

Specific Objectives of the Different Degree Programs:

The objectives of the Bachelor of Arts in Political Science; English Language; History and Bachelor of Science in Social Work were lifted from the CMOs No. 51, S. 2017; No. 24, S. 2017; No.38, S. 2017; and No.39, S. 2017, respectively.

Bachelor of Arts in Political Science (CMO No. 51, S. 2017)

Specific Objectives	Performance Indicators
1. Articulate and deploy major concepts in the discipline	• Apply the knowledge learned in the field of discipline
2. Recognize and define the field, distinguish its sub-fields, theories, and methods	
3. Design and execute research inquiries using appropriate quantitative and qualitative methods guided by theories or conceptual frameworks	• Ability to conduct quantitative and qualitative researches. • Display ability in communicating ideas in both written and oral forms • Demonstrate pride of being a Filipino and a strong commitment for the advancement of national goals
4. Demonstrate written visual and oral presentation of skills to produce and present analytical reports	
5. Critique, judge, and respond to current issues and problems based on a substantive understanding of the historical and contemporary developments in the national and global contexts	
6. Develop a predisposition towards ethical political involvement and practice in various forms and on different levels of engagement	• Demonstrate values and attitudes towards ethical political involvement and practice them in the different levels of engagement

Bachelor of Arts in English Language (CMO No. 24, S. 2017)

Specific Objectives	Performance Indicators
1. Articulate a comprehensive and contextualized view of the English language system and development;	• Explain how the English language system works in the context of historical, social, cultural, and political factors. • Explain clearly and logically how the English language changes in response to various factors.

2. Communicate in English (both oral and written) fluently, accurately, and creatively in diverse social, cultural, academic, and professional settings;	<ul style="list-style-type: none"> Listen/speak/read/write/view situations, participate effectively in oral communication situations where language systems vary.
3. Speak in English fluently, accurately, and creatively;	<ul style="list-style-type: none"> Apply these communication techniques during the practice teaching trainings of the students in the College Level
4. Read and explain various kinds of texts based on factual evidence	
5. Write in English fluently, accurately, and creatively;	<ul style="list-style-type: none"> Teach reading/writing/listening/ speaking/viewing skills in formal as well as non-formal settings using best practices in delivering knowledge (e.g., skill-based/content-based/tasked based) with appropriate methodologies (audio lingual, independent exploration, use of technology, etc.)
6. Facilitate English language learning in diverse social, cultural, academic, and professional settings;	
7. Teach English communication skills using knowledge of best practices.	
8. Participate effectively in oral communication situations where language systems (phonological, morphological, syntactic, semantic) vary.	<ul style="list-style-type: none"> Apply and assess the appropriate communication strategies in diverse social, cultural, academic, and professional settings.
9. Produce well-written texts for various academic and professional purposes.	<ul style="list-style-type: none"> Produce a well-documented paper for various needs in an academic setting and in the workplace. Engage in English language research relevant to the school and workplace settings. Enhance literacy development and critical/creative thinking among students through the use of different types of texts.

Bachelor of Arts in History (CMO No. 38, S. 2017)

Specific Objectives	Performance Indicators
1. Demonstrate knowledge of history as a social science/humanities discipline.	<ul style="list-style-type: none"> Identify similarities and differences between history and social science/humanities.
2. Demonstrate a general knowledge of Philippine history.	<ul style="list-style-type: none"> Ability to identify and analyze Philippine historical events in appropriate context.
3. Demonstrate general knowledge of Asian and world history.	<ul style="list-style-type: none"> Ability to identify and analyze historical events of Asian and world history.

4. Identify the primary and secondary sources necessary for the study of a specific research problem.	<ul style="list-style-type: none"> • Explain the basic difference between primary and secondary sources and be able to provide appropriate examples.
5. Identify appropriate sources and demonstrate familiarity with standard citation format.	<ul style="list-style-type: none"> • Locate national archives, museums, special collections, and other repositories of historical sources.
6. Analyze historical data from multiple viewpoints.	<ul style="list-style-type: none"> • Ability to use interdisciplinary approach in acquiring knowledge. • Explain the difference of primary source using the principle of internal/external criticism.
7. Complete a research paper using sound historical methodology.	<ul style="list-style-type: none"> • Ability to conduct historical research and engage in historical writing
8. Recognize the relevance of the study of the past to contemporary issues and concerns.	<ul style="list-style-type: none"> • Explain the role of history in relating the past with contemporary life.
9. Acquire reading knowledge of a language necessary for research.	<ul style="list-style-type: none"> • Display ability in communicating ideas in both written and oral forms.
10. Recognize other scholars' works and exhibit openness to peer review.	<ul style="list-style-type: none"> • Ability to respect and appreciate scholarly works.
11. Relate the role of history in asserting national identity.	<ul style="list-style-type: none"> • Demonstrate pride in being a Filipino and a strong commitment for the advancement of national goals.

Bachelor of Science in Social Work (CMO No. 39, S. 2017)

Specific Objectives	Performance Indicators
1. Demonstrate knowledge, skills, and attitudes in engaging in a generalist helping process and planned change process for therapeutic, protective, preventive, and transformative purposes.	<ul style="list-style-type: none"> • Students effectively engage people as individuals and as collectivities, in a helping process to address concrete needs and problems, as well as human rights violations. • They know how to formulate a helping plan for therapeutic, protective or preventive and transformative goals. • They relate with clients with respect, non-discrimination, and fairness. • They communicate clearly and effectively. • The process they use is participatory, gender responsive and rights-based.
2. Analyze critically the origin, development, and purposes of social work in the Philippines	<ul style="list-style-type: none"> • Students can explain the socio-economic and political contexts that gave rise to the emergence and legal recognition of Social Work as a profession in the Philippines • They can analyze and categorize the purposes of the Social Work and

	<p>define the social conditions under which a set of purposes may be relevant.</p>
<p>3. Critique the impacts of global and national socio-structural inadequacies, discrimination, and oppression on quality of life.</p>	<ul style="list-style-type: none"> • Students can explain what neoliberal globalization is and its differential impacts on the lives of people, within a country and between countries, based on social class, gender, ethnicity, race, nationality, and location in international relations. • They question who benefits or who loses in neoliberal globalization. • They can mobilize support for advocacy work from stakeholders. • They can strategize, plan advocacy work from logistics, mobilize people and tasks to set up mechanics for assessment.
<p>4. Generate resources and develop networks and partnerships.</p>	<ul style="list-style-type: none"> • Students are able to work within the context of a social service delivery system and client's environment and link clients with resources services and opportunities. • They can map and index agency and community resources. • They can build information network (personal, professional, and organizational) for referral purposes. • They demonstrate skills in referral, linkage, and networking. • They can produce a resource generation plan. • They can distinguish roles of social workers as advocates, brokers, coordinators, and networkers. • They can mobilize client's participation in resource mobilization.
<p>5. Identify with the social work profession and conduct oneself in accordance with social work values and ethical principles.</p>	<ul style="list-style-type: none"> • Students are able to express self-identification with the profession. • They adhere to the code of ethics of the social work profession in practice situations. • They can demarcate personal feelings and needs from professional relationships. • They demonstrate professional decorum in all practice situations. • They demonstrate in practice situations the operationalization of the profession's core values which

	<p>are service, social justice, respect for the dignity and worth of the person, importance of human relationships, competence, human rights, and scientific inquiry.</p> <ul style="list-style-type: none"> • They can resolve effectively any ethical and/or value dilemmas or conflicts.
<p>6. Engage in social work practices that promote diversity and difference in client systems.</p>	<ul style="list-style-type: none"> • Students are able to assess a client's situation based on how the intersection of social variables such as age, economic status, gender, and educational attainment influences and shapes client's situation. • They use non-discriminatory language. • They can critique assumptions that underlie socially dominant norms such as heteronormativity. • They can identify personal values and biases, discuss how these can affect working relations with clients, and subsume them to professional values and principles. • They acknowledge and respect diversity and difference in the manner they work with clients and write about them.
<p>7. Produce a portfolio of recordings, case studies and other social work documentation to reflect the quality and progress of practice.</p>	<ul style="list-style-type: none"> • Students submit required documentation on time. • They construct descriptive and analytical narratives. • They use non-discriminatory language in their recordings. • They reflect critical thinking in their recordings. • They are able to organize their ideas in a coherent, logical, and meaningful way, consistent with their theoretical and analytical frameworks. • They are able to synthesize Field Instruction experiences.
<p>8. Use supervision to develop critical self-reflective practice for personal and professional growth.</p>	<ul style="list-style-type: none"> • Students are able to prepare and submit recordings that reflect insight and leanings, not only a description of events. • They identify personal and ethical dilemmas encountered in Field Instruction.

- They are able to engage the faculty supervisor on matters that affect personal and professional values and principles.