system	Lecture/Discussion	Group discussion Reporting	Powerpoint slides	Report of observations	[1] 220-223

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BPE 6201a	Course Title	Physiology of Exercise and Physical Activity	Rev. No.	0	Page 9 of 15

		9						
A. Understand the principles of Exercise Training B. Design a training program C. Justify the training program	1-2	10	Principles of Exercise Training a. Terminologies b. General Principles of Training (F.I.T.T)	Lecture	Peer review Critical thinking	Power point slides	Quiz Reports	[2] 420- 422 [2]
A. Discuss the different types of training programs B. Identify activities for different training programs		11 12	Types of Training Programs ➢ Resistance Training Programs ➢ Cardiorespiratory Training	Lecture	Research and Review activities of different programs	Powerpoint slides	Quiz	[2] 508-515 [2]
A. Discuss different types of training B. Determine exercise activity for each training. C. Develop training program for identified components for each event		13 14	➢ Flexibility Training ➢ Stability and Mobility Training ➢ Skill Related Training	Facilitate Lecture	Research Design for ae training program	Powerpoint slides	Reports/ Present	[2] 516- 519
A. Identify the factors that influence performance B. Determine the physiological response of the body when exercising at any environment	1-2	15 16	Environmental Factors and Sports Exercise Performance a. Responses and adaptations of Body system to high altitude b. Thermoregulation and Excessive Heat c. Extreme Cold	Lecture	Research Report	Powerpoint slides	Quiz	[1] 483- 487 [2]
A. Understand the effects of exercise and physical activity on pathology	2	17	Physical Activity and Health ➢ The Effects of Physical Activity on Health	Lecture	Research Review researches	Powerpoint slides	Quiz	[1] 513-517

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BPE 1118	Course Title	Physiology of Exercise and Physical Activity	Rev. No.	0	Page/Date/Pg

B. Present literature on the effects of exercise to the human body			➢ Research studies on Effects of Exercise on the human body	research studies	Report	Module 5	Report	[5] [6] [7]
		18						

* any interaction, course, program, or other experience in which learning takes place (https://www.adpassary.org/learning-experience)

Textbook/References

[1] Burnet, K. and Kelsch E. (2019). A perspective on a transition from the sole use of frequency, intensity, time, and type in exercise prescription. Physiol Behav. http://doi.016/j.physbeh.2018.11.007

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[5] https://www.cdc.gov/chronicdisease/resources/publications/factsheets/physical-activity.html

[6] https://www.cdc.gov/nccdphp/sgr/pdf/chap4.pdf

Life-long Learning Opportunity

Promotion of exercise and physical activity engagement for fitness

Course Evaluation

Course Outcomes (CO)	Assessment Task Addressing CO	Weight (%)	Satisfactory Rating	Target Standard
A. Discuss the physiological responses and adaptations to exercise and training of different types, intensities, and duration; mechanism effects of exercise and	Report	50%	50%	50% of the student will be able to get a score of 50% from the given quiz, activity
	Class	50%		

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BPE 1258	Course Title	Physiology of Exercise and Physical Activity	Rev. No.	0	Page/Pg

Course Evaluation

Course Outcomes (CO)	Assessment Task Addressing CO	Weight (%)	Satisfactory Rating	Target Standard
A. Discuss the physiological responses and adaptations to exercise and training of different types, intensities, and duration; mechanism effects of exercise and physical activity on pathology	Quiz	10%	60%	70% of the student will be able to get a score of 60% from the given quiz, activity
	Exam	20%		
B. Justify fallacies associated with exercise performance	Quiz	10%	60%	70% of the student will be able to get a score of 60% from the given quiz, activity
	Exam	20%		
	Report	10%		
C. Report observations of the body system response to exercise and physical activity.	Quiz	10%	60%	70% of the student will be able to get a score of 60% from the given quiz, activity
	Exam	20%		
	Report	10%		

Grading System

Written/Oral Quiz: 10%
Activity: 30%
Midterm Exam: 50%

Written Quiz: 10%
Activity: 30%
Final Exam (Movement Analysis): 50 %

Final Grade: Midterm Grade + Final Term/2

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BPE 122a	Course Title	Physiology of Exercise and Physical Activity	Rev. No.	0	Paragraphs

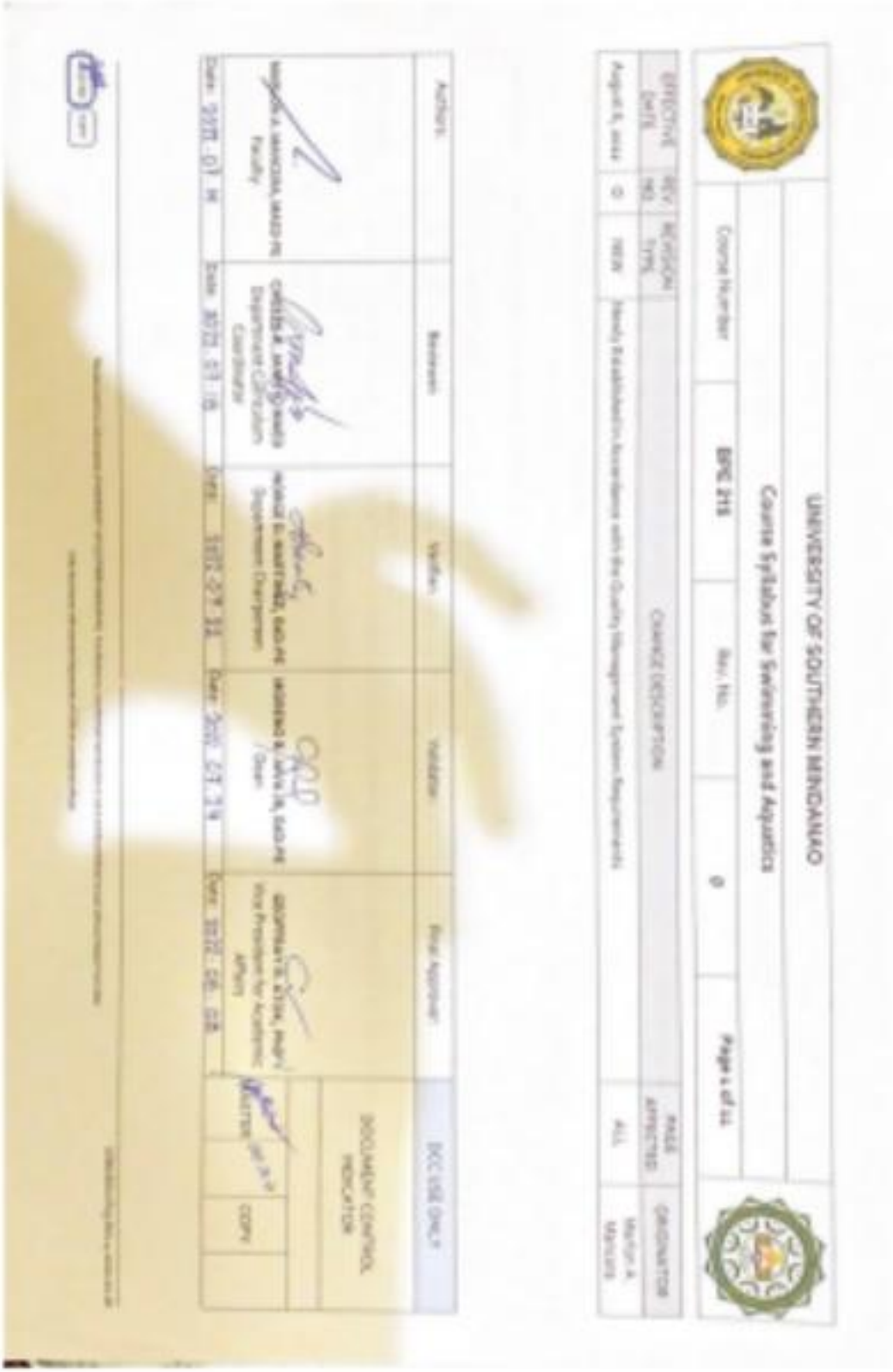
Course Evaluation

Course Outcomes (CO)	Assessment Task Addressing CO	Weight (%)	Satisfactory Rating	Target Standard

Classroom Policies

1. Lesson/ Topics will be delivered online and face to face. Activities will be conducted face to face.
2. Video lectures/slides should not be posted online or on other social media accounts. It will only be used solely in the class. Sanctions will be given if caught, based on privacy policy and intellectual property rights.
3. Questions or concerns regarding individual grades on assignments, quizzes, exams, etc. should be brought to the instructor no later than 3 days from when the grade is originally saved in the system.
4. Dishonesty, plagiarism, falsification, fabrication or misrepresentation of data, unauthorized assistance or unauthorized collaboration, cheating on tests or other assignments, deliberately furnishing false information, forging or falsifying documents, assisting or aiding another in engaging in any of the above shall be dealt with the existing policy in the University.
5. If there are reasonable, personal issues that may designate an exception to a course policy, please message as soon as possible to discuss a potential plan of action. I can only do my best to accommodate a student if I am aware of his/her issues.

ESS 05 SWIMMING AND AQUATICS



UNIVERSITY OF SOUTHERN MINDANAO

Course Syllabus for Swimming and Aquatics

EFFECTIVE DATE	REV NO.	REVISION TYPE	CHANGE DESCRIPTION	PAGE AFFECTED	ORIGINATOR
August 8, 2022	0	NEW	Newly Established in Accordance with the Quality Management System Requirements	ALL	MAFUA A. MAGUIS

Course Number	Rev. No.	Page 1 of 11
BPE 218	0	

Author	Reviewer	Verifier	Validator	Final Approver	DCC USE ONLY
MAFUA A. MAGUIS, MAED-PE Faculty	CARLITO B. SARIPADA Department Chairperson Curriculum Coordinator	MARIVEL B. BARTOLOME, EdD-PE Dean	ARSENIO B. DAYO III, EdD-PE Vice President for Academic Affairs		DOCUMENT CONTROL INDICATOR
Date: 2022-07-08	Date: 2022-07-08	Date: 2022-07-14	Date: 2022-08-08		COPY

UNIVERSITY OF SOUTHERN MINDANAO						
Course Number	BPE 215	Course Title	SWIMMING AND AQUATICS	Rev. No.	0	Pagesofes

INSTITUTIONAL POLICIES	
Vision	Quality and relevant education for its clientele to be globally competitive, culture-sensitive, and morally responsive human resources for sustainable development.
Mission	Help accelerate socio-economic development[1], promote harmony among the diverse cultures[2] and improve quality of life[3] through instruction, research, extension and resource generation in Southern Philippines.
Core Values	G-Goodness, R-Responsiveness, E-Excellence, A-Assertion of Right and T-Truth
USM Quality Policy Statement	The University of Southern Mindanao, as a premier university, is committed to providing quality instruction, research development and extension services and resource generation that exceed stakeholders' expectations through the management of continual improvement efforts on the following initiatives: 1. Establish key result areas and performance indicators across all mandated functions; 2. Implement quality educational programs; 3. Guarantee competent educational service providers; 4. Spearhead need-based research outputs for commercialization, publication, patenting, and develop technologies for food security, climate change mitigation and improvement in the quality of life; 5. Facilitate transfer of technologies generated from research to the community for sustainable development; 6. Strengthen relationship with stakeholders; 7. Sustain good governance and culture, sensitivity; and 8. Comply with customer, regulatory and statutory requirements.
Goals of the College	To maximize the holistic development of a person with an emphasis on physical wellness to become healthy and productive individuals.

UNIVERSITY OF SOUTHERN MINDANAO						
Course Number	BPE 219	Course Title	SWIMMING AND AQUATICS	Rev. No.	0	Page/No.

Department Objectives	1. Plan and implement: • professional programs for physical educators, sports coaches, recreation leaders, and dancers; • an integrated physical, sports, and recreation programs; and • sports development programs of the university. 2. Promote and preserve the Philippine indigenous games, sports, music, and dances; 3. Conduct research in physical education, sports, recreation, cultural dances, and music; and provide technical expertise to educational institutions, sports and recreation associations, and other agencies needing assistance in the promotion of physical education, sports, recreation, music, and dance.

PROGRAM INFORMATION					
Degree Program	BACHELOR OF PHYSICAL EDUCATION	CHED CMO Reference	CMO No. 5 2017	BOR Approval	BOR res. 5 2018

COURSE DETAILS					
Course Title	SWIMMING AND AQUATICS				
Course Number	BPE 219		Curriculum Component	SPECIALIZATION COURSE	
Credit (Unit)	3	LECTURE (Unit-Hours)	2 x 2	LABORATORY (Unit-Hours)	1-3
Prerequisites	None	Corequisites	None	Year Level/Semester Offered	2ND Year / 1ST Semester
Course Description	Requires scientific acquisition of knowledge and skills in managing the body in water. Basic and developmental skills for scientific swimming are introduced as well as games and other activities done. Lifesaving skills is likewise encouraged in the course.				
Faculty in charge					
Consultation Hours			Contact Information		

UNIVERSITY OF SOUTHERN MINDANAO						
Course Number	BPE 219	Course Title	SWIMMING AND AQUATICS	[illegible]	0	[illegible]

PROGRAM EDUCATIONAL OBJECTIVES (PEO)		MISSION		
In 3-5 years, the graduates of USM shall:		M1	M2	M3
PEO 1	Perform responsibility in a designated position related to physical education activities as curriculum and program head and as physical education practitioners.	√	√	
PEO 2	Expert in teaching, coaching and management skills related to physical education and sports activities.	√		
PEO 3	Engage in wellness leadership, sports clinic and management, officiating and coaching as entrepreneurial activities.	√		√
PEO 4	Create linkages, building and cultivating relationship with colleagues, stakeholders, other professional and learning communities, advocating for P.E. and professional excellence as well as leaders in the service of education.		√	
PEO 5	Meet professional mandards and competencies required by the organization.	√		√

NOTE: The PEOs are based on the professional, industry, local, national and international needs and requirements of the program identified through consultation with constituents and stakeholders.

PROGRAM OUTCOMES (PO)											
Upon graduation, the University of Southern Mindanao students must be able to:	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9	PEO 10	-
a) Articulate and discuss the latest development in the specific field of practice.											
b) Effectively communicate orally and in writing using both English and Filipino.											
c) Work effectively and independently in multidisciplinary and multi-cultural teams.											
d) Act in recognition of professional, social and ethical responsibility.											
e) Preserve and promote "Filipino historical and cultural heritage".											
f) Participate in the generation of new knowledge in research and development projects.											

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BPE 215	Course Title	SWIMMING AND AQUATICS	Rev. No.	0	Page/No.

PROGRAM OUTCOMES (PO) Upon graduation, the University of Southern Mindanao students must be able to:	PEO1a	PEO1b	PEO1c	PEO1d	PEO1e	PEO1f	PEO1g	PEO1h	PEO1i	PEO1j	-
g) Articulate to the rootedness of education in philosophical, socio-cultural, historical, psychological and political contexts.											
h) Demonstrate mastery of subject matter/discipline.											
i) Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.											
j) Develop innovative curricula, instructional plans, teaching approaches and resources for diverse learners.											
k) Apply skills in the development and utilization of ICT to promote quality, relevant and sustainable educational practices.											
l) Demonstrate a variety of thinking skills in planning, monitoring, assessing and reporting learning processes and outcomes.											
m) Practice professional and ethical teaching standards sensitive to the changing local, national and global realities.											
n) Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.											
o) Disciplinal Knowledge : Apply scientific and evidence-based practices critical to the educational and learning processes.			✓								
p) Movement Competency and Proficiency: Demonstrate skillful performance in a variety of physical activities. Adapt performance to variety of physical activity settings- (e.g. formal classes, recreational, and competitive)	✓										
q) Program Planning, Implementation, and Evaluation: Critically examine the curriculum, and/or program, and enhance them necessarily. Plan, implement safe and effective physical activity programs to address the needs of the individual in school/and or industry settings. Monitor and				✓							

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BPE 216	Course Title	SWIMMING AND AQUATICS	Rev No.	0	Page No.

PROGRAM OUTCOMES (PO)		PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10	
Upon graduation, the University of Southern Mindanao students must be able to:												
	evaluate physical activity programs in school and/or non-school settings. Use appropriate assessments to, as and for student or client learning. Use information, media and technology in pedagogy and for lifelong learning											
n)	Professional Accountability and Responsibility: Promote the advancement of the profession. Pursue lifelong learning for personal and professional development.					I						
o)	Communication: Communicate effectively with PE practitioners, other professionals and stakeholders. Use oral, written and technology formats ability					I						

NOTE: Minimum PEOs shall come from the PEO/GRC of the program/ (applicable). Other additional PEOs may come from consultations with constituents and stakeholders.

COURSE OUTCOMES (COs)		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24	PO25	PO26
Upon passing this course, the students must be able to:	Course Alignment to Program Outcomes																										
CO 1	Discuss the different water sports activities and basic water safety and life-saving skills																				E						
CO 2	Perform water safety and life-saving skills.																			R							
CO 3	Master at least two (2) swimming strokes																			T							

*Level (follow the legend used in the most relevant PO/GC/MS)
(E) Enabling: Facilitates the achievement of the Terminal Outcome

(R) Reinforced - Enhancement of existing competencies/skills/attitudes to the program outcomes enhanced

(T) Terminal - The achieved course

(D) Demonstrative: This demonstrates the student's attainment of the Program Outcome (PO)

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BPE 215	Course Title	SWIMMING AND AQUATICS	Rev. No.	0	Page No.

COURSE LEARNING PLAN

Intended Learning Outcomes (ILOs) By the end of the learning experience*, students must be able to:	Aligned SuCD	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLAs) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (ATs)	Suggested Readings
1.1 Clarify course outcomes, requirements, grading system, and classroom policies 1.2 Relate course outcomes and requirements to USM VSMO 1.3 Recognize prior learning and expectations on the subject matter to realize future academic undertakings	CDs	1	Course Introduction • USM VSMO • Course outcomes and requirements, Grading system, Classroom policies • Overview of the topics to be discussed • Getting learners' prior knowledge on the subject matter and expectations	Lecturing online Facilitating discussions	Small Group Discussion Individual participation	Course Syllabus	Recitation Students' expectations and assessment of prior knowledge	USM Code
2.1 Discuss what is aquatics 2.2 Enumerate the different water activities 2.3 Discuss the different water activities in the water, on the water, and underwater	CDs CDs	2	Aquatics • Introduction • Definition Different Aquatics Activity/Sports • In the water	Lecturing online Facilitating discussions	Small Group Discussion	Books	Quiz	Lecture q

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BPE 215	Course Title	SWIMMING AND AQUATICS	Rev. No.	0	Page/No.

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) By the end of the learning experience, students must be able to	Aligned to CO	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLAs) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (ATs)	Suggested Readings
			• On the water • Underwater					
3.1 Enumerate the different safe water entries and basic rescue techniques 3.2 Explain the importance of the different safe water entries and basic rescue technique 3.3 Perform the different safe water entries and some rescue technique while having trouble in the water	CO1 CO2 CO3	3 4	Safe Water Entries • Slide in entry • Walk in entry • Stride entry • Shallow dive Basic Rescue Techniques • Beach rescue • Throw rescue • Wade rescue • Dive rescue	Lecturing Video/ PowerPoint presentation video link	Small Group Discussion	Books Swimming pool	Practical Examination Quiz Journal	[illegible]
4.1 Discuss the history of swimming 4.2 1. Understand the different swimming strokes 4.3 Discuss the different benefits in swimming	CO1, CO3	5	Swimming • Introduction • Swimming Equipment • Benefits of Swimming • Types of Swimming Stroke	Lecturing Video/ PowerPoint presentation Facilitating discussions		Books/handouts	Quiz	[illegible]
5.1 Understand the process of learning the different skills in swimming		6 7	Skills Acquisition • Bubbling • Floating • Kicking	Discussions	Individual practice and learning of the skills	Swimming pool /Floating device	Practical Exam	[illegible]

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BPE 215	Course Title	SWIMMING AND AQUATICS	Rev. No.	0	Page/s/No.

COURSE LEARNING PLAN

Intended Learning Outcomes (ILOs) By the end of the learning experience*, Student's must be able to:	Aligned to CO	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Teaching & Learning Activities (TLA): Learning Activities	Learning Materials	Assessment Tasks (ATs)	Suggested Weighting
1.1 Execute some skills in swimming. Enjoy while doing the skills	CO1 CO2 CO3	4	• paddling • gliding	Video tutorial posted in VLE			(Learning and Performing the different skills)	
All ILOs covered in Midterm		8	MIDTERM EXAMINATION					
5.1								
6.1 Discuss what is freestyle or crawl stroke 6.2 Perform freestyle stroke	CO1 CO2 CO3	10 11 12 13	Skills Acquisition • Breathing • Rhythm • Kicking • Arm stroke	Discussions Video tutorial posted in VLE	Individual practice and learning of the skills	Swimming pool Floating device	Practical Exam (Learning and Performing the different skills)	[illegible]
7.1 Discuss what is backstroke 7.2 Perform backstroke	CO1 CO2 CO3	14 15 16 17	Skills Acquisition • Breathing • Rhythm • Kicking • Arm stroke	Discussions Video tutorial posted in VLE	Individual practice and learning of the skills	Swimming pool Floating device	Practical Exam (Learning and Performing the different skills)	[illegible]
All ILOs covered in the Course		18	FINAL EXAMINATION					

* any intended, course, program, or other experience in which learning takes place (https://www.edglossary.org/learning-experience/)

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BPE 215	Course Title	SWIMMING AND AQUATICS	Rev. No.	0	Page/Section

Textbook/References

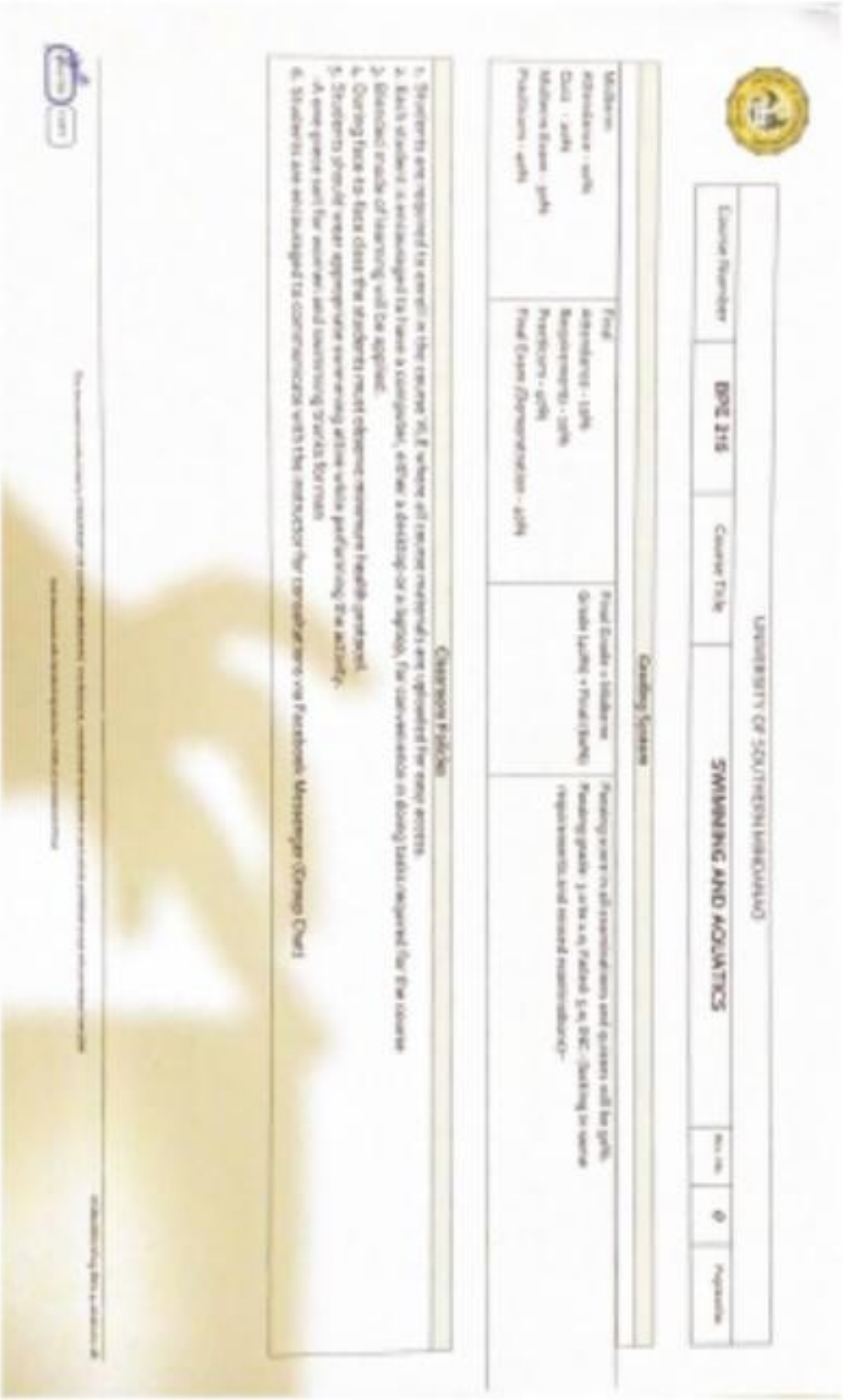
(1) Pullen, C. (2008). Swimming Lessons (Reprint ed.). Tin House Books.
(2) Guzman, R. (2021). The Swimming Drill Book (Second ed.). Human Kinetics.
(3) Luckins, B. (2022). The 100 Best Swimming Drills (3rd ed.). Meyer & Meyer Fachverlag und Buchhandel GmbH.
(4) Lowing, B. (2021, November 18). Safe Water Babies - Water Safety Training. Survival Fitness Plan. https://www.survivalfitnessplan.com/safe-water-entries/
(5) Resch, A., Suzuki, E. P. T., & Magill, F. (2022). Swimbaic: The art and the mechanics of freestyle swimming. Independently published.

Life-long Learning Opportunity

Swimming is a good all-around activity as it holds up your heart rate but takes off your body name of the tension from impact. Builds stamina, muscle strength, and cardiovascular fitness helps maintain a good weight, healthy heart, and strong lungs. Furthermore, swimming skills will greatly help in any aquatic emergency.

Course Evaluation

Course Outcomes (CO)	Assessment Task Addressing CO	Weight (%)	Satisfactory Rating	Target Standard
CO1 Discuss the different water sports activities and basic water safety and life saving saving skills	Short Quizzes	30	60%	60% of the class obtained a rating of at least 60%
	Practicum	30		
	Exam	40		
CO2 Perform water safety and life saving skills.	Quiz	40	60%	60% of the class obtained a rating of at least 60%
	Practicum	40		
	Exam	20		
CO3 Master at least two (2) swimming strokes	Practicum	70	60%	60% of the class obtained a rating of at least 60%
	Quiz	30		



UNIVERSITY OF SOUTHERN MINDANAO

Course Number	Course Title	SWIMMING AND AQUATICS	Rev. no.	0	Page no.
BPE 216					

Grading System

Midterm Attendance - 10% Quiz - 20% Midterm Exam - 30% Participation - 40%	Final Attendance - 10% Requirements - 10% Participation - 40% Final Exam (Demonstration) - 40%	Final Grade = Midterm Grade (40%) + Final (60%)

Classroom Policies

1. Students are required to enroll in the course VLE where all lectures materials are uploaded for easy access.
2. Each student is encouraged to have a computer, either a desktop or a laptop, for convenience in doing tasks required for the course.
3. Blended mode of learning will be applied.
4. During face-to-face class the students must observe minimum health protocol.
5. Students should wear appropriate swimwear at the wide pool during the activity.
   A swimsuit set for women and swimming trunks for men.
6. Students are encouraged to communicate with the instructor for concerns via Facebook Messenger (Group Chat)

Prelim | Cont

ESS 04 PRINCIPLE OF MOTOR CONTROL AND LEARNING OF EXERCISE, SPORTS AND DANCE

UNIVERSITY OF SOUTHERN MINDANAO

Course Syllabus for Principles of Motor Control and Learning of Exercise, Sports, and Dance

Course Number	ESS 04	Rev. No.	0	Page 1 of 18

EFFECTIVE DATE	REV NO.	REVISION TYPE	CHANGE DESCRIPTION	PAGE AFFECTED	ORIGINATOR
January 16, 2014	0	Partial	Newly modified in accordance with the Quality Management System Requirements	5, 6, 8, 9, 11, 12, 13, 14, 16	MARICHU A. CALUTRO
January 16, 2013	0	New	Newly established in accordance with the Quality Management System Requirements	ALL	MARICHU A. CALUTRO

Author:	Reviewer:	Verifier:	Validator:	Final Approver:	DOC USE ONLY
MARICHU A. CALUTRO Course Developer	CHEEZE B. QUINITO, DMD Department Curriculum Coordinator	PRISCILLA P. LIMUOC, MSPE Department Chairperson	NORIEL D. MARTINEZ, M.D. Dean	MARIFOLY MONDEJAR, D Vice President for Academic Affairs	DOCUMENT CONTROL INDICATOR
Date: 01.07.14	Date: 01.07.14	Date: 01.07.14	Date: JULY 9, 14	Date: 01.07.14	COPY: 01.14

UNIVERSITY OF SOUTHERN MINDANAO						
Course Number	ESS-04	Course Title	**Principles of Motor Control and Learning of Exercise, Sports, and Dance**	Rev. No.	0	Page 2 of 8

INSTITUTIONAL POLICIES	
Vision	Quality and relevant education for its clientele to be globally competitive, culture sensitive and morally responsible human resources for sustainable development.
Mission	Help accelerate socio-economic development[Ec], promote harmony among the diverse cultures[Mc] and improve quality of life[Ml] through instruction, research, extension, and resource generation in Southern Philippines.
Core Values	**G**-Goodness, **R**-Responsiveness, **E**-Excellence, **A**-Assertion of Right and **T**-Truth
USM Quality Policy Statement	The University of Southern Mindanao, as a premier university, is committed to provide quality instruction, research development and extension services and resource generation that exceed stakeholders' expectations through the management of continual improvement efforts on the following initiatives. 1. Establish key-result areas and performance indicators across all mandated functions. 2. Implement quality educational programs. 3. Guarantee competent educational service providers. 4. Spearhead need-based research outputs for commercialization, publication, patenting, and develop technologies for food security, climate change mitigation and improvement in the quality of life 5. Facilitate transfer of technologies generated from research to the community for sustainable development. 6. Strengthen relationship with stakeholders. 7. Sustain good governance and culture, sensitivity, and 8. Comply with customer, regulatory and statutory requirements.
Goals of the College	To maximize the holistic development of a person with an emphasis on physical wellness to become healthy and productive individuals.
Department Objectives	1. Plan and implement: a. professional programs for physical educators, sports coaches, recreational leaders, and dancers. b. an integrated physical, sports, and recreation programs, and c. sports development programs of the university. 2. Promote games, sports, music, and dances

UNIVERSITY OF SOUTHERN MINDANAO						
Course Number	ESS 04	Course Title	Principles of Motor Control and Learning of Exercise, Sports, and Dance	Rev. No.	0	Page/pgs/ult

INSTITUTIONAL POLICIES	
	3. Conduct research in physical education, sports, recreation, and provide technical expertise to educational institutions, sports and recreation associations, and other agencies needing assistance in the promotion of physical education, sports, recreation, music, and dance.

PROGRAM INFORMATION					
Degree Program	Bachelor of Science in Exercise and Sports Sciences major in Fitness and Sports Management and Fitness and Sports Coaching	CHED CMO Reference	Rs s. of 2017	BOR Approval	BOR BoC, xxxxx

COURSE DETAILS					
Course Title	Principles of Motor Control and Learning of Exercise, Sports, and Dance				
Course Number	ESS 04		Curriculum Component	Specialization Course	
Credit (1-6 unit)	3	LECTURE (Unit-Hours)	3-0	LABORATORY (Unit-Hours)	0-3
Prerequisites	None	Co-requisites	None	Year Level/Semester Offered	2nd Year/Second Semester
Course Description	This course covers human information processing in relation to the development of motor skills. The student should be able to apply structure, present and evaluate effective learning situations when teaching human movement.				
Faculty in charge					
Consultation Hours			Contact Information		

PROGRAM EDUCATIONAL OBJECTIVES (PEO)		MISSION		
In 3-5 years, the BSESS graduates of USM shall		M1	M2	M3
PEO 1	Perform responsibility in a designated position related to fitness and recreation leader/consultant; sports and fitness and wellness facilities managers; sports, fitness, and recreational events manager; sports tourism officers; fitness, sports, and recreational entrepreneurs; exercise and sports sciences as exercise, fitness and sports specialist in national sports associations, government or	√		
PEO 2	Expert in coaching and management skills related to fitness, exercise, and sports sciences.	√		√

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	ESS 04	Course Title	Principles of Motor Control and Learning of Exercise, Sports, and Dance	Rev. No.	0	Page/Total

PROGRAM EDUCATIONAL OBJECTIVES (PEO) In 3-5 years, the BSESS graduates of USM shall:		MISSION		
		M1	M2	M3
PEO 3	Engage in wellness leadership, sports clinic, management, officiating, and coaching as entrepreneurial activities.			√
PEO 4	Create linkages, building and cultivating relationships with colleagues, stakeholders, and other professional and learning communities, advocating for fitness, exercise, sports, and professional excellence as well as leaders in the service of the community.		√	
PEO 5	Meet professional standards and competencies required by the organization.		√	√

NOTE: The PEO's are based on the professional, industry, local, national and international needs and requirements of the program identified through consultation with constituents and stakeholders.

PROGRAM OUTCOMES (PO) Upon graduation, the University of Southern Mindanao students must be able to:	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10
a) Articulate and discuss the latest development in the specific field of practice.		√								
b) Effectively communicate orally and in writing using both English and Filipino.		√	√							
c) Work effectively and independently in multidisciplinary and multi-cultural teams.				√						
d) Act in recognition of professional, social, and ethical responsibility.					√					
e) Preserve and promote "Filipino historical and cultural heritage."	√									
f) Participate in the generation of new knowledge in research and development projects.	√									
g) Articulate to the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.	√									
h) Demonstrate mastery of subject matter/discipline.	√									
i) Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.			√							
j) Develop innovative curricula, instructional plans, teaching approaches and resources for diverse learners.										
k) Apply skills in the development and utilization of ICT to promote quality, relevant and sustainable educational practices.										
l) Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.			√							
m) Practice professional and ethical teaching standards sensitive to the changing local, national, and global realities.										
n) Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.					√					
o) Communicate effectively the foundations of applied exercise and sports sciences to stakeholders, and other professionals and practitioners.				√						
p) Exhibit professional integrity by adhering to ethical behaviors and discerning boundaries of competence.				√						

UNIVERSITY OF SOUTHERN MINDANAO						
Course Number	**ESS 04**	Course Title	**Principles of Motor Control and Learning of Exercise, Sports, and Dance**	Rev. No.	0	Page/total

PROGRAM OUTCOMES (PO) Upon graduation, the University of Southern Mindanao students must be able to:	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10	
q) Organize, administer, and evaluate fitness, sports, and recreational programs and activities.		✓	✓								
r) Employ evidence-based interventions in fitness, sports, and recreation.		✓									
s) Create and adapt appropriate programs and interventions in exercise, sports, and recreation.		✓									
t) Apply concepts, processes, and theories in the organizations, administration and evaluation of evidence-based interventions in fitness, sports performance and wellness and on the management of resources and operations to exercise, sports, and recreational programs and facilities. This includes demonstrating management capabilities and techniques in different contexts; managing oneself, managing organizational life, and managing others.	✓				✓						
u) Promote the advancement of the profession through research, lifelong learning, adherence to work and professional ethics, and advocacy pursuits.	✓			✓							
v) Communicate effectively through oral, written, and technological format with stakeholders, allied professionals, and various practitioners.		✓									

NOTE: Minimum PO's shall come from the PSG/CMO of the program (if applicable. Other additional PO's may come from consultations with constituents and stakeholders

COURSE OUTCOMES (CO) Upon passing this course, the students must be able to:	**Course Alignment to Program Outcomes**	PO a	PO b	PO c	PO d	PO e	PO f	PO g	PO h	PO i	PO j	PO k	PO l	PO m	PO n	PO o	PO p	PO q	PO r	PO s	PO t	PO u	PO v	PO w	PO x	PO y	PO z
CO 1	Understand theories and perspectives in motor control and motor learning											T		E													
CO 2	Demonstrate skillful performance in a variety of physical activities	E	E					R				E															
CO 3	Apply the research-based knowledge and understanding of the initiation, control, learning, instruction, and performance of the movement						E				T	R															

*Level (Follow the legend used in the most relevant PSG/CMO)
(E) Enabling - Facilitate the achievement of the Terminal Outcome
(R) REINFORCED - Enhancement of existing competency/contributory to The program outcomes
(T) Terminal - The achieved course outcome (s)

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	ESS 04	Course Title	Principles of Motor Control and Learning of Exercise, Sports, and Dance	Rev. No.	0	Page 6 of 8

COURSE LEARNING PLAN

Intended Learning Outcomes (ILOs) By the end of the learning experience*, students must be able to:	Aligned to CDs	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Teaching & Learning Activities (TLA): Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
1.1 Discuss course outcomes, requirements, grading system and classroom policies 1.2 Assess course outcomes and requirements to USM VGMO 1.3 Justify prior learning and expectations on the subject matter to realign future academic undertakings	CDs	1	**Course Introduction** • USM VGMO • Course outcomes and requirements, grading system, classroom policies. • Overview of the topics to discussed and getting learners' prior knowledge on the subject matter and expectations.	Lecture Facilitating class discussion by summarizing prior knowledge Text Reading	Group discussion Individual participation	Course Syllabus	Students' expectations and assessment of prior knowledge	USM Code www.usm.edu.ph
2.1 Discuss the components of fitness specifically the health and skill related components. 2.2 Assess properly of how important the health and skill related components of fitness to sports, dance, and exercise.	CDs CDg	2	**I. Health-Related Components of Fitness** • Review the Physical Fitness definition. • Review the definition of Health-Related components of Fitness. - Flexibility - Cardiovascular Endurance - Muscular Strength	Lecture PowerPoint presentation Facilitating discussions	class discussion by summarizing topics and presenting their understanding of each subtopic Individual participation	Course Syllabus PowerPoint Slides	Assessment of students' learning experiences through class discussion	Dr/ pages 345-432

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COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) (By the end of the learning experience*, students must be able to:	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
			-Muscular Endurance -Body Composition **II. Skill-Related Components of Fitness** • Review definition of Skill-Related components of Fitness - Agility - Balance - Coordination -Power - Speed					
3.1. Asses properly of how to perform common exercises for health and skill components of physical fitness. 3.2. Assess why study proper execution of the common exercises and basic activities of Physical Education.	CO1 CO3	3	• Common exercises used for skill and health-related component of Fitness.	Lecture Assigned exercises. PowerPoint Presentation	Self-evaluation of the dos and donts of the assigned exercise	Course Syllabus PowerPoint Slides	practical exam with rubrics guide Graded Class Discussion	[1] pages 702-876
4.1. Discuss why study motor control and learning as students gain knowledge about the brief history of motor control and learning.	CO1 CO2 CO3		III. Introduction to Motor Control and Learning Exercise, Dance and Sports	Lecture	Oral Examination individually	Course Syllabus	Oral Examination while	[1] pages 40-125

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COURSE LEARNING PLAN

Intended Learning Outcomes (ILO): By the end of the learning experience*, students must be able to:	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
4.2. Explain introductory lesson where motor control and learning branched out from related field in Physical Education 4.3. Assess the difference between motor control and learning as the students gain knowledge about its definitions.		4	• Acquiring Knowledge concerning motor control and learning • Definition of Motor Control and Learning • A Brief History of Motor Control and Learning - Early Period - Middle Period - Modern Period Reasons to study Motor Control and Motor Learning	PowerPoint presentation Facilitating discussion		PowerPoint slides	students will draw their summary and outline of the topics. Class Discussion while students draw a self-evaluation of their assessment of the differences between motor control and learning	[3] pages 431-514
5.1. Examine skills and strengths in sports specifically volleyball and basketball 5.2. Assess the relative strengths and weaknesses of sports skills in relation to motor control and learning.	CO4 CO3	5	• Pre-tests in students' level of skills in Volleyball/Basketball and identifying basic skills and basic	Facilitating volleyball and basketball Games	Individual participation while in play	Course Syllabus	Skills evaluation (basic and in play)	[2] pages 92-129 [3] pages 431-514

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COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) *By the end of the learning experience, students must be able to:*	Aligned to CO	Time Frame (Week)	Course Content (Topic)	Teaching & Learning Activities (TLA): Teaching Activities	Teaching & Learning Activities (TLA): Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
			knowledge while in play					
6.1. Discuss knowledge about why theories are important in the study of motor skills. 6.2. Assess the relative strengths and weaknesses of each of the different theories of learning motor skills. 6.3. Investigate the relationship of theories to Motor Control and motor learning in the context of exercise, sports, and dance	CO1	6	IV. Motor Control and Motor Learning Theories • Definition of Theory • Value of Theory to Practice • Motor Control Theories - Reflex Theory - Hierarchical Theories - Motor Programming Theory - Systems Theories - Ecological Theory • Sports/exercise/dance presentation about each theory	Introduction of Chapter 6. Lecture Supplemental videos Assign topics to students and guide them of how and what to present in their topic and how to connect each theory to sports/dance and exercise. Synthesizing their presentation	Discovery and Collaboration through reporting their assigned theory with guide topics of how to present and what to present. Suggested references were given but students are free to research more.	Course Syllabus Supplemental videos PowerPoint Slides	Group Presentation (Sports skill presentation in connection to each theory)	[3] pages 226-444 [4] pages 12-514
		7	• Motor Learning Theories - Fitts and Posner's Stages of Motor Learning - Gentiles Two-Stage Model					

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COURSE LEARNING PLAN

Intended Learning Outcomes (ILO): By the end of the learning experience*, students must be able to:	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
			- Bandura's Observational Learning Theory - Anderson's Adaptive Control of Thought - Jarner' Open Loop Theory - Adam's Closed Theory - Schmidt's Schema Theory - Dynamical System Theory - Ecological Approach Theory • Sportsmen/coaches presentation about each theory.	to the whole class				
II.1 Discuss the general behavioral aspects of the movement. II.2. Analyzing basic anatomical movements of specific skills.	CO_2 CO_3	8	V. Motor Control Area of Study • Neural Aspects of Movement - Lower motor neurons - Upper motor Neuron	Lecture PowerPoint presentation Supplemental videos	Analyzing anatomical movements of a specific skill with the application of the preparatory, execution, and follow through	Course Syllabus PowerPoint Slides	Assessment of the students of the chosen skill with a proper demonstration of	(2) pages 345-642 (5) pages 189-789, 820-1232

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COURSE LEARNING PLAN

Intended Learning Outcomes (ILOs) *By the end of the learning experience*, students must be able to:	Aligned to CDs	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLAs) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
			- Cerebellum - Basal Ganglia • Physiological Movements - Anatomical terms of Movements/ Joints Movement -Body Position to describe Physiological Movement • General understanding of the Behavioral Aspects of Movement - Sports Psychology - Exercise Psychology - Dance Psychology	Analysation of the lesson through practical presentation			preparatory, execution and follow-through considering the joint's anatomical movements.	
All ILOs covered in Midterm (Chapter 1-5)	CD1 CD2 CD3	9	MIDTERM EXAMINATION					
LO 1. Examine common basic skills in sports/dance/exercise and identify its preparatory, execution and follow through. LO 2. Analize the common basic skills of how to teach the skill efficiently.	CD2 CD3	10	Presenting some of the common basic skills in sports/dance/exercise and analyzing each movement.	Analysation of the movement/skill through	Analyzing anatomical movements of a specific skill with the application of the	Course Syllabus	Assessment of the student's presentation of the	(2) pages 245-842 (3) pages 285-289, 811-1132

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COURSE LEARNING PLAN

Intended Learning Outcomes (ILO): By the end of the learning experience*, students must be able to:	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
				practical presentation	preparatory, execution, and follow through	PowerPoint Slides	movement analysis	
11.1. Report the stages associated with learning as applied to the learning of motor skills. 11.2. Assess principles and factors influencing learning.	CO1 CO3	11	VI. Motor Learning Area of Study • Objectives of motor learning • Three stages of motor learning • Characteristics of motor learning • Principles of Learning Motor skills • Factors affecting Motor Learning	Lecture Supplemental videos Facilitating class discussion	Illustrate stages of learning through self-evaluation which stages of skills their strongest skill could be categorized	Course Syllabus PowerPoint slides and video links as supplemental videos	Practical exam of their skill Illustration about stages of learning	[B] pages 216-245 [2] pages 892-1342
12.1. Identify the stage of learning of some of the skills in sports/dance/exercise. 12.2. Examine the stages associated with learning as applied to the learning of motor skills.	CO1 CO3	12	Presenting some of the skills in sports/dance/exercise and analyzing each movement of what stage of learning	Facilitating group activities	Illustrate stages of learning of the skills (sports/exercise/dance) presented	Supplemental videos	Group presentation of the skills to stages of learning	[B] pages 216-245 [2] pages 892-1342
13.1. Discuss the term attention to the performance of motor skills. 13.2. Differentiate the nature of working memory and long-term memory about motor skills.	CO1 CO3	13	VII. Initiation of Movement • Memory • Attention • Forgetting	Lecture Supplemental videos	Facilitating discussion as students draw their summary of the topic	Course Syllabus PowerPoint Slides	Students will start their skill laboratories in	[2] pages 1456-1534 [B] pages 1211-1612

Area III: Curriculum and Instruction

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COURSE LEARNING PLAN

Intended Learning Outcomes (ILO): By the end of the learning experience*, students must be able to:	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
						Power point slides and video links as supplemental videos	sportsdance/ exercise. Learning experience through guide questions as students will evaluate their past experiences in relation to memory, attention and forgetting.	
14.1. Discuss the different types of feedback in the developement of physical skills. 14.2. Construct a practical situation with the use of instruction of movement.	CO2 CO6 CO9	14	VIII. Instruction of Movement A. FEEDBACK • Internal feedback • External feedback • Augmented Feedback • Positive Feedback • Negative Feedback • Continuous Feedback	Lecture PowerPoint presentation	Class Discussion as students will draw their summary of the topics.	Course Syllabus PowerPoint Slides	Continuation of the students' project through laboratories (analyzing motor performance with classmates)	(1) pages 9[illegible]-9[illegible] (2) pages 7[illegible]-7[illegible]

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COURSE LEARNING PLAN

Intended Learning Outcomes (ILO): By the end of the learning experience*, students must be able to:	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
			• Terminal Feedback • Knowledge of Results • Knowledge of Performance B. FEEDBACK AND THE LEARNET C. PRECISION OF FEEDBACK D. TIMING OF FEEDBACK				about the topic. Learning Experience through written quiz with guide questions	
5.1. Apply how to prepare learners for practice 5.2 Assess tasks and movements (Transfer of Learning).	CO_1 CO_2 CO_3	15	IX. PREPARING LEARNERS FOR PRACTICE • Motivation and Attention -Characteristics of Motivation -Characteristics of Attention • Instructions and Demonstrations -Verbal Instructions -Visual Instructions	Lecture Class Discussion PowerPoint presentation	Facilitating class discussion	Module Course Syllabus PowerPoint Slides	-Demo-teaching a specific skill with a student individually	[1] pages 189-190 [2] pages 842-925

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COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) *By the end of the learning experience*, students must be able to:	Aligned to CO:	Time Frame (Week)	Course Content (Topic)	Teaching & Learning Activities (TLA) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
		16-17	Practice teaching skills in sports/dance or exercise. (Applying all the learnings through teaching skill to a student)	Practice teaching skills in sports/dance or exercise. (Applying all the learnings through teaching skills to a student)	Practical examinations through teaching motor skills			
ILOs covered after MIDTERM EXAMS		18	FINAL PRACTICAL EXAMINATION- MOVEMENT AND TASK ANALYSIS **Demonstrate how to teach specific motor skills with the application of chapters 6 to chapter 10 (Finals). Rubrics will be used for the students' final demo teaching motor skills**					

* (CO) interaction, course, program, or other experience in which learning takes place (C)

Textbook/References

[1] *Advances in Experimental Medicine and Biology, Volume 332: Mechanism of Myofilament Sliding in Muscle Contraction*. (2012). Springer.
[2] Edwards, William H. (2010). *Motor Learning and Control: From Theory to Practice*. Cengage Learning, Inc.
[3] Gielhofer, Albert, et.al. (2012). *Routledge Handbook of Motor Control and Motor Learning*. A/Y
[4] Lutsh, Mark L., et al. (2006). *Motor Learning and Control*. Springer Science + Business Media, Inc.
[5] Lewis, Mindy F. (2013). *Progress in Motor Control: Skill Learning, Performance, Health, and Injury*. Impac Factor
[6] McGraw Hill Higher Education. (n.d.). McGraw Hill. https://www.mheducation.com/highered
[7] Mcmorris, John D. (2015). *Acquisition and Performance of Sports Skills*. Hoboken, NJ: Wiley
[8] Magill, Richard, et.al. (2017). *Motor Learning and Control: Concepts and Applications 11th Edition*. McGraw Hill Education
[9] *Motor Control and Learning Web Resource-6th Edition*. (n.d.). Human Kinetics. https://us.humankinetics.com/products/Motor-Control-And-Learning-Web-Resource-6th-Edition
[10] Schmidt, Richard, et.al. (2019). *Motor Control and Learning: A Behavioural Emphasis*
[11] Springer — International Publisher. (n.d.). http://www.springeronline.com/

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Textbook/References

Life-long Learning Opportunity

Apply motor skill (exercise/sports/dance) with the basic knowledge of the principles of motor control and learning

Course Evaluation

Course Outcomes (CO)	Assessment Task Addressing CO	Weight (%)	Satisfactory (Rating)	Target Standard
CO 1: Understand theories and perspectives in motor control and motor learning	Learning Exercise	40	60%	55% of the class obtained a rating of at least 60%
	Performance Task (Video Analysis)	60		
CO 2: Demonstrate skillful performance in a variety of physical activities	Learning Exercises	20	60%	55% of the class obtained a rating of at least 60%
	Write-ups	20		
	Performance Task (Video clips of movement/task analysis	60		
CO 3: Apply the research-based knowledge and understanding on the initiation, control, learning, instruction, and performance of the movement.	Learning Exercises	20	60%	55% of the class obtained a rating of at least 60%
	Write-ups	20		
	Performance Task (Video clips of movement/task analysis	60		

Grading System

MIDTERM

Learning Exercises 20%
(Which includes written and oral quizzes, class discussion and participation)

Midterm Written Exam 20%

Laboratories and Practical Exams 60%
(Video clips of the applications and practical exams)

TOTAL 100%

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Grading System

FINALS

Learning Exercises (Which includes written and oral quizzes, class discussion and participation)	40%
Laboratories and Practical Exams (Video clips of the applications and practical exams)	60%
TOTAL	100%

FINAL GRADE

Midterm	50%
Finals	50%
TOTAL	100%

Classroom Policies

1. All activities given should be submitted on time.
2. Submitted learning activities will serve as the weekly attendance of the students.
3. Video clips (if needed only) and write-ups (from any of the learning activities) should be submitted on or before the schedule. Just contact your teacher if failed to pass the requirements on the scheduled time.
4. All soft copies of the lessons will be posted at class group chat.
5. Don't hesitate to ask in the GC for queries. If you have a personal message or direct message to your instructor, pls notify your teacher at the GC that you have an important prob'm.
6. Beware of copy-paste answers (both from your classmates and Google). You can quote some references but make sure to also type the author and year of the statement(s) copied and make sure that you have your answer.
7. Please learn to back-read to our assigned GC and please read the updates in our GC ALL THE TIME.

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Classroom Policies

8. Make sure to present yourself neatly during class.
9. If it's a practical exam, please wear appropriate and decent attire.
10. Students (with their learners) should wear proper attire (sports attire with shoes) while conducting the task/movement analysis.
11. Dishonesty, plagiarism, falsification, fabrication or misrepresentation of data, unauthorized assistance, or unauthorized collaboration, cheating on tests or other assignments, deliberately furnishing false information, forging, or falsifying documents, assisting, or aiding another in engaging in any of the above shall be dealt with the existing policy in the University.
12. If there are reasonable, personal issues/problems which may designate an exception to a course policy, please message the teacher as soon as possible to discuss a potential plan of action. The teacher can only do his/her best to accommodate a student if the teacher is aware of his/her issue/problem.

	UNIVERSITY OF SOUTHERN MINDANAO				
	Course Syllabus for Individual and Dual Sports (Racket Games)				
	Course Number	ESS 06	Rev. No.	1	Page 1 of 12

EFFECTIVE DATE	REV. NO.	REVISION TYPE	CHANGE DESCRIPTION	PAGE AFFECTED	ORIGINATOR
2024.01.17	1	Partial	Revised according to the new academic calendar adjusting for the delivery of instruction following the CHED's OBE requirement.	6, 7, 8, 9, 10, 11, 12, 13	Marlene E. Orfrecio Ruben L. Tagare Jr.
2024.01.18	Ø	New	Newly established in accordance with the quality management system requirements and CHED's OBE requirement and rationalized based on COVID-19 Protocols	ALL	Jerum B. Elumbaring

Author:	Reviewer:	Verifier:	Validator:	Final Approver:	DCC USE ONLY			
MARLENE E. ORFRECIO, EdD-P. E RUBEN L. TAGARE JR. MAEd JERUM B. ELUMBARING, MAEd Faculty	CHEZZE R. JANTO, MAED Department Curriculum Coordinator	PRISCILLA P. DAGOC, MS-P. E Department Chairperson	NORGE D. MARTINEZ, EdD-PE Dean	MARCOS F. MONDERIN, JD OIC - Vice President for Academic Affairs	DOCUMENT CONTROL INDICATOR			
Date: 2024.01.01	Date: 2024.01.05	Date: 2024.01.09	Date: 2024.01.12	Date: 2024.01.15	MASTER	2024 01.17	COPY	

UNIVERSITY OF SOUTHERN MINDANAO						
Course Number	**ESS 06**	Course Title	**Individual and Dual Sports (Racket Games)**	Rev. No.	**1**	Page 2 of 5a

INSTITUTIONAL POLICIES	
Vision	Quality and relevant education for its clientele to be globally competitive, culture sensitive and morally responsive human resources for sustainable development.
Mission	Help accelerate socio-economic development[M1], promote harmony among the diverse cultures[M2] and improve quality of life[M3] through instruction, research, extension and resource generation in Southern Philippines.
Core Values	**G**-Goodness, **R**-Responsiveness, **E**-Excellence, **A**-Assertion of Right and **T**-Truth
USM Quality Policy Statement	The University of Southern Mindanao, as a premier university, is committed to provide quality instruction, research development and extension services and resource generation that exceed stakeholders' expectations through the management of continual improvement efforts on the following initiatives. 1. Establish key result areas and performance indicators across all mandated functions; 2. Implement quality educational programs; 3. Guarantee competent educational service providers; 4. Spearhead need-based research outputs for commercialization, publication, patenting, and develop technologies for food security, climate change mitigation, and improvement in the quality of life; 5. Facilitate transfer of technologies generated from research to the community for sustainable development; 6. Strengthen relationships with stakeholders; 7. Sustain good governance and culture, sensitivity; and 8. Comply with customer, regulatory, and statutory requirements.
Goals of the College	To maximize the holistic development of a person with an emphasis on physical wellness to become healthy and productive individuals.
Department Objectives	1. Plan and implement: a. Professional programs for physical educators, sports coaches, recreation leaders, and dancers. b. An integrated physical, sports, and recreation programs; and c. Sports development programs of the university. 2. Promote and preserve the Philippine Indigenous games, sports, music and dances. 3. Conduct research in physical education, sports, recreation, cultural dances, and music; and provide technical expertise to educational institutions, sports and recreation associations, and other agencies needing assistance in promoting physical education, sports, recreation, music, and dance.

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Course Number	ESS 06	Course Title	Individual and Dual Sports (Racket Games)	Rev. No.	1	Page/pgs/Fue

PROGRAM INFORMATION					
Degree Program	Bachelor of Science in Sports and Exercise Science	CHED CMO Reference	CMO Bs S, 2017	BOR Approval	BOR BoC, S2020

COURSE DETAILS					
Course Title	Individual and Dual Sports (Racket Games)				
Course Number	ESS 06		Curriculum Component	Content -Performance Course	
Credit (--Unit)	3	LECTURE (Unit-Hours)	1-2	LABORATORY (Unit-Hours)	2-6
Prerequisites	None	Co-requisites	None	Year Level/Semester Offered	2nd Year / Second Semester
Course Description	The course covers (1) the sport-specific skills or techniques, tactics, and game situations for the adaptation, transfer, and improvisation of movement competencies, and (2) the continuum of learning a sport. At the end of the course, students will engage theoretically and practically in the methodologies for teaching the sport from teacher-directed to self-directed approaches. They will also think critically about the and limitations of both of these approaches to learning.				
Faculty in charge					
Consultation Hours	*(Must not be filled up in the master copy)*		Contact Information	*(Must not be filled up in the master copy)*	

PROGRAM EDUCATIONAL OBJECTIVES (PEO)		MISSION		
In 4 years, the **BSESS** graduates of USM shall:		*M1*	*M2*	*M3*
PEO 1	Perform responsibility in a designated position related to fitness and recreation leader/consultant; sports and fitness and wellness facilities managers; sports, fitness, and recreational events manager; sports tourism officers; fitness, sports, and recreational entrepreneurs.	✓		
PEO 2	Expert in coaching and management skills related to fitness, exercise, and sports sciences.	✓		✓
PEO 3	Engage in wellness leadership, sports clinic, and management, officiating and coaching as entrepreneurial activities.			✓
PEO 4	Create linkages, building and cultivating relationships with colleagues, stakeholders, and other professional and learning communities, advocating for fitness, exercise, sports, and professional excellence as well as leaders in the service of the community.		✓	
PEO 5	Meet professional standards and competencies required by the organization.		✓	✓

NOTE: The PEO's are based on the professional, industry, local, national and international needs and requirements of the program identified through consultation with constituents and stakeholders.

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Course Number	ESS 06	Course Title	Individual and Dual Sports (Racket Games)	Rev. No.	1	Page/s/Pc

PROGRAM OUTCOMES (PO) Upon graduation, the University of Southern Mindanao **BSESS** students must be able to:	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10	
a) Articulate and discuss the latest developments in the specific field of practice.	✔										
b) Effectively communicate orally and in writing using both English and Filipino	✔	✔									
c) Work effectively and independently in multidisciplinary and multi-cultural teams.			✔	✔							
d) Act in recognition of professional, social, and ethical responsibility	✔										
e) Preserve and promote "Filipino historical and cultural heritage"	✔										
f) Participate and contribute in the generation of new knowledge in research and development projects.	✔										
g) Demonstrate service orientation in their respective professions.	✔										
h) Qualified for various types of employment participate in development activities and publish discourses, particularly in response to the needs of the communities they serve.		✔									
i) Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners.	✔										
j) Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.					✔						
k) Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices.		✔									
l) Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.	✔	✔									
m) Practice professional and ethical teaching standards sensitive to the changing local, national, and global realities.	✔				✔						
n) Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.					✔						
o) Communicate effectively the foundations of applied exercise and sports sciences to stakeholders, other professionals, and practitioners											
p) Exhibit professional integrity by adhering to ethical behaviors and discerning boundaries of competence	✔	✔	✔		✔						
q) Organize, administer, and evaluate fitness, sports, and recreational programs and activities	✔										
r) Employ evidence-based interventions in fitness, sports, and recreation.	✔										
s) Disciplinal Knowledge- Create and adapt appropriate programs and interventions in exercise, sports, and recreation	✔	✔	✔		✔						
t) Professional Competence- Apply concepts, processes, and theories in the organization, administration, and evaluation of evidence-based interventions in fitness, sports performance, and wellness.	✔	✔	✔		✔						
u) Professional Accountability and Responsibility – Promote advancement of the profession through research, lifelong learning, adherence to work and professional ethics, and advocacy pursuits.	✔				✔						
v) Communication – Communicate effectively through oral, written, and technological formats with stakeholders, allied professionals, and various practitioners.	✔				✔						

NOTE: Minimum PO's shall come from the PSG/CMO of the program if applicable. Other additional POs may come from consultations with constituents and stakeholders.

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Course Number	ESS 06	Course Title	Individual and Dual Sports (Racket Games)	Rev. No:	1	Pagsulsa

COURSE OUTCOMES (CO)		POa	POb	POc	POd	POe	POf	POg	POh	POi	POj	POk	POl	POm	POn	POo	POp	POq	POr	POs	POt	POu	POv	POw	POx	POy	POz
Upon passing this course, the students must be able to:	Course Alignment to Program Outcomes																										
CO 1	Discuss the nature and background and rules of the game																E										
CO 2	Identify tools, equipment, facilities and techniques of the game																E						E				
CO 3	Acquire skills of the game																				R	R					
CO4	Apply skills during the game.																				T	T					

*Level(follow the legend used in the most relevant PSG/CMO)

[E] **Enabling.** Facilitate the achievement of the Terminal Outcome.

[R]- **Reinforcement** - Enhancement of existing competency/contributory to the program

[T] Terminal – The achieved course outcome(s)

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) *By the end of the learning experience*, students must be able to:*	Aligned to CO	Time Frame (Week)	Course Content *(Topics)*	Teaching & Learning Activities (TLA): Teaching Activities	Teaching & Learning Activities (TLA): Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
1.1. State the vision, mission, core values and USMQPS; 1.2 Explain the goals of the Institute and objectives of the department; and 1.3 Confirm the course outcome, grading system and classroom policies.		1	Orientation on University Policies, Institute goals, Department objectives, course outcome, grading system and classroom policies.	Orientation, lecture/discussion	Text reading	USM code Student manual Course syllabus		*USM student handbook*
2.1 Describe the nature of the game.; 2.2. Trace the history of the game; and 2.3. Discuss terminologies of the game.	1	1	A. Nature and Background of Badminton ➢ Description of the game ➢ History of the game ➢ Terminologies of the game	Lecture	Advance reading Sharing Compilation	Module Syllabus	Quiz	[2] 1-9

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Course Number	ESS 06	Course Title	Individual and Dual Sports (Racket Games)	Rev. No.	1	Page 8 of 22

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) *By the end of the learning experience*, students must be able to:*	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
3.1. Identify the tools use in the game; 3.2 Describe the parts of the tool ; 3.3. Explain the importance of proper footwork and gripping in playing the game; and 3.4. Execute the proper gripping, hitting the shuttlecock and footwork of the game.	2 3	2	B. Game Equipment And Facilities ➢ The attire ➢ The court ➢ Racket ➢ Shuttlecock C. Basic skills of the game ➢ Gripping of the racket ➢ Hitting the shuttlecock ➢ Stance and position	Lecture Demonstration	Advance reading Sharing Compilation Return-demonstration	Module Syllabus Racket Shuttlecock	Quiz Practicum	[1] 11-17 [1] 21-32 [1] 71-81
4.1. Discuss the rules of the game; 4.2. Determine types of service; and 4.3. Execute the types of service.	2 3	3	D. Rules of the Game ➢ Scoring ➢ Singles ➢ Doubles ➢ Officials of the Game E. Badminton Service ➢ Short service ➢ Long service	Lecture Demonstration	Advance reading Sharing Compilation Return demonstration	Module Syllabus Racket Shuttlecock	Quiz Practicum Compilation	[1] 127-134
5.1. State the different strokes of the game; 5.2 Describe the strokes; and 5.3. Execute the strokes.	3	4	F. Basic Strokes of the game ➢ Clear ➢ Drop ➢ Net shot ➢ Smash ➢ Drive	Lecture Demonstration	Return-demonstration	Racket Shuttlecock	Practicum	[1]41-70

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COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) *By the end of the learning experience*, students must be able to:*	Aligned to CO	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Teaching & Learning Activities (TLA): Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
6.1 Describe the nature of the game; 6.2. Trace the history of the game; and 6.3. Discuss terminologies of the game	1	5	G. Nature and background of Table Tennis ➢ Description of the game ➢ History and development of the game ➢ Terminologies of the games	Lecture	Advance reading Sharing Compilation	Module Syllabus	Quiz Compilation	[3] 1-6
7.1. Identify the tools use in the game; 7.2 Describe the parts of the tool; 7.3. Explain the importance of proper footwork and gripping in playing the game; and 7.4. Execute the proper gripping, hitting the shuttlecock and footwork of the game.	2 3	6	H. Game equipment and facilities ➢ The attire ➢ Court ➢ Racket ➢ Ball I. Basic skills of the game ➢ Gripping of the racket ➢ Stance and position	Lecture Demonstration	Advance reading Sharing Compilation Return demonstration	Module Syllabus Racket Shuttlecock	Quiz Practicum Compilation	[3] 1-6 [7] 1-5
8.1. Discuss the rules of the game; 8.2. Determine types of service; and 8.3. Execute the types of service.	2 3	7	J. Rules of the Game ➢ Scoring ➢ Singles ➢ Doubles ➢ Officials of the Game Service in Table Tennis ➢ Forehand, Backhand ➢ High Toss ➢ Backspin ➢ Pendulum ➢ Chop	Lecture Demonstration	Advance reading Sharing Compilation Return demonstration	Module Syllabus Racket Shuttlecock	Quiz Practicum	[5] 32-38 [8] 13-97

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COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) *By the end of the learning experience*, students must be able to:*	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Teaching & Learning Activities (TLA): Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
9.1. State the different strokes of the game; 9.2 Describe the strokes; and 9.3. Execute the strokes.	3	8	K. Basic Stroke ➢ Service ➢ Forehand drive ➢ Backhand drive ➢ Backhand push ➢ Forehand push	Lecture Demonstration	Return Demonstration	Racket Balls	Quiz Practicum	[8] 13-97
All ILOs covered in Midterm		9	**MIDTERM EXAMINATION**					
10.1 Describe the nature of the game. 10.2. Trace the history of the game 10.3. Discuss terminologies of the game.	1	10	L. Nature and background of pickleball ➢ Description ➢ History ➢ Terminologies	Lecture	Advance reading Sharing Compilation	Module	Quiz	[11] – 5-7 [11] 36-38
11.1. Identify the tools use in the game 11.2 Describe the parts of the tool 11.3. Explain the importance of proper footwork and gripping in playing the game 11.4. Execute the proper gripping, hitting the shuttlecock and footwork of the game.	2 3	11	M. Game equipment and facilities ➢ The attire ➢ Court ➢ Racket ➢ Ball N. Basic skills of the game ➢ Gripping of the racket ➢ Stance and position	Lecture Demonstration	Advance reading Sharing Compilation Return demonstration	Module Syllabus Paddle Ball	Quiz Practicum	[11] 6-7 [3] 13-32
12.1. Discuss the rules of the game 12.2. Determine types of service 12.3. Execute the types of service	2 3	12	O. Rules of the Game ➢ Scoring ➢ Singles ➢ Doubles ➢ Officials of the Game P. Service in Pickleball ➢ The Power Serve ➢ Centerline Serve	Lecture Demonstration	Advance reading Sharing Compilation Return demonstration	Module Syllabus Paddle Shuttlecock	Quiz Practicum	[6] 1-2 [11] 9-11 [3] 45-60

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COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) *By the end of the learning experience*, students must be able to:*	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Teaching & Learning Activities (TLA): Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
			➢ Lob Serve ➢ Spinning Serves					
13.1. State the different strokes of the game. 13.2 Describe the strokes 13.3. Execute the strokes	3	13	Q. Strokes ➢ Forehand and Backhand Groundstrokes ➢ Serve and Return ➢ Volley, Dink, Lob, Overhead Smash, Drop Shot	Lecture Demonstration	Return Demonstration	Module Syllabus Paddle Ball	Practicum	[11] 13-15 [3] 61-124
14.1 Describe the nature of the game. 14.2. Trace the history of the game 14.3. Discuss terminologies of the game.	1	14	R. Nature and Background of Lawn Tennis ➢ Description ➢ History ➢ Terminologies	Lecture	Advance reading Sharing Compilation	Module Syllabus	Quiz	[9] 15-20
15.1. Identify the tools use in the game 15.2 Describe the parts of the tool 15.3. Explain the importance of proper footwork and gripping in playing the game 15.4. Execute the proper gripping, hitting the shuttlecock and footwork of the game.	2 3	15	S. Game equipment and facilities ➢ The attire ➢ Court ➢ Racket ➢ Ball T. Basic skills of the game ➢ Gripping of the racket ➢ Stance and position	Lecture Demonstration	Advance reading Sharing Compilation Return demonstration	Module Syllabus Racket Balls	Quiz Practicum Compilation	[9] 21-32 [9] 46-60
16.1. Discuss the rules of the game 16.2. Determine types of service 16.3. Execute the types of service	2 3	16	U. Rules of the Game ➢ Scoring ➢ Singles ➢ Doubles ➢ Officials of the Game	Lecture Demonstration	Advance reading Sharing Compilation	Module Syllabus Racket	Quiz Practicum Compilation	[9] 33-43

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Course Number	ESS-06	Course Title	Individual and Dual Sports (Racket Games)	Rev. No.	1	Effectivity

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) By the end of the learning experience*, students must be able to:	Assigned ILO	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Teaching & Learning Activities (TLA): Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
			V. Service • Flat serve • Slice • Kick • Underhand		Return demonstration	Balls		[illegible]
17.1. State the different strokes of the game 17.2 Describe the strokes 17.3. Execute the strokes	3	17	V. Strokes • Return • Forehand, Backhand • Volley	Lecture Demonstration	Return Demonstration	Racket Balls	Practicum	[illegible]
All ILOs covered in the Course	4	18	**TOURNAMENT**					

* any interaction, course, program, or other experience in which learning takes place (https://www.edglossary.org/learning-experiences/)

Textbook/References

[1] Bushnu Bernard Upton. (2003). Badminton Handbook. Meyers & Meyer Sport (UK). ISBN: 978-1-84126-258-7 https://flipkart.com/Why/pmup/basic

[2] Badminton World Federation Statutes 2022/2023. https://corporate.bwfbadminton.com/statutes/

[3] Toms, V. (2024, February 17). Table tennis. Encyclopedia Britannica. https://www.britannica.com/sports/table-tennis

[4] International Table Tennis Federation Handbook (2023) https://documents.itff.sport/sites/default/files/public/2023-04/2023ITTFHandbook.pdf

[5] Mary Littlewood (2015). Pickleball Fundamentals, USA Pickleball Association, Library of Congress Cataloging-in-Publication Data ISBN: 978-1-4925-0423-6 https://us.humankinetics.com/products/pickleball-fundamentals-pdf

[7] Mulick, Jonathan (2022). Basic Skills in Table Tennis – A Complete Guide. https://thesportsmag.org/basic-skills-in-table-tennis/

[8] Richard McAllister (2013) Table Tennis: Steps to Success; Human Kinetics Library of Congress Cataloging-in-Publication Data

[9] Pinn, Joey, Scott C. Williams. (2012) Tennis Skills & Drills ISBN-13: 978-0-7360-8808-9 www.HumanKinetics.com

[10] Tennis Coaches Manual, International Tennis Federation

[11] Tony Roig/Ann Spier (2003) Play Pickleball! A Beginner's Guide, World Pickleball Federation in Dallas, LLC, worldpickleballfederation.org

Course Number	E55-06	Course Title	Individual and Dual Sports (Racket Games)	Rev. No.	0	Prepared by

Life-long Learning Opportunity

Acquire skills for lifelong fitness

Course Evaluation

Course Outcomes (CO)	Assessment Task Addressing CO	Weight (%)	Satisfactory Rating	Target Standard
COs: Discuss the nature and background and rules of the game	Quiz	10%	60%	60% of the class obtained a rating of at least 3.00
	Completion	10%		
	Report	10%		
COs: Identify tools, equipment, facilities and techniques of the game	Quiz	10%	60%	60% of the class obtained a rating of at least 3.00
	Completion	10%		
	Report	10%		
Cos: Acquire skills of the game	Quiz	10%	60%	60% of the class obtained a rating of at least 3.00
	Practicum	10%		
Cos: Apply skills during the game	Practicum	100%	60%	60% of the class obtained a rating of at least 3.00

Grading System

Midterm

- Completion - 10%
- Attendance - 10%
- Quizzes - 10%
- Exam - 30%
- Practicum - 30%

Finals

- Completion - 10%
- Attendance - 10%
- Quizzes - 10%
- Exam - 20%
- Practicum - 20%
- Tournament - 30%

Final Grade = Midterm (40%) + Finals (60%)

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	ESS 06	Course Title	Individual and Dual Sports (Racket Games)	Rev. No.	1	Page/s/No.

Classroom Policies

1. Lecture/Discussion will be conducted on schedule class, however if there will be disruption of classes, scheduled topics will be forwarded in the chatroom.
2. Supplementary videos will also be forwarded in the chatroom, however, no students will be allowed to repost it in any social media account. Sanctions will be given if caught, based on privacy policy and intellectual property rights.
3. Submission of requirement should be on time.
4. Students are encouraged to provide their own rackets.
5. For safety protocols, students should bring water, towels and extra shirts during laboratory time.
6. Questions or concerns regarding individual grades on assignments, quizzes, exams, etc. should be brought to the instructor no later than 3 days from when the grade is originally saved in the system.
7. Dishonesty, plagiarism, falsification, fabrication, or misrepresentation of data, unauthorized assistance, or unauthorized collaboration, cheating on tests or other assignments, deliberately furnishing false information, forging, or falsifying documents, assisting, or aiding another in engaging in any of the above shall be dealt with the existing policy in the University.
8. Wearing of official/major uniform is required.

UNIVERSITY OF SOUTHERN MINDANAO				
Individual and Dual Sports (Athletics and Martial Arts)				
Course Number	ESS 07	Rev. No.	1	Page 1 of 13

EFFECTIVE DATE	REV. NO.	REVISION TYPE	CHANGE DESCRIPTION	PAGE AFFECTED	ORIGINATOR
2024.01.22	1	Partial	Revised according to the new academic calendar adjusting for the delivery of instruction following the CHED's OBE requirement.	6,7,8,9,10,11,12,13,4,15	Vinus P. Java Jerum B. Elumbaring
2023.01.18	0	New	Newly established in accordance with the quality management system requirements and CHED's OBE requirement.	ALL	Jerum B. Elumbaring

Author:	Reviewer:	Verifier:	Validator:	Final Approver:	DCC USE ONLY			
VINUS P. JAVA, MAEd-PE JERUM B. ELUMBARING, MAEd-P.E. Faculty	CHEEZE R. JANTO, MAEd Department Curriculum Coordinator	PRISCILLA P. DAGOC, MAEd Department Chairperson	NORGE D. MARTINEZ, EdD-PE Dean	MARCOS F. MONDERIN, J.D Old-Vice President for Academic Affairs	DOCUMENT CONTROL INDICATOR			
Date: 2024.01.05	Date: 2024.01.09	Date: 2024.01.12	Date: 2024.01.16	Date: 2024.01.19	MASTER	2024 01.22	COPY	

INSTITUTIONAL POLICIES	
Vision	Quality and relevant education for its clientele to be globally competitive, culture sensitive and morally responsive human resources for sustainable development.
Mission	Help accelerate socio-economic development[Mi], promote harmony among the diverse cultures[Mr] and improve quality of life[Mr] through instruction, research, extension and resource generation in Southern Philippines.
Core Values	**G**-Goodness, **R**-Responsiveness, **E**-Excellence, **A**-Assertion of Right and **T**-Truth
USM Quality Policy Statement	The University of Southern Mindanao, as a premier university, is committed to provide quality instruction, research development and extension services and resource generation that exceed stakeholders' expectations through the management of continual improvement efforts on the following initiatives. 1. Establish key result areas and performance indicators across all mandated functions; 2. Implement quality educational programs; 3. Guarantee competent educational service providers; 4. Spearhead need-based research outputs for commercialization, publication, patenting, and develop technologies for food security, climate change mitigation and improvement in the quality of life; 5. Facilitate transfer of technologies generated from research to the community for sustainable development; 6. Strengthen relationship with stakeholders; 7. Sustain good governance and culture, sensitivity; and 8. Comply with customer, regulatory and statutory requirements.
Goals of the College	To maximize holistic development of a person with emphasis on physical wellness to become healthy and productive individuals.
Department Objectives	1. Plan and implement: a. Professional programs for physical educators, sports coaches, recreation leaders, and dancers. b. An integrated physical, sports, and recreation programs; and c. Sports development programs of the university.

UNIVERSITY OF SOUTHERN MINDANAO						
Course Number	ESS 07	Course Title	Individual and Dual Sports (Athletics and Martial Arts)	Rev. No.	1	Page 3 of 14

INSTITUTIONAL POLICIES	
	2. Promote and preserve the Philippine Indigenous games, sports, music and dances. 3. Conduct research in physical education, sports, recreation, cultural dances, and music, and provide technical expertise to educational institutions, sports and recreation associations, and other agencies needing assistance in promoting physical education, sports, recreation, music, and dance.

PROGRAM INFORMATION					
Degree Program	**Bachelor of Science in Exercise and Sports Sciences - Fitness and Sports Coaching**	CHED CMO Reference	**CMO 81 S, 2017**	BOR Approval	**BOR 80C, S2020**

COURSE DETAILS					
Course Title	**Individual and Dual Sports (Athletics and Martial Arts)**				
Course Number	**ESS 07**		Curriculum Component	**Specialization Course**	
Credit (--Unit)	**3**	LECTURE (Unit-Hours)	**1-2**	LABORATORY (Unit-Hours)	**2-6**
Prerequisites	**None**	Co-requisites	**None**	Year Level/Semester Offered	**2nd Year / Second Semester**
Course Description	The sport-specific skills or techniques, tactics and game situations for the adaptation, transfer and improvisation of movement competencies, and the continuum of learning a sports. The students will engage theoretically and practically the methodologies for teaching the sport from teacher-directed to self-directed approaches. They will also think critically about the value and limitations of both of these approaches to learning.				
Faculty in charge	Vinus P. Java, Jerum B. Elumbaring				
Consultation Hours	*(Must not be filled up in the master copy)*		Contact Information	*(Must not be filled up in the master copy)*	

PROGRAM EDUCATIONAL OBJECTIVES (PEO) In 4 years, the **BSESS** graduates of USM shall:		MISSION		
		M1	*M2*	*M3*
PEO 1	Perform responsibility in a designated position related to physical education activities as curriculum and program head and as physical education practitioners.	✓		
PEO 2	Expert in teaching, coaching and management skills related to physical education and sports activities.	✓		✓
PEO 3	Engage in wellness leadership, sports clinic and management, officiating and coaching as entrepreneurial activities.			✓

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	ESS 09	Course Title	Individual and Dual Sports (Athletics and Martial Arts)	No. No.	3	Hours/Wk

PEO 4	Create linkages, building and cultivating relationship with colleagues, stakeholders, other professional and learning communities, advocating for P.E. and professional excellence as well as leaders in the service of education			
PEO 5	Meet professional standards and competencies required by the organization		✓	✓

NOTE: The PEO's are based on the professional, industry, local, national and international needs and requirements of the program identified through consultation with constituents and stakeholders

PROGRAM OUTCOMES (PO) Upon graduation, the University of Southern Mindanao BSESS students must be able to	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10	
a) Articulate and discuss the latest developments in the specific field of practice	✓										
b) Effectively communicate orally and in writing using both English and Filipino	✓	✓									
c) Work effectively and independently in multidisciplinary and multi-cultural teams			✓	✓							
d) Act in recognition of professional, social, and ethical responsibility	✓										
e) Preserve and promote "Filipino historical and cultural heritage"	✓										
f) Participate and contribute in the generation of new knowledge in research and development projects	✓										
g) Demonstrate service orientation in their respective professions	✓										
h) Qualified for various types of employment participate in development activities and publish discourses, particularly in response to the needs of the communities they serve		✓									
i) Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners	✓										
j) Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities					✓						
k) Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices		✓									
l) Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes	✓	✓									
m) Practice professional and ethical teaching standards sensitive to the changing local, national, and global realities	✓				✓						
n) Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities					✓						
o) Communicate effectively the foundations of applied exercise and sports sciences to stakeholders, other professionals, and practitioners	✓	✓			✓						
p) Exhibit professional integrity by adhering to ethical behaviors and observing boundaries of competence	✓	✓	✓		✓						
q) Organize, administer, and evaluate fitness, sports, and recreational programs and activities	✓										
r) Employ evidence-based interventions in fitness, sports, and recreation	✓										
s) Disciplinal Knowledge- Create and adapt appropriate programs and interventions in exercise, sports, and recreation	✓	✓	✓		✓						
t) Professional Competence- Apply concepts, processes, and theories in the organization, administration, and evaluation of evidence-based interventions in fitness, sports performance, and wellness	✓	✓	✓		✓						
u) Professional Accountability and Responsibility – Promote advancement of the profession through research, lifelong learning, adherence to work and professional ethics, and advocacy pursuits	✓				✓						

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	ESS 07	Course Title	Individual and Dual Sports (Athletics and Martial Arts)	Rev. No.	5	Page/No.

PROGRAM OUTCOMES (PO) Upon graduation, the University of Southern Mindanao BSESS students must be able to:	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10	PEO11	
vi Communication – Communicate effectively through oral, written, and technological formats with stakeholders, allied professionals, and various practitioners	✓				✓							

NOTE: Minimum PO's shall come from the PSGC/MC of the program (if applicable). Other additional PO's may come from consultations with constituents and stakeholders.

COURSE OUTCOMES (CO) Upon passing this course, the students must be able to:	Course Alignment to Program Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24	PO25
CO_1	Apply sport-specific strategies and tactics in both athletics and martial arts, demonstrating an understanding of their effectiveness in various game situations																R				T					
CO_2	Demonstrate sportsmanship and ethical behavior in competitive and practice settings, showing respect for opponents, teammates, coaches, and officials																		R				R			
CO_3	Execute sport-specific skills and techniques with proficiency and adaptability, integrating them into game situations effectively																R									
CO_4	Evaluate the effectiveness of different teaching methodologies, from teacher-directed to self-directed approaches, in developing sports skills and knowledge																	T								

Note: (Follow the legend used in the mapped PSGC/MC)

(E) Enabling - Facilitate the achievement of the Terminal Outcome.

(R) Reinforcement - Enhancement of existing competency(ies) relatory to the program

(T) Terminal - The achieved course outcome(s)

COURSE LEARNING PLAN

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	ESS-xy	Course Title	Individual and Dual Sports (Athletics and Martial Arts)	Rev. No.	4	Page/No.

Intended Learning Outcomes (ILO) By the end of the learning experiences, students must be able to:	Aligned to CO	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLAs) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
1.1 Explain the vision, mission, core values and USMQPS 1.2 Explain the goals of the institute and objectives of the department 1.3 Explain the course outcome, grading system and classroom policies		1	**I. Course Introduction** Orientation on University Policies, Institute goals, Department objectives, course outcome, grading system and classroom policies.	Orientation Facilitating Discussion	Group Activity for Class Bonding Small Group Discussion Individual Participation	USM code Student manual Course syllabus	Oral recitation Quiz	USM student handbook
2.1. Identify knowledge on the theoretical side of arnis 2.2. Describe the historical development, equipment and facility 2.3. Appreciate and gain interest in arnis 2.4. Participate actively in class discussions	CO1 CO2	2	**II. Part A - Overview of Marial Arts (Arnis)** a. Exploration of the game: An introduction to the martial arts (arnis) b. Nature and background of Arnis c. Equipment and Facility d. Values in Arnis(Campaniion, Cooping, Control, and Uniform	Lecture/discussion Assigned Reading Text	Text reading Group discussion	Module Syllabus	Quiz	Lip ch-ns

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BSS-49	Course Title	Individual and Dual Sports (Athletics and Martial Arts)	Rev. No.	0	Page/s/Pg

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO): By the end of the learning experience, students must be able to:	Aligned to CO:	Time Frame (Week)	Course Content (Topic)	Teaching & Learning Activities (TLA): Teaching Activities	Teaching & Learning Activities (TLA): Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
3.1 Identify the cardinal rules in arnis and different types of striking techniques 3.2 Acquire correctly the different striking and blocking techniques 3.3 Define the basic terminology	CO_1 CO_2 CO_4	3 4	e Read and demonstrate the 12 striking techniques in Arnis F Cardinal Rules in Arnis G Basic terms H Form of Stances I Blocking Techniques	Drills/Demonstration Lecture	Advance reading Sharing Completion	The Martial Arts book (Arnis) Module Arnis sticks	Quiz Practicum Completion	[11] p. 48-61 [12] p. 61-84
4.1 Define Martial Arts, Taekwondo, karate 4.2 Discuss the history of taekwondo, karate, equipment and facility, values and discipline of learning karate 4.3 Identify different types of Martial Arts 4.4 Appreciate and gain interest in karate and taekwondo	CO_1 CO_2 CO_3 CO_4	5	**III. Part D – Introduction to Taekwondo** a. Basic stances, blocks, and strikes b. Kicking techniques (front, side, roundhouse, and back kicks) c. Poomsae (forms) and their significance in Taekwondo	Lecture/ Discussion/ Demonstration	Advance reading Sharing Completion Return demonstration	Module in Taekwondo Compiled Videos	Recitation/ Quiz Class Participation Practicum	[4] p. 6-13 [5] p. 47

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	ESS-xy	Course Title	Individual and Dual Sports (Athletics and Martial Arts)	No. Hrs.	3	Prerequisite

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) By the end of the learning experience*, students must be able to	Aligned to CO	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Teaching & Learning Activities (TLA): Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
5.1. Identify the types of calisthenics, strengthening exercises, and the stances 5.2. Practice correctly the different calisthenics, strengthening exercises, and the stances 5.3. Describe the types of body shifting and karate weapons 5.4. Execute the body shifting and karate weapons 5.5. Participate actively in practical class	CO1 CO2 CO4	6 7 8	IV. Fundamental Skills and Exercises Calisthenics and strengthening exercises Stances Natural Stance Forward Stance Four-Glass Stance Straddle-Leg Stance Sumo Stance Back Stance Cat Stance A. Body Shifting 1. Natural Stance 2. Forward Stance 3. Straddle-Leg Stance 4. Turning B. Karate Weapons 1. How to make a fist a. Fore-fist b. Fore-finger one-knuckle fist c. Fore knuckle-fist d. Palm-heel e. Bear-hand f. Spear-hand g. Two-finger spear hand h. Back-fist i. Hammer-fist j. Knife-hand k. Dragon hand	Lecturing demonstration Video/PowerPoint Presentation Drills Lecturing demonstration Video/PowerPoint Presentation Practice Drills	Advance reading Sharing Complete Return demonstration	The Martial Arts Book Karate Compiled Videos	Quiz Practicum	[xx] p. 9-12 [y] [z] [x] [xx] p. 23-24 [xx] p. 25-34

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Course Number	ESS 07	Course Title	Individual and Dual Sports (Athletics and Martial Arts)	Rev. No.	0	Page No.

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) (By the end of the learning experience, students must be able to)	Aligned to CO	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Teaching & Learning Activities (TLA): Learning Activities	Learner's Materials	Assessment Tasks (AT)	Suggested Readings
			i. Elbow m. Knee n. Ball of the foot o. Instep p. Foot-sword q. Heel					
Are All ILOs covered in Midterm		9	**MIDTERM EXAMINATIONS**					
1.1 Describe the different types of punching and striking 1.2 Acquire correctly the punching and striking	CO_1 CO_2 CO_3 CO_4	10 11	C. Punching and Striking 1. Straight punch 2. Reverse punch 3. Lunch punch 4. Close punch 5. U punch 6. Hook punch 7. Elbow Strike a. Forward b. Upward c. Downward d. Sideward e. Backward 8. Knife-hand Strike a. Outside b. Inside 9. Kicking	Lecturing demonstration Video/PowerPoint Presentation Practice Drills	Advance reading Sharing Completion Return demonstration	The Martial Arts Book Karate Videos	Quiz Practicum Completion	Dalip pp 95

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	ES5-07	Course Title	Individual and Dual Sports (Athletics and Martial Arts)	Rev. No.	3	Effectivity

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) By the end of the learning experience, students must be able to:	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Teaching & Learning Activities (TLA): Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
			a. Frontal kick b. Side kick c. Roundhouse kick d. Rear kick e. Stamping kick xx. Blocking a. Upward b. Downward c. Outside d. Inside e. X-block					
7.1 Analyze the combination of different skills in karate and taekwondo through katas and poomsae 7.2 Execute correctly with mastery the given katas and poomsae 7.3 Learn the importance of discipline and respect in Taekwondo practice 7.4 Demonstrate proficiency in Taekwondo skills	CO_5 CO_6 CO_8	42 43	D. Katas and Poomsae 1. Kihon Kata 1 2. Kihon Kata 2 3. Poomsae 1 4. Poomsae 2 E. Self-defense applications F. Taekwondo ethics and philosophy	Lecturing demonstration Video/PowerPoint Presentation Practice Drills	Advance reading Sharing Compilation Return demonstration	Module Videos syllabus	Quiz Practicum	Delia: 37-45
8.1 Discuss the historical background of athletics specifically the track and field and its facilities with correct measurements and dimensions	CO_5 CO_6 CO_7 CO_8	44	V. Part C – Athletics 1. History 2. Track events facilities and its measurement and dimensions 3. Field events facilities and its specific measurement	Lecturing demonstration Video/PowerPoint Presentation	Quiz Reflection	Module	Quiz	Delia: 3-13

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	ESS 07	Course Title	Individual and Dual Sports (Athletics and Martial Arts)	Rev. No.	0	Effectivity

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) By the end of the learning experience, students must be able to	Aligned to CO	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (ATs)	Suggested Readings
8.1 Identify different track and field equipment and their uses. 8.3 Explain the strategies involved in specific track and field events. 8.3 Describe the correct execution of the different events. 8.4. Culminating event showcasing skills and techniques learned.		15 16 17	of respective areas. 4. Field events activities a. Jumping Events a.1. High Jump a.2. Long Jump a.3. Triple Jump a.4. Pole Vault b. Throwing Events b.1. Shot Put b.2. Javelin b.3. Discus 5. Track Events a. 100m b. 200m c. 400m d. 100mh e. 110mh f. 400mh g. 800m h. 4x100m i. 4x400m j. 1,500m k. 3,000m l. 5,000m m. 10,000m 6. Competition Officials		Completion Return-demonstration	Syllabus Videos Stopwatch Flagpots Training events equipment	Practicum Completion	

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Course Number	[illegible]	Course Title	Individual and Dual Sports (Athletics and Martial Arts)	Rev. No.	0	Page/Section

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) By the end of the learning experience*, students must be able to	Aligned to CDL	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Teaching & Learning Activities (TLA): Learning Activities	Learner Material(s)	Assessment Tasks (ATT)	Suggested Readings
All ILOs covered in the Course		18	FINAL EXAMINATION					

* Any interaction, course, program, or other experience in which deposing taken place (https://www.dictionary.com/browse/deposing)

Textbook/References

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4. Freeman, W. (2004). Track and Field Coaching Essentials. USA Track and Field.
5. Gonzales, R.A. (1995). Karate Complete.
6. Inosanto, D. (1980). The Filipino Martial Arts. Know Now Publishing Company 3980 So. Hill St., Los Angeles, CA 90037.
7. Jain, D. (2004). Play and Learn (Lab). Khel Sahitya Kendra, 1581 Ansari Road, Daya Ganj, New Delhi-110002.
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11. Shahar, M. (2008). The Shaolin Monastery: History, religion, and the Chinese Martial Arts. University of Hawaii Press, Honolulu.

Life-long Learning Opportunity

Course Evaluation

Course Outcomes (CO)	Assessment Task Addressing CO	Weight (%)	Satisfaction Rating	Target Score/Grade
COs. Apply sport-specific strategies and tactics in both athletics and martial arts, demonstrating an understanding of their effectiveness in various game situations.	Quizzes	20%	80%	70% of the class obtained a rating of at least 80%
	Completion	10%		
	Exams	20%		
	Performance Output Platform	20%		
COs. Demonstrate sportsmanship and ethical behavior in competitive	Quizzes	20%		

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Course Number	[illegible]	Course Title	Individual and Dual Sports (Athletics and Martial Arts)	[illegible]	[illegible]	[illegible]

Course Evaluation

Course Outcomes (CO)	Assessment Task Addressing CO	Weight (%)	Satisfactory Rating	Target Standard
and practice settings, showing respect for opponents, teammates, coaches, and officials.	Compilation Exams Performance Output/Practicum	[illegible] [illegible] [illegible]	[illegible]	[illegible] of the class obtained a rating of at least [illegible]
CO3. Execute sport-specific skills and techniques with proficiency and adaptability, integrating them into game situations effectively.	Quizzes Exams Performance Output/practicum	[illegible] [illegible] [illegible]	[illegible]	[illegible] of the class obtained a rating of at least [illegible]
CO4. Evaluate the effectiveness of different teaching methodologies, from teacher-directed to self-directed approaches, in developing sports skills and knowledge.	Practicum	[illegible]	[illegible]	[illegible] of the class obtained a rating of at least [illegible]

Grading System

		Midterm	Finals	
Compilation, Attendance	- [illegible]			
Quizzes	- [illegible]	[illegible]	[illegible]	Percentages for the computation of Final Grade
Exams	- [illegible]			
Performance Output	- [illegible]			
	[illegible]	[illegible]	[illegible]	

Classroom Policies

1. Regular attendance of classes is required.
2. Lecture/Discussion will be conducted on schedule class, however if there will be disruption of classes, scheduled topics will be forwarded in the chatroom.
3. Submission of Assessment Tasks should be on time, late submittal of coursework will not be accepted, or where there is a valid justification, its acceptance is upon the faculty discretion subject to reasonable grade penalties.
4. The Major Examination will be administered as scheduled. No special exam will be given unless with a valid reason subject to the approval of the Dean of the College.
5. Course Portfolio is required and will be collected at the end of the semester. Lost documents will not be given due credit.
6. Academic Integrity: Cheating during examination, copying another student's assignment & report, submission of reports copied from other sources/ materials (plagiarism) are strictly prohibited. Anyone caught guilty of any or all of these violations will be sanctioned according to what is provided for in the Student's Handbook.
7. Wearing of the official prescribed uniform (major uniform and CI) inside the Community College must be strictly observed, thus, proper dress code and grooming is a requirement. Wearing earrings for Males are strictly prohibited while multiple earrings for Females are also discouraged.
8. Any form of disrespect to your teacher or to others will not be tolerated and corresponding sanction will be given.
9. A consultation schedule with the instructor is posted at the Faculty Office. It is recommended that the student avail of this services. By setting an appointment to confirm the instructor's availability.
10. Supplementary videos will also be forwarded in the chatroom, however, no students will be allowed to repost it in any social media account. Sanctions will be given if caught, based on

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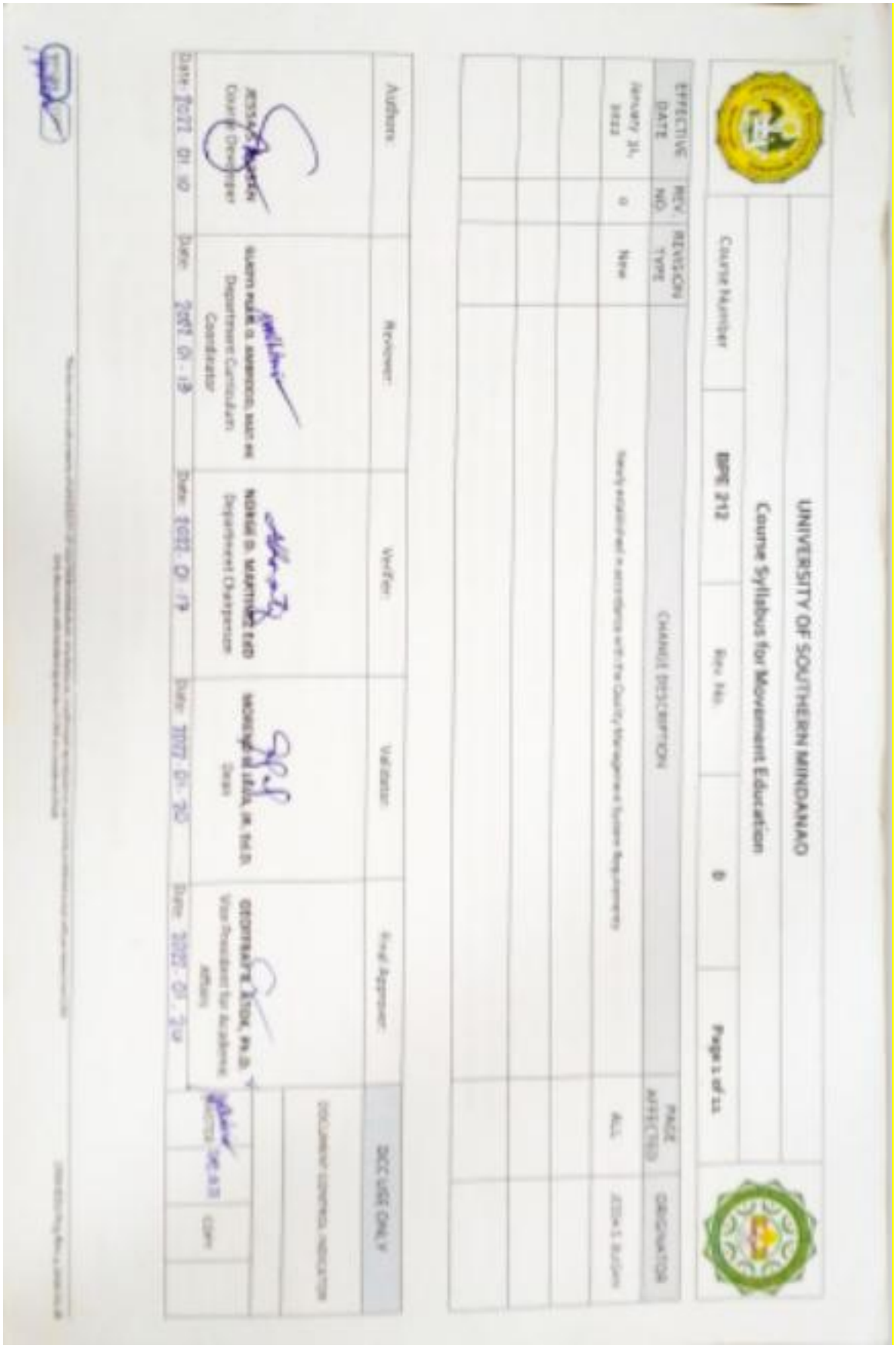
Course Number	[illegible]	Course Title	Individual and Dual Sports (Athletics and Martial Arts)	[illegible]	[illegible]	[illegible]

Classroom Policies
privacy policy and intellectual property rights. (c). For safety protocols, students should bring water, towels and extra shirts during laboratory time.

FSC 06 MOVEMENT EDUCATION



UNIVERSITY OF SOUTHERN MINDANAO

Course Syllabus for Movement Education

Course Number	Rev. No.	Page 1 of 11
BPE 212	0	

EFFECTIVE DATE	REV. NO.	REVISION TYPE	CHANGE DESCRIPTION	PAGE AFFECTED	DESIGNATOR
January 31, 2022	0	New	Newly established in accordance with the Quality Management System Requirements	ALL	ZEDA-1 Edition

Authors	Reviewer	Verifier	Validator	Final Approver	DCC USE ONLY
JESSA P. [illegible] Course Developer	[illegible] Department Curriculum Coordinator	NORIAN D. MARTINEZ, EdD Department Chairperson	MONIQUE U. LEDA, JR. EdD. Dean	CRISTINA F. TUDOR, Ph.D. Vice President for Academic Affairs	DOCUMENT CONTROL INDICATOR
Date: 2021. 01. 10	Date: 2021. 01. 19	Date: 2021. 01. 19	Date: 2021. 01. 20	Date: 2021. 01. 21	CDM

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Course Number	BPE 212	Course Title	Movement Education	Rev. No.	0	Page/No.

INSTITUTIONAL POLICIES	
Vision	Quality and relevant education for its clientele to be globally competitive, culture sensitive and morally responsive human resources for sustainable development.
Mission	Help accelerate socio-economic development[R1], promote harmony among the diverse cultures[R2] and improve quality of life[R3] through instruction, research, extension, and resource generation in Southern Philippines.
Core Values	**G**-Goodness, **R**-Responsiveness, **E**-Excellence, **A**-Assertion of Right and **T**-Truth
USM Quality Policy Statement	The University of Southern Mindanao, as a premier university, is committed to provide quality instruction, research development and extension services and resource generation that exceed stakeholders' expectations through the management of continual improvement efforts on the following initiatives. 1. Establish key result areas and performance indicators across all mandated functions. 2. Implement quality educational programs; 3. Guarantee competent educational service providers. 4. Spearhead need-based research outputs for commercialization, publication, patenting, and develop technologies for food security, climate change mitigation and improvement in the quality of life; 5. Facilitate transfer of technologies generated from research to the community for sustainable development. 6. Strengthen relationship with stakeholders. 7. Sustain good governance and culture, sensitivity; and 8. Comply with customer, regulatory and statutory requirements.
Goals of the College	To maximize holistic development of a person with emphasis on physical wellness to become healthy and productive individuals.
Department Objectives	1. Plan and implement: • professional programs for physical educators, sports coaches, recreation leaders and dancers; • an integrated physical, sports and recreation programs; and • sports development programs of the university. 2. Promote and preserve the Philippine Indigenous games, sports, music and dances;

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Course Number	**BPE 212**	Course Title	**Movement Education**	Rev. No.	**0**	Page/s/No.

INSTITUTIONAL POLICIES	
	3. Conduct research in physical education, sports, recreation, cultural dances and music; and provide technical expertise to educational institutions, sports and recreation associations, and other agencies needing assistance in the promotion of physical education, sports, recreation, music, and dance.

COURSE DETAILS					
Course Title	**Movement Education**				
Course Number	BPE 212		**Curriculum Component**	**Professional Course**	
Credit (--Unit)	**5**	LECTURE (Unit-Hours)	**3-0**	LABORATORY (Unit-Hours)	**3-5**
Prerequisites	None	Co-requisites	**None**	Year Level/Semester Offered	**2nd Year / 2nd Semester**
Course Description	Applies practical skills and understanding the rudiments of Folk dancing from the raw materials of published and un-published dances. Analysis of dance instructions and technical interpretations from the written materials are underscored. Emphasis is given to valuing the context of dance as basis for interpreting dance movements with underpinning of preserving the legacy of the Filipino heritage.				
Faculty in charge					
Consultation Hours			Contact Information		

PROGRAM INFORMATION					
Degree Program	**BACHELOR OF PHYSICAL EDUCATION (BPEd)**	CHED-CMO Reference	**Bo s. 2017**	BOR Approval	**BOR Res. No. 158, s 2018**

UNIVERSITY OF SOUTHERN MINDANAO					
Course Number	BPE 212	Course Title	**Movement Education**	Rev. No.	0

PROGRAM EDUCATIONAL OBJECTIVES (PEO) In 2-5 years, the graduates of USM shall:		MISSION		
		M_1	M_2	M_3
PEO 1	Perform responsibility in a designated position related to physical education activities as curriculum and program head and as physical education practitioners.	√		
PEO 2	Expert in teaching, coaching and management skills related to physical education and sports activities.	√		√
PEO 3	Engage in wellness leadership, sports clinic and management, officiating and coaching as entrepreneurial activities.			√
PEO 4	Create linkages, building and cultivating relationship with colleagues, stakeholders, other professional and learning communities, advocating for P.E. and professional excellence as well as leaders in the service of education		√	
PEO 5	Meet professional standards and competencies required by the organization		√	√

NOTE: The PEO's are based on the professional, industry, local, national and international needs and requirements of the program identified through consultation with constituents and stakeholders.

PROGRAM OUTCOMES (PO) Upon graduation, the University of Southern Mindanao students must be able to:	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10	
a) Articulate and discuss the latest development in the specific field of practice.		√									
b) Effectively communicate orally and in writing using both English and Filipino.		√	√								
c) Work effectively and independently in multidisciplinary and multi-cultural teams.				√							
d) Act in recognition of professional, social, and ethical responsibility.					√						
e) Preserve and promote "Filipino historical and cultural heritage."											
f) Participate in the generation of new knowledge in research and development projects.											
g) Articulate to the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.	√										
h) Demonstrate mastery of subject matter/discipline.	√										
i) Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.			√								
j) Develop innovative curricula, instructional plans, teaching approaches and resources for diverse learners.											
k) Apply skills in the development and utilization of ICT to promote quality, relevant and sustainable educational practices.											
l) Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.			√								
m) Practice professional and ethical teaching standards sensitive to the changing local, national, and global realities.											

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PROGRAM OUTCOMES (PO) Upon graduation, the University of Southern Mindanao students must be able to:	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10
n) Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.					✓					
o) Communicate effectively the foundations of applied exercise and sports sciences to stakeholders, and other professionals and practitioners.				✓						
p) Exhibit professional integrity by adhering to ethical behaviors and discerning boundaries of competence.				✓						
q) Organize, administer, and evaluate fitness, sports, and recreational programs and activities.		✓	✓							
r) Employ evidence-based interventions in fitness, sports, and recreation.		✓								
s) Create and adapt appropriate programs and interventions in exercise, sports, and recreation.		✓								
t) Apply concepts, processes, and theories in the organizations, administration and evaluation of evidence-based interventions in fitness, sports performance and wellness and on the management of resources and operations to exercise, sports, and recreational programs and facilities. This includes demonstrating management capabilities and techniques in different contexts, managing oneself, managing organizational life, and managing others.	✓				✓					
u) Promote the advancement of the profession through research, lifelong learning, adherence to work and professional ethics, and advocacy pursuits.				✓						
v) Communicate effectively through oral, written, and technological format with stakeholders, allied professionals, and various practitioners.		✓								

NOTE: Minimum PO's shall come from the PSG/CMO of the program if applicable. Other additional PO's may come from consultations with constituents and stakeholders.

COURSE OUTCOMES (CO) Upon passing this course, the students must be able to:	Course Alignment to Program Outcomes	PO a	PO b	PO c	PO d	PO e	PO f	PO g	PO h	PO i	PO j	PO k	PO l	PO m	PO n	PO o	PO p	PO q	PO r	PO s
CO 1	identify basic concepts and principles in the development of movement education and in teaching movement education																E			
CO 2	Display proficiency in understanding movement concepts in terms of body, space, effort, and relationship as essential tools in making connection in physical movement, personal meaning, and aesthetic expression.																T			

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Course Number	BPE 212	Course Title	Movement Education	Rev. No.	0	Page/Refs.

CO 3	Perform movement concept activities suited in specific groups and create an avenue for students to develop their skills in the teaching of movement education.															T	T	T	

* Level (Follow the legend used in the most relevant PSG/CMO)

(R) = Reinforcing. Facilitates the achievement of the terminal outcome

(R) = Reinforced. Enhancement of existing competency/ contributory to the program outcomes

(T) = Terminal. The achieved course outcomes

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) *By the end of the learning experience*, students must be able to*	Aligned to CO	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA)		Learning Materials	Assessment Tasks (AT)	Suggested Readings
1.1 Clarify course outcomes, requirements, grading system, and classroom policies. 1.2 Relate course outcomes and requirements to USM VGMO. 1.3 Recognize prior learning and expectations on the subject matter to realign future academic undertakings;		1	**Course Introduction and Introduction** • USM VGMO • Course outcomes and requirements, Grading system, Classroom policies • Overview of the topics to be discussed • Getting learners' prior knowledge on the subject matter and expectations	Lecturing Video/ PowerPoint presentation Facilitating discussions.	Group Activity for Class Orientation Small Group Discussion Oral Participation	Course Syllabus PowerPoint Slides	Recitation Concept mapping Reflective Personal Assessment	USM Code

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2.1 2.2 2.3	Discuss the historical foundations of Movement Education; Trace the development to determine valuable milestones in Movement Education; and Explain the framework content of Movement Education.	1	2 3	**Introduction to Movement Education** • History and Philosophy of Movement Education • Movement Education Framework Content	Lecturing Video/ PowerPoint presentation Facilitating discussions	Text Reading Small Group Discussion and Presentation of Group outputs. Activity Analysis Application to the Movement Education Framework	Learning Materials prepared by learners Video/ PowerPoint presentation	Group presentation with rubrics Content - 10Pts Presentation -10 pts Total - 20 Pts Short Quiz	5) Pg. 1 – 30 7) Pg.21-38
3.1 3.2 3.3 3.4	Discuss fundamental principles for becoming Physical Education teachers; Explain the aims of Physical Education; Give learners an avenue for them to practice in doing planning in Physical Education; Value the importance of safety in delivering Physical Education instruction.	1	4 5 6	**Preparing contemporary teachers for Movement Education** • Starting Out as Physical Education Teacher • Aims of Physical Education • Planning in Physical Education • Communication in Physical Education • Teaching Safely and Safety in Physical Education	Lecturing Video/ PowerPoint presentation Facilitating discussions through virtual meeting	Round Table Discussion and Presentation of Group outputs. Individual reflection	Learning Materials prepared by learners Video/ PowerPoint presentation	Group presentation with rubrics Content - 10Pts Presentation -10 pts Total - 20 Pts Short Quiz Individual Reflective Journal Writing	1) Pg. 1 – 24 8) Pg. 350-370 10) Pg. 426-437
4.1	Review the 21st century teaching and assessment activities	1	7 8	**Gearing contemporary teachers for Movement Education**	Lecturing Video/ PowerPoint presentation	Think-pair-share to group convention	Learning Materials prepared by learners	Group presentation with rubrics Content - 10Pts	1) Pg. 31 – 114 8) Pg. 155-180

4.2 4.3	that can be applied in Physical Education; Appreciate the value of building a strong foundation for having a healthy lifestyle; and Demonstrate innovative teaching ideas for movement education.			• Developmentally Appropriate Teaching and Assessment • Foundation for an Active Lifestyle • Innovative Teaching Ideas for Movement Education	Facilitating discussions		Video/ PowerPoint presentation	Presentation -10 pts. Total - 20 Pts. Individual Reflective Journal Writing	9). Pg. 121-134
All ILOs covered in Midterm			9	**MIDTERM EXAMINATION**					
5.1 5.2 5.3	Discuss thoroughly the interconnectedness of Body, Space, Effort, and Relationship as Movement Concepts for better activities in Movement Education; Value the essence of implementing these activities to promote lifelong interest in Physical Activities; and Evaluate what type of movement concept activities are suited for specific group of learners.	2	10 11 12 13	Teaching Movement Education Movement Concept Activities: • Body Activities • Space Activities • Effort Activities • Relationship Activities	Lecturing Video/ PowerPoint presentation Facilitating discussions	Group task and presentation of outputs	Learning Materials prepared by learners Video/ PowerPoint presentation	Group presentation with rubrics Execution -15 pts Mastery 15 Pts Total 30 pts. Short Quiz	13. Pg.123- 135 42. Pg. 127 – 192 51. Pg. 419-435

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6.2 Explain the advantages and disadvantages of doing the activities in movement concepts; 6.3 Appreciate the importance of conducting these activities as tools for a more meaningful experience in Physical Education; and 6.3 Perform applicable Movement Concept Activities.	2 & 3	14 15 16 17	Application of Movement Concept Activities • Body Activities • Space Activities • Effort Activities • Relationship Activities	Lecturing Facilitating class activities	Groupings for class activities	Learning Materials prepared by learners Video/ PowerPoint presentation	Group presentation with rubrics Execution -15 pts Mastery 15 Pts Total 30 pts. Individual Reflective Journal Writing	10. Pp. 222 - 242
All ILOs covered in the Course		18	**FINAL EXAMINATION**					

* any interaction, course, program, or other experience in which learning takes place (https://www.edglossary.org/learning-experience/)

Textbook/References

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[10] Twining, P., Raffaghelli, J., Albion, P., & Knezek, D. (2013). Moving education into the digital age: the contribution of teachers' professional development. Journal of computer assisted learning, 29(5), 426-437.

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Life-long Learning Opportunity

Research skills, Effective Communication, Teaching Skills

Course Evaluation

Course Outcomes (COs)	Assessment Task Addressing CO	Weight (%)	Satisfactory Rating	Target Standard
CO 1: Demonstrate mastery in basic concepts and principles in the development of movement education and in teaching movement education	Short Quizzes	30	60%	65% of the class obtained a rating of at last 60%.
	Performance Task	60		
	Module Exercises	10		
CO 2: Display proficiency in understanding movement concepts in terms of body, space, effort, and relationship as essential tools in making connections in physical movement, personal meaning, and aesthetic expression	Journal Writing	20	60%	65% of the class obtained a rating of at least 60%.
	Performance Task	40		
	Module Exercises	40		
CO 3: Perform movement concept activities suited in specific groups and create an avenue for students to develop their skills in the teaching of movement education	Journal Writing	30	60%	65% of the class obtained a rating of at least 60%.
	Performance Task	70		

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Grading System

Midterm

Quizzes	15%
Exam	30%
Journal Writing/Module Exercises	15%
Performance Task	40%
Total	100%

Final Term

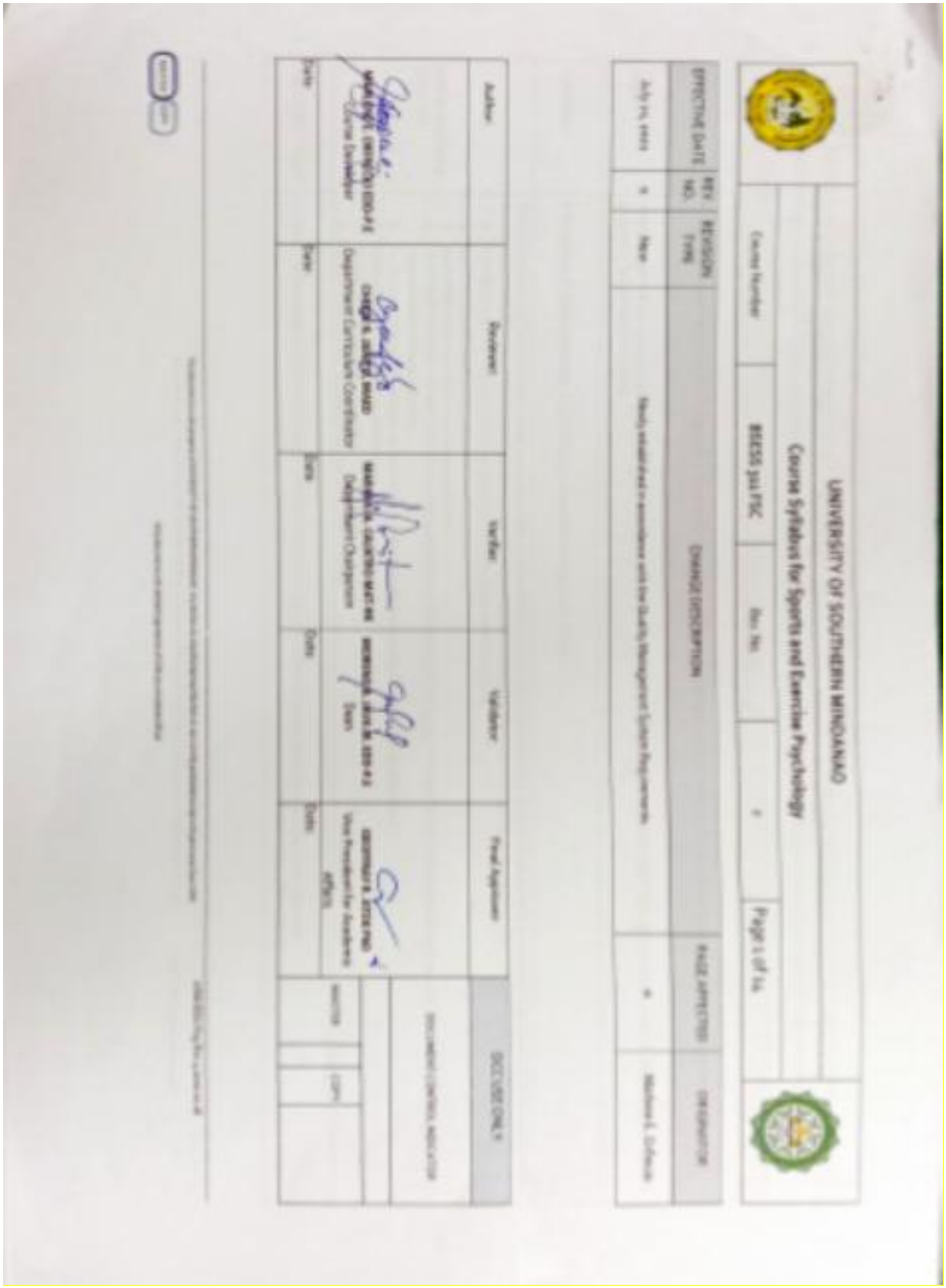
Quizzes	15%
Final Practicum	30%
Journal Writing/Module Exercises	15%
Performance Task	40%
Total	100%

Midterm	40%
Final Term	60%

Classroom Policies

1. Lessons/Topics will be delivered on blended learning. Activities will be posted on Class FB Pages for Online Learning. Students with non-established connectivity can download the topics online and submit the discussion on the pages and one site for face to face on the scheduled time.
2. Quizzes/ Video Lectures/Slides will be posted on pages.
3. Video lectures/slides should not be posted online or other social media accounts. It will only be used solely in the class. Sanctions will be given if caught, based on privacy policy and intellectual property rights.
4. Late assignments will NOT be accepted. Extensions will only be granted in cases where there is an excusable reason.
5. Proper attire during face to face class is required and are only allowed 15 minutes after the scheduled time extension to get inside the classroom.
6. Evaluation for write-ups will include: content 15 pts, organization 5 pts., clarity 5.
7. Questions or concerns regarding individual grades on assignments, quizzes, exams, etc. should be brought to the instructor no later than 1 week from when the grade is originally posted.
8. Dishonesty, plagiarism, falsification, fabrication or misrepresentation of data, unauthorized assistance or unauthorized collaboration, cheating on tests or other assignments, deliberately furnishing false information, forging or falsifying documents, assisting or aiding another in engaging in any of the above shall be dealt with the existing policy in the University.
9. If there are reasonable, personal issues which may designate an exception to a course policy, please message as soon as possible to discuss a potential plan of action. I can only do my best to accommodate a student if I am aware of his/her issues.

ESS 09 SPORTS AND EXERCISE PSYCJOLOGY



UNIVERSITY OF SOUTHERN MINDANAO

Course Syllabus for Sports and Exercise Psychology

Course Number	BEESS 311 PSC	Rev. No.	0	Page 1 of 14

EFFECTIVE DATE	REV NO.	REVISION TYPE	CHANGE DESCRIPTION	PAGE AFFECTED	CHANGE MADE BY
July 24, 2023	0	New	Newly established in accordance with the Quality Management System Requirements	0	Melissa A. Cabrera

Author	Reviewer	Verifier	Validator	Final Approver	DCC USE ONLY
[illegible] Course Developer	[illegible] Department Curriculum Coordinator	[illegible] Dean	[illegible] Vice President for Academic Affairs		DOCUMENT CONTROL NO.
Date	Date	Date	Date		VERIFIED
					CAPA
					VERIFIED

UNIVERSITY OF SOUTHERN MINDANAO						
Course Number	BSESS 322 PSC	Course Title	SPORTS AND EXERCISE PSYCHOLOGY	Rev No.	0	Pagesiks

INSTITUTIONAL POLICIES	
Vision	Quality and relevant education for its clientele to be globally competitive, culture sensitive and morally responsive human resources for sustainable development.
Mission	Help accelerate socio-economic development[1], promote harmony among the diverse cultures[2] and improve quality of life[3] through instruction, research, extension, and resource generation in Southern Philippines.
Core Values	**G-Goodness, R-Responsiveness, E-Excellence, A-Assertion of Right and T-Truth**
USM Quality Policy Statement	The University of Southern Mindanao, as a pioneer university, is committed to providing quality instruction, research development, and extension services, and resource generation that exceed stakeholders' expectations through the management of continual improvement efforts on the following initiatives. 1. Establish key result areas and performance indicators across all mandated functions. 2. Implement quality educational programs. 3. Guarantee competent educational service providers. 4. Spearhead need-based research outputs for commercialization, publication, patenting, and development of technologies for food security, climate change mitigation, and improvement in the quality of life. 5. Facilitate transfer of technologies generated from research to the community for sustainable development. 6. Strengthen relationships with stakeholders. 7. Sustain good governance and culture, sensitivity and 8. Comply with customer, regulatory and statutory requirements.
Goals of the College	To maximize the holistic development of a person with an emphasis on physical wellness to become healthy and productive individuals.

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BSESS 311 FSC	Course Title	SPORTS AND EXERCISE PSYCHOLOGY	Rev. No.	0	Page/No.

INSTITUTIONAL POLICIES	
Department Objectives	The USEAR functions with the following objectives: 1. Plan and implement: a. professional programs for physical educators, sports coaches, recreation leaders, and dancers b. an integrated physical, sports and recreation programs, and c. sports development programs of the university. 2. promote and preserve the Philippine indigenous games, sports, music, and dances. 3. conduct research in physical education, sports, recreation, cultural dances, and music, and 4. provide technical expertise to educational institutions, sports and recreation associations, and other agencies needing assistance in the promotion of physical education, sports, recreation, music, and dance.

PROGRAM INFORMATION					
Degree Program	BACHELOR OF SCIENCE IN EXERCISE AND SPORTS SCIENCES	CHED CMO Reference	[illegible]	BOR Approval	BOR Res. [illegible]

COURSE DETAILS					
Course Title	SPORTS AND EXERCISE PSYCHOLOGY				
Course Number	BSESS 311 FSC		Curriculum Component	Specialization	
Credit (1-Unit)	3	LECTURE (Unit Hours)	3	LABORATORY (Unit Hours)	0
Prerequisites	None	Co-requisites	None	Year Level/Semester Offered	3rd year 1st Semester
Course Description	This course provides an understanding of the social, psychological, and environmental factors that influence exercise behavior, sports participation and performance through observations and analysis of sports and exercise settings.				
Faculty in charge	(Must not be filled up in the master copy)				
Consultation Hours	(Must not be filled up in the master copy)		Contact information	(Must not be filled up in the master copy)	

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BSESS 301 FSC	Course Title	SPORTS AND EXERCISE PSYCHOLOGY	Rev. No.	0	Page/s No.

PROGRAM EDUCATIONAL OBJECTIVES (PEO) In 2-3 years, the BSESS graduates of USM shall:		MISSION		
		M_1	M_2	M_3
PEO-1	Perform responsibility in a designated position related to fitness and recreation leader/consultant; sports and fitness and wellness facilities managers; sports, fitness, and recreational events managers; sports tourism officers; fitness, sports, and recreational entrepreneurs.	✓		
PEO-2	Expert in coaching and management skills related to fitness, exercise, and sports sciences.	✓		✓
PEO-3	Engage in wellness leadership, sports clinic and management, officiating and coaching as entrepreneurial activities.			✓
PEO-4	Create linkages, building and cultivating relationships with colleagues, stakeholders, and other professional and learning communities, advocating for fitness, exercise, sports, and professional excellence as well as leaders in the service of the community.		✓	
PEO-5	Meet professional standards and competencies required by the organization.		✓	✓

NOTE: The PEOs are based on the professional, industry, local, national and international needs and requirements of the program identified through consultation with constituents and stakeholders.

PROGRAM OUTCOMES (PO) Upon graduation, the University of Southern Mindanao students must be able to:	PEO$_1$	PEO$_2$	PEO$_3$	PEO$_4$	PEO$_5$	PEO6	PEO7	PEO8	PEO$_9$	PEO$_{10}$
a) Articulate and discuss the latest development in the specific field of practice.	✓									
b) Effectively communicate orally and in writing using both English and Filipino	✓	✓								
c) Work effectively and independently in multidisciplinary and multi-cultural teams.				✓	✓					
d) Act in recognition of professional, social, and ethical responsibility	✓									
e) Preserve and promote "Filipino historical and cultural heritage"	✓									
f) Participate in the generation of new knowledge in research and development projects.	✓			✓	✓					
g) Articulate to the relevance of education in philosophical, socio-cultural, historical, psychological, and political contexts.	✓									
h) Demonstrate mastery of subject matter/discipline.		✓								

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BSESS 311 F&C	Course Title	SPORTS AND EXERCISE PSYCHOLOGY	Rev. No.	0	Page(s)

PROGRAM OUTCOMES (PO) Upon graduation, the University of Southern Mindanao students must be able to:	PO1a	PO1b	PO1c	PO1d	PO1e	PO1f	PO1g	PO1h	PO1i	PO1j
a) Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments	✓									
b) Develop innovative curricula, instructional plans, teaching approaches and resources for diverse learners.					✓					
c) Apply skills in the development and utilization of ICT to promote quality, relevant and sustainable educational practices		✓								
d) Demonstrate a variety of thinking skills in planning, monitoring, assessing and reporting learning processes and outcomes.	✓	✓								
e) Practice professional and ethical teaching standards sensitive to the changing local, national and global realities	✓				✓					
f) Pursue lifelong learning for personal and professional growth through varied experiential and field based opportunities.					✓					
g) Communicate effectively the foundations of applied exercise and sports sciences to stakeholders, and other professionals and practitioners.	✓	✓		✓						
h) Exhibit professional integrity by adhering to ethical behaviors and observing boundaries of competence.	✓	✓								
i) Organize, administer, and evaluate fitness, sports, and recreational programs and activities.	✓			✓	✓					
j) Employ evidence-based interventions in fitness, sports, and recreation.					✓					
k) Create and adapt appropriate programs and interventions in exercise, sports, and recreation				✓	✓					
l) Apply concepts, processes, and theories in the organizations, administration and evaluation of evidence-based interventions in fitness, sports performance and wellness and on the management of resources and operations to exercise, sports, and recreational programs and facilities. This includes demonstrating management capabilities and techniques in different contexts, managing oneself, managing organizational life, and managing others.										
m) Promote the advancement of the profession through research, lifelong learning, adherence to work and professional ethics, and advocacy										
n) Communicate effectively through oral, written, and technological formats with stakeholders, allied professionals, and various practitioners.				✓						

NOTE: Minimum POs must come from the PEGS MO of the program if applicable. Other additional POs may come from consultations with constituents and stakeholders.

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BSESS 301 FSC	Course Title	SPORTS AND EXERCISE PSYCHOLOGY	Rev. No.	0	Page/Total

COURSE OUTCOMES (CO)		PGa	PGb	PGc	PGd	PGe	PGf	PGg	PGh	PGi	PGj	PGk	PGl	PGm	PGn	PGo	PGp	PGq	PGr	PGs	PGt	PGu	PGv
Upon passing this course, the students must be able to:	Course Alignment to Program Outcomes																						
CO 1	Explain the psychological factors and theories relevant to sport and physical activity participation.																		C				
CO 2	Assess the different factors that influence involvement and performance in sports and exercise																		R				
CO 3	Appraise the psychological interventions related to sport and physical activity participation																			T			

*Level (Define the legend used in the mapping relevant PGs/LMO)
(E)Enabling - Facilitates the achievement of the Terminal Outcome
(R)Reinforced - Enhancement of existing competency/competencies to the program outcomes
(T)Terminal - The advanced course outcomes

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO): By the end of the topic, students shall be able to:	Weeks Allotted	Time Frame (Hours)	Course Contents (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (ATs)	Suggested Readings
a. Introduce the classroom policies and standards b. Explain the course PEO, PO and CO		4	Orientation on Classroom and University Policies as well as a grading system, discussion of PEO, PO, and CO	Lecture/Discussion	Ask Questions	USM Code, Student Handbook, Course Syllabus		

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BSESS 911 PSC	Course Title	SPORTS AND EXERCISE PSYCHOLOGY	Rev. No.	0	Page

a. Describe sport and exercise psychology b. Report major developments in the history of sport and exercise psychology	CO1	1	**Overview of Sports and Exercise Psychology** a. Defining Sports and Exercise Psychology b. Roles of Sports and Exercise Psychologist c. Brief history of Sports and Exercise Psychology	Lecture/Discussion	Text reading Journal writing	Powerpoint Slides	Quiz Journal Writing	[3] 18-23 [1]
a. Discuss the importance of sports and exercise psychology b. State the ethical standards of sports and exercise psychologist	CO1	2	**Science and Professional practice of sport and exercise psychology** a. Bridging Science and Practice b. Sport and Exercise Psychology as an Art c. Ethical Standards for Sports and Exercise Psychologist	Lecture/Discussion	Analogy Journal Writing	Powerpoint Slides	Quiz Journal Writing	[3] 34-43 [1]
a. Examine what makes up personality b. Discuss the different approaches in understanding personality c. Assess athletes' personality	CO1 CO1	3	**Understanding Sports and Exercise Participants and its environments** A. Personality and Sports a.1. Understanding Personality structure a.2. Viewpoints on Personality a.3. Understanding and Assessing Specific Personality Components	Lecture/Discussion Provide link for personality test	Journal writing	Powerpoint Slides Personality test	Submit report on personality test Quiz	[3] 54-75 [4]

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BSESS 301 P&E	Course Title	SPORTS AND EXERCISE PSYCHOLOGY	Rev. No.	0	Eff. Date

a. Explain motivation and its components b. Detail useful guidelines for building motivation c. Appraise the value of motivation in sport and exercise settings	CO1 CO2 CO3	4	**Motivation** A. Defining Motivation B. Approaches to Motivation C. Guidelines in Building Motivation	Lecture/Discussion	Interview athlete and exercisers in the importance of motivation Journal Writing	Powerpoint Slides	Quiz Journal Writing	[1] R1-R2 [4]
a. Compare and contrast theories of achievement motivation in a sports and exercise environments	CO1 CO2 CO3	5	**Theories on Achievement Motivation** A. Need achievement theory B. Attribution Theory C. Achievement Goal Theory D. Competence Motivation Theory	Lecture/Discussion	Journal writing Prepare question for the quiz	Powerpoint Slides	Quiz Journal Writing	[1] M-1R2 [3]

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BSESS 311 FSC	Course Title	SPORTS AND EXERCISE PSYCHOLOGY	Rev. No.	0	Feasibility

b. Explain the developmental stages of achievement motivation c. Justify the significance of the practice of achievement motivation in the profession.	CO1c CO1g	6	**Achievement Motivation and Competitiveness** A. Developing Achievement Motivation and Competitiveness B. Practice of Achievement Motivation in the Profession	Lecture/ discussion	Think Pair share Create questions based from the topic discuss Journal Writing	Powerpoint Slides	Quiz Journal Writing	[1] 101-108 [8]
a. Discuss the nature of stress and anxiety b. List down the sources stress	CO1c CO1e	7	**Arousal, stress and anxiety** A. Definition of Terms B. Measuring Arousal and Anxiety C. Stress and Its Process	Lecture/Discussion	Journal writing	Powerpoint Slides	Quiz Journal Writing	[3] 112-119 [1]
a. Explain how and why arousal- and anxiety-related emotions affect performance	CO1c CO1e	8	**D. Arousal, Anxiety and Performance** d.1. Theories in Arousal, Anxiety to Performance d.2. Anxiety Direction and Intensity d.3. Arousal influences to Performance	Lecture/Discussion	Field Base Activity	Powerpoint Slides	Reflection	[3] 124-132 [1] [2]

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BSESS 301 FSC	Course Title	SPORTS AND EXERCISE PSYCHOLOGY	Rev. No.	0	Effectivity

b. Identify ways to regulate arousal, stress, and anxiety								
		9	Midterm Exam					
a. Discuss the difference between competition and cooperation. b. Examine the effect of competition and cooperation in the sports and exercise environment	CDIs CDIs	10	**Sports and Exercise Environments** A. Competition and cooperation e.g. Defining Competition and Cooperation e.g. Competition as a Process e.g. Competition and Aggression	Lecture-Discussion	Group Work Journal writing	Powerpoint Slides	Quiz Journal	(3) 145-159 [u]
		11	e.g. Effect of Competition and Cooperation on Performance e.g. Enhancing Cooperation	Lecture/Discussion	Group work Journal writing	Powerpoint Slides	Quiz Journal	

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BSESS 322 FSC	Course Title	SPORTS AND EXERCISE PSYCHOLOGY	Rev. No.	0	Effectivity

a. Explain how feedback, reinforcement, and motivation influence behavior in sports and exercise settings. b. Assess the significance of feedback reinforcement and intrinsic motivation to athletes and exercisers.	Cog Cog	22	**B. Feedback, Reinforcement, and Intrinsic Motivation** b.1. Principles of Reinforcement b.2. Approaches to influencing Behavior C. Guidelines for Using Positive Reinforcement D. Guidelines for using punishment	Lecture/Discussion	Field Based Activity)	Powerpoint Slides	Interview output	[3]: 168-177 [4]
a. Plan how to implement the modification program b. Describe the flowstate	Cog Cog	23	E. Behavior Modification in Sport F. Intrinsic Motivation and Extrinsic Rewards G. Flow achievement	Lecture/Discussion	Group work Journal writing	Powerpoint Slides	Quiz	[2]: 734-[illegible] [4]
a. Outline how group was structured and become team. b. Discuss team dynamics, leadership and communication.	Cog Cog	24	**Group Processes in Sports and Exercise** a. Team Dynamics and Cohesion b. Leadership c. Communication	Lecture/Discussion	Journal Writing Group work	Powerpoint Slides Activity guide	Quiz	[3]: 235-309 [4]
a. Examine how psychological skills improve performance b. Describe intervening factors to improve performance	Cog Cog	25	**Improving Performance** a. Arousal Regulation b. Imagery c. Self-Confidence d. Goal Setting e. Concentration	Lecture/Discussion	Field based activity Create questions for the quiz	Powerpoint Slides Activity guide	Quiz	[3]: 369-521 [2]

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BSESS 311 PSC	Course Title	SPORTS AND EXERCISE PSYCHOLOGY	Rev. No.	2	Page/s/No.

b. Discuss what constitutes health and well-being c. List predisposing factors affecting health and well-being	Cog Cog Cog	18	**Health and Well-Being** a. Exercise and Psychological Well-being b. Exercise behavior and Adherence c. Athletic Injuries and Psychology d. Addictive and Unhealthy Behaviors	Lecture/Discussion	Group work	Powerpoint Slides	Quiz	[2] 529-604 [1]
a. Examine how sports and exercise contributes to character development b. State the motives of young athletes' participation to sports and exercise	Cog Cog	17	**Psychological Growth and Development** a. Children and sports psychology b. Character Development and Good sporting Behavior	Lecture/Discussion	Group activity Journal writing	Powerpoint Slides	Quiz	[2] 684-758 [1]
		18	FINAL EXAMINATION					

* any interaction, course, program, or other experience in which learning takes place [ ].

Textbook/References

[1] Athanasios G. Papaioannou & Dieter Hackfort International Perspectives on Key Issues in Sport and Exercise Psychology
[2] Ellis Cashmore Sport and Exercise Psychology The Key Concepts Second Edition Copyright 2008
[3] Gould, D. and Weinberg, R., eang. Foundations of sport and exercise psychology. 4th ed. Champaign, IL: Human Kinetics
[4] https://mandjarfilms.freewebs.com/pdfs/Sport%20and%20Exercise%20Psychology.pdf

Life-long Learning Opportunity

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	[illegible]	Course Title	SPORTS AND EXERCISE PSYCHOLOGY	Rev. No.	0	Page/pths

Course Evaluation

Course Outcomes (CO)	Assessment Task Addressing CO	Weight (%)	Satisfactory Rating	Target Standard
CO 1 Explain the psychological factors and theories relevant to sport and physical activity participation.	Quiz	20%	85%	75% of the student will be able to get a score of 85% from the given quiz, activity
	Journal/Write up	30%		
	Exam	50%		
CO 2 Assess the different factors that influence involvement and performance in sports and exercise.	Quiz	20%	85%	75% of the student will be able to get a score of 85% from the given quiz, activity
	Exam	50%		
	Write Up/Journal	30%		
CO 3 Appraise the psychological interventions to sport and physical activity participation	Quiz	20%	85%	75% of the student will be able to get a score of 85% from the given quiz, activity
	Write Up/Journal	30%		
	Exam	50%		

Grading System

Midterm
Journal – 20%
Quiz – 30%
Exam – 50%

Final
Journal – 20%
Quiz – 30%
Exam – 50%

FG: 50% MT + 50% FT/2

UNIVERSITY OF SOUTHEASTERN MINDANAO

Course Number	BSESS 310 PSC	Course Title	SPORTS AND EXERCISE PSYCHOLOGY	Rev. No.	0	Page 4 of 4

Classroom Policies

1. Blended learning (Online and Face 2 Face) will be use in the delivery of the content of the lesson.
2. During online class, students are required to be in decent attire (No sleeveless) and must be sitting in a chair. Only 1 student is allowed in a room.
3. Netiquette should be observed during class time.
4. Video lectures/slides should not be posted online or other social media accounts. It will only be used solely in the class. Sanctions will be given based on privacy policy and intellectual property rights.
5. Readings will be provided and output shall be based on the instructions given.
6. Journal writing is required to keep track of the learning and development in the entire semester.
7. Questions or concerns regarding individual grades on assignments, quizzes, exams, etc. should be brought to the instructor no later than 3 days from when the grade is originally saved in the system.
8. Dishonesty, plagiarism, falsification, fabrication, or misrepresentation of data, unauthorized assistance, or unauthorized collaboration, cheating on tests or other assignments, deliberately furnishing false information, forging, or falsifying documents, assisting, or aiding another in engaging in any of the above shall be dealt with the existing policy in the University.
9. Personal issues and concerns shall be brought directly to the instructor assigned.

UNIVERSITY OF SOUTHERN MINDANAO				
Course Syllabus for Outdoor and Adventure Education				
Course Number	BSESS 323 FSC	Rev. No.	0	Page 1 of 12

EFFECTIVE DATE	REV. NO.	REVISION TYPE	CHANGE DESCRIPTION	PAGE AFFECTED	ORIGINATOR
January 12, 2023	0	New	Newly established in accordance with the Quality Management System Requirements	ALL	EDUARD S. SUMERA

INSTITUTIONAL POLICIES

Authors:	Reviewer:	Verifier:	Validator:	Final Approver:	DCC USE ONLY
EDUARD S. SUMERA Faculty	CHEEZE B. JANITO, MAED Department Curriculum Coordinator	MARICHU A. CALIXTRO, MAT Department Chairperson	MORENO B. JAVA, JR. Ed.D. Dean	GEOFFRAY R. ATOK, Ph.D. Vice President for Academic Affairs	DOCUMENT CONTROL INDICATOR MASTER 2023.01.09 COPY
Date: 2021.01.19	Date: 2021.01.23	Date: 2021-12-28	Date: 2023-01-04	Date: 2023-01-09	

MASTER COPY

UNIVERSITY OF SOUTHERN MINDANAO						
Course Number	BSESS 323 FSC	Course Title	Outdoor and Adventure Education	Rev. No.	0	Page/s/Pa

INSTITUTIONAL POLICIES	
Vision	Quality and relevant education for its clientele to be globally competitive, culture sensitive and morally responsive human resources for sustainable development.
Mission	Help accelerate socio-economic development[M1], promote harmony among the diverse cultures[M2] and improve quality of life[M3] through instruction, research, extension, and resource generation in Southern Philippines.
Core Values	**G**-Goodness, **R**-Responsiveness, **E**-Excellence, **A**-Assertion of Right and **T**-Truth
USM Quality Policy Statement	The University of Southern Mindanao, as a premier university, is committed to provide quality instruction, research development and extension services and resource generation that exceed stakeholders' expectations through the management of continual improvement efforts on the following initiatives. 1. Establish key result areas and performance indicators across all mandated functions. 2. Implement quality educational programs. 3. Guarantee competent educational service providers. 4. Spearhead need-based research outputs for commercialization, publication, patenting, and develop technologies for food security, climate change mitigation and improvement in the quality of life. 5. Facilitate transfer of technologies generated from research to the community for sustainable development. 6. Strengthen relationship with stakeholders. 7. Sustain good governance and culture, sensitivity; and 8. Comply with customer, regulatory and statutory requirements.
Goals of the College	To maximize the holistic development of a person with an emphasis on physical wellness to become healthy and productive individuals.
Department Objectives	1. Plan and implement: a. professional programs for physical educators, sports coaches, recreational leaders, and dancers. b. an integrated physical, sports, and recreation programs; and c. sports development programs of the university. 2. Promote games, sports, music, and dances; 3. Conduct research in physical education, sports, recreation, and provide technical expertise to educational institutions, sports and recreation associations, and

UNIVERSITY OF SOUTHERN MINDANAO						
Course Number	BSESS 323 FSC	Course Title	Outdoor and Adventure Education	Rev. No.	0	Paragraha

INSTITUTIONAL POLICIES	
	other agencies needing assistance in the promotion of physical education, sports, recreation, music, and dance.
	4.

PROGRAM INFORMATION					
Degree Program	Bachelor of Science in Exercise and Sports Sciences major in Fitness and Sports Management and Fitness and Sports Coaching	CHED CMO Reference	Rs s. of 2017	BOR Approval	BOR RoC, s2020

COURSE DETAILS					
Course Title	Outdoor and Adventure Education				
Course Number	BSESS 323 FSC		Curriculum Component	Specialization Course	
Credit (1-Unit)	3	LECTURE (Unit-Hours)	2-2	LABORATORY (Unit-Hours)	1-3
Prerequisites	None	Co-requisites	None	Year Level/Semester Offered	3rd Year/ Second Semester
Course Description	This course provides students the venue to learn and enjoy outdoors, emphasizing on outdoor activity skills, safety, positive group dynamics and environmental awareness.				
Faculty in charge					
Consultation Hours			Contact Information		

PROGRAM EDUCATIONAL OBJECTIVES (PEO)		MISSION		
In 3-5 years, the BSESS graduates of USM shall:		M1	M2	M3
PEO 1	Perform responsibility in a designated position related to fitness and recreation leader/consultant, sports and fitness and wellness facilities managers,	√		

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BSESS 323 FSK	Course Title	Outdoor and Adventure Education	Rev. No.	0	Page/No.

	sports, fitness, and recreational events manager, sports tourism officers, fitness, sports and recreational entrepreneurs.			
PEO 2	Expert in coaching and management skills related to fitness, exercise, and sports sciences.	√		√
PEO 3	Engage in wellness leadership, sports clinic, management, officiating, and coaching as entrepreneurial activities.			√
PEO 4	Create linkages, building and cultivating relationship with colleagues, stakeholders, other professional and learning communities, advocating for fitness, exercise, sports, and professional excellence as well as leaders in the service of the community.		√	
PEO 5	Meet professional standards and competencies required by the organization.		√	√

NOTE: The PEO's are based on the professional, industry, local, nationaland international needs and requirements of the program identified through consultation with constituents and stakeholders.

PROGRAM OUTCOMES (PO) Upon graduation, the University of Southern Mindanao students must be able to:	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10	...
a) Articulate and discuss the latest development in the specific field of practice.		√									
b) Effectively communicate orally and in writing using both English and Filipino.		√	√								
c) Work effectively and independently in multidisciplinary and multi-cultural teams.				√							
d) Act in recognition of professional, social, and ethicalresponsibility.					√						
e) Preserve and promote "Filipino historical and cultural heritage."											
f) Participate in the generation of new knowledge in research and development projects.											
g) Articulate to the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.	√										
h) Demonstrate mastery of subject matter/discipline.	√										
i) Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.			√								
j) Develop innovative curricula, instructional plans teaching approaches and resources for diverse learners.											
k) Apply skills in the development and utilization of ICT to promote quality, relevant and sustainable educational practices.											
l) Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.			√								
m) Practice professional and ethical teaching standards sensitive to the changing local, national, ,and global realities.											
n) Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.					√						
o) Communicate effectively the foundations of applied exercise and sports sciences to stakeholders, and other professionals and practitioners.				√							
p) Exhibit professional integrity by adhering to ethical behaviors and discerning boundaries of competence.				√							
q) Organize, administer, and evaluate fitness, sports, and recreational programs and activities.		√	√								
r) Employ evidence-based interventions in fitness, sports, and recreation.		√									

UNIVERSITY OF SOUTHERN MINDANAO					
Course Number	BSESS 323 FSC	Course Title	Outdoor and Adventure Education	Rev. No.	0

PROGRAM OUTCOMES (PO) Upon graduation, the University of Southern Mindanao students must be able to	PIO1	PIO2	PIO3	PIO4	PIO5	PIO6	PIO7	PIO8	PIO9	PIO10	...
i) Create and adapt appropriate programs and interventions in exercise, sports, and recreation.		✓									
ii) Apply concepts, processes, and theories in the organizations, administration and evaluation of evidence-based interventions in fitness, sports performance and wellness and on the management of resources and operations to exercise, sports, and recreational programs and facilities. This includes demonstrating management capabilities and techniques in different contexts, managing oneself, managing organizational life, and managing others.	✓				✓						
iii) Promote the advancement of the profession through research, lifelong learning, adherence to work and professional ethics, and advocacy pursuits.											
iv) Communicate effectively through oral, written, and technological format with stakeholders, allied professionals, and various practitioners.		✓									

NOTE: Minimum PO's shall come from the PSG/CMO of the program if applicable. Other additional PO's may come from consultations with constituents and stakeholders.

COURSE OUTCOMES (CO) Upon passing this course, the students must be able to:	Course Alignment to Program Outcomes	POa	POb	POc	POd	POe	POf	POg	POh	POi	POj	POk	POl	POm	POn	POo	POp	POq	POr	POs	POt	POu	POv	POw	POx	POy	POz
CO 1	Recognize the trends, issues and best practices in outdoor and adventure education											T		E													
CO 2	Demonstrate understanding of the basic concepts and nature of outdoor and adventure education	E	E					R				E															
CO 3	Apply different principles and skills needed in outdoor and adventure activities						E				T	R															

*Level (follow the legend used in the most relevant PSG/CMO)
[E] Enabling - Facilitate the achievement of the Terminal Outcome
[R] REINFORCED - Enhancement of existing competency/contributory to The program outcomes
[T] Terminal - The achieved course outcome (s)

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Course Number	BSESS 323 FSC	Course Title	Outdoor and Adventure Education	Rev. No.	0	Page/Total

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) *By the end of the learning experience*, students must be able to:*	Aligned to CO	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Teaching & Learning Activities (TLA): Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
1.1 Clarify course outcomes, requirements, grading system and classroom policies. 1.2 Relate course outcomes and requirements to USM VGMO 1.3 Recognize prior learning and expectations on the subject matter to realign future academic undertakings	CO2	1	**Course Introduction** • USM VGMO • Course outcomes and requirements, grading system, classroom policies • Overview of the topics to discuss and getting learners' prior knowledge on the subject matter and expectations	Lecture Facilitating discussion	Small Group discussion Individual participation	Course Syllabus	Students' expectations and assessment of prior knowledge	USM Code www.usm.edu.ph
2.1 Discuss the overview of outdoor and adventure education. 2.2 Relate the importance of the historical background, general descriptions and benefits of outdoor and adventure education	CO1 CO2	1 2	**I. Overview of Outdoor and Adventure Education** Overview Historical Background General Descriptions Benefits	Lecture Facilitating discussions	Recall Small group discussion Individual participation	Course Syllabus PowerPoint Slides	Quiz	[5]https://www.goarf.com/education/outdoor-adventures-education-overview/ [6]https://www.bu.edu/files/2020/04/Syllabus_for-PDP-GE-101_Introduction-to-the-Outdoors.pdf [8] Sumera, E. 2023. Outdoor and Adventure Education. University of Southern Mindanao [9] https://www.pnsi.org/wp-content/uploads/2019/10/Handbook-of-Ideas.pdf
3.1 Discuss the branches of outdoor education and its components 3.2 Differentiate the branches of Outdoor	CO1 CO2	2	II. Branches of Outdoor Education Environmental Education and its	Lecture	Recall	Course Syllabus	Quiz	[2] https://www.conserve-energy-future.com/environmental-education-and-its-components.php

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Course Number	BSESS 323 FSC	Course Title	Outdoor and Adventure Education	Rev. No.	0	Page/total

COURSE LEARNING PLAN

Intended Learning Outcomes (ILOs) *By the end of the learning experience*, students must be able to:	Assigned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings:
Education		3	components -Adventure Education and its elements	Facilitating discussion	Group discussion Individual participation	Power Point Slides Instructional Module	Reflective journal	[7]www.mdpi.com/journal/education [8] Sumera, E. 2023. Outdoor and Adventure Education. University of Southern Mindanao [9] https://www.pes.org/wp-content/uploads/2014/04/Handbook-of-Ideas.pdf
3.1. Discuss the Essential Practices of Adventure Education. 3.2. Recognize the importance of different essential practices of adventure education. 3.3. Apply the essential practices of adventure education	CO_1 CO_2 CO_3	4 5	III. Essential Practices of Adventure Education -Full Value Contract -Challenge with Choice -Process/ Debriefing -Experiential Learning Cycle	Lecture Facilitating discussion	Recall Small group discussion Individual participation	Course Syllabus Power Point Slides Instructional Module	Oral Recitation Quiz Reflective journal	[8] Sumera, E. 2023. Outdoor and Adventure Education. University of Southern Mindanao [9] https://www.pes.org/wp-content/uploads/2014/04/Handbook-of-Ideas.pdf
4.1. Discuss the Framework of Adventure Education. 4.2. Apply the framework into Adventure Education.	CO_1 CO_2 CO_3	5 6	IV. Framework of Adventure Education -Getting acquainted and cooperating - Building trust -Communicating and collaborating -Team challenge, problem solving, and low-level initiatives	Lecture Facilitating discussion	Recall Small group discussion Individual participation	Course Syllabus Power Point Slides Instructional Module	Oral Recitation Quiz Reflective journal	[3] https://ncsae.org/educational-framework/ [8] Sumera, E. 2023. Outdoor and Adventure Education. University of Southern Mindanao [9] https://www.pes.org/wp-content/uploads/2014/04/Handbook-of-Ideas.pdf
5.1 Discuss the procedures of given adventure activities. 5.2. Demonstrate different adventure activities	CO_1 CO_2 CO_3		V. Adventure Education Activities -Human Knot	Discussion Facilitate	Performance of Adventure Activities	Course Syllabus	Reflective Journal/ Activity	[4] Https://pdit.ie/Outdoor-and-Adventure-activities [8] Sumera, E. 2023. Outdoor and

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Course Number	BSESS 323 FSC	Course Title	Outdoor and Adventure Education	Rev. No.	0	Page/Total

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) *By the end of the learning experience*, students must be able to:	Aligned to CO	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Teaching & Learning Activities (TLA): Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
with the integration of the essential practices and framework.		7 8	-Pass it Quick -Link Tag -Triangle Tag -Spotting and Falling Cues to be taught before Trust Falls -Traffic Jam	class activities		Instructional Module	Log Practical Exam	Adventure Education. University of Southern Mindanao [3] https://www.pmc.org/wp-content/uploads/2019/handbook-of-lines.pdf
All ILOs covered in Midterm (Chapter 1-5)	**CO1 CO2 CO3**	9	**MIDTERM EXAMINATION**					
6.1. Explain different outdoor activities. 6.2 Apply knowledge gained from the workshop on different outdoor activities.	CO1 CO2 CO3	10 11	VI. Outdoor Education Activities • First Aid in the Wilderness -Similarities and Differences of Urban and Wilderness First Aid -Prioritization in First Aid -Characteristics of First Aider -Customizing First Aid Kit -Medical, Ethical and Legal Issues -Limitations of First Aider -Traumatic and Medical	Discussion Facilitate activities	Simulation Activities Group Work	Course Syllabus Instructional Module	Reflective Journal/ Activity Log Practical Exam	[1] Camarador, R. et.al. (2022) Mountain Climbing and Camping Activities. IM Innovative Book Publishing House. ISBN: 978-621-8323-48-4 [4] https://pdst.ie/Outdoor-and-Adventure-activities [8] Sumera, E. 2023. Outdoor and Adventure Education. University of Southern Mindanao [9] https://www.pmc.org/wp-content/uploads/2019/handbook-of-lines.pdf

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COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) By the end of the learning experience*, students must be able to:	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA) Teaching Activities	Teaching & Learning Activities (TLA) Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
		12	Emergencies -Patient Assessment -Decision Making Scenario -Dressing, Bandaging, and Splinting -Emergency Rescue and Transfer -Common Outdoor Injuries and Emergency Situations					
		13	• Basic Knot Tying -Major Kinds of Rope -Parts of Rope -Essential Knots and Hitches for Outdoor					
		14	• Camping for Begginers -Types of Camping -Benefits ofCamping -Planning and Preparation -Camping Essentials -Searching for good Campsite					
		15	-Camp Management -Tent Pitching -Outdoor Cooking					

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COURSE LEARNING PLAN

Intended Learning Outcomes (ILO): By the end of the learning experience*, students must be able to:	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Teaching & Learning Activities (TLA): Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
		16	-Foods to bring -Camping Tips for Begginers -LNT Principles • Mountain Climbing -Mountain Climbing vs Mountaineering -Benefits -Essential Gears -Backpacking -Climb Composition -Trail Movements -Trail Etiquettes -Trail Signs -Five Simple Steps before Climbing					
		17	• Basic Orienteering -Star event -Cross country event -Score event -Line event -Photo-orienteering -Trivia orienteering -Compass work					
ILOs covered after MIDTERM EXAMS		18	FINAL PRACTICAL EXAMINATION Basic Procedures of the different outdoor activities					

* any interaction, course, program, or other experience in which learning takes place (https://www.collinsdictionary.com/learning-experience)

Textbook/References

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Course Number	BSESS 323 FSC	Course Title	Outdoor and Adventure Education	Rev. No.	0	Page 2 of 6

Textbook/References

[1]Camaraldor, R. et.al. (2022) Mountain Climbing and Camping Activities. IM Innovative Book Publishing House. ISBN: 978-621-8313-48-4.
[2]Cloudflare. (n.d.). https://www.conserve-energy-future.com/environmental-education-and-its-components.php
[3]National Center for Outdoor & Adventure Education. (2022, December 9). NCOAE's Educational Framework | Outdoor Educations. https://ncoae.org/educational-framework/
[4]Outdoor and Adventure activities | PDST. (n.d.). https://pdst.ie/Outdoor-and-Adventure-activities
[5]Outdoors Tanzania Foundation. (2022, August 26). Outdoor Adventures Education Overview. https://www.ootf.com/education/outdoor-adventures-education-overview/
[6]PDP OE 101 Introduction to Outdoor Adventures. (2021). https://www.bu.edu/filtrec/files/2020/04/Syllabus-for-PDP-OE-101-Introduction-to-the-Outdoors.pdf
[7]Roberts, Nina S. (2020). Outdoor Adventure Education: Trends and New Directions. www.mdpi.com/journal/education
[8]Sumera, E. (2023). Outdoor and Adventure Education. University of Southern Mindanao
[9]Tannehill, D. et.al. (2014). A Handbook of Ideas Teaching Adventure Education. https://www.peai.org/wp-content/uploads/2014/04/Handbook-of-Ideas.pdf

Life-long Learning Opportunity

Appreciate the beauty of nature through exploration of different outdoor and nature activities .
Building responsibility in the preservation of the environment.

Course Evaluation

Course Outcomes (CO)	Assessment Task Addressing CO	Weight (%)	Satisfactory Rating	Target Standard
CO 1. Recognize the trends, issues and best practices in outdoor and adventure education	Quiz	50	60%	55% of the class obtained a rating of at least 60%
	Reflective Journal	50		
CO 2 Demonstrate understanding of the basic concepts and nature of outdoor and adventure education.	Quiz	30	60%	55% of the class obtained a rating of at least 60%
	Reflective Journal	30		
	Practical Exam	40		
CO 3 Apply different principles and skills needed in outdoor and adventure activities.	Activity Log	30	60%	55% of the class obtained a rating of at least 60%
	Reflective Journal	20		
	Practical Exam	50		

Grading System

Midterm
Quizzes/reflective journals 20%
Practical Activities 40%
Written Exam 30%
Midterm Requirement 10%

Final Term
Quizzes/reflective journals 20%
Practical Activities 40%
Final Practical Exam 30%
Final Requirement 10%

Midterm 40%
Final Term 60%

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Classroom Policies

1. All activities given should be submitted on time.
2. Submitted learning activities will serve as the weekly attendance of the students.
3. Write-ups (from any of the learning activities) should be submitted on or before the schedule. Just contact your teacher if failed to pass the requirements on the scheduled time. Video clips must be posted to class identified Facebook group (NOT ON YOUTUBE OR GDRIVE).
4. All soft copies of the lessons will be posted at class group chat.
5. Don't hesitate to ask in the GC for queries. If you have a personal message or direct message to your instructor, pls notify your teacher at the GC that you have an important pm/dm.
6. Beware of copy-paste answers (both from your classmates and from google). You can quote some references but make sure to also type the author and year of the statements copied and make sure that you have your own answer.
7. Please learn to back-read to our assigned GC and please read the updates in our GC ALL THE TIME.
8. Make sure to present yourself neatly during online and face-to-face classes.
9. Please wear appropriate and decent attire during practical exams.
10. Students should wear proper attire while conducting the tasks.

UNIVERSITY OF SOUTHERN MINDANAO

Course Syllabus for Motivation and Group Dynamics

Course Number	BSESS 413 FSC	Rev. No.	0	Page 1 of 12

EFFECTIVE DATE	REV NO.	REVISION TYPE	CHANGE DESCRIPTION	PAGE AFFECTED	ORIGINATOR
January 23, 2023	0	New	Newly established in accordance with the Quality Management System Requirements	ALL	HELEN GRACE D. LOPEZ

Author	Reviewer	Verifier	Validator	Final Approver	DCC USE ONLY
HELEN GRACE D. LOPEZ Faculty	CHEEZY R. JENITO, MAED Department Curriculum Coordinator	MARICHU A. CALISTRO, MAT-HE Department Chairperson	NORENO B. JAVIER, JR. Ed.D. Dean	GEORYAN B. ATOK, Ph.D. Vice President for Academic Affairs	DOCUMENT CONTROL INDICATOR MASTER COPY
Date: 2023. 01. 04	Date: 2023. 01. 10	Date: 2023. 01. 14	Date: 2023. 01. 18	Date: 2023. 01. 20	

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BSES5 ely FSC	Course Title	Motivation and Group Dynamics	Rev. No.	4	Page(s)

INSTITUTIONAL POLICIES

Vision	Quality and relevant education for its clientele to be globally competitive, culture sensitive and morally responsive human resources for sustainable development.
Mission	Help accelerate socio-economic development[(1)], promote harmony among the diverse cultures[(2)] and improve quality of life[(3)] through instruction, research, extension and resource generation in Southern Philippines.
Core Values	**G**-Goodness, **R**-Responsiveness, **E**-Excellence, **A**-Assertion of Right and **T**-Truth
USM Quality Policy Statement	The University of Southern Mindanao, as a premier university, is committed to provide quality instruction, research development and extension services and resource generation that exceed stakeholders' expectations through the management of continual improvement efforts on the following initiatives: 1. Establish key result areas and performance indicators across all mandated functions; 2. Implement quality educational programs; 3. Guarantee competent educational service providers; 4. Spearhead need-based research outputs for commercialization, publication, patenting, and develop technologies for food security, climate change mitigation and improvement in the quality of life; 5. Facilitate transfer of technologies generated from research to the community for sustainable development; 6. Strengthen relationship with stakeholders; 7. Sustain good governance and culture, sensitivity; and 8. Comply with customer, regulatory and statutory requirements.
Goals of the College	To maximize the holistic development of a person with an emphasis on physical wellness to become healthy and productive individuals.
Department Objectives	1. Plan and implement: a. professional programs for physical educators, sports coaches, recreational leaders, and dancers. b. an integrated physical, sports, and recreation programs; and c. sports development programs of the university. 2. Promote games, sports, music, and dances.

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Course Number	BSESS 413 FSC	Course Title	Motivation and Group Dynamics	Rev. No.	1	Page(s)

INSTITUTIONAL POLICIES

	3. Conduct research in physical education, sports, recreation, and provide technical expertise to educational institutions, sports and recreation associations, and other agencies needing assistance in the promotion of physical education, sports, recreation, music, and dance

PROGRAM INFORMATION

Degree Program	Bachelor of Science in Exercise and Sports Sciences major in Fitness and Sports Coaching	CHED CMO Reference	Bs s. of 2017	BOR Approval	BOR BoC, xxxxx

COURSE DETAILS

Course Title	Motivation and Group Dynamics				
Course Number	BSESS 413 FSC		Curriculum Component	Specialization Course	
Credit (1-Unit)	3	LECTURE (Unit-Hours)	3 3	LABORATORY (Unit-Hours)	0-0
Prerequisites	None	Co-requisites	None	Year Level/Semester Offered	1st Year/ Second Semester
Course Description	This course will provide opportunity for the students to explore motivation and group dynamics activities to improve performance in the sports and exercise setting. Students will learn to work effectively in groups, make effective decision and stimulate the development of new skills through motivation and group dynamics.				
Faculty in charge					
Consultation Hours			Contact Information		

PROGRAM EDUCATIONAL OBJECTIVES (PEO)		MISSION		
In 3-5 years, the graduates of USM shall:		M1	M2	M3
PEO 1	Perform responsibility in a designated position related to fitness and recreation leader/consultant, sports and fitness and wellness facilities managers, sports, fitness, and recreational events manager, sports tourism officers, fitness, sports and recreational entrepreneurs.	√		
PEO 2	Expert in coaching and management skills related to fitness, exercise, and sports sciences.	√		√
PEO 3	Engage in wellness leadership, sports clinic, management, officiating, and coaching as entrepreneurial activities.			√
PEO 4	Create linkages, building and cultivating relationship with colleagues, stakeholders, other professional and learning communities, advocating for fitness, exercise, sports, and professional excellence as well as leaders in the service of the community.		√	
PEO 5	Meet professional standards and competencies required by the organization.		√	√

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Course Number	BSESS ely PSC	Course Title	Motivation and Group Dynamics	Rev. No.	1	Page/s:

NOTE: The PEO's are based on the professional, industry, local, national and international needs and requirements of the program identified through consultation with constituents and stakeholders

PROGRAM OUTCOMES (PO) Upon graduation, the University of Southern Mindanao students must be able to:	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10	
a) Articulate and discuss the latest development in the specific field of practice.		√									
b) Effectively communicate orally and in writing using both English and Filipino.		√	√								
c) Work effectively and independently in multidisciplinary and multi-cultural teams.				√							
d) Act in recognition of professional, social, and ethical responsibility.					√						
e) Preserve and promote "Filipino historical and cultural heritage."				√							
f) Participate in the generation of new knowledge in research and development projects.				√							
g) Articulate to the rootedness of education in philosophical, socio cultural, historical, psychological, and political contexts.	√										
h) Demonstrate mastery of subject matter/discipline.	√										
i) Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environment(s).			√								
j) Develop innovative curricula, instructional plans, teaching approaches and resources for diverse learners.		√									
k) Apply skills in the development and utilization of ICT to promote quality, relevant and sustainable educational practices.		√									
l) Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.			√								
m) Practice professional and ethical teaching standards sensitive to the changing local, national, and global realities.				√							
n) Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.					√						
o) Communicate effectively the foundations of applied exercise and sports sciences to stakeholders, and other professionals and practitioners.				√							
p) Exhibit professional integrity by adhering to ethical behaviors and discerning boundaries of competence.				√							
q) Organize, administer, and evaluate fitness, sports, and recreational programs and activities.			√								
r) Employ evidence based interventions in fitness, sports, and recreation.		√									
s) Create and adapt appropriate programs and interventions in exercise, sports, and recreation.		√									
t) Apply concepts, processes, and theories in the organizations, administration and evaluation of evidence-based interventions in fitness, sports performance and wellness and on the management of resources and operations to exercise, sports, and recreational programs and facilities. This includes demonstrating management capabilities and techniques in different contexts: managing oneself, managing organizational life, and managing others.	√										
u) Promote the advancement of the profession through research, lifelong learning, adherence to work and professional ethics, and advocacy pursuits.						√					
v) Communicate effectively through oral, written, and technological format with stakeholders, allied professionals, and various practitioners.			√								

NOTE: Minimum PO's shall come from the PSG/CMO of the program if applicable. Other additional PO's may come from consultations with constituents and stakeholders

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Course Number	BSESS ely FSC	Course Title	Motivation and Group Dynamics	Rev. No.	0	Page(s)

COURSE OUTCOMES (CO)		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24	PO25	PO26
Upon passing this course, the students must be able to:	Course Alignment to Program Outcomes																										
CO 1	Identify activities related to motivation and group dynamics to improve performance in the sports and exercise setting																	T		R							
CO 2	Use activities in motivation and dynamics to improve performance in sports and exercise setting														E												
CO 3	Appraise activities implemented in the sports and exercise setting																			T	T						

*Level(Follow the legend used in Bimonthly relevant PO(CMO))

(E) Enabling - Facilitate the achievement of the Technical Outcome (R) REINFORCED - Enhancement of existing competency/ies satisfactory to The Program outcomes (T) Terminal - The achieved course outcome(s)

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BSES5-4ly PSC	Course Title	Motivation and Group Dynamics	Rev. No.	0	Page/s/o

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO): By the end of the learning experience*, students must be able to:	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA): Teaching Activities	Teaching & Learning Activities (TLA): Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
1.1 Explain course outcomes, requirements, grading system and classroom policies 1.2 Relate course outcomes and requirements to USM VGMO 1.3 Demonstrate prior learning and expectations on the subject matter to realign future academic undertakings	CO1	1	**Course Introduction** • USM VGMO • Course outcomes and requirements, grading system, classroom policies • Overview of the topics to discussed and getting learners' prior knowledge on the subject matter and expectations	Lecturing Facilitating discussion	Small Group discussion Individual participation	Course Syllabus	Students' expectations and assessment of prior knowledge	USM Code www.usm.edu.ph
2.1 Define group dynamics 2.2 Discuss the different kinds of group dynamics 2.3 Recognize the importance of group, its development. 2.4 Discuss the characteristics of group dynamics 2.5 Discuss why people join groups	CO2 CO3	2 3 4	**II. Motivation and Group Dynamics** • Group dynamics • Group development a) Classic Theory b) Social exchange Theory c) Social identity Theory • **Why people join group** a) Security b) Status c) Self-Esteem d) Affiliation e) Power f) **Goal Achievement**	Assigned Topics for Oral Reporting Facilitating Discussion	Presentation of Topic Oral Participation	Course Syllabus PowerPoint Slides	Formative Assessment (Quiz) Empathy mapping	(1) 307-325

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Course Number	BSES5 ely FSC	Course Title	Motivation and Group Dynamics	Rev No.	0	Page/No.

3.1 Define motivation and the factors that influence it 3.2 Discuss the group development plan 3.3 Elaborate groups structures 3.4 Identify the physical condition that influence group dynamics 3.5 Utilize social Transactions Analysis among groups and across groups	CO2 CO3	5	**III. Defining Motivation and classifying groups** 1. **Formal** a) Command Groups b) Task Groups c) Functional Groups 2. **Informal Groups** a) Reference Groups b) Interest Groups c) FriendshipGroups	Facilitating Discussion	Group Collaboration or Discussion	Course Syllabus Powerpoint slides	Graded Participation Environmental Scanning Formative Assessment	[illegible] [illegible]
		6	• Physical condition that influences group dynamics a) Seating b) Size c) Membership					
		7	• Describe group structures in terms of: a) Group Size b) Group Roles c) Group Norms d) Group Cohesiveness • Transactional Analysis There are 3 ego states which have identified a) Parent b) Adult c) Child					
	CO3	8		Facilitating Discussion	Group Collaboration or Discussion	Course Syllabus		[illegible]

UNIVERSITY OF SOUTHERN MINDANAO					
Course Number	BSEES ely PSC	Course Title	Motivation and Group Dynamics	Rev No.	0	Page/Refs

	CO3					PowerPoint slides	Graded Participation Environmental Scanning	[3] 431-514
All ILOs covered in Midterm	CO4 CO5 CO3	9	**MIDTERM EXAMINATION (Individual Reflection and Task in Group Dynamics)**					
4.1 Label the different Group Dynamics 4.2 Interpret Group Motivation 4.3 Discuss the classification of motivation	CO5 CO3	10 11	**IV. Approaches of Motivation** • Review 3 approaches to motivation a) Trait Centered View b) Situation Centered View c) Interactional View • How motivation influences group dynamics • Analyze the classification of motivation a) Positive Motivation (Intrinsic) b) Negative Motivation (Extrinsic	Facilitating Discussion	Skill Assessment	Course Syllabus Power point slides Supplemental Videos	Formative Assessment	[9] 3-13 [1] 837-1364 [10]
5.1 Enumerate the different personality 5.2 Discuss the personality traits and personality type 5.3 Understand Maslow's hierarchy of needs	CO4 CO3	12 13	**V. List the types of personality** A. Four fundamentals personality types a) Sanguine b) Melancholic c) Choleric d) Phlegmatic **Two personality type**	Facilitating Discussion	Video Critiquing	Course Syllabus PowerPoint Slides	Oral Recitation Formative Assessment	[1] 367-374 [11] [12]

		14	8. Differentiate the personality types a) High need to achieve personalities b) High need to avoid failure **Hierarchy of needs** C. Maslow's hierarchy of needs a) Self-actualization b) Esteem needs c) Belongingness needs d) Safety needs e) Biological and psychological needs					
6.1 Recite the theories in motivation. 6.2 Understand theories that link motivation and sports performance. 6.3 Discuss the drive theory.	CO1 CO2 CO3	15	VI. Identify the different theories in motivation A. a) Drive theory b) Theories that link motivation and sports performance • Motivational theory	Facilitating Discussion	Individual Discussion Group Presentation	Course Syllabus PowerPoint Slides	Short Quiz	[7] 16-21
7.1 Define effectiveness and productivity. 7.2 Discuss the 3 group functions. 7.3 Discuss the factors influencing the effectiveness and productivity of groups.	CO1 CO3	16	VII. Factors that influences the effectiveness and productivity of groups 1. **Task Function** a) Initiating b) Information Seeking c) Information Giving d) Classifying Ideas e) Bringing Closure f) Consensus Testing	Facilitating Discussion	Group Collaboration or Discussion Group Presentation	Course Syllabus PowerPoint Slides	Formative Assessment or Oral Recitation	[4] 1-3 [5] 7-15

		17	**2. Maintenance Behavior** a) Encouraging b) Improving Group Atmosphere c) Harmonizing d) Compromising e) Gate keeping f) Standard Setting **3. Self Interest Behavior** a) Dominating and Controlling b) Blocking c) Manipulating d) Belittling e) Splitting Hairs					
All ILOs covered in the Course		18	**FINAL EXAMINATION (Dramatize the Group Dynamics)**					

* any interaction, course, program, or other experience in which learning takes place (https://www.edglossary.org/learning-experience/)

Textbook/References

[1] Daniel Hunter, Training for Change: 2006. http://www.TrainingForChange.org, 837-1342.
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UNIVERSITY OF SOUTHERN MINDANAO						
Course Number	BSESS 413 FSC	Course Title	**Motivation and Group Dynamics**	Rev. No.	4	Page 2 of 2

Life long Learning Opportunity

Use the importance of motivation and group dynamics toward life-long learning process

Course Evaluation

Course Outcomes (CO)	Assessment Task Addressing CO	Weight (%)	Satisfactory Rating	Target Standard
CO 1: Understand motivation and group dynamic laws and theories	Learning Activity	40	60%	60% of the class obtained a rating of at least 60%
	Performance Task (Reporting)	60		
	Learning Activity	20		
CO 2: Integrate personality and behavior towards groups	Write-ups	20	60%	60% of the class obtained a rating of at least 60%
	Performance Task (oral presentation and group activity)	60		
	Learning Activity	20		
CO 3: Demonstrate and apply the knowledge and understanding on the group dynamics and motivation	Write-ups	20	60%	60% of the class obtained a rating of at least 60%
	Performance Task (practical individual and group presentation)	60		
	Learning Activity	40		
	Performance Task (Reporting)	60		
	Learning Activity	20		

Grading System

MIDTERM:

Quizzes	20%
Individual Presentation Report	30%
Journal	20%
Midterm Exam	30%
TOTAL	100%

FINAL GRADE: 35% of Midterm grade + 65% of Final grade = 100% total rating

UNIVERSITY OF SOUTHERN MINDANAO						
Course Number	BSESS 413 PSC	Course Title	Motivation and Group Dynamics	Rev. No.	4	Page 4 of 10

Grading System

FINALS:

Individual Performance and Group Activity	30%
Portfolio	25%
Quizzes	15%
Final Exam Performance	30%
TOTAL	100%

Classroom Policies

1. All activities given should be submitted on time.
2. Attendance will be checked at every meeting.
3. Attend class on time, 15 minutes late will be considered as absent.
4. Video clips (if needed only) and write-ups (from any of the learning activities) should be submitted on or before the schedule. Just contact your teacher if failed to pass thoserequirements on the scheduled time.
5. Pass all the requirements on time (face to face with your teacher)
6. Be well dressed in complete uniform
7. 3 (Three) Absences will automatically drop.
8. Present your admission slip before you attend the class if have committed absences in the class.
9. If you have any problems and queries, please notify your teacher.
10. Using cellphones in the class is not allowed.

B.2. EVIDENCE/S ON REMEDIAL PROGRAMS CONDUCTED

May 17, 2023

GEOFFRAY R. ATOK, PhD
Vice President for Academic Affairs
University of Southern Mindanao

Dear Sir:

My warmest greetings.

The Institute of Sports, Physical Education, and Recreation (ISPEAR) Guidance Office would like to submit its output regarding the investigation into student academic delinquencies, in accordance with the directives outlined in memorandum number 47a, series of 2023.

Attached herewith is the report detailing the academic delinquencies observed among ISPEAR students.

May this serve as a catalyst for positive change and serve as a testament to our unwavering commitment to the intellectual and personal development of our cherished USM students. With sincere humility and utmost dedication, we remain at your disposal, ready to assist and collaborate in our ongoing pursuit of academic excellence.

Thank you and more power.

Sincerely,

HELEN GRACE D. LOPEZ
ISPEAR Guidance Coordinator

ISPEAR LIST OF ACADEMICALLY DELINQUENT STUDENTS (YEAR 2022-2023)

	Name of Student	Year & Course	Categories (Warning, Probation, Debarred)	Reasons for delinquencies (Academic, Personal, Financial, Health related, etc)	Interventions taken (Counselling, Desciplinary Action, Academic Support, etc)	Persons directly involved in the intervention (Dean, Faculty, Counsellors, etc)	Mode of intervention used (In-person, Online, Phone, Modular, etc)	Remarks
1	ABLID, ARIANE PASCUAL	1-BSESS	Debarred					No Appearance
2	CAGAS, FLORABEL FLORES	1-BSESS	Debarred	Personal Problem	Counselling	Guidance Coordinator	Phone	Her son died of cancer last April 15 (Rhabdomyosarcoma)
3	CAÑIBERAL, GLENDEL DARUCA	1-BSESS	Debarred					No Appearance
4	ICLAM, KIZZA LYN N/A	1-BSESS	Debarred					No Appearance
5	JUDAN, JANNAFEARL TABANIA	1-BSESS	Debarred					No Appearance
6	LAGUISMA, SHIELA JORNADAL	1-BSESS	Debarred					No Appearance
7	MAGLENTE, RACHEL MAE GAMBOA	1-BSESS	Debarred					No Appearance
8	SANICO, MARJORIE TABASA	2-BSESS	Debarred	Financial Problem	Counselling	Guidance Coordinator	Phone	
9	SINGAYAN, NORHAILYN TANGKULO	2-BSESS	Debarred	Financial Problem	Counselling	Guidance Coordinator	Phone	
10	TAÑOLA, MIGUEL M.	1-BSESS	Debarred					No Appearance
11	ABDULRAHIM, HATAB JR. MAYATO	2-BSESS	Probation	Financial Problem	Counselling	Guidance Coordinator	Phone	
12	BANAÑA, PATRICK REYNOLD UY	1-BPE	Probation	Financial Problem	Counselling	Guidance Coordinator	Phone	
13	CARDOZA, JEZALYN TIK-ING	2-BSESS	Probation	Financial Problem	Counselling	Guidance Coordinator	Phone	
14	LEONG, JIM BRYAN CANTILLER	1-BSESS	Probation	Financial Problem				No Appearance/As per Class Mayor
15	ABELLERA, JOMARI DUMALANG	1-BPE	Warning	Financial Problem				No Appearance/As per Class Mayor
16	CAJUTOL, DARWIN CATANUS	2-BSESS	Warning	Financial Problem	Counselling & Academic Support	Guidance Coordinator	In-person	
17	DELA TORRE, GERLIE OCHAVILLO	2-BSESS	Warning	Financial Problem	Counselling	Guidance Coordinator	Phone	Taking care of her baby
18	DIG-AOAN, BENCH N/A	1-BPE	Warning	Financial Problem	Counselling	Guidance Coordinator	Online	
19	KAMIN, ABDULLAH ABDULLAH	1-BSESS	Warning	Financial Problem	Counselling	Guidance Coordinator	Phone	
20	PAJES, ANGELA MATULLANO	1-BSESS	Warning	Health related	Counselling	Guidance Coordinator	Phone	8 months pregnant and adviced to rest
21	SALILING, CHARLIE JHON PORASO	1-BPE	Warning	Financial problem	Counselling	Guidance Coordinator	Phone	

Republic of the Philippines
UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Tel. No. 064-572-2138
Email address:gratok@usm.edu.ph

Management System ISO 9001:2015 TÜVRheinland CERTIFIED

OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

MEMORANDUM No. 33a
Series of 2023

TO : **ALL DEANS**

SUBJECT : **LEARNING INTERVENTION FOR DELINQUENT STUDENTS**

FROM : **OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS**

DATE : **APRIL 14, 2023**

==========

Based on Chapter 59, Article 207, Section 1 of the Revised USM Code on Academic Delinquency, a number of students have been identified as being considered academically delinquent based on the 1st semester AY 2022-2023 report of grades. With this, you are hereby directed to provide learning interventions to students under your unit, as attached, through your respective College Guidance Coordinator. Additionally, provide this office report of appropriate academic follow-ups administered.

For your information and strict compliance.

GEOFFRAY R. ATOK, PhD
Vice President for Academic Affairs

4/18/2023
Prof. Lopez:
Pls look into this concern. Provide feedback afterwards pls.
Thanks!
gRA

CC:

____CA	____CEIT____CVM	____OP	____USM KCC	____CASS	____ARD
____ISPEAR	____CSM____NSTP	____Buluan	____CBDEM	____CTI	____CED
____CHS	____PALMA____CHEFS	____IMEAS	____PALMA	____CMHAS	____KEPLRC
____ARO	____OSA				

"UNITY IN DIVERSITY AND SUSTAINABLE DEVELOPMENT IN MINDANAO THROUGH QUALITY AND RELEVANT EDUCATION."

USM-SYS-F71-Rev.1.2020.07.14

PS. Please provide Root Cause Analysis as part of our Best Practices for Accreditation

UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines

TRAVEL ORDER

T.O. #: 232437

Date: February 25, 2025

NAME: ELPEDIO A. ARIAS
DESIGNATION: Faculty, ISPEAR
DEPARTURE: February 28, 2015
RETURN DATE: Same day

Remarks:
- Per diem and expenses allowed
- x Official time only
- x Vehicle can be provided if available
- Take a public utility vehicle

PURPOSE: To be one of the officiating officials during the conduct of Volleyball Tournament of 2025 Gov. Emmylou "Lala" Taliño-Mendoza Inter Color Sportsfest at Covered Court, Provincial Capitol, Amas Kidapawan City.

ITINERARY OF TRAVEL

Date	Place/s to be visited	Departure	Arrival	Means of Transportation	Transportation Cost	Per Diem	Total
Feb. 21 2025	Kab.-Amas, Kidapawan City	7:00am	7:15am	USM vehicle			
Feb. 21 2025	Amas, Kidapawan-Kabacan	4:00pm	4:15pm	USM vehicle			
				TOTAL			

I certify that: (1) I have reviewed the itinerary
(2) the travel is necessary to the service,
(3) the period covered is reasonable, and
(4) the expenses claimed are proper.

NORGE D. MARTINEZ
Immediate Supervisor

Prepared by:

ELPEDIO A. ARIAS
Faculty, ISPEAR

Approved by:

JONALD L. PIMENTEL, PhD
SUC President IV

USM-SYS-F37-Rev.1.2020.03.02

By Authority of the President
MARCOS F. MONDERIN

REPUBLIC OF THE PHILIPPINES
UNIVERSITY OF SOUTHERN MINDANAO

UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines

REQUEST FOR MAKE-UP CLASS

College of Institute of Sports, Physical Education and Recreation

Date	02-25-2025

Madam/Sir:

This is to inform you that ELPEDIO A. ARIAS
(Instructor/Professor's Name)
will conduct a make-up class in:

SUBJECT	Cardiorespiratory Fitness/Aerobic Training Methods
COURSE/YEAR/SECTION	2 DSESS FSC
DATE/TIME	March 5, 2025 (Wed) 1:00 pm - 2pm
VENUE/ROOM	Auditorium
REASON/S	Request from the Governor's Office to be one of the Officiating Officials.

This class intends to achieve the following:

Perform the circuit training program exercises.

ELPEDIO A. ARIAS
(Print Name and Signature)

RECOMMENDING APPROVAL	
PRISCILLA P. DAGOC Department Chairperson	2-25-25 Date
NORGE D. MANEDNEZ College Dean	2-25-25 Date
APPROVED MARCELO F. MONDEJAR Vice President for Academic Affairs Date	

USM-EDU-F14-Rev.1.2022.04.20

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BPE 324	Course Title	Process of Teaching Physical Education and Health Education	Ref. No.	Rev.	Page of 11

*Level (follow the legend used in the most relevant PSG/CMO)
[E]Enabling. Facilitate the achievement of the Terminal Outcome
[R]Reinforced – Enhancement of existing competency/contributory to the program outcomes
[T] Terminal – The achieved course outcome(s)

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) *By the end of the learning experience*, students must be able to:*	Aligned to CO:	Time Frame *(Week)*	Course Content *(Topics)*	Teaching & Learning Activities (TLA) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
1.1 Clarify course outcomes, requirements, grading system, and classroom policies. 1.2 Relate course outcomes and requirements to USM VGMO. 1.3 Recognize prior learning and expectations on the subject matter to realign future academic undertakings;		1	**Course Introduction** • USM VGMO • Course outcomes and requirements, Grading system, Classroom policies • Overview of the topics to be discussed • Getting learners' prior knowledge on the subject matter and expectations	Lecturing Video/ PowerPoint presentation Facilitating discussions	Small Group Discussion Individual participation	Course Syllabus Lecture slides Fact sheeets	Recitation Students' expectations and assessment of prior knowledge	USM Code

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BPE 324	Course Title	Process of Teaching Physical Education and Health Education	Rev. No.	1	Page7of11

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) *By the end of the learning experience*, students must be able to:*	Aligned to CO:	Time Frame *(Week)*	Course Content *(Topics)*	Teaching & Learning Activities (TLA) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
1.1 discuss the different types of lesson plans used in teaching physical education and health education. 1.2 sort the different parts of the lesson plan; 1.3 construct a lesson plan as sample for inculcating the process for making lesson plan; 1.4 discuss the different theories that affects process of teaching; and	CO1	2 3	Types of Lesson Plans - Daily Lesson Plan - Weekly Lesson Plan - A whole unit lesson plan - Subject Specific Lesson Plan - Grade Specific Lesson Plan	Facilitating Discussions through recorded lecture	Exploration Real-time-reaction	Course Syllabus Lecture slides Fact sheeets	Graded sketch noting through rubrics via Padlet Quizzes	[2
1.5 discuss the different teaching models in Physical Education and Health Education 1.6 analyze the appropriate use of the different teaching models through concept mapping	CO2 CO3	4 5 6	Teaching Models in Physical Education - Traditional - Teaching Games for Fun - Game Sense - Cooperative Learning - Sports Education Teaching Models in Health Education - Personalized System of Instruction - Teaching Personal and Social Responsibility	Facilitating Discussions	Collaboration Demonstration	Course Syllabus Lecture slides Fact sheeets	Graded Presentation of assigned topic Concept mapping	[6] [10] [9] [5]
2.1 Discuss the different instructional methods use in	Co1	7	• Lecture Method	Facilitating		Course	Graded	[8]

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BPE 324	Course Title	Process of Teaching Physical Education and Health Education	Rev. No.	1	Page8of11

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) *By the end of the learning experience*, students must be able to:*	Aligned to CO:	Time Frame *(Week)*	Course Content *(Topics)*	Teaching & Learning Activities (TLA) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
PE and Health; 2.2 Create a lesson plan to containing the assigned topic inculcating the different models in teaching pe and health ; and 2.3. Demonstrate the created lesson plan containing the topic assigned.	Co2 Co3	8	• Demonstration • Differentiated • Command • direct teaching, • indirect teaching, • movement exploration, • cooperative • command style, • reciprocal style	Discussions Assign text reading Model Based Teaching	Exploration Brainwriting Collaboration Demonstration	Syllabus Lecture slides Fact sheeets	Presentation of assigned topic Lesson Plan making	
All ILOs covered in Midterm		9	**MIDTERM EXAMINATION**					
3.1 Discuss the laws the govern the inclusion of learners with special needs in the curriculum; 3.2 Analyze physical and motor needs of students with disabilities; and 3.3 Design modified PE activities based on the learners' different disabilities.	CO1 Co2	10 11	• Inclusive in the Philippines RA 7277 Proclamation No. 157 RA 11650 RA 3562 • Modified PE activity	Facilitating Discussions Model Based Teaching	Exploration Collaboration Demonstration through Improv game	Course Syllabus Lecture slides Fact sheeets	Graded Presentation of assigned topic Quizzes Practicum	[3] [4]
4.1 Critically examine the special needs of learners in		12	Adapted Physical Education	Facilitating			Practicum	[7] p. 18- 45

UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BPE 324	Course Title	Process of Teaching Physical Education and Health Education	Rev. No.	1	Page 9 of 11

COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) *By the end of the learning experience*, students must be able to:*	Aligned to CO:	Time Frame *(Week)*	Course Content *(Topics)*	Teaching & Learning Activities (TLA) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
terms of physical and motor skills 4.2 Design simple- modified PE activities for an inclusive PE activities 4.3 Facilitate the designed simple- modified PE activities for an inclusive PE class		13 14 15 16 17	Orientation and Briefing Special Education Observation Identifying students physical and motor needs Assessing learners with special needs	Experience	Exploration/Inquiry Collaboration Demonstration Empathy Mapping Discussion	Course Syllabus Lecture slides Fact sheeets	Reflective Journal	[1]
All ILOs covered in the Course		18	**FINAL EXAMINATION**					

** any interaction, course, program, or other experience in which learning takes place (https://www.edglossary.org/learning-experience/).*

Textbook/References

[1] American Lung Association. (n.d.). *Strategy 4: Manage Physical Education & Activity*. https://www.lung.org/lung-health-diseases/lung-disease-lookup/asthma/health-professionals-educators/asthma-friendly-schools-initiative/toolkit/strategy-4

[2] Athuraliya, A. (2023, January 5). *Top 7 Instructional Design Models to Create Effective Learning Material*. https://creately.com/blog/education/instructional-design-models-process

[3] Different types of disabilities - Staff Services - ANU. (2020). *Australian National University*. Retrieved January 22, 2023, from https://services.anu.edu.au/human-resources/respect-inclusion/different-types-of-disabilities

[4] Gollub, H. (2023, January 4). *Best Adapted and Inclusive PE Games*. Marathon Kids. https://marathonkids.org/best-adapted-and-inclusive-pe-games

[5] Model Based Approaches. (2022, March 27). *Drowningintheshallow*. https://drowningintheshallow.wordpress.com/models-based-approaches

[6] *Physical Education Plan*. (2022). Pupils Tutor.

B.4. SAMPLE COURSE REQUIREMENTS SUBMITTED BY STUDENTS

INSTITUTE OF SPORTS PHYSICAL EDUCATION AND RECREATION
LIST OF DELINQUENT STUDENTS (1ST SEMESTER 2022-2023)

#	STUDENT NO.	STUDENT NAME	YEAR LEVEL	PROGRAM	SCHOLASTIC DELIQUENCY
1	22-22643	ABLID, ARIANE Pascual	1	BSESS	Debarred
2	22-53396	CAGAS, FLORABEL Flores	1	BSESS	Debarred
3	22-74635	CAÑIBERAL, GLENDEL Daruca	1	BSESS	Debarred
4	22-26124	ICLAM, KIZZA LYN N/a	1	BSESS	Debarred
5	22-48332	JUDAN, JANNAFEARL Tabania	1	BSESS	Debarred
6	22-98557	LAGUISMA, SHIELA Jornadal	1	BSESS	Debarred
7	22-79904	MAGLENTE, RACHEL MAE Gamboa	1	BSESS	Debarred
8	21-83349	SANICO, MARJORIE Tabasa	2	BSESS	Debarred
9	21-13256	SINGAYAN, NORHAIMALYN Tangkulo	2	BSESS	Debarred
10	22-74895	TAÑOLA, MIGUEL M	1	BSESS	Debarred
11	21-47117	ABDULRAHIM, HATAB JR Mayato	2	BSESS	Probation
12	22-95647	BANAÑA, PATRICK REYNOLD Uy	1	BPE	Probation
13	21-94091	CARDOZA, JEZALYN Tik-ing	2	BSESS	Probation
14	21-34636	LEONG, JIM BRYAN Cantiller	1	BSESS	Probation
15	20-90522	ABELLERA, Jomari Dumalang	1	BPE	Warning
16	21-83696	CAJUTOL, DARWIN Catanus	2	BSESS	Warning
17	21-27562	DELA TORRE, GERLIE Ochavillo	2	BSESS	Warning
18	22-44492	DIG-AOAN, BENCH Na	1	BPE	Warning
19	22-15701	KAMIN, ABDULLAH Abdullah	1	BSESS	Warning
20	22-55436	PAJES, ANGELA Matullano	1	BSESS	Warning
21	22-53575	SALILING, CHARLIE JHON Poraso	1	BPE	Warning

4/17/23

ISSUED CALL SLIP = 4/17/2023 - 2:30 pm.

MODULE ON

MOTIVATION and GROUP DYNAMICS

BSESS el3 FSC

CERTIFIED TRUE COPY:

MARGIE N. BUTUAN-GALANG
Chief Administrative Officer

Compiled by: Helen Grace D. Lopez, MAEd

USM-EDU-Fog-Rev.2.2021.01.05

B.5. RECORD OF CLASS OBSERVATION

CLASSROOM OBSERVATION SUMMARY

Name	1st Sem 2024-2025			2nd Sem 2024-2025		
	Score	Verbal Interpretation	Remarks	Score	Verbal Interpretation	Remarks
1. Arias, Elpedio A.	3.95	Very Satisfactory	Serious in Lecture	4.32	Very Satisfactory	Cool & Relax
2. Buisan, Jessa S.	4.0	Very Satisfactory	Output-based	4.65	Very Satisfactory	Strict but friendly
3.Calixtro, Marichu A.	4.36	Very Satisfactory	Very energetic in lecture & practical activities	On Study Leave		
4.Elumbaring, Jerum B.	3.95	Very Satisfactory	Serious in imposing discipline	3.96	Very Satisfactory	Strict but flexible
5. Lopez, Helen Grace D.	4.22	Very Satisfactory	Pathetic to the students	4.8	Very Satisfactory	Cool, relax but strict
6. Mancera, Marlon A.	4.09	Very Satisfactory	Serious in teaching the skills	4.6	Very Satisfactory	Serious in monitoring
7. Tagare, Ruben Jr.	On Study Leave			4.89	Very Satisfactory	Relax, friendly but strict

Prepared by:

PRISCILLA P. DAGOC, MSPE
Department Chair, BSESS

Noted by:

NORGE D. MARTINEZ, EdD-PE
Dean, ISPEAR

B.6. LIST OF ACADEMIC LINKAGES OR CONSORTIA

Partner Institution/Organization	Second Party Head	Institution Connected	Duration (Date)	First Party Head
INTERNATIONAL ASSOCIATION OF PHYSICAL EDUCATION AND SPORTS (IAPES)	JESUS D. ARGARIN, PhD			JONALD L. PIMENTEL, PhD
NATIONAL ASSOCIATION OF PHYSICAL EDUCATION AND SPORTS SCIENCE-PHILIPPINES	JOSEPH T. LOBO	BULACAN STATE UNIVERSITY	JULY 9, 2025	JONALD L. PIMENTEL, PhD
COLLEGE OF EDUCATION AND LIBERAL ARTS	DR. ROSULA S.J REYES	ADAMSON UNIVERSITY MANILA	JULY 9, 2025	JONALD L. PIMENTEL, PhD
COLLEGE OF HUMAN KENITICS	DR. MARLON S. TABDI	BENGUET STATE UNIVERSITY	JULY 7, 2025	JONALD L. PIMENTEL, PhD
OUTDOOR ADVENTURE EDUCATION PHILIPPINES	PROF. RENE A. CAMARADOR	POLYTECHNIC UNIVERSITY OF THE PHILIPPINES	JULY 9, 2025	JONALD L. PIMENTEL, PhD